



Brooks Crossing Elementary School  
2016-2017  
Grade Span KG-05

23-4860-085  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
50 DEANS HALL ROAD  
MONMOUTH JUNCTION, NJ 08852

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

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

Navigating through the reports:

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

Other Resources:

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	98	104	85
1	97	102	108
2	109	100	104
3	148	110	110
4	145	153	106
5	137	145	150
Ungraded	1	0	0
Total	735	714	663

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	101	104	85

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	48%
Male	50%	50%	52%
Economically Disadvantaged Students	14%	12%	10%
Students with Disabilities	6%	7%	7%
English Learners	3%	4%	4%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	68.8%
White	17.8%
Black or African American	5.1%
Hispanic	4.7%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	3.5%

Enrollment by Home Language

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

Home Language	% of Students
English	59.7%
Telugu	9.2%
Tamil	7.4%
Gujarati	5.4%
Hindi	2.9%
Other	16.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	297	97.1	80.10	72.10	54.90	80.1	75.3	Met Goal
White	64	91.9	57.80	58.60	63.90	55.6	56.8	Met Target†
Hispanic	12	83.3	66.70	*	39.80	56	**	**
Black or African American	17	100.0	64.70	40.60	35.20	64.7	N	N
Asian, Native Hawaiian, or Pacific Islander	198	99.6	89.40	85.10	80.70	89.4	80	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	137	94.9	80.30	78.20	62.20	79.3		
Male	160	99.0	80.00	66.50	48.10	80		
Economically Disadvantaged Students	40	90.4	52.50	*	36.20	49	45.3	Met Target
Non-Economically Disadvantaged Students	257	98.2	84.50	*	65.80	84.5		
Students with Disabilities	40	91.8	50.00	*	20.50	47.9	21.7	Met Target
Students without Disabilities	257	97.9	84.90	*	61.90	84.9		
English Learners	35	100.0	68.50	44.80	25.20	68.5	58.2	Met Target
Non-English Learners	262	96.8	81.70	73.30	57.40	81.7		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	33.30	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	766	765	749	*	*	*	58%	14%	72%	50%
White	18	750	*	759	0%	*	*	*	0%	39%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	77	773	775	775	*	*	*	64%	18%	82%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	46	772	768	754	*	*	*	59%	*	78%	55%
Male	63	762	763	745	*	*	*	57%	*	67%	46%
Economically Disadvantaged Students	10	720	726	731	*	*	*	*	0%	10%	31%
Non-Economically Disadvantaged Students	99	771	770	762	*	*	*	*	15%	78%	63%
Students with Disabilities	13	736	732	720	*	*	*	*	*	39%	24%
Students without Disabilities	96	771	769	755	*	*	*	*	*	76%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	109	766	765	752	*	*	*	58%	14%	72%	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	108	774	770	753	*	*	12%	38%	38%	76%	56%
White	20	744	*	762	*	*	*	*	*	50%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	11	752	742	737	*	*	*	*	0%	64%	36%
Asian, Native Hawaiian, or Pacific Islander	67	789	782	777	0%	*	*	31%	57%	88%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	60	769	774	758	*	*	*	33%	37%	70%	61%
Male	48	780	766	749	*	*	*	44%	40%	83%	51%
Economically Disadvantaged Students	15	737	741	737	*	*	*	*	0%	47%	36%
Non-Economically Disadvantaged Students	93	780	775	764	*	*	*	*	44%	81%	69%
Students with Disabilities	16	741	729	725	*	*	*	*	*	56%	25%
Students without Disabilities	92	780	775	759	*	*	*	*	*	79%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	108	774	770	755	*	*	12%	38%	38%	76%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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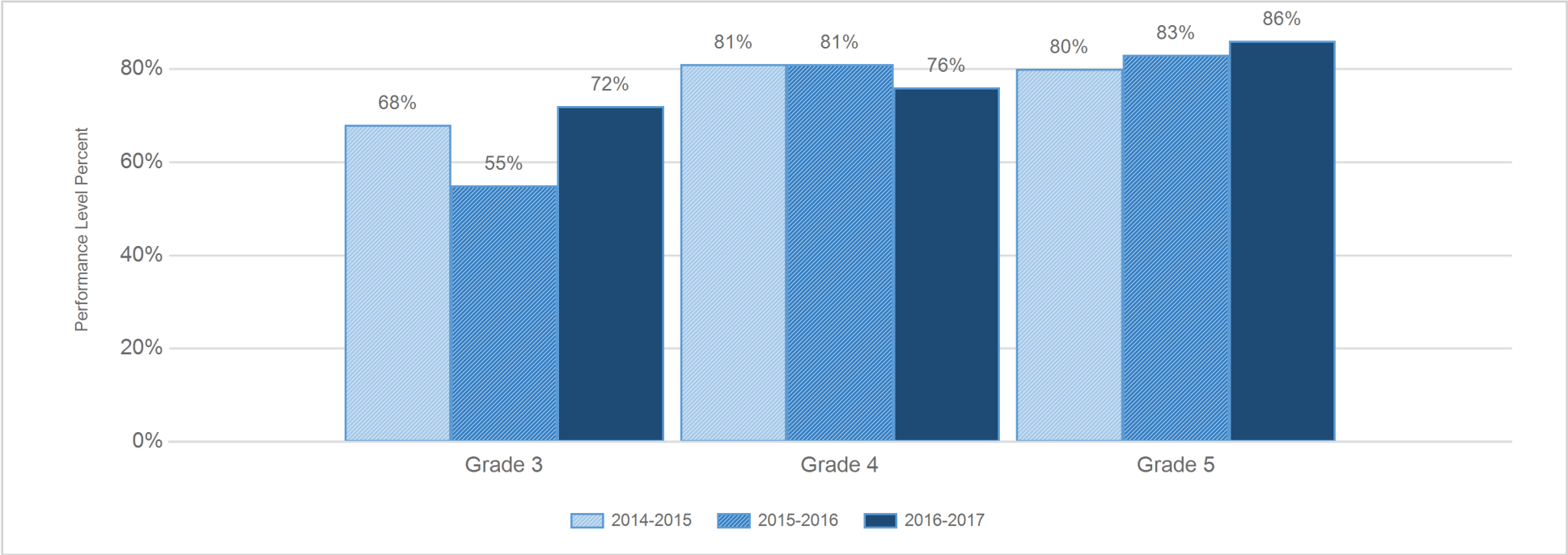
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	778	774	756	*	*	8%	68%	19%	86%	59%
White	30	770	767	763	0%	*	*	63%	*	77%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	101	783	782	779	*	*	*	67%	23%	90%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	60	778	778	761	*	*	*	67%	22%	88%	66%
Male	85	778	769	750	*	*	*	68%	17%	85%	53%
Economically Disadvantaged Students	14	764	742	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	131	779	778	765	*	*	*	*	*	88%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	145	778	*	757	*	*	8%	68%	19%	86%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

### English Language Arts/Literacy Assessment - Performance Trends

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







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**Mathematics Assessment - Participation and Performance**

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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	295	97.1	72.60	61.90	43.50	72.6	76.5	Met Target†
White	63	91.9	47.60	41.90	52.40	45.7	50.6	Met Target†
Hispanic	12	83.3	41.70	*	27.60	35	**	**
Black or African American	17	100.0	41.20	25.20	21.70	41.2	N	N
Asian, Native Hawaiian, or Pacific Islander	197	99.6	86.30	79.80	75.60	86.3	80	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	136	94.9	64.70	61.10	44.10	63.9		
Male	159	99.0	79.30	62.70	42.90	79.3		
Economically Disadvantaged Students	40	90.4	22.50	*	25.10	21.1	33.8	Not Met
Non-Economically Disadvantaged Students	255	98.2	80.40	*	54.30	80.4		
Students with Disabilities	40	91.8	40.00	16.00	16.50	38.3	21.1	Met Target
Students without Disabilities	255	97.9	77.70	67.50	48.80	77.7		
English Learners	35	100.0	74.30	*	23.30	74.3	76.4	Met Target†
Non-English Learners	260	96.8	72.30	*	45.20	72.3		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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
<b>Schoolwide</b>	111	767	768	751	*	*	17%	49%	25%	74%	53%
White	19	749	*	759	0%	*	*	*	*	53%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	78	776	780	779	*	*	*	50%	35%	85%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	47	762	767	751	*	*	*	51%	*	70%	52%
Male	64	771	770	751	*	*	*	47%	*	77%	53%
Economically Disadvantaged Students	10	713	727	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	101	773	773	761	*	*	*	*	*	*	65%
Students with Disabilities	13	736	732	729	*	*	*	*	0%	46%	29%
Students without Disabilities	98	771	773	755	*	*	*	*	29%	78%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Mathematics Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	763	763	747	*	*	18%	52%	16%	68%	47%
White	20	738	*	755	*	*	*	*	0%	35%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	11	745	734	729	*	*	*	*	*	46%	25%
Asian, Native Hawaiian, or Pacific Islander	68	777	777	774	0%	*	*	62%	24%	85%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	60	758	763	747	*	*	*	43%	*	58%	47%
Male	49	768	763	747	*	*	*	63%	*	80%	48%
Economically Disadvantaged Students	15	724	735	732	*	*	*	*	0%	13%	27%
Non-Economically Disadvantaged Students	94	769	768	757	*	*	*	*	18%	77%	61%
Students with Disabilities	16	736	724	724	*	*	*	*	0%	44%	22%
Students without Disabilities	93	767	768	751	*	*	*	*	18%	72%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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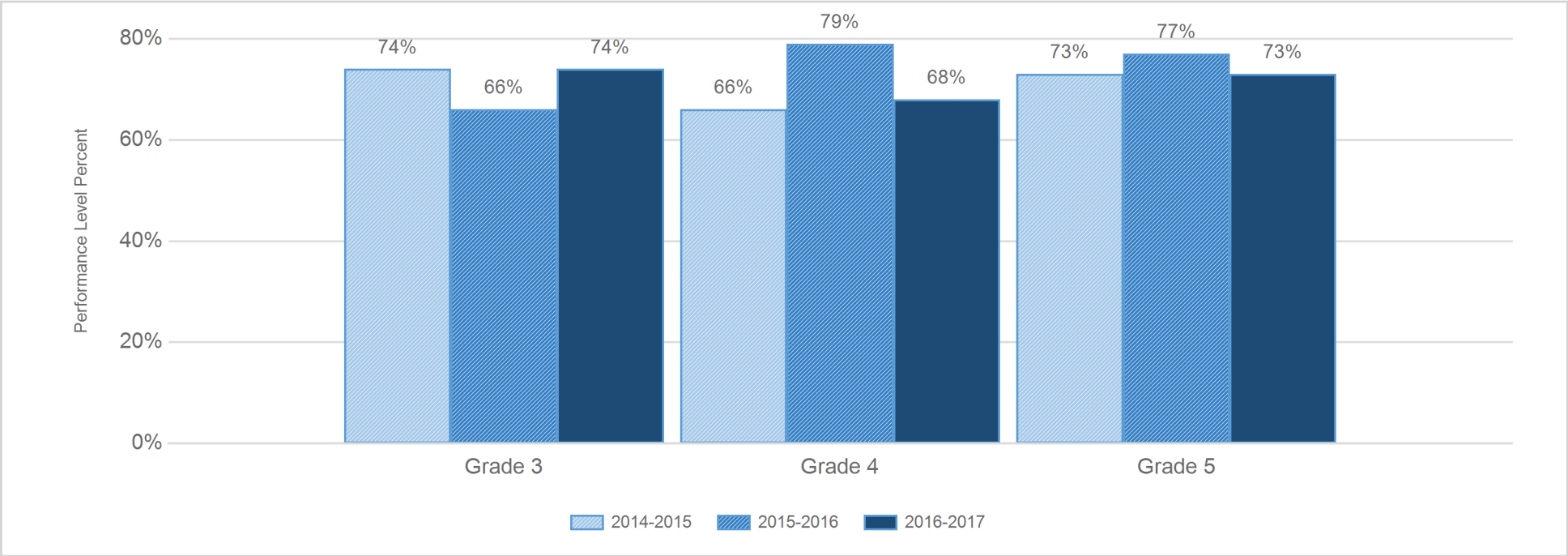
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	771	766	747	*	*	22%	48%	26%	73%	46%
White	29	755	754	754	0%	*	35%	52%	*	55%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	100	779	778	774	*	*	14%	49%	36%	85%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	59	763	763	747	*	*	29%	51%	*	64%	47%
Male	84	776	768	746	*	*	18%	45%	*	80%	46%
Economically Disadvantaged Students	14	752	732	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	129	773	770	756	*	*	*	*	*	78%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	143	771	766	748	*	*	22%	48%	26%	73%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	22	63.6%	36.4%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

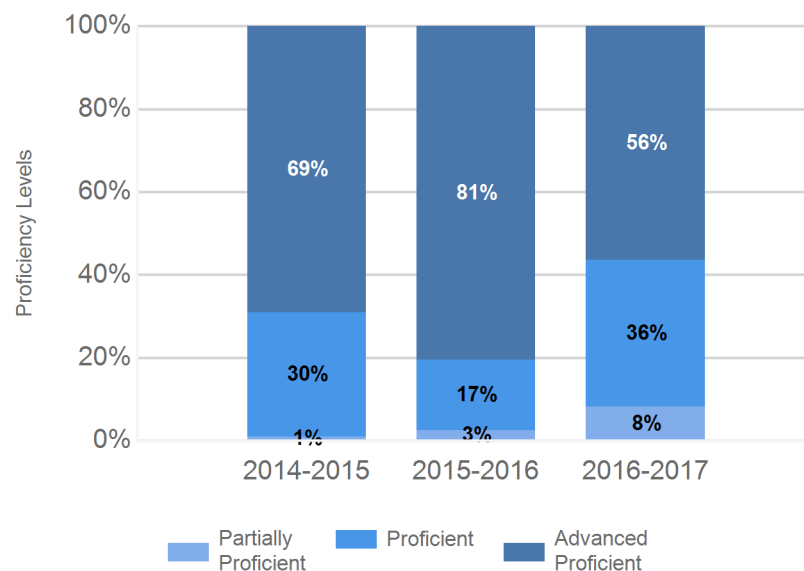
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	56%	36%	8%
White	46%	36%	18%
Hispanic	*	*	*
Black or African American	27%	55%	18%
Asian, Native Hawaiian, or Pacific Islander	68%	31%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	13%	63%	25%
Students with Disabilities	44%	31%	25%
English Learners	N	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	68	53	50	Exceeds Target	63	53	50	Exceeds Target
White	47	47	50	Met Target	49	48	52	Met Target
Hispanic	*	44	49	**	*	47	47	**
Black or African American	66	46	45	**	65	44	43	**
Asian, Native Hawaiian, or Pacific Islander	70	58	60	Exceeds Target	63.5	57	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	43	51	**	*	50.5	52	**
Economically Disadvantaged	74.5	43	47	Exceeds Target	49	50	46	Met Target
Students with Disabilities	75	*	41	**	88.5	*	43	Exceeds Target
English Learners	68	59	53	Exceeds Target	69.5	55.5	51	Exceeds Target

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





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

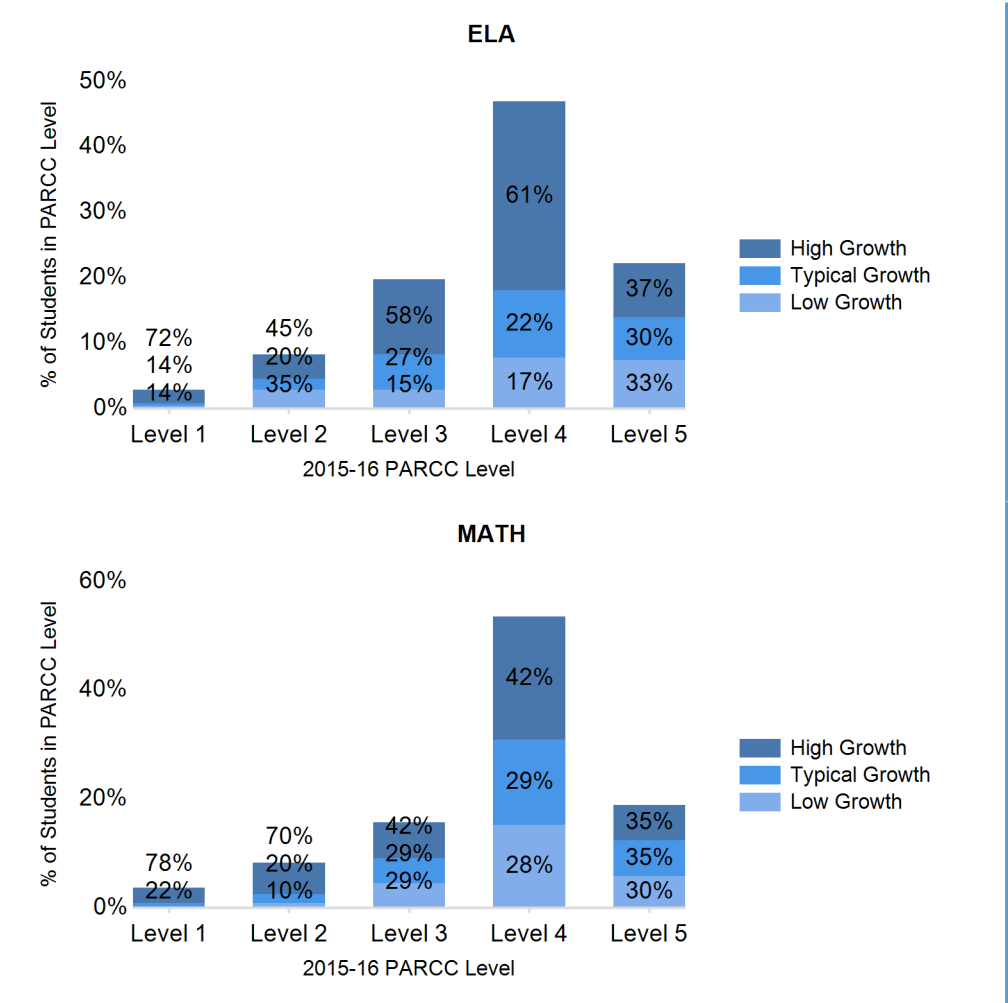
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

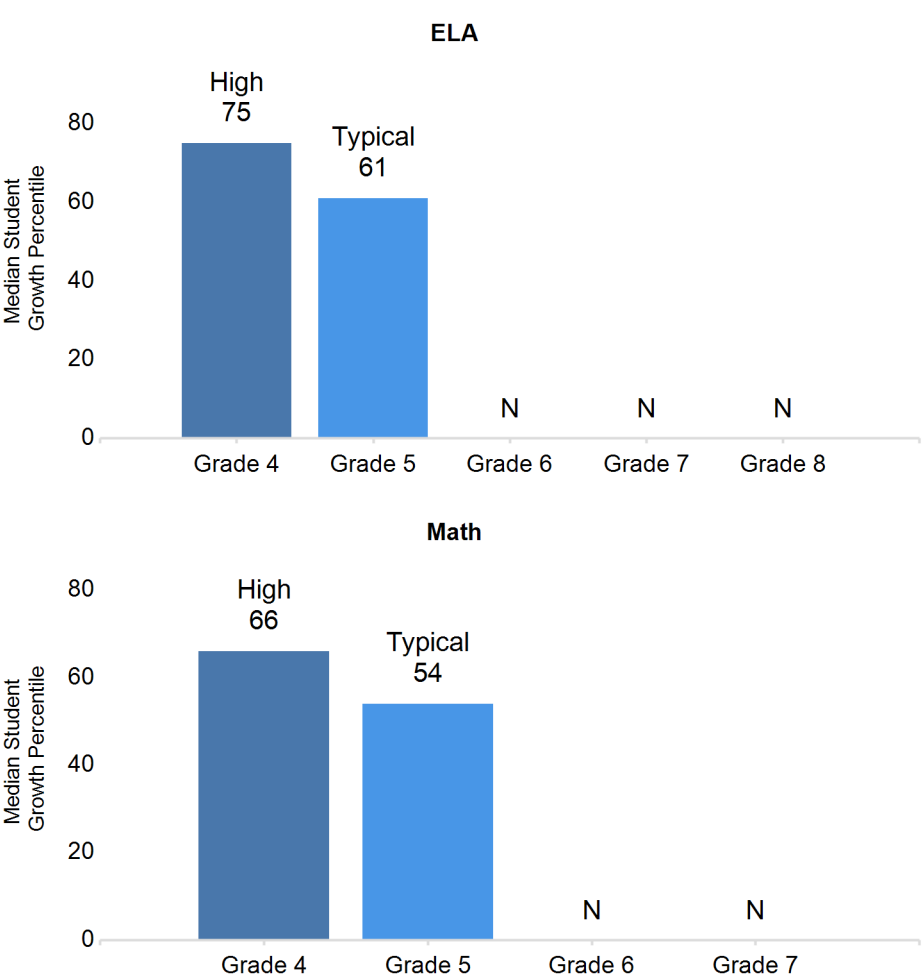
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

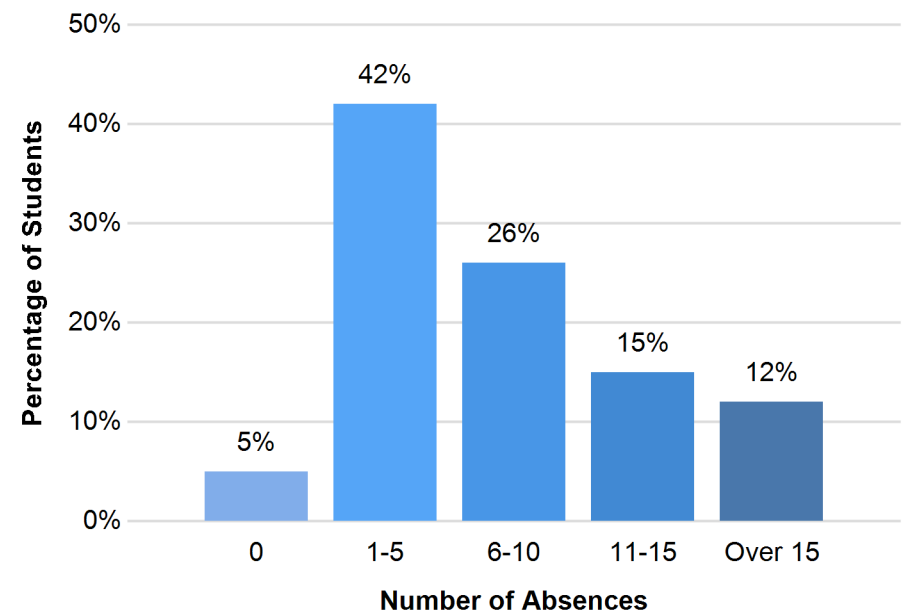
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.90	8.40	Met Target
White	9.30	8.40	Not Met
Hispanic	9.70	8.40	Not Met
Black or African American	14.70	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.30	8.40	Met Target
Economically Disadvantaged Students	8.70	8.40	Not Met
Students with Disabilities	7.80	8.40	Met Target
English Learners	21.40	8.40	Not Met

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

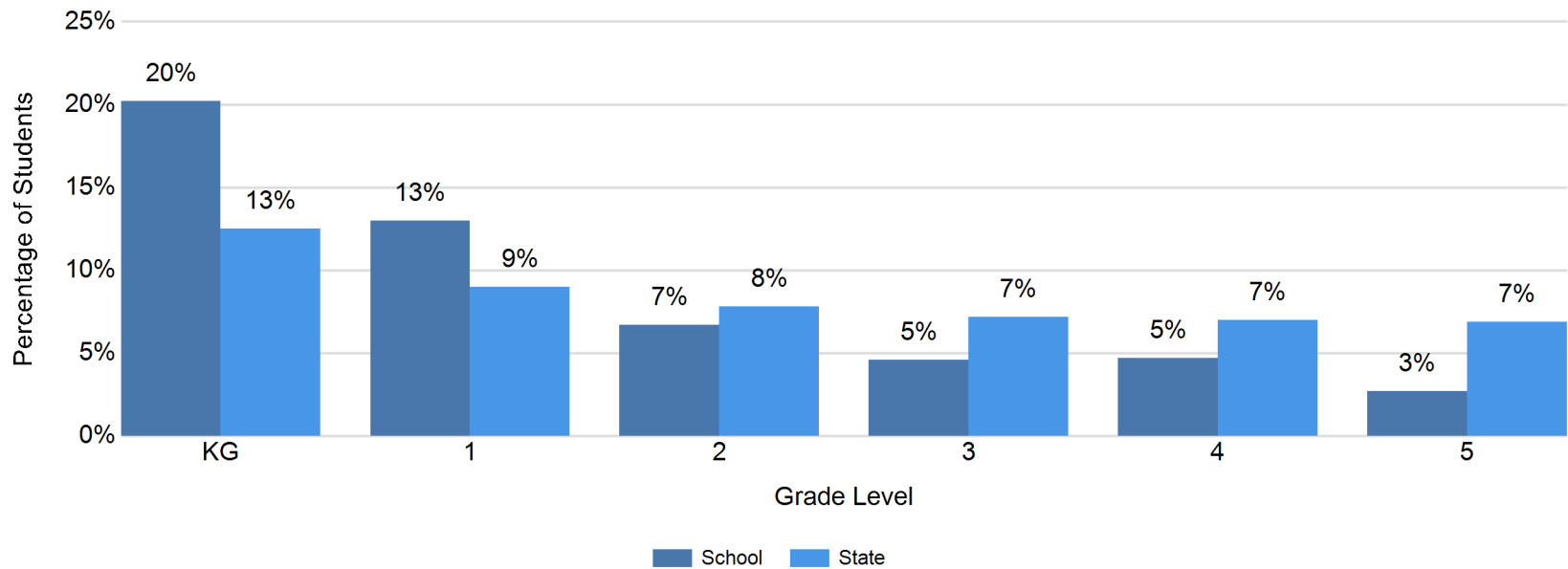
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.30

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.6%
Any Suspension	0.6%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### 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	5.7:1	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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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	11.5	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	221:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1



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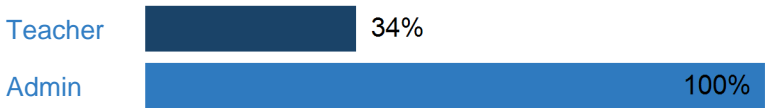
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	87.2	17.5%
Mathematics Proficiency	82.2	17.5%
English Language Arts Growth	92.3	25.0%
Mathematics Growth	86.4	25.0%
Chronic Absenteeism	32.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		79.2
Summative Rating: Percentile rank of Summative Score		89.6
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	79.2	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	30.7	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	63.3	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	67.8	11.9	No	Met Target	Not Met	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	91.9	11.9	No	Met Target	Met Target	Met Target	**	Exceeds Target	No
English Learners	80.1	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Famous	<b>Email Address:</b>	<a href="mailto:glenn.famous@sbschools.org">glenn.famous@sbschools.org</a>
<b>Address:</b>	50 DEANS HALL ROAD MONMOUTH JUNCTION, NJ 08852	<b>Website:</b>	<a href="http://www.sbschools.org">www.sbschools.org</a>
<b>Phone:</b>	(732)821-7478	<b>Facebook:</b>	<a href="https://www.facebook.com/SBSDBC/">https://www.facebook.com/SBSDBC/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/SBSDBC">https://twitter.com/SBSDBC</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Our school is home to a highly active PTO. More information can be found at <a href="http://brookscrossingpto.weebly.com">http://brookscrossingpto.weebly.com</a></li> <li>• Beyond academics, our highly recognized fine arts offerings attend to the broader needs of the well rounded child.</li> <li>• Numerous after school enrichment options provide extended learning for our students long after the regular day ends.</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>The mission of Brooks Crossing Elementary School is to ensure that all students achieve educational excellence. Through a strong sense of community, a rich curricular program, and a commitment to character, Brooks Crossing prepares students to become strong participants and leaders in the world community. A strong sense of professional community underscores the work that is accomplished daily at the school. All members of the community work tirelessly to achieve the schools' stated mission.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Not only does the school enjoy bright and welcoming learning facilities, students are inspired to learn by a highly talented and dedicated staff. Teachers have earned advanced degrees, written successful grants, and been honored individually for their work. Through such initiatives as the Columbia Writing Program, Differentiated Instruction, Responsive Classroom and technology Integration, our students are actively engaged in their learning each day and inspired by world-class educators.</p>






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 Courses, Curriculum, Instruction:	Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.
 Clubs and Activities:	Sponsored by our highly active and engaged Parent Teacher Organization, the school annually offers a series of after school clubs and activities that run the gamut from board games to intramural sports to technology and academic pursuits. This robust program is designed to provide extended learning opportunities for our students across grade levels and beyond the school day.
 Before and After School Programs:	Our highly-regarded Before and After School Programs run through our district's Community Education Department, and are available for students in K-5th grade (7:00 a.m. – 6:00 p.m.). It's located in our building, making for an easy transition when the bell rings! These programs provide opportunities for children to choose from a variety of active and quiet recreational or enrichment activities. Children are encouraged to make their own choices, be creative and pursue individual interests.







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SOUTH BRUNSWICK TWP  
50 DEANS HALL ROAD  
MONMOUTH JUNCTION, NJ 08852

**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.

 <b>Staff and Professional Learning:</b>	<p>South Brunswick is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention.</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We have also added a breakfast program at the elementary level to ensure that all students start the day with a full belly so that they are ready to learn!</p>
 <b>Parent and Community Involvement:</b>	<p>Home/School partnerships are important to us. We keep families informed through a variety of communication forums, including Facebook, Twitter, and a weekly electronic Friday folder that contains a principal's message. We also benefit from a strong PTO that offers extracurriculars, social events for families, assemblies for students, and grants for teachers. Parents are welcomed in as volunteers and are encouraged to attend the many evening events that bring our close-knit community together.</p>





Brooks Crossing Elementary School  
2016-2017  
Grade Span KG-05

23-4860-085  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
50 DEANS HALL ROAD  
MONMOUTH JUNCTION, NJ 08852

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> <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>As part of its efforts to be truly responsive to the needs of our students and staff, the school’s administrative staff annually surveys students and teachers to gain insight into how well we are addressing the needs of our children and those who serve them. The survey results are collected and analyzed by our school climate team in the summer in order to best plan for each new school year.</p>
<div></div> <div>Facilities:</div>	<p>The newest of the South Brunswick schools, Brooks Crossing opened its doors to children in September 2002. Currently, the school consists of two buildings: Brooks Crossing and Brooks Crossing at Deans. Brooks Crossing at Deans houses all Kindergarten classes and most first grade classes. The Deans building was originally constructed in 1926, but infrastructure upgrades, and major renovations, have resulted in a school that is as modern as any building in the state of New Jersey.</p>



**Brooks Crossing Elementary School**  
**2016-2017**  
**Grade Span KG-05**

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MIDDLESEX  
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MONMOUTH JUNCTION, NJ 08852

School Narrative

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



Other Information:

The Brooks Crossing School derives its name from the natural geographic features that surround it. In South Brunswick Township, two brooks meander their way through the region. These brooks are the Lawrence Brook and the Spring Brook, and they serve as a fitting metaphor for our elementary school. Both share a youthful energy and vibrant nature. For these reasons the school takes its name - Brooks Crossing Elementary School. Instructional Best Practices are highly valued at the school, and every effort is made to ensure that Brooks Crossing students benefit from a program that focuses on mathematics, reading, and writing. Additionally, students explore and make sense of their world through a highly interactive, hands-on approach in science and social studies. Beyond the academic program, students benefit from regular instruction in the areas of art, health, library, music, physical education, technology, and world language. A variety of academic intervention initiatives support students in the areas of literacy and mathematics and enrichment programs exist to challenge those students ready to deepen their learning. Brooks Crossing expects that our students will become enlightened and active members of the community. Through a variety of program initiatives, students learn the important elements of good character and practice recognizing such character traits in their daily activities. The schools' Responsive Classroom Approach and C.A.R.E.S. Character Program both contribute to the safe and caring learning environment at Brooks Crossing.



Brunswick Acres Elementary School  
2016-2017  
Grade Span KG-05

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KENDALL PARK, NJ 08824

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

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

Navigating through the reports:

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

Other Resources:

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



**Brunswick Acres Elementary School**  
**2016-2017**  
**Grade Span KG-05**

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KENDALL PARK, NJ 08824

**Footnotes**

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

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





**Brunswick Acres Elementary School**  
**2016-2017**  
**Grade Span KG-05**

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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	62	86	77
1	77	84	89
2	71	77	84
3	100	83	85
4	81	99	78
5	96	82	104
Ungraded	24	17	21
Total	512	528	538

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	47%
Male	53%	52%	53%
Economically Disadvantaged Students	15%	13%	18%
Students with Disabilities	10%	8%	8%
English Learners	5%	6%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	59.5%
White	17.5%
Black or African American	9.5%
Hispanic	9.3%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.9%

### PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	64	86	77

### Enrollment by Home Language

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

Home Language	% of Students
English	57.6%
Hindi	6.7%
Gujarati	6.1%
Tamil	5.8%
Telugu	5.2%
Other	18.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	243	98.9	70.80	72.10	54.90	70.8	66.2	Met Target
White	48	98.2	62.50	58.60	63.90	62.5	55	Met Target
Hispanic	20	93.1	40.00	*	39.80	38.3	47.5	Met Target†
Black or African American	16	100.0	50.00	40.60	35.20	50	N	N
Asian, Native Hawaiian, or Pacific Islander	149	100.0	79.20	85.10	80.70	79.2	79.4	Met Target†
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	10	100.0	80.00	60.30	54.90	80	**	**
Female	119	99.3	76.50	78.20	62.20	76.5		
Male	124	98.6	65.30	66.50	48.10	65.3		
Economically Disadvantaged Students	49	98.4	36.80	*	36.20	36.8	39	Met Target†
Non-Economically Disadvantaged Students	194	99.1	79.40	*	65.80	79.4		
Students with Disabilities	26	96.4	30.70	*	20.50	30.7	27.8	Met Target
Students without Disabilities	217	99.2	75.60	*	61.90	75.6		
English Learners	18	100.0	27.80	44.80	25.20	27.8	**	**
Non-English Learners	225	98.9	74.20	73.30	57.40	74.2		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	N	N	N	*	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.



**Brunswick Acres Elementary School**  
**2016-2017**

**Grade Span KG-05**

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**41 KORY DRIVE**  
**KENDALL PARK, NJ 08824**

**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
<b>Schoolwide</b>	84	762	765	749	*	16%	14%	62%	*	68%	50%
White	14	749	*	759	0%	*	*	*	0%	50%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	52	770	775	775	*	*	*	71%	*	79%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	768	768	754	*	*	*	65%	*	75%	55%
Male	44	756	763	745	*	*	*	59%	*	61%	46%
Economically Disadvantaged Students	14	737	726	731	*	*	*	*	*	29%	31%
Non-Economically Disadvantaged Students	70	767	770	762	*	*	*	*	*	76%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	84	762	765	752	*	16%	14%	62%	*	68%	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	79	764	770	753	*	*	17%	39%	27%	66%	56%
White	21	753	*	762	*	*	*	*	*	52%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	47	773	782	777	*	*	*	40%	36%	77%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	35	773	774	758	*	0%	*	51%	*	77%	61%
Male	44	757	766	749	*	23%	*	30%	*	57%	51%
Economically Disadvantaged Students	14	749	741	737	*	*	*	*	*	43%	36%
Non-Economically Disadvantaged Students	65	768	775	764	*	*	*	*	*	71%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	79	764	770	755	*	*	17%	39%	27%	66%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



**Brunswick Acres Elementary School**  
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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
<b>Schoolwide</b>	105	767	774	756	*	*	17%	58%	15%	73%	59%
White	18	770	767	763	0%	0%	*	67%	*	78%	69%
Hispanic	16	740	746	743	*	*	*	*	0%	31%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	60	775	782	779	0%	*	*	62%	22%	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	57	770	778	761	*	*	*	60%	*	77%	66%
Male	48	764	769	750	*	*	*	56%	*	69%	53%
Economically Disadvantaged Students	25	742	742	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	80	775	778	765	*	*	*	*	*	84%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	105	767	*	757	*	*	17%	58%	15%	73%	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%

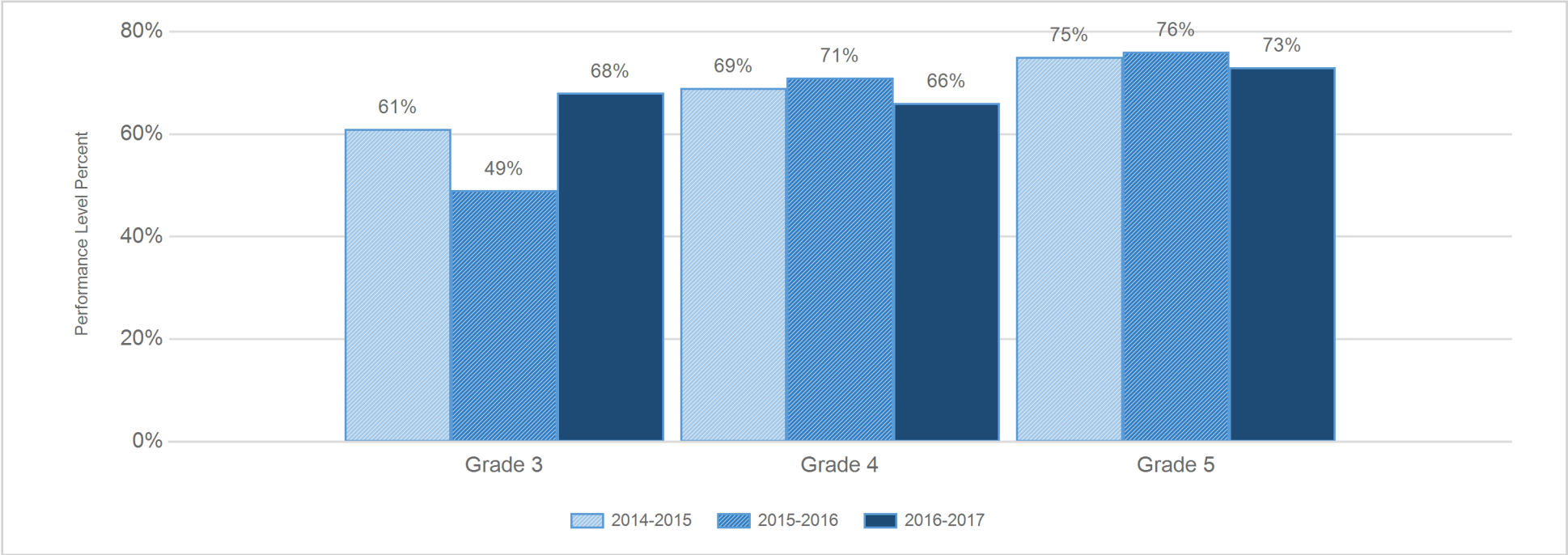


**Brunswick Acres Elementary School**  
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English Language Arts/Literacy Assessment - Performance Trends

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





**Brunswick Acres Elementary School**  
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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	243	98.9	65.40	61.90	43.50	65.4	62.2	Met Target
White	48	98.2	52.10	41.90	52.40	52.1	42.7	Met Target
Hispanic	20	93.1	30.00	*	27.60	28.7	30.1	Met Target†
Black or African American	16	100.0	25.00	25.20	21.70	25	N	N
Asian, Native Hawaiian, or Pacific Islander	149	100.0	79.20	79.80	75.60	79.2	79.4	Met Target†
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	10	100.0	60.00	47.90	44.90	60	**	**
Female	119	99.3	65.60	61.10	44.10	65.6		
Male	124	98.6	65.30	62.70	42.90	65.3		
Economically Disadvantaged Students	49	98.4	30.60	*	25.10	30.6	24	Met Target
Non-Economically Disadvantaged Students	194	99.1	74.20	*	54.30	74.2		
Students with Disabilities	26	96.4	26.90	16.00	16.50	26.9	27.8	Met Target†
Students without Disabilities	217	99.2	70.10	67.50	48.80	70.1		
English Learners	18	100.0	38.90	*	23.30	38.9	**	**
Non-English Learners	225	98.9	67.50	*	45.20	67.5		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	*	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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**KENDALL PARK, NJ 08824**

**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
<b>Schoolwide</b>	85	766	768	751	*	*	19%	39%	27%	66%	53%
White	14	757	*	759	*	*	*	*	*	57%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	53	778	780	779	0%	*	*	47%	34%	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	41	769	767	751	*	*	*	44%	24%	68%	52%
Male	44	764	770	751	*	*	*	34%	30%	64%	53%
Economically Disadvantaged Students	14	735	727	736	*	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	71	772	773	761	*	*	*	*	*	75%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%





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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	762	763	747	*	*	20%	43%	19%	62%	47%
White	21	744	*	755	*	*	*	*	*	38%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	47	777	777	774	0%	*	*	51%	30%	81%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	764	763	747	*	*	*	51%	*	69%	47%
Male	44	761	763	747	*	*	*	36%	*	57%	48%
Economically Disadvantaged Students	14	738	735	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	65	768	768	757	*	*	*	*	*	69%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	79	762	763	749	*	*	20%	43%	19%	62%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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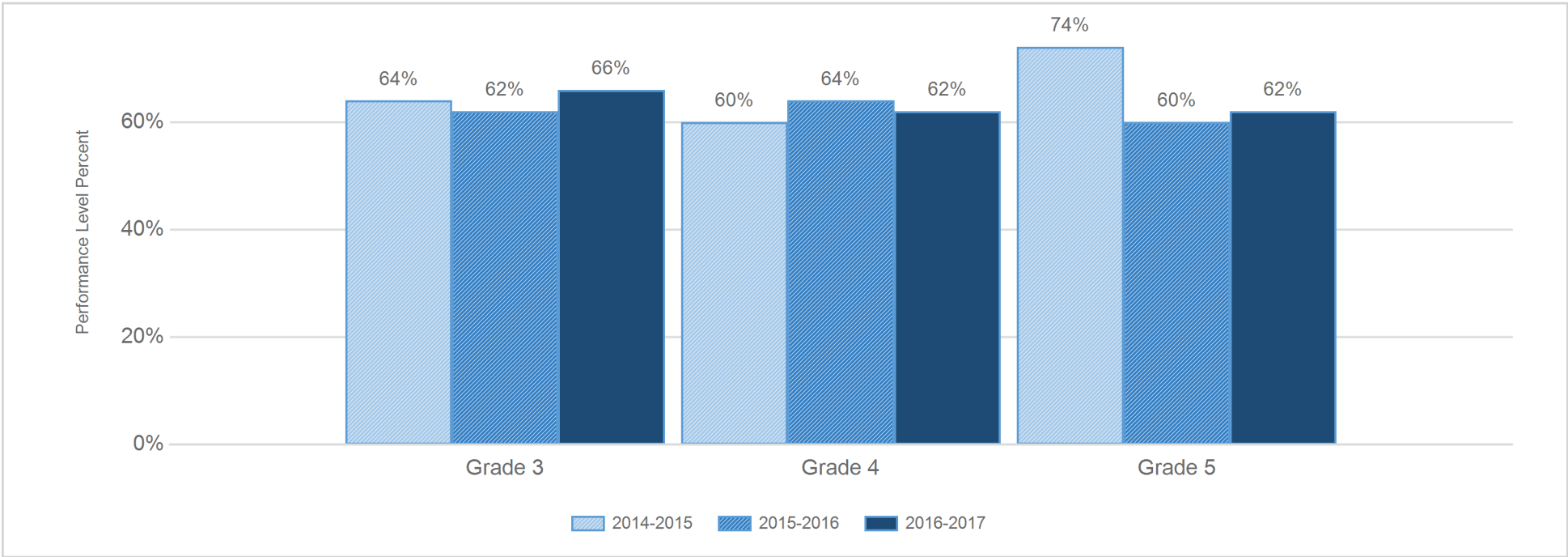
**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	105	760	766	747	*	*	23%	44%	18%	62%	46%
White	18	759	754	754	*	*	*	*	*	61%	57%
Hispanic	16	730	731	735	*	*	*	*	0%	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	60	772	778	774	*	*	22%	47%	28%	75%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	57	755	763	747	*	*	*	46%	*	58%	47%
Male	48	767	768	746	*	*	*	42%	*	67%	46%
Economically Disadvantaged Students	25	729	732	732	*	*	*	*	0%	24%	27%
Non-Economically Disadvantaged Students	80	770	770	756	*	*	*	*	24%	74%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	105	760	766	748	*	*	23%	44%	18%	62%	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%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

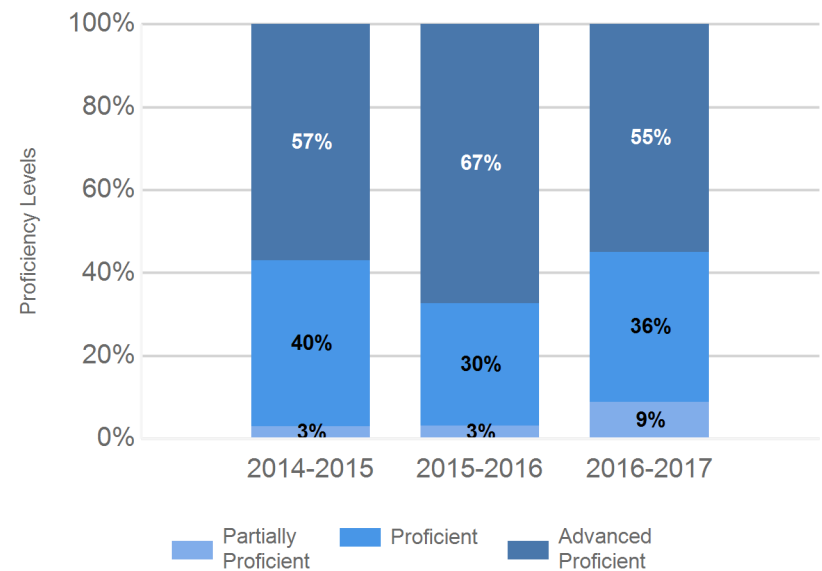
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	55%	36%	9%
White	52%	33%	14%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	63%	35%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	43%	29%	29%
Students with Disabilities	N	*	*
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	53	50	Met Target	59.5	53	50	Met Target
White	59.5	47	50	Met Target	62.5	48	52	Exceeds Target
Hispanic	57.5	44	49	**	26	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	57	58	60	Met Target	64	57	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	43	51	**	*	50.5	52	**
Economically Disadvantaged	53	43	47	Met Target	47	50	46	Met Target
Students with Disabilities	60.5	*	41	**	42	*	43	**
English Learners	26.5	59	53	**	68	55.5	51	**

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



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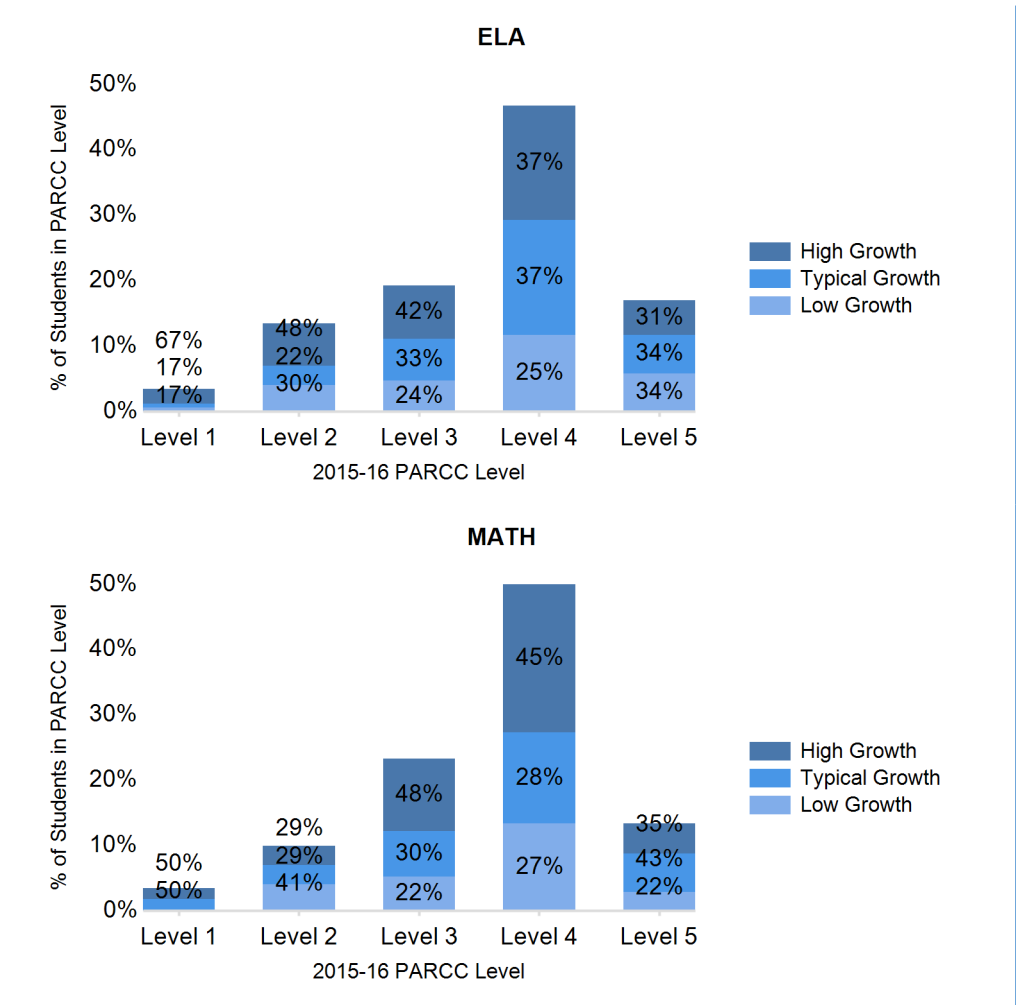
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

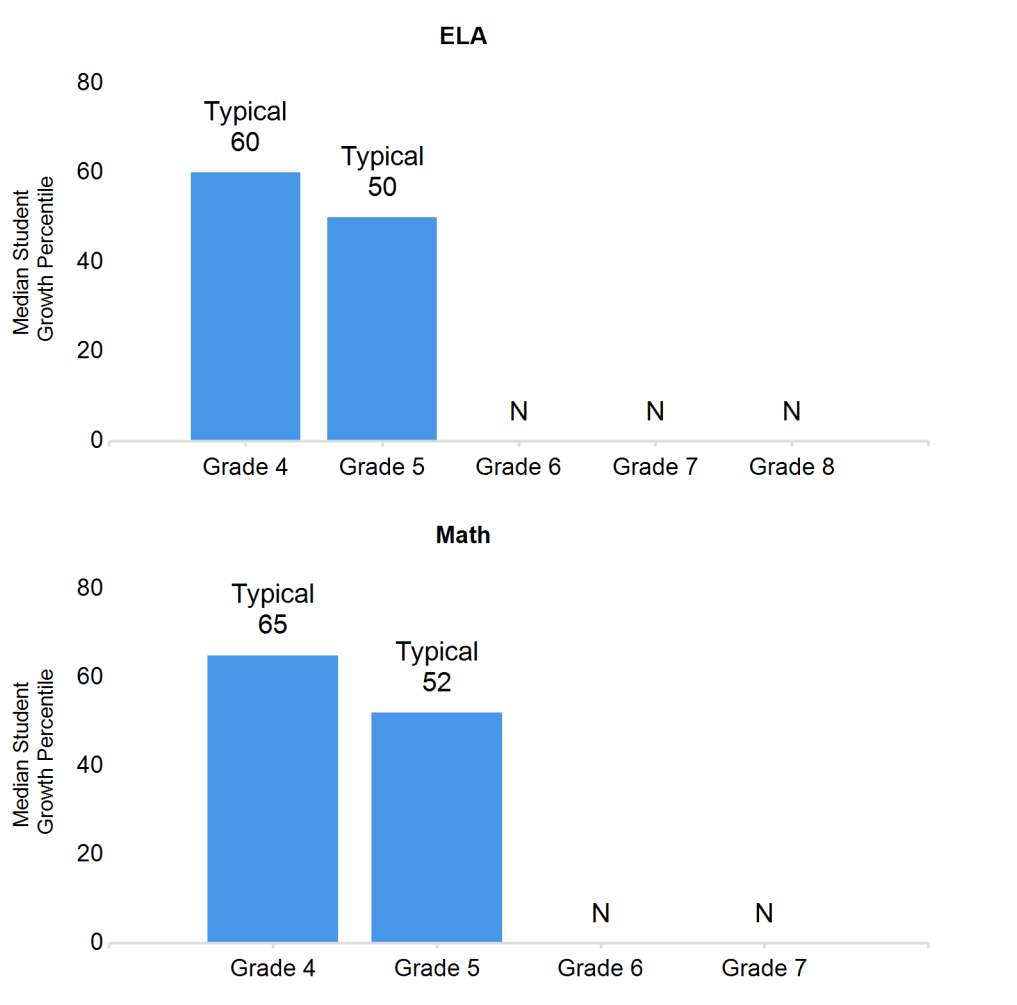
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

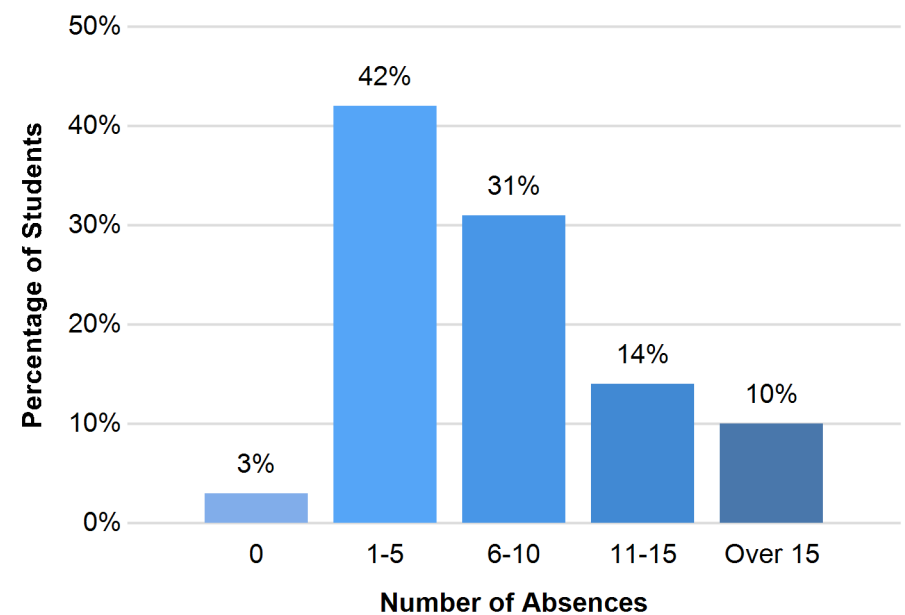
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.40	Met Target
White	4.30	8.40	Met Target
Hispanic	7.80	8.40	Met Target
Black or African American	9.40	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.80	8.40	Met Target
Economically Disadvantaged Students	9.40	8.40	Not Met
Students with Disabilities	19.10	8.40	Not Met
English Learners	9.70	8.40	Not Met

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

### Days Absent

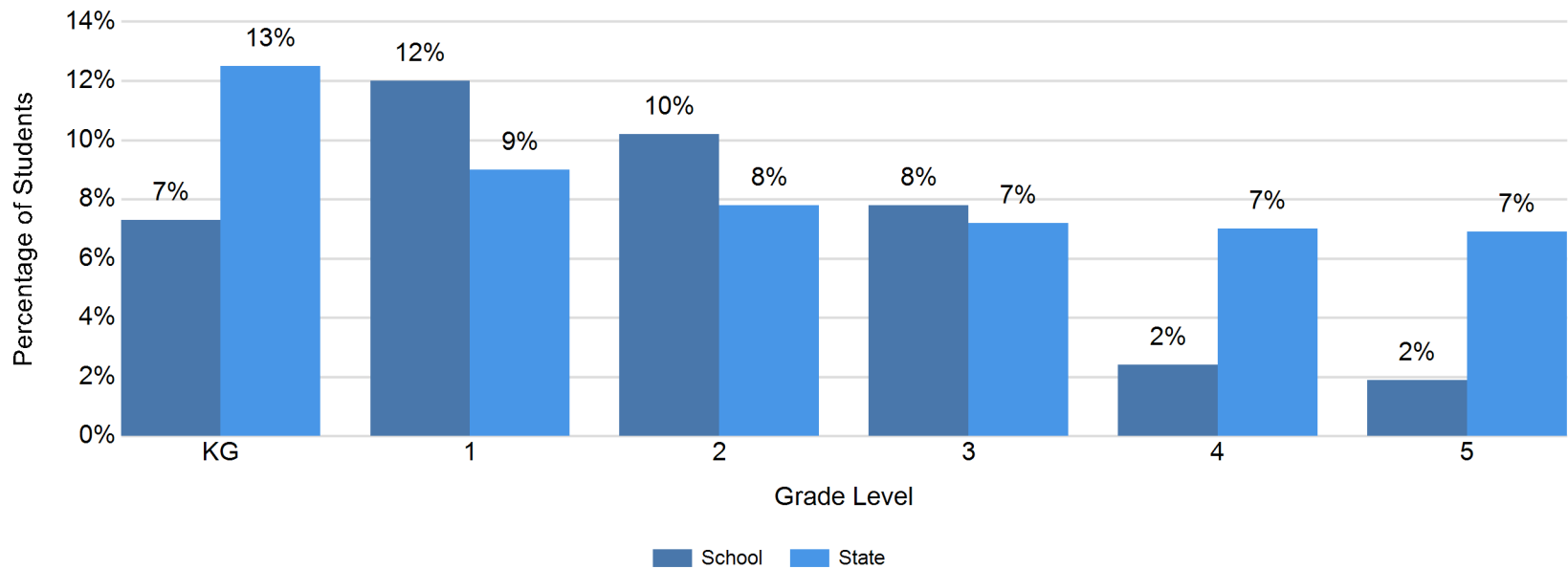
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 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	4.9:1	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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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	37	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	81%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	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	15:1	14:1
Administrators	538:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1



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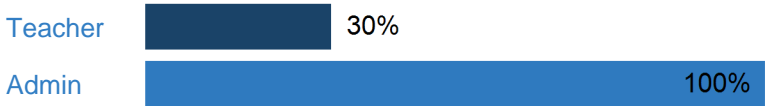
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	62.8	17.5%
Mathematics Proficiency	64.2	17.5%
English Language Arts Growth	70.8	25.0%
Mathematics Growth	74.2	25.0%
Chronic Absenteeism	44.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		65.1
Summative Rating: Percentile rank of Summative Score		73.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	65.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	64.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	42.7	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	**	**	Met Target	**	**	No
Economically Disadvantaged Students	58.1	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



**Brunswick Acres Elementary School**  
**2016-2017**  
**Grade Span KG-05**




23-4860-055  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
41 KORY DRIVE  
KENDALL PARK, NJ 08824

School General Info

<b>Principal:</b>	Mrs. Ta	<b>Email Address:</b>	<a href="mailto:stacey.ta@sbschools.org">stacey.ta@sbschools.org</a>
<b>Address:</b>	41 KORY DRIVE KENDALL PARK, NJ 08824	<b>Website:</b>	<a href="http://www.sbschools.org/schools/ba/">http://www.sbschools.org/schools/ba/</a>
<b>Phone:</b>	(732)297-6621	<b>Facebook:</b>	<a href="https://www.facebook.com/SBSDBA/">https://www.facebook.com/SBSDBA/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/SBSDBA">https://twitter.com/SBSDBA</a>

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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• We have a balanced literacy program that includes phonics, guided reading, and whole class shared reading/novels.</li> <li>• Our math instruction emphasizes problem-solving strategies, and multiple pathways to computation.</li> <li>• Our excellent music program includes a full orchestra, concert band, jazz band, chamber strings, and several choirs.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Brunswick Acres is a community of hard-working, creative young students. Our students have been recognized for the National Geographic Geobee, Odyssey of the Mind, NASA Goddard OPSPARC Competition, Middlesex County Safety Poster Contest, and the South Brunswick Invention Convention.</p>








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**2016-2017**  
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School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.
 <b>Clubs and Activities:</b>	Extra curricular activities such as drama, band, orchestra, art, after-school clubs, Safety Patrol, Chorus, and Student Council are organized to give students practice in decision-making, leadership, creativity and cooperation. Introduction to extracurricular activities at such a young age help students develop their interests outside of the classroom. These interests will hopefully continue to be developed at the middle and high school levels, and into adulthood.
 <b>Before and After School Programs:</b>	Our highly-regarded Before and After School Programs run through our district's Community Education Department, and are available for students in K-5th grade (7:00 a.m. – 6:00 p.m.). It's located in our building, making for an easy transition when the bell rings! These programs provide opportunities for children to choose from a variety of active and quiet recreational or enrichment activities. Children are encouraged to make their own choices, be creative and pursue individual interests.







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>South Brunswick is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention.</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We have also added a breakfast program at the elementary level to ensure that all students start the day with a full belly so that they are ready to learn!</p>
 <b>Parent and Community Involvement:</b>	<p>Our Parent Teacher Organization is a dynamic, vibrant organization that meets regularly to report on its activities and share and review ideas and concerns with faculty and administration representatives. The PTO sponsors forums for parents, assemblies for students, Science Fairs, and lively social activities several times each year. Finally, fund-raisers like the Walk-a-Thon and the Book Fair have grown to become a part of our school culture, while also raising money for the school.</p>

School Narrative

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

<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>School Climate is of upmost importance to us at Brunswick Acres. We believe that school should be a place where staff and students feel happy and excited to come to school and learn with one another. We survey a sampling of students, parents, and teachers, on elements of safety, respect, and communication. Results of the survey are used to shape school goals, create and shape programs, and guide character development curriculum.</div>
<div>  <div>Facilities:</div> </div>	<div>Brunswick Acres was built in 1974 and was renovated, with additional classrooms and an interior redesign in 2005. We have a large library, music, and art room, a gymnasium with a stage for performances, and a cafeteria which also functions as an auxiliary gym so that multiple programs can run at once. All areas of the building have air conditioning and we have multiple outdoor playgrounds for our students to use.</div>

School Narrative

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



Other Information:

Our school emphasizes the academic and social growth of its students within a context where all members of the school community care for all others. Brunswick Acres School instructs children from Kindergarten through Fifth grade. We currently have over 540 students who attend our school. We also are proud to have our Students with Autism classrooms at Brunswick Acres. They participate in all the extra curricular activities and in our Special Subjects. Students are integrated into the general education classrooms and learning occurs at all levels. Embracing Students with Autism is a large part of the culture at Brunswick Acres. Each day, students lead the school in the Pledge of Allegiance and make morning announcements. Weekly experiences in Art, Music, World Language, Library and Physical Education are key elements of the school's program. Spanish instruction begins in Kindergarten in the homeroom classes. In grades 3 to 5, each class has formal lessons in Spanish with a dedicated Spanish Language teacher. The use of technology is interwoven into our curriculum. Specialists work diligently to find links between their curricula and those taught in other classrooms in the school. Kindergarten and First Grade classrooms have iPads that are used to augment the curriculum and provide for opportunities to integrate technology into all parts of the school day. Second through Fifth grade classrooms have Chromebooks. These computers are augmented by additional carts of Chromebooks which are housed in our Media Center that can be quickly set up so each student in a class can have his or her own computer. All learning spaces in the school have high-speed Internet connections.



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

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

Navigating through the reports:

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

Other Resources:

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	21	26	26
KG	66	73	64
1	87	66	81
2	74	90	74
3	83	81	100
4	100	92	86
5	103	102	95
Ungraded	18	18	17
Total	552	548	543

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%	47%
Male	48%	50%	53%
Economically Disadvantaged Students	7%	7%	7%
Students with Disabilities	10%	12%	9%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	52.9%
White	35.2%
Hispanic	6.3%
Black or African American	3.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	27	26	26
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	63	73	64

Enrollment by Home Language

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

Home Language	% of Students
English	65.9%
Telugu	5.7%
Hindi	3.9%
Gujarati	3.5%
Tamil	3.3%
Other	17.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	259	96.8	74.50	72.10	54.90	74.5	77.1	Met Target†
White	86	91.8	69.80	58.60	63.90	67.2	65.9	Met Target
Hispanic	10	91.7	40.00	*	39.80	38.1	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	149	100.0	81.90	85.10	80.70	81.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	124	98.5	81.50	78.20	62.20	81.5		
Male	135	95.3	68.10	66.50	48.10	68.1		
Economically Disadvantaged Students	18	94.7	38.90	*	36.20	38.7	**	**
Non-Economically Disadvantaged Students	241	97.0	77.20	*	65.80	77.2		
Students with Disabilities	27	96.4	33.30	*	20.50	33.3	N	N
Students without Disabilities	232	96.9	79.30	*	61.90	79.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	33.30	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.





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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	762	765	749	*	*	22%	60%	*	66%	50%
White	34	756	*	759	*	*	*	65%	0%	65%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	51	772	775	775	0%	*	22%	63%	*	75%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	765	768	754	*	*	*	68%	*	73%	55%
Male	58	760	763	745	*	*	*	55%	*	62%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	16	745	732	720	*	*	*	*	*	38%	24%
Students without Disabilities	82	766	769	755	*	*	*	*	*	72%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	98	762	765	752	*	*	22%	60%	*	66%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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	81	783	770	753	*	*	19%	31%	46%	77%	56%
White	21	765	*	762	0%	*	*	*	*	62%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	56	793	782	777	0%	*	*	29%	55%	84%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	47	790	774	758	0%	*	*	30%	53%	83%	61%
Male	34	773	766	749	0%	*	*	32%	35%	68%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	81	783	770	755	*	*	19%	31%	46%	77%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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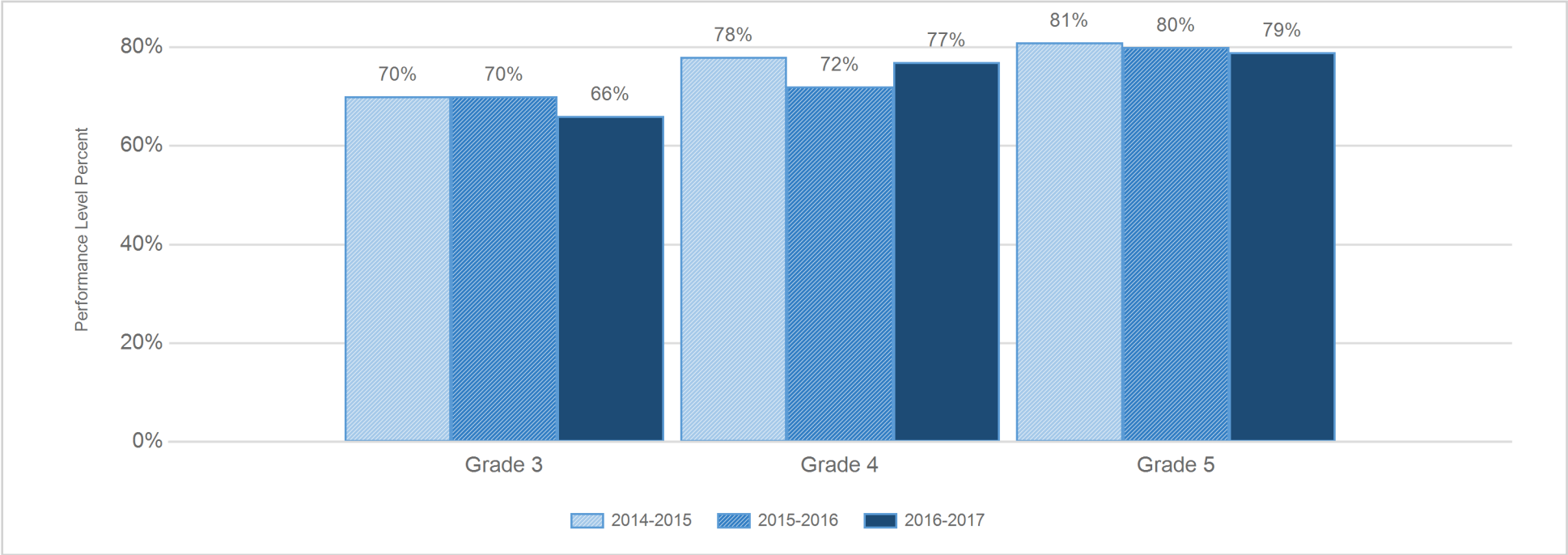
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	778	774	756	*	*	14%	50%	29%	79%	59%
White	33	774	767	763	0%	*	*	55%	*	79%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	50	785	782	779	0%	*	*	52%	34%	86%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	43	784	778	761	*	*	*	54%	35%	88%	66%
Male	49	772	769	750	*	*	*	47%	25%	71%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	92	778	*	757	*	*	14%	50%	29%	79%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

### English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	260	96.8	72.30	61.90	43.50	72.3	71.8	Met Target
White	87	91.8	57.40	41.90	52.40	55.4	55.1	Met Target
Hispanic	10	91.7	40.00	*	27.60	38.1	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	149	100.0	85.90	79.80	75.60	85.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	124	98.5	73.30	61.10	44.10	73.3		
Male	136	95.4	71.30	62.70	42.90	71.3		
Economically Disadvantaged Students	18	94.7	55.60	*	25.10	55.2	**	**
Non-Economically Disadvantaged Students	242	97.0	73.60	*	54.30	73.6		
Students with Disabilities	27	96.4	37.00	16.00	16.50	37	N	N
Students without Disabilities	233	96.9	76.40	67.50	48.80	76.4		
English Learners	10	100.0	60.00	*	23.30	60	**	**
Non-English Learners	250	96.7	72.80	*	45.20	72.8		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	764	768	751	*	*	20%	46%	22%	68%	53%
White	34	753	*	759	*	*	29%	41%	*	53%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	51	776	780	779	0%	*	*	51%	33%	84%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	40	760	767	751	*	*	*	53%	*	68%	52%
Male	58	767	770	751	*	*	*	41%	*	69%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	16	747	732	729	*	*	*	*	*	38%	29%
Students without Disabilities	82	767	773	755	*	*	*	*	*	74%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	98	764	769	753	*	*	20%	46%	22%	68%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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
<b>Schoolwide</b>	83	773	763	747	*	*	16%	49%	27%	76%	47%
White	22	758	*	755	*	*	*	*	*	59%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	57	783	777	774	0%	*	*	56%	30%	86%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	48	776	763	747	*	*	*	52%	25%	77%	47%
Male	35	770	763	747	*	*	*	46%	29%	74%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%





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**Mathematics Assessment - Performance by Grade: Grade 5**

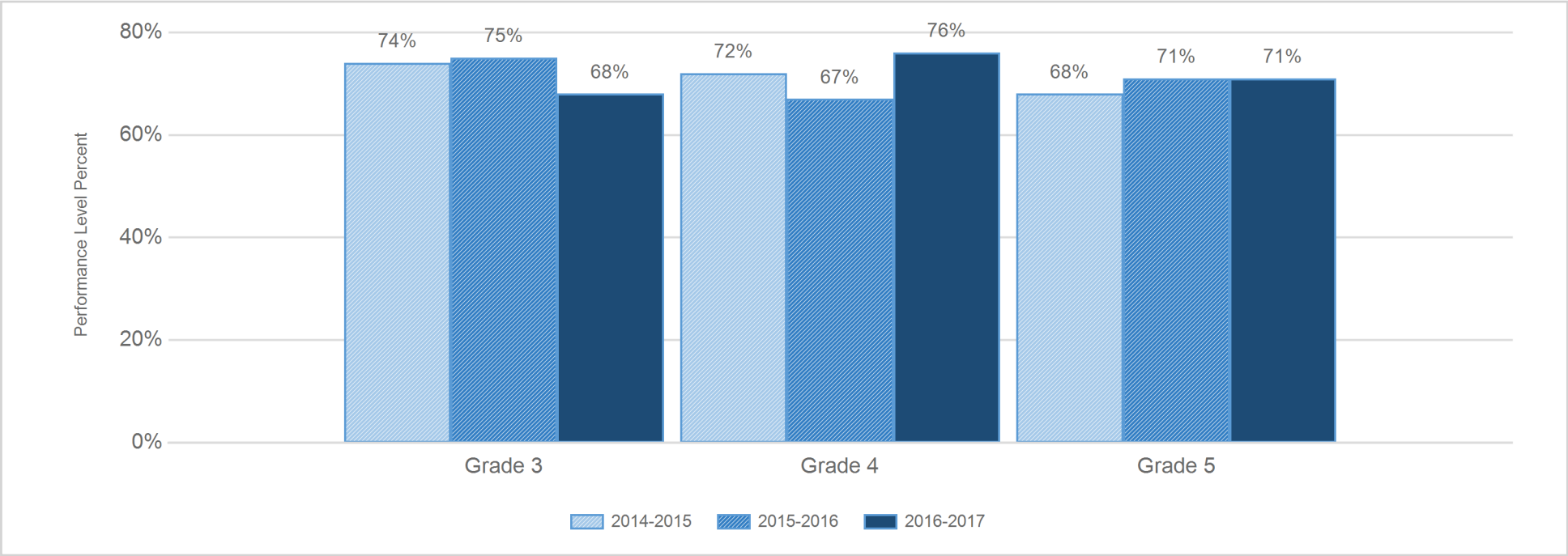
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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
<b>Schoolwide</b>	93	765	766	747	*	*	16%	50%	22%	71%	46%
White	33	755	754	754	*	*	*	55%	*	61%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	51	776	778	774	0%	*	*	51%	31%	82%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	43	763	763	747	*	*	*	56%	*	70%	47%
Male	50	767	768	746	*	*	*	44%	*	72%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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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.

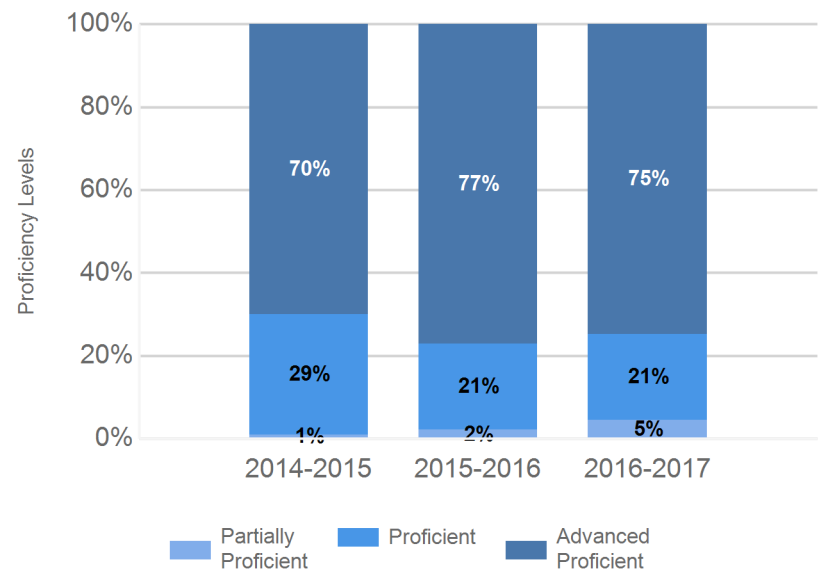
**NJASK Science Assessment Performance: Grade 4**

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	75%	21%	5%
White	*	28%	*
Hispanic	*	*	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	83%	14%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	N	*	*
English Learners	N	N	*

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	53	50	Exceeds Target	67	53	50	Exceeds Target
White	52	47	50	Met Target	61	48	52	Exceeds Target
Hispanic	*	44	49	**	*	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	67.5	58	60	Exceeds Target	68	57	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	43	51	**	*	50.5	52	**
Economically Disadvantaged	*	43	47	**	*	50	46	**
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	*	59	53	**	*	55.5	51	**

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



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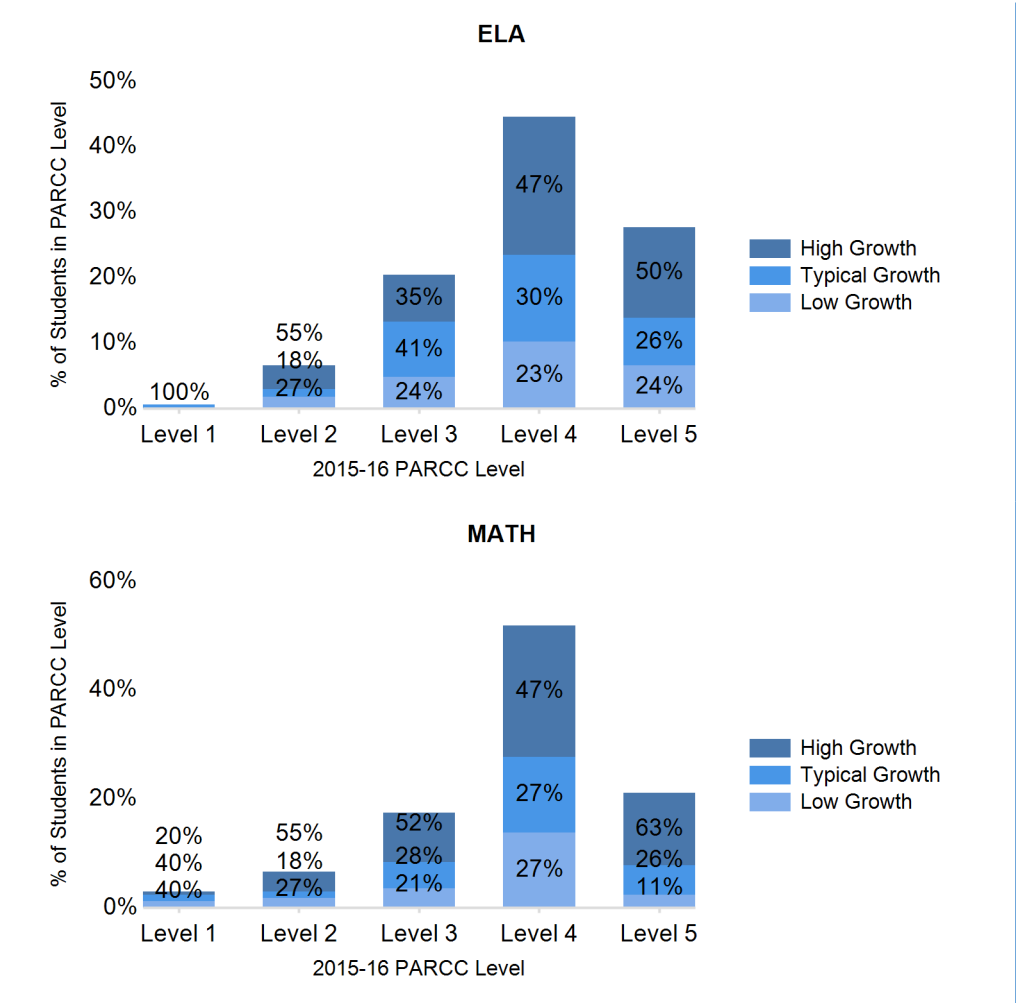
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

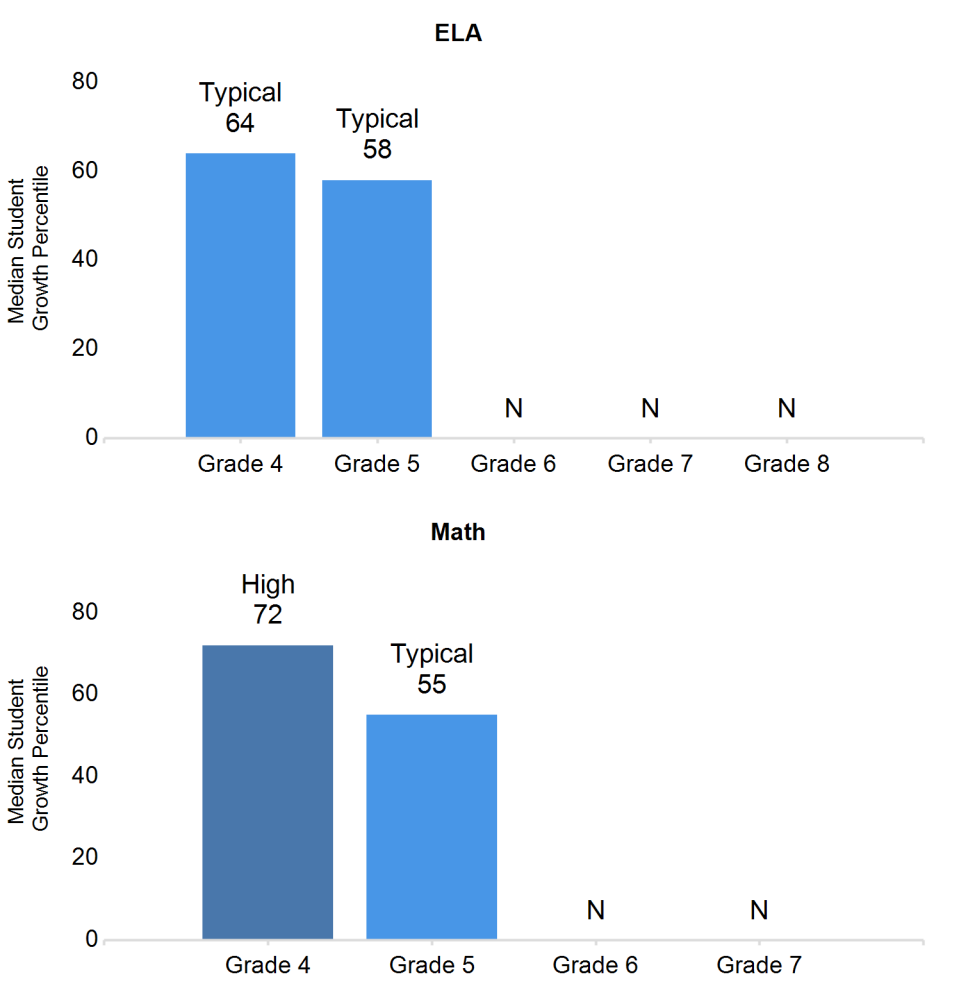
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

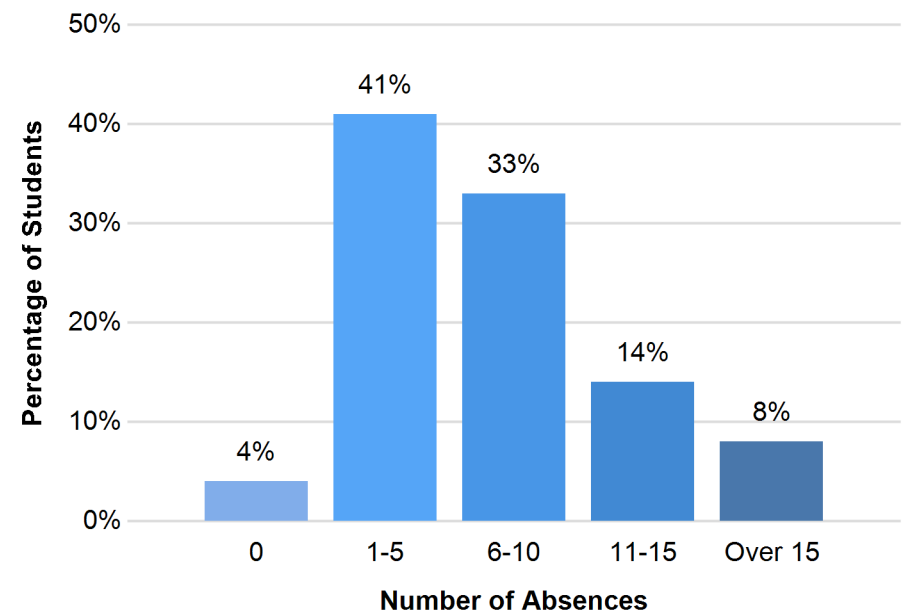
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	8.40	Met Target
White	4.40	8.40	Met Target
Hispanic	13.80	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.90	8.40	Not Met
Students with Disabilities	10.30	8.40	Not Met
English Learners	N	**	**

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

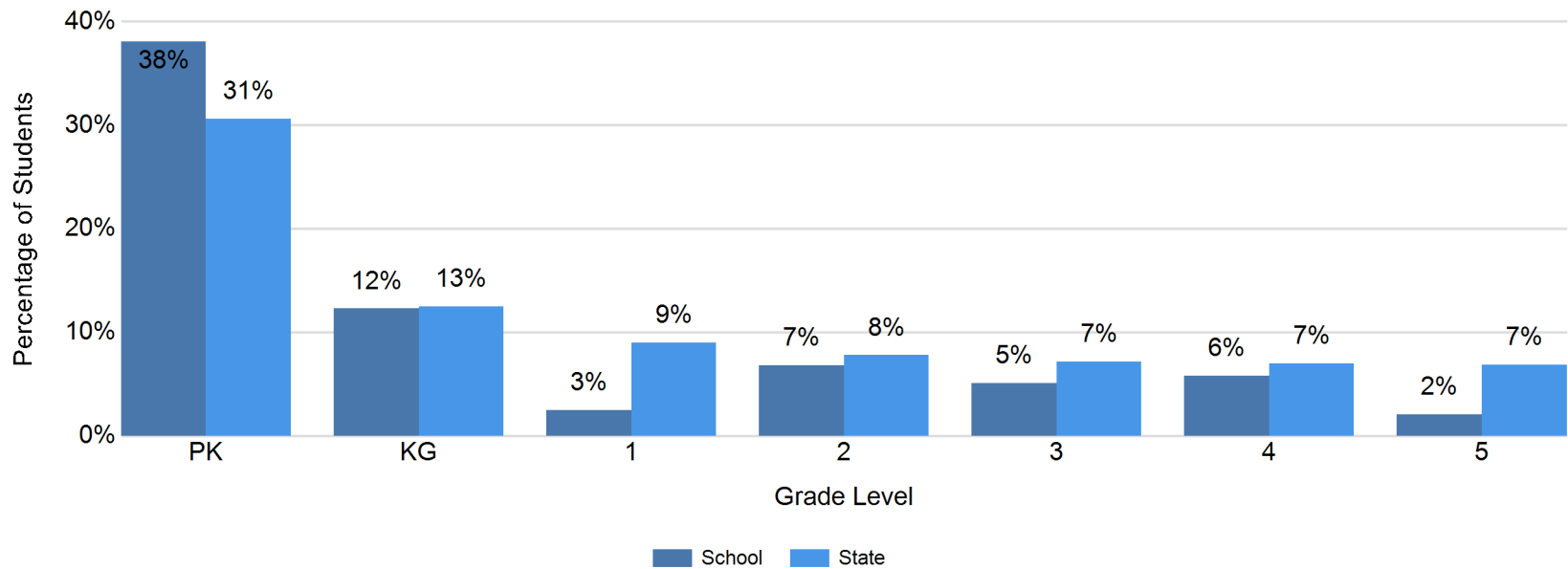
Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.6%
Any Suspension	0.6%

### Student Expulsions

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

Category	Number of Students
Expulsions	0





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### 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	5.6:1	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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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	37	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	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	15:1	14:1
Administrators	272:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1



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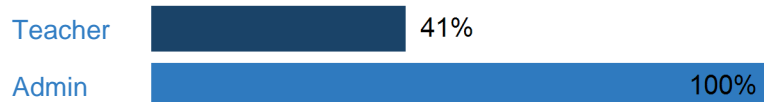
### Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	70.8	17.5%
Mathematics Proficiency	80.4	17.5%
English Language Arts Growth	75.7	25.0%
Mathematics Growth	87.0	25.0%
Chronic Absenteeism	42.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		73.6
Summative Rating: Percentile rank of Summative Score		83.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	73.6	11.9	No	Met Target†	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	60.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	61.7	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Ms. Pemberton	<b>Email Address:</b>	<a href="mailto:christi.pemberton@sbschools.org">christi.pemberton@sbschools.org</a>
<b>Address:</b>	35 CAMBRIDGE ROAD KENDALL PARK, NJ 08824	<b>Website:</b>	<a href="http://www.sbschools.org/schools/ca/">http://www.sbschools.org/schools/ca/</a>
<b>Phone:</b>	(732)297-2941	<b>Facebook:</b>	<a href="https://www.facebook.com/SBSDCA">https://www.facebook.com/SBSDCA</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@sbsdca">https://twitter.com/@sbsdca</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Student use of technology is integrated throughout the curriculum.</li> <li>• Offers various after school clubs that provide students with the opportunity to continue learning while having fun.</li> <li>• Our school PTO supports our school initiatives through various day and evening activities.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>In alignment with the district's vision, our Cambridge Elementary School staff is committed to participating in professional discussions, goal setting, planning, and programmatic implementation that leads to the success of all students. This year's district theme focuses on sustaining a climate of positivity. At Cambridge, we are identifying the many ways that each student, parent and staff member can contribute to sustaining a warm and caring school environment.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Cambridge Elementary School has been selected as a National Blue Ribbon School of Excellence, a New Jersey "Star School," and "One of America's Best Elementary Schools" by Redbook Magazine. Our school was also selected by New Jersey Monthly Magazine as one of the "Thirty-one Great Elementary Schools" in the state of New Jersey.</p>






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School Narrative

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 Courses, Curriculum, Instruction:	Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.
 Clubs and Activities:	At Cambridge Elementary School learning does not stop when the last bell rings. We are extremely proud of our after school co-curricular activities that support and enhance the learning taking place throughout each day. After school clubs such as Super Science, Hour of Code, and Intramural Sports and Games, encourage students to work as a team, develop problem solving skills, and equally important have fun with their friends!
 Before and After School Programs:	Our highly-regarded Before and After School Programs run through our district's Community Education Department, and are available for students in K-5th grade (7:00 a.m. – 6:00 p.m.). It's located in our building, making for an easy transition when the bell rings! These programs provide opportunities for children to choose from a variety of active and quiet recreational or enrichment activities. Children are encouraged to make their own choices, be creative and pursue individual interests.







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 <b>Staff and Professional Learning:</b>	<p>South Brunswick is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention.</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We have also added a breakfast program at the elementary level to ensure that all students start the day with a full belly so that they are ready to learn!</p>
 <b>Parent and Community Involvement:</b>	<p>Home/School partnerships are important to us. We keep families informed through a variety of communication forums, including Facebook, Twitter, and a weekly electronic Friday folder that contains a principal's message. We also benefit from a strong PTO that offers extracurriculars, social events for families, assemblies for students, and grants for teachers. Parents are welcomed in as volunteers and are encouraged to attend the many evening events that bring our close-knit community together.</p>







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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>This year our school's climate survey focused on student interactions and the use of assertion to deal with inappropriate situations and conflicts in school. This survey was administered to 4th and 5th grade students. The information gained from this survey collection will be used to support the implementation of the character education program, as well as initiatives to support our Anti-Bullying program.</p>
<div>Facilities:</div>	<p>Cambridge Elementary School was originally built in 1957. As a result of increased enrollment, additional classrooms and the main office was added in 1964. Ten years later, in addition to a new gymnasium, an open space (now the media center and classrooms) was added to the building. The most recent addition of classrooms, a cafeteria, and gymnasium upgrades were completed in 2006.</p>




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<div>Other Information:</div>	<p>At Cambridge Elementary School, the themes of cooperation, assertion, responsibility, empathy, and self-control (CARES) are consistently interwoven into the curricular and co-curricular activities of the school. On a daily basis, students live by and follow the principles of The Responsive Classroom, so that all members of our school community are able to work, to learn and to play together in harmony. In addition to Responsive Classroom, we provide students with a wide variety of programs, such as Peer Mediators, Safety Patrol, and Cambridge Community Cares, all of which allow students to interact with one another and with staff in order to help build a sense of community, caring, and respect for all. These programs also foster civic responsibility and important leadership qualities that serve students well in the community at-large and in their future endeavors. Cultural diversity and individual uniqueness are conveyed through student projects, activities, and assembly programs.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	73	54	61
1	76	81	63
2	66	86	78
3	76	71	90
4	57	77	85
5	81	62	85
Ungraded	30	29	20
Total	484	460	482

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	49%	49%
Male	49%	51%	51%
Economically Disadvantaged Students	15%	14%	13%
Students with Disabilities	12%	11%	9%
English Learners	5%	4%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	53.1%
White	23.4%
Black or African American	11.4%
Hispanic	7.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	4.8%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	77	54	61

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	53.3%
Telugu	7.1%
Urdu	6.0%
Hindi	5.2%
Tamil	4.8%
Other	23.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	228	98.1	67.60	72.10	54.90	67.6	67.5	Met Target
White	68	97.4	64.70	58.60	63.90	64.7	57.3	Met Target
Hispanic	22	91.7	54.50	*	39.80	52.6	N	N
Black or African American	16	100.0	43.80	40.60	35.20	43.8	N	N
Asian, Native Hawaiian, or Pacific Islander	110	100.0	80.00	85.10	80.70	80	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	12	92.3	25.00	60.30	54.90	24.2	**	**
Female	109	98.5	68.80	78.20	62.20	68.8		
Male	119	97.8	66.40	66.50	48.10	66.4		
Economically Disadvantaged Students	39	95.5	35.90	*	36.20	35.9	45.3	Met Target†
Non-Economically Disadvantaged Students	189	98.7	74.10	*	65.80	74.1		
Students with Disabilities	30	93.9	23.30	*	20.50	23	34.5	Met Target†
Students without Disabilities	198	98.7	74.20	*	61.90	74.2		
English Learners	16	89.5	56.30	44.80	25.20	52.6	**	**
Non-English Learners	212	98.8	68.40	73.30	57.40	68.4		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	N	N	N	*	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 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	87	765	765	749	*	*	16%	54%	14%	68%	50%
White	26	767	*	759	*	*	*	50%	*	69%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	43	773	775	775	*	*	*	58%	*	74%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	49	764	768	754	*	*	*	53%	*	65%	55%
Male	38	768	763	745	*	*	*	55%	*	71%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	761	770	753	*	*	28%	43%	18%	61%	56%
White	21	750	*	762	*	*	*	*	*	52%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	41	778	782	777	*	*	*	49%	32%	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	40	763	774	758	*	*	30%	38%	*	60%	61%
Male	43	760	766	749	*	*	26%	49%	*	63%	51%
Economically Disadvantaged Students	15	734	741	737	*	*	*	*	0%	20%	36%
Non-Economically Disadvantaged Students	68	767	775	764	*	*	*	*	22%	71%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	83	761	770	755	*	*	28%	43%	18%	61%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%





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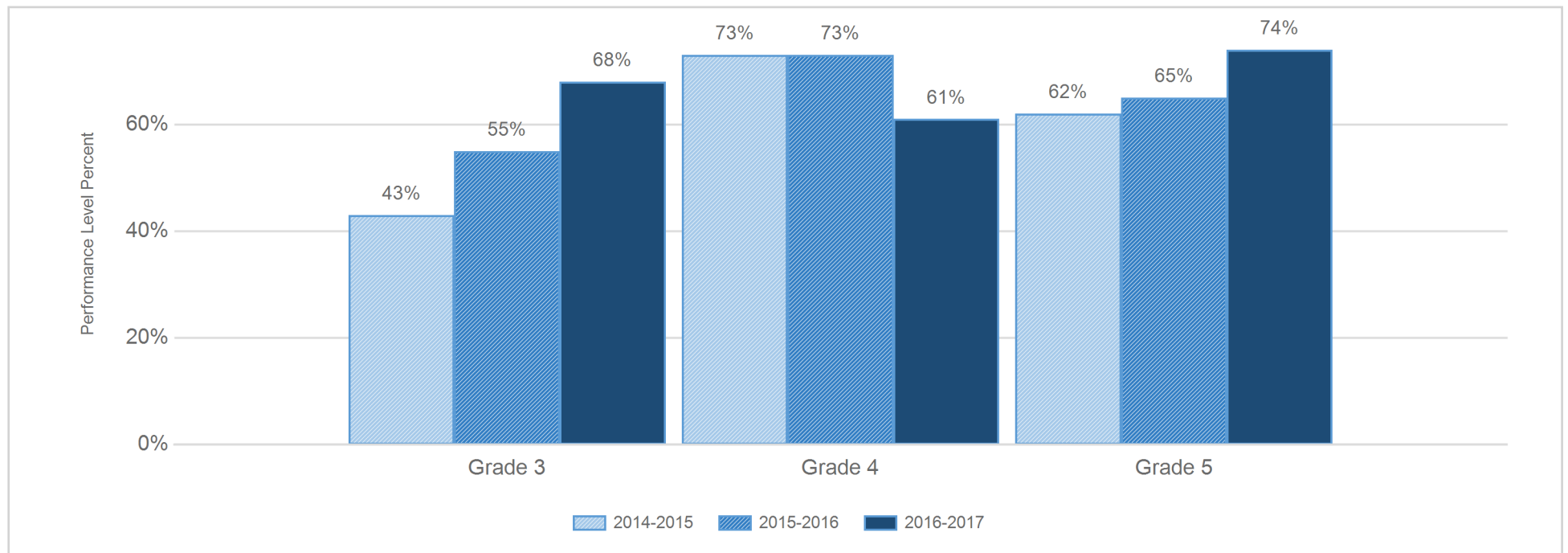
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	772	774	756	*	*	17%	52%	22%	74%	59%
White	25	763	767	763	0%	*	*	52%	*	64%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	47	786	782	779	0%	*	*	49%	34%	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	39	784	778	761	*	*	*	49%	*	85%	66%
Male	47	762	769	750	*	*	*	55%	*	66%	53%
Economically Disadvantaged Students	10	735	742	740	*	*	*	*	0%	50%	40%
Non-Economically Disadvantaged Students	76	777	778	765	*	*	*	*	25%	78%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	86	772	*	757	*	*	17%	52%	22%	74%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

## English Language Arts/Literacy Assessment - Performance Trends

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	229	98.2	61.50	61.90	43.50	61.5	62.3	Met Target†
White	69	97.5	52.20	41.90	52.40	52.2	43	Met Target
Hispanic	22	91.7	45.50	*	27.60	43.9	N	N
Black or African American	16	100.0	31.30	25.20	21.70	31.3	N	N
Asian, Native Hawaiian, or Pacific Islander	110	100.0	77.30	79.80	75.60	77.3	80	Met Target†
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	12	92.3	41.60	47.90	44.90	40.4	**	**
Female	109	98.5	59.60	61.10	44.10	59.6		
Male	120	97.9	63.30	62.70	42.90	63.3		
Economically Disadvantaged Students	39	95.5	35.90	*	25.10	35.9	40.2	Met Target†
Non-Economically Disadvantaged Students	190	98.7	66.80	*	54.30	66.8		
Students with Disabilities	30	93.9	26.70	16.00	16.50	26.3	25.1	Met Target
Students without Disabilities	199	98.7	66.80	67.50	48.80	66.8		
English Learners	16	90.9	62.60	*	23.30	58.4	N	N
Non-English Learners	213	98.8	61.50	*	45.20	61.5		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	*	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 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
<b>Schoolwide</b>	88	765	768	751	*	*	26%	40%	22%	61%	53%
White	27	762	*	759	*	*	*	37%	*	56%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	43	773	780	779	*	*	*	40%	33%	72%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	49	758	767	751	*	*	*	39%	*	53%	52%
Male	39	774	770	751	*	*	*	41%	*	72%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Mathematics Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	85	759	763	747	*	*	24%	48%	13%	61%	47%
White	22	745	*	755	*	*	*	*	0%	41%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	42	776	777	774	*	*	*	57%	26%	83%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	41	758	763	747	*	*	24%	46%	*	61%	47%
Male	44	759	763	747	*	*	23%	50%	*	61%	48%
Economically Disadvantaged Students	15	738	735	732	*	*	*	*	0%	33%	27%
Non-Economically Disadvantaged Students	70	763	768	757	*	*	*	*	16%	67%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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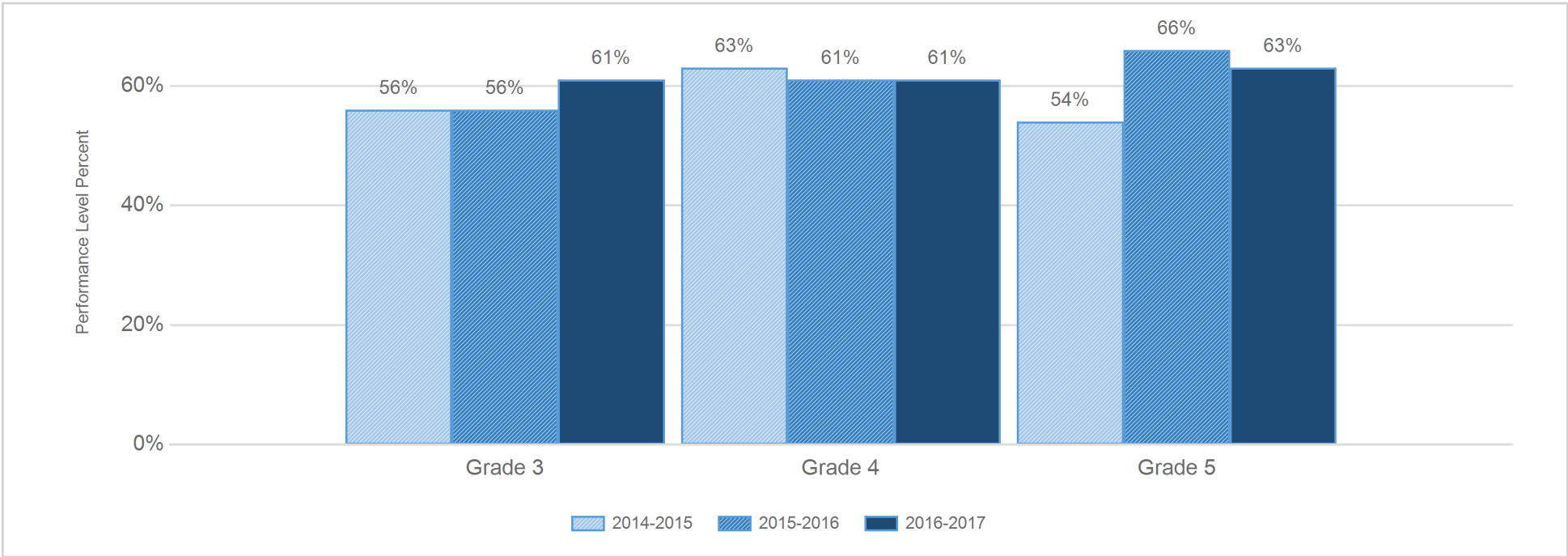
**Mathematics Assessment - Performance by Grade: Grade 5**

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
<b>Schoolwide</b>	87	763	766	747	*	*	22%	38%	25%	63%	46%
White	26	753	754	754	*	*	*	54%	*	58%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	47	778	778	774	*	*	*	32%	43%	75%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	40	772	763	747	*	*	*	35%	*	70%	47%
Male	47	756	768	746	*	*	*	40%	*	57%	46%
Economically Disadvantaged Students	10	734	732	732	*	*	*	*	0%	40%	27%
Non-Economically Disadvantaged Students	77	767	770	756	*	*	*	*	29%	66%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

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







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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	20	75%	25%
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*





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

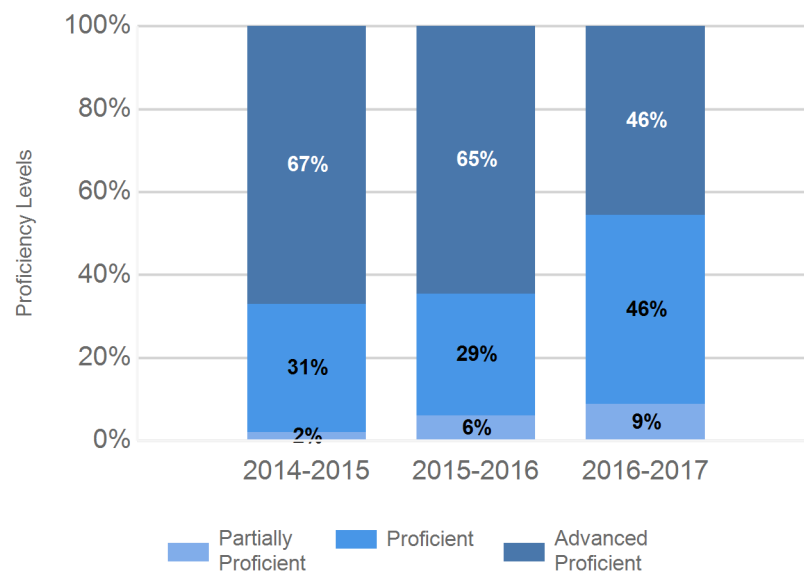
### NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	46%	9%
White	39%	44%	17%
Hispanic	9%	64%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	64%	36%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	25%	56%	19%
Students with Disabilities	27%	46%	27%
English Learners	*	*	*

### NJASK Science Assessment Performance Trends: Grade 4

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





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This section 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	49	53	50	Met Target	61	53	50	Exceeds Target
White	46	47	50	Met Target	61	48	52	Exceeds Target
Hispanic	48	44	49	**	60	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	59.5	58	60	Met Target	64	57	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	43	51	**	*	50.5	52	**
Economically Disadvantaged	37	43	47	Not Met	60	50	46	Exceeds Target
Students with Disabilities	31	*	41	**	49.5	*	43	**
English Learners	42	59	53	**	58	55.5	51	**

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



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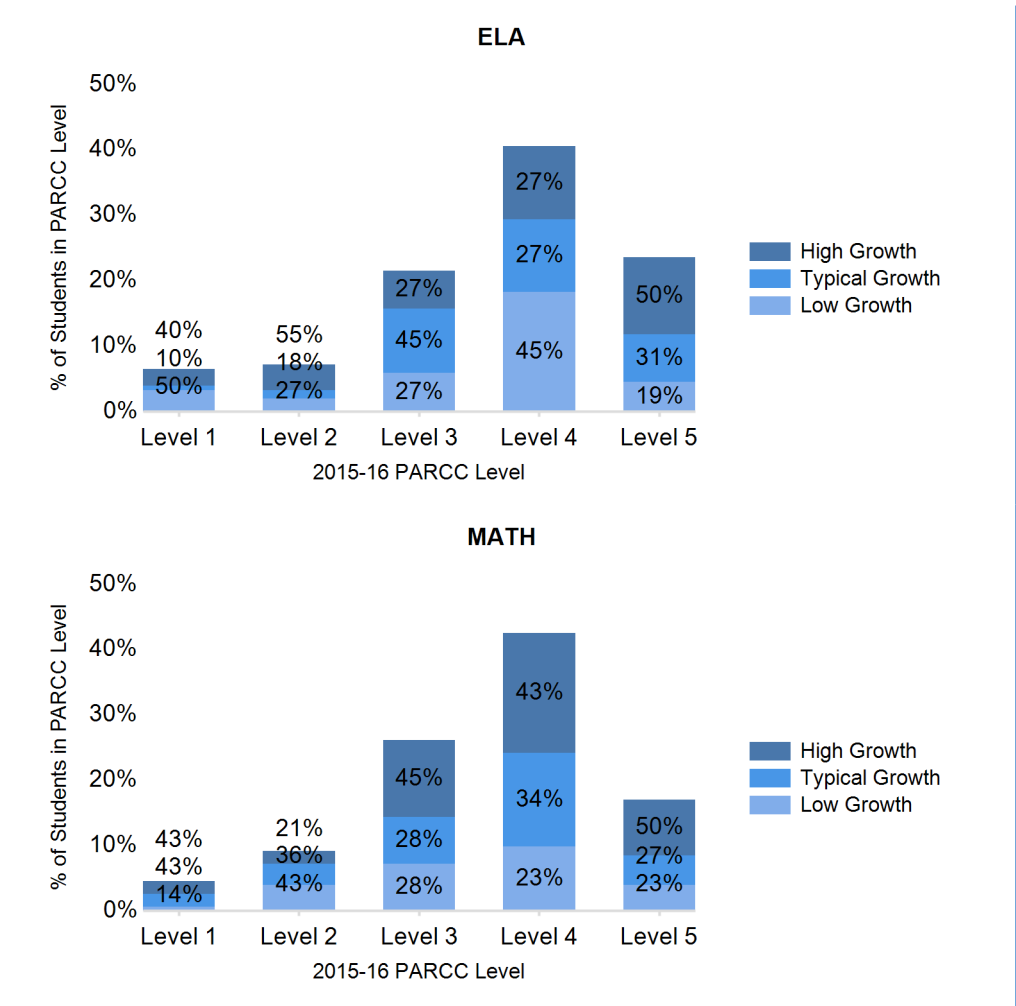
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

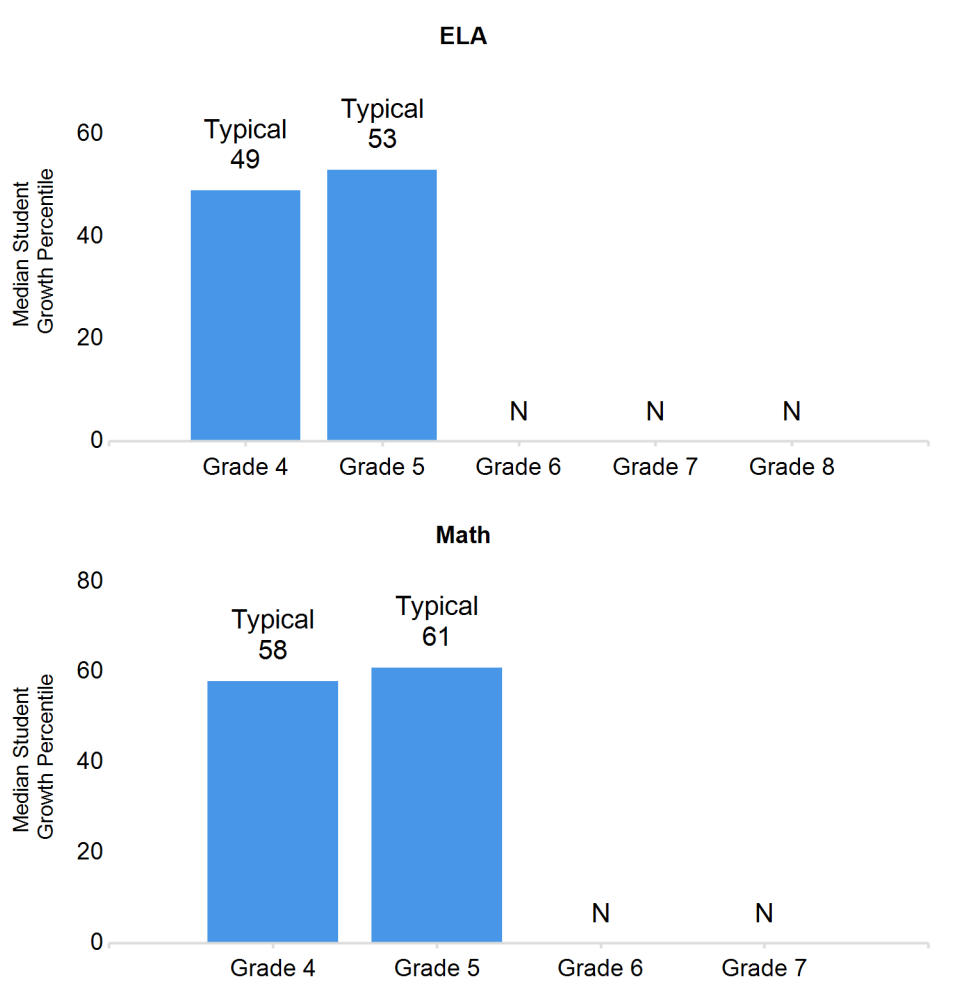
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

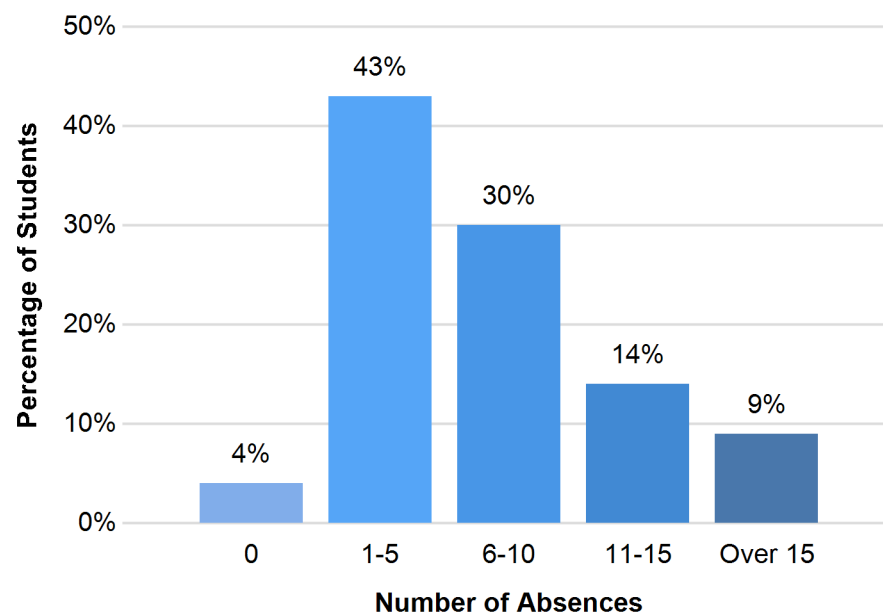
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	8.40	Met Target
White	2.70	8.40	Met Target
Hispanic	5.90	8.40	Met Target
Black or African American	5.50	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	9.70	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	6.30	8.40	Met Target
Students with Disabilities	9.30	8.40	Not Met
English Learners	15.40	8.40	Not Met

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

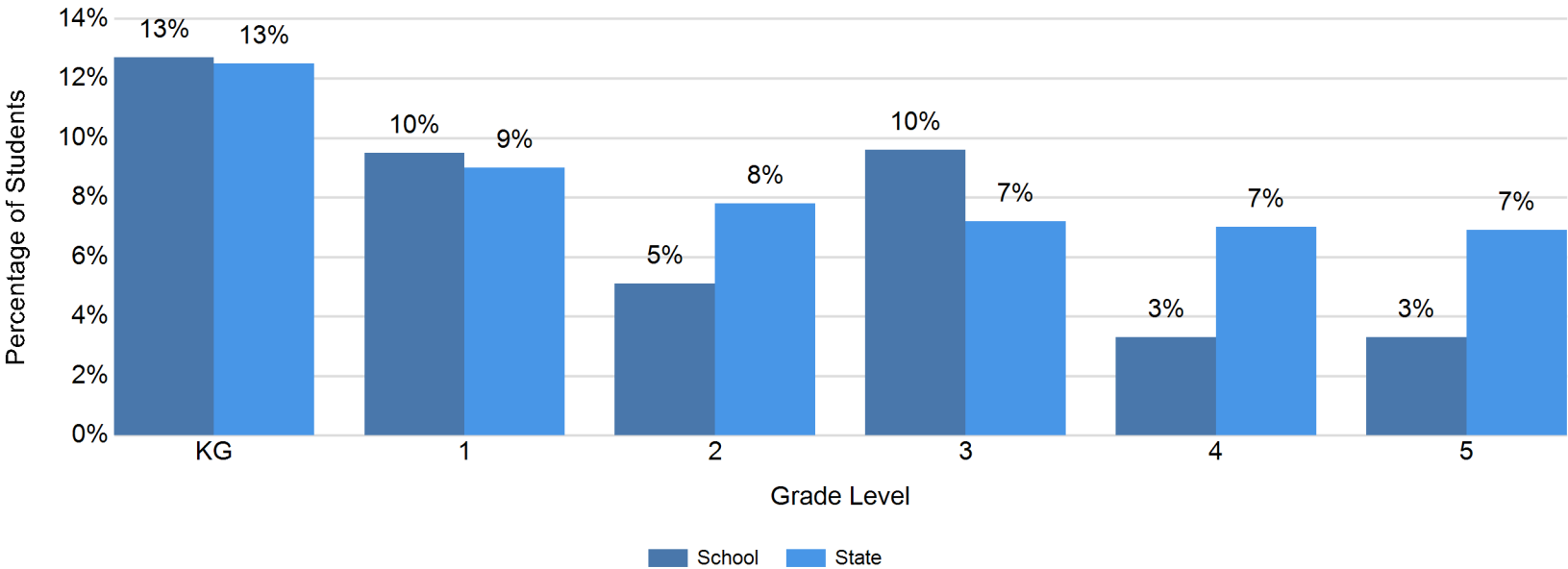
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.0%
Any Suspension	0.2%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.8:1	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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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	41	120,724
Average years experience in public schools	9.6	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	161:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1





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

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

**Teachers:** All classroom teachers

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

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

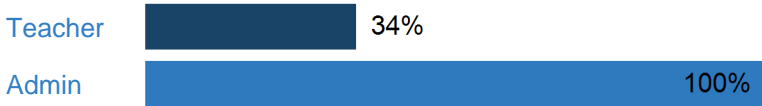
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	60.1	17.5%
Mathematics Proficiency	69.1	17.5%
English Language Arts Growth	36.1	25.0%
Mathematics Growth	81.2	25.0%
Chronic Absenteeism	50.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		59.5
<b>Summative Rating:</b> Percentile rank of Summative Score		64.9
<b>Requires Comprehensive Support:</b> 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	59.5	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
White	55.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	42.9	11.9	No	Met Goal	Met Target†	Not Met	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	59.0	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Exceeds Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Rattien	<b>Email Address:</b>	<a href="mailto:peter.rattien@sbschools.org">peter.rattien@sbschools.org</a>
<b>Address:</b>	29 CONSTABLE ROAD KENDALL PARK, NJ 08824	<b>Website:</b>	<a href="http://www.sbschools.org/schools/co">http://www.sbschools.org/schools/co</a>
<b>Phone:</b>	(732)297-2488	<b>Facebook:</b>	<a href="https://fb.com/sbsdco">https://fb.com/sbsdco</a>
		<b>Twitter:</b>	<a href="https://twitter.com/sbsdco">https://twitter.com/sbsdco</a>




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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Positive and proactive family and student outreach program.</li> <li>• Extensive clubs/programs in a variety of areas including technology, athletics, academics, and executive functioning.</li> <li>• Students use Google Drive/Classroom in grades 2-5; Interactive apps in grades K-1; staff post regularly online.</li> </ul>
 <b>Mission, Vision, Theme:</b>	The Constable school vision is to maximize student achievement by motivating students to value their educational experience and demonstrate positive academic behaviors, setting high expectations and analyzing data to drive decisions, and empowering all community members (families, staff, and students) to take an active role in each child's growth.
 <b>Awards, Recognition, Accomplishments:</b>	Constable School, an award-winning school located within a cozy South Brunswick Township neighborhood, is home to approximately 500 students from kindergarten through fifth grade. A diverse school community, Constable takes pride in being a warm and inviting neighborhood school. Many students in our music program have been accepted into enrichment opportunities at the county, state, and regional level. Students at Constable have participated in regional Odyssey of the Mind competitions.

## School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Clubs and Competitions: Academic programs, Executive Functioning programs, Odyssey of the Mind, PTO Spring Clubs, Geography Bee. Activities: Band, Orchestra, Jazz Band, Chorus, School Musical.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Our highly-regarded Before and After School Programs run through our district's Community Education Department, and are available for students in K-5th grade (7:00 a.m. – 6:00 p.m.). It's located in our building, making for an easy transition when the bell rings! These programs provide opportunities for children to choose from a variety of active and quiet recreational or enrichment activities. Children are encouraged to make their own choices, be creative and pursue individual interests.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>South Brunswick is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention.</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We have also added a breakfast program at the elementary level to ensure that all students start the day with a full belly so that they are ready to learn!</p>
 <b>Parent and Community Involvement:</b>	<p>Home/School partnerships are important to us. We keep families informed through a variety of communication forums, including Facebook, Twitter, and a weekly electronic Friday folder that contains a principal's message. We also benefit from a strong PTO that offers extracurriculars, social events for families, assemblies for students, and grants for teachers. Parents are welcomed in as volunteers and are encouraged to attend the many evening events that bring our close-knit community together.</p>

School Narrative

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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students</div> <div>Each year a climate survey of about 35 questions is administered to fourth and fifth grade students. The survey covers feelings of safety, perception of cleanliness, and interactions with adults and other students in all areas of the building. The results are shared with the school climate committee to drive school goals, counseling, and lessons with students. Efforts to improve student interactions with one another (through apology of action) was positively reflected in the survey.</div>
<div>  <div>Facilities:</div> </div>	<div>Constable School, established in 1959, has had many additions to the original footprint, the last of which was in 2006. Constable has rooms dedicated specifically for library, art, music, nurse, and a gymnasium. In addition, there are numerous small group rooms, a Maker Space, and two playgrounds. The playground behind the buidling is a large space for many activities. An enclosed playground provides a smaller confined area for younger students. All areas in the building are air conditioned.</div>



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School Narrative

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Other Information:

Our arrival and dismissal occurs with buses entering a large driveway loop, providing students easy access. Those who walk home or are picked up in a car are supervised to the curb where staff members and a crossing guard assist. Here at Constable, the instruction is varied in order to meet the needs of students and the curriculum. Classrooms can be found quiet or bustling with noise depending upon the activity. With technology readily accessible in every classroom, students consistently enrich their learning, problem solving and deepening knowledge through local applications and web-based interactions. Students are consistently hard at work, whether they are engaged in an individual task or group-based activity. Furthermore, we pride ourselves in providing students with an opportunity to physically move in order to keep active and provide a mental break when necessary. All of these components are part of the daily routine students engage in to make learning exciting, challenging, and impactful. We are proud to house several Special Education (LLD) classes, providing students with a learning environment specific to their needs. However, the school is one community in which all students interact with one another during mainstreamed classes and at lunch/recess. Constable School prides itself on fostering character building by teaching students to be independent problem solvers and build intrinsic motivation to be good citizens. Programs includes CARES, week of respect activities, school violence awareness week, and developmentally appropriate counseling. Finally, of utmost priority is the safety and security of our students. We consistently practice and discuss protocols for all drills with students and staff. While visitors need to enter the building for various reasons, all are required to take part in our safety procedures. We continuously work with our local police department and district office to reflect upon, and enhance, our practices.






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

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

### Navigating through the reports:

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

### Other Resources:

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



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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	339	319	322
7	348	345	333
8	318	347	353
Ungraded	17	7	5
Total	1022	1018	1013

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	51%
Male	53%	50%	49%
Economically Disadvantaged Students	11%	10%	10%
Students with Disabilities	13%	11%	9%
English Learners	1%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	62.6%
White	21.2%
Black or African American	7.8%
Hispanic	6.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

### 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	57.2%
Telugu	6.2%
Hindi	6.1%
Gujarati	5.0%
Tamil	4.8%
Other	20.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	926	96.6	76.00	72.10	54.90	76	76.4	Met Target†
White	194	90.0	56.20	58.60	63.90	53.1	61.7	Not Met
Hispanic	56	95.4	44.60	*	39.80	44.6	44.5	Met Target
Black or African American	70	93.9	35.70	40.60	35.20	35.1	36.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	588	99.2	90.90	85.10	80.70	90.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	18	100.0	55.50	60.30	54.90	55.5	**	**
Female	467	96.1	82.70	78.20	62.20	82.7		
Male	459	97.0	69.30	66.50	48.10	69.3		
Economically Disadvantaged Students	91	92.4	33.00	*	36.20	31.9	38.5	Met Target†
Non-Economically Disadvantaged Students	835	97.1	80.70	*	65.80	80.7		
Students with Disabilities	94	91.5	*	*	20.50	*	16.3	Not Met
Students without Disabilities	832	97.2	*	*	61.90	*		
English Learners	29	96.7	31.00	44.80	25.20	31	N	N
Non-English Learners	897	96.6	77.50	73.30	57.40	77.5		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	33.30	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	316	770	770	752	*	*	15%	53%	26%	78%	54%
White	48	748	752	758	*	*	40%	35%	*	44%	63%
Hispanic	19	751	749	740	*	*	*	*	*	47%	38%
Black or African American	19	739	741	736	*	*	*	*	*	42%	32%
Asian, Native Hawaiian, or Pacific Islander	224	779	781	776	*	*	6%	59%	33%	92%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	168	772	773	758	*	*	14%	49%	31%	80%	61%
Male	148	768	767	746	*	*	16%	57%	20%	76%	46%
Economically Disadvantaged Students	26	736	735	737	*	*	*	42%	0%	42%	34%
Non-Economically Disadvantaged Students	290	773	774	761	*	*	*	53%	28%	81%	65%
Students with Disabilities	27	724	721	722	*	*	37%	*	0%	11%	17%
Students without Disabilities	289	775	775	758	*	*	13%	*	28%	84%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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
<b>Schoolwide</b>	331	768	770	756	5%	8%	17%	37%	34%	71%	59%
White	73	750	759	764	*	14%	32%	37%	*	49%	69%
Hispanic	23	729	739	742	*	*	*	*	*	30%	44%
Black or African American	29	733	741	737	*	*	*	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	201	784	783	784	*	*	8%	40%	50%	90%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	161	776	776	764	*	*	14%	36%	42%	78%	68%
Male	170	761	764	749	*	*	19%	38%	27%	65%	51%
Economically Disadvantaged Students	33	727	740	739	*	33%	33%	*	0%	18%	40%
Non-Economically Disadvantaged Students	298	773	775	766	*	5%	15%	*	38%	77%	70%
Students with Disabilities	28	712	718	719	*	*	*	*	*	*	19%
Students without Disabilities	303	773	776	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	334	777	773	757	3%	5%	14%	42%	35%	77%	59%
White	78	766	758	764	*	*	22%	41%	26%	67%	68%
Hispanic	20	748	740	742	*	*	*	*	*	55%	44%
Black or African American	27	735	744	738	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	202	791	789	786	*	*	7%	45%	46%	91%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	165	784	779	766	*	*	9%	44%	42%	87%	68%
Male	169	770	768	749	*	*	20%	40%	28%	68%	50%
Economically Disadvantaged Students	34	739	740	739	*	*	35%	32%	*	38%	40%
Non-Economically Disadvantaged Students	300	781	777	766	*	*	12%	43%	*	82%	69%
Students with Disabilities	37	717	715	718	*	*	*	*	0%	16%	18%
Students without Disabilities	297	785	781	764	*	*	*	*	40%	85%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



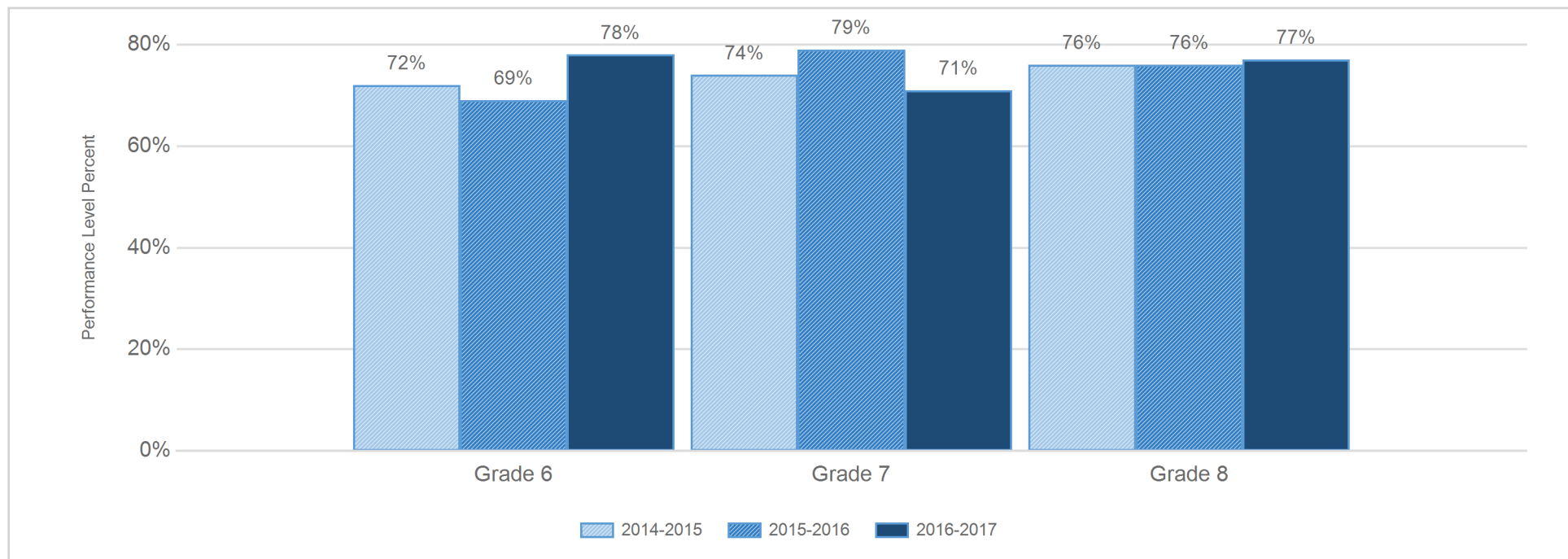
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English Language Arts/Literacy Assessment - Performance Trends

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	926	96.6	70.40	61.90	43.50	70.4	71.2	Met Target†
White	194	90.1	47.90	41.90	52.40	45.3	49.8	Met Target†
Hispanic	56	95.5	28.60	*	27.60	28.6	25.3	Met Target
Black or African American	70	93.9	30.00	25.20	21.70	29.5	31.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	588	99.2	87.00	79.80	75.60	87	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	18	100.0	55.50	47.90	44.90	55.5	**	**
Female	467	96.1	69.60	61.10	44.10	69.6		
Male	459	97.0	71.30	62.70	42.90	71.3		
Economically Disadvantaged Students	91	92.5	27.50	*	25.10	26.6	25.9	Met Target
Non-Economically Disadvantaged Students	835	97.1	75.10	*	54.30	75.1		
Students with Disabilities	94	91.5	*	16.00	16.50	*	16.5	Not Met
Students without Disabilities	832	97.2	*	67.50	48.80	*		
English Learners	29	97.1	24.10	*	23.30	24.1	N	N
Non-English Learners	897	96.6	71.90	*	45.20	71.9		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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### Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	316	763	758	743	4%	10%	17%	45%	23%	69%	44%
White	49	739	738	751	*	25%	35%	33%	*	37%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	223	775	772	771	*	*	13%	52%	31%	83%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	168	761	757	745	*	*	21%	42%	23%	64%	45%
Male	148	766	760	742	*	*	12%	49%	24%	74%	43%
Economically Disadvantaged Students	26	720	721	728	*	*	*	*	0%	23%	24%
Non-Economically Disadvantaged Students	290	767	763	752	*	*	*	*	26%	73%	56%
Students with Disabilities	27	713	710	717	*	*	*	*	0%	15%	13%
Students without Disabilities	289	768	763	748	*	*	*	*	26%	74%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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### Mathematics Assessment - Performance by Grade: Grade 7\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	271	752	752	741	4%	15%	25%	43%	13%	56%	40%
White	73	741	744	748	*	21%	34%	36%	*	38%	49%
Hispanic	23	721	724	730	*	44%	*	*	0%	13%	23%
Black or African American	29	732	732	726	*	35%	*	*	0%	31%	19%
Asian, Native Hawaiian, or Pacific Islander	141	767	767	764	*	*	18%	55%	23%	77%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	129	753	751	743	*	14%	28%	42%	*	55%	41%
Male	142	751	753	740	*	16%	22%	44%	*	57%	38%
Economically Disadvantaged Students	33	723	727	729	*	*	*	*	0%	21%	22%
Non-Economically Disadvantaged Students	238	756	757	749	*	*	*	*	15%	61%	50%
Students with Disabilities	28	710	715	716	*	*	*	*	*	*	11%
Students without Disabilities	243	757	757	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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### Mathematics Assessment - Performance by Grade: Grade 8\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	182	748	738	728	13%	*	19%	53%	*	57%	28%
White	58	745	732	736	*	*	26%	45%	*	48%	35%
Hispanic	20	729	*	721	*	*	*	*	0%	25%	21%
Black or African American	25	720	720	715	*	*	*	*	0%	28%	15%
Asian, Native Hawaiian, or Pacific Islander	75	766	755	747	*	*	*	77%	*	84%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	84	750	741	730	*	*	23%	56%	*	60%	30%
Male	98	745	735	725	*	*	16%	51%	*	55%	26%
Economically Disadvantaged Students	32	731	722	719	*	*	31%	*	*	28%	19%
Non-Economically Disadvantaged Students	150	751	741	734	*	*	17%	*	*	63%	34%
Students with Disabilities	36	704	704	705	*	28%	*	*	*	11%	*
Students without Disabilities	146	759	747	734	*	7%	*	*	*	69%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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### Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	166	789	759	743	*	*	*	81%	18%	99%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	142	790	775	774	*	*	*	80%	20%	99%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	98	788	759	744	*	*	*	87%	13%	100%	43%
Male	68	790	759	741	*	*	*	74%	25%	99%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	166	789	*	745	*	*	*	81%	18%	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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### Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	781	742	734	*	*	*	54%	44%	98%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	17	778	741	735	0%	0%	*	59%	*	94%	31%
Male	33	783	743	733	0%	0%	*	52%	*	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	50	781	*	740	*	*	*	54%	44%	98%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	50	781	746	738	*	*	*	54%	44%	98%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	50	781	*	735	*	*	*	54%	44%	98%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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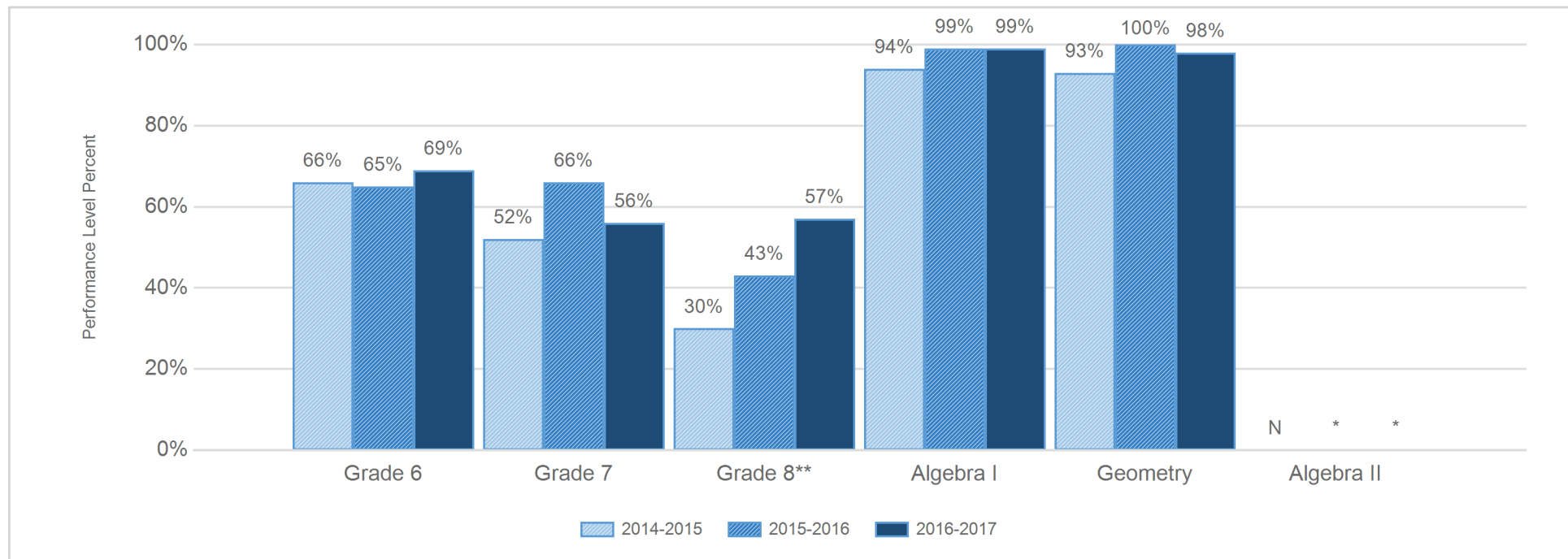
### Mathematics Assessment - Performance by Test: Algebra II

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
<b>Schoolwide</b>	*	*	*	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

## Mathematics Assessment – Performance Trends

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



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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

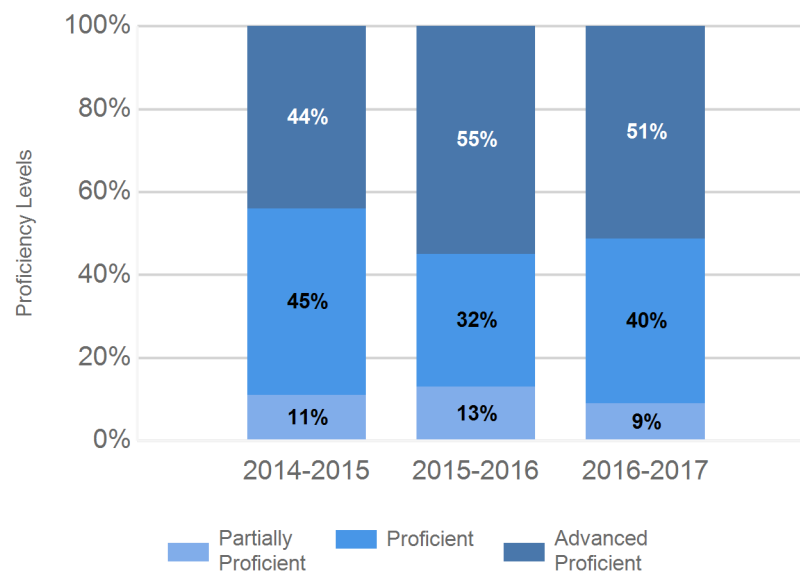
### NJASK Science Assessment Performance: Grade 8

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	51%	40%	9%
White	39%	54%	7%
Hispanic	*	*	27%
Black or African American	10%	45%	45%
Asian, Native Hawaiian, or Pacific Islander	65%	32%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	6%	62%	32%
Students with Disabilities	8%	39%	53%
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	49	53	50	Met Target	46	53	50	Met Target
White	40	47	50	Met Target	39	48	52	Not Met
Hispanic	34	44	49	Not Met	*	47	47	Met Target
Black or African American	40	46	45	Met Target	45.5	44	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	55	58	60	Met Target	49	57	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	43.5	43	51	**	*	50.5	52	**
Economically Disadvantaged	39.5	43	47	Not Met	43	50	46	Met Target
Students with Disabilities	34	*	41	Not Met	21.5	*	43	Not Met
English Learners	66.5	59	53	Exceeds Target	56	55.5	51	Met Target

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



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

Low Growth: Less than 35

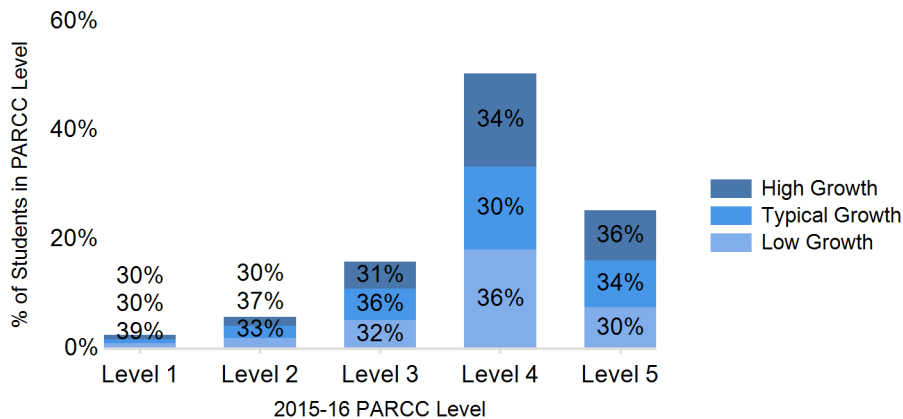
Typical Growth: Between 35 and 65

High Growth: Greater than 65

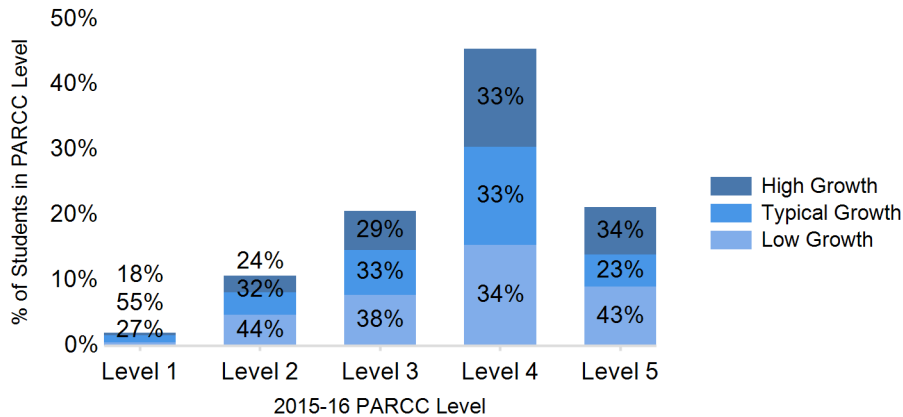
Student Growth by Performance Level

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.

ELA



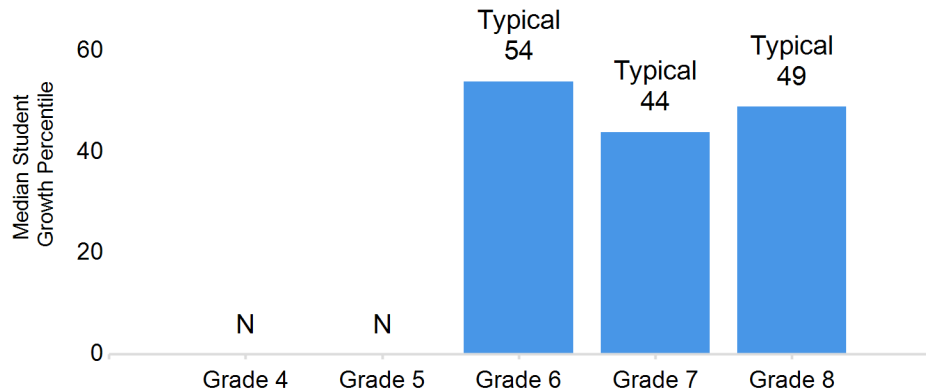
MATH



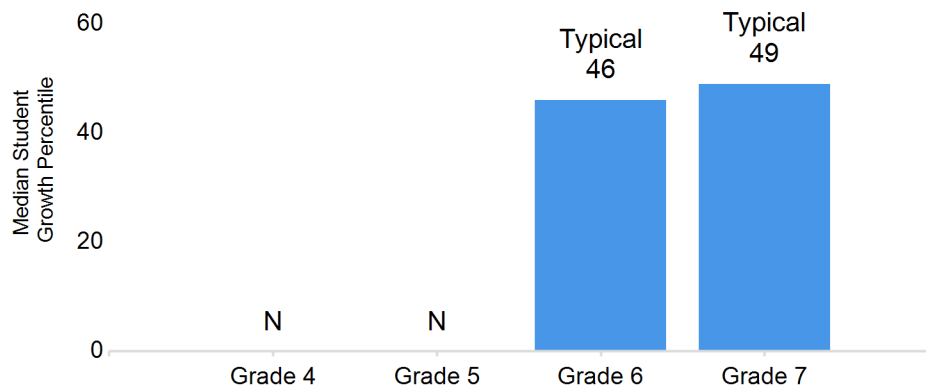
Student Growth by Grade

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

ELA



Math





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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	2	0	322
7	57	5	272
8	108	47	197
Schoolwide	167	52	791

### 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	143	0	0	45	122	0	0
7	160	0	0	41	114	0	0
8	185	0	0	49	104	0	0
Schoolwide	488	0	0	135	340	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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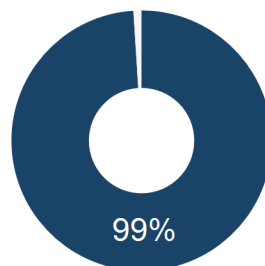
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### Visual and Performing Arts – Course Participation

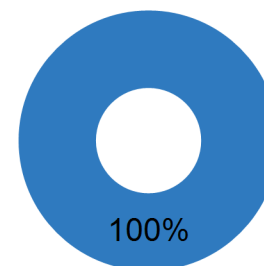
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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

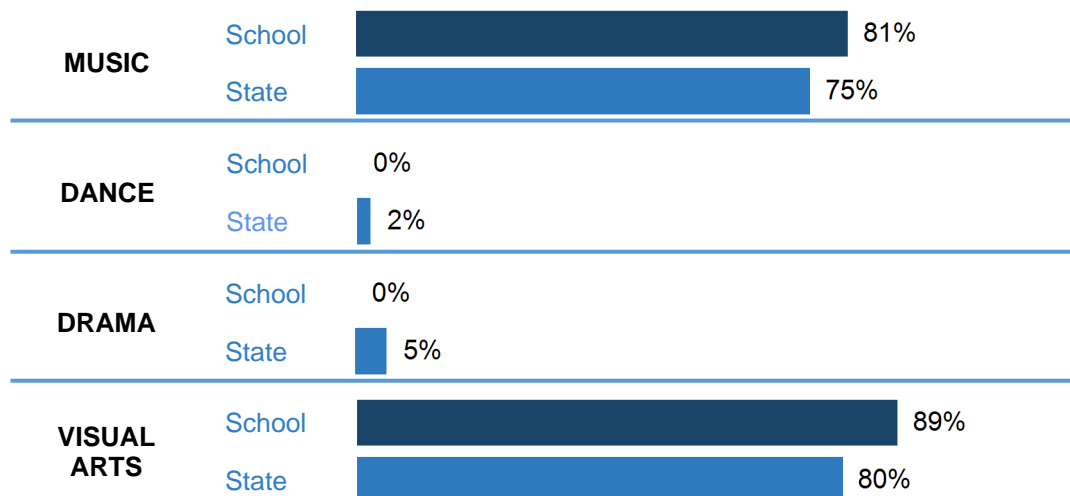


School



State

Students enrolled in one or more classes by discipline:





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

### Chronic Absenteeism

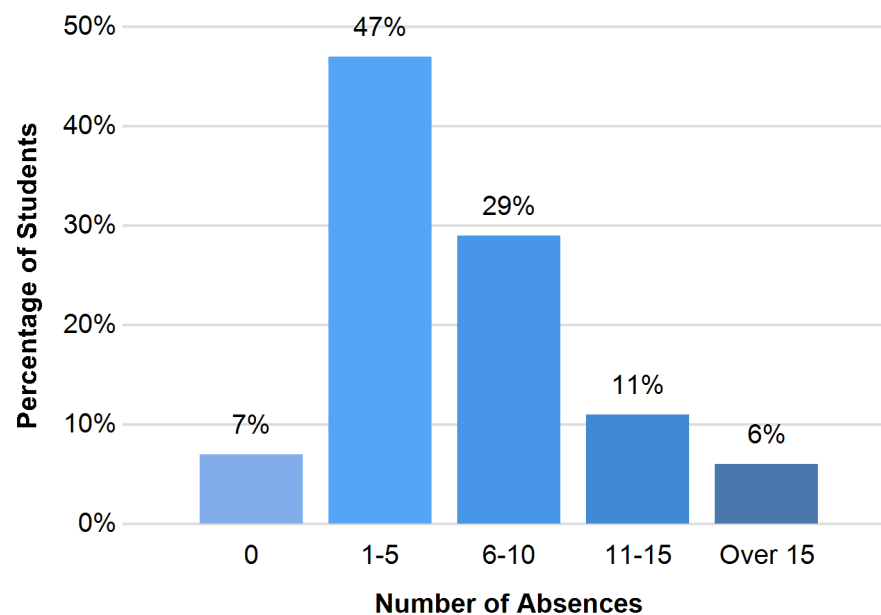
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.40	8.70	Met Target
White	5.40	8.70	Met Target
Hispanic	6.00	8.70	Met Target
Black or African American	4.90	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.70	8.70	Not Met
Students with Disabilities	5.70	8.70	Met Target
English Learners	N	**	**

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

### Days Absent

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



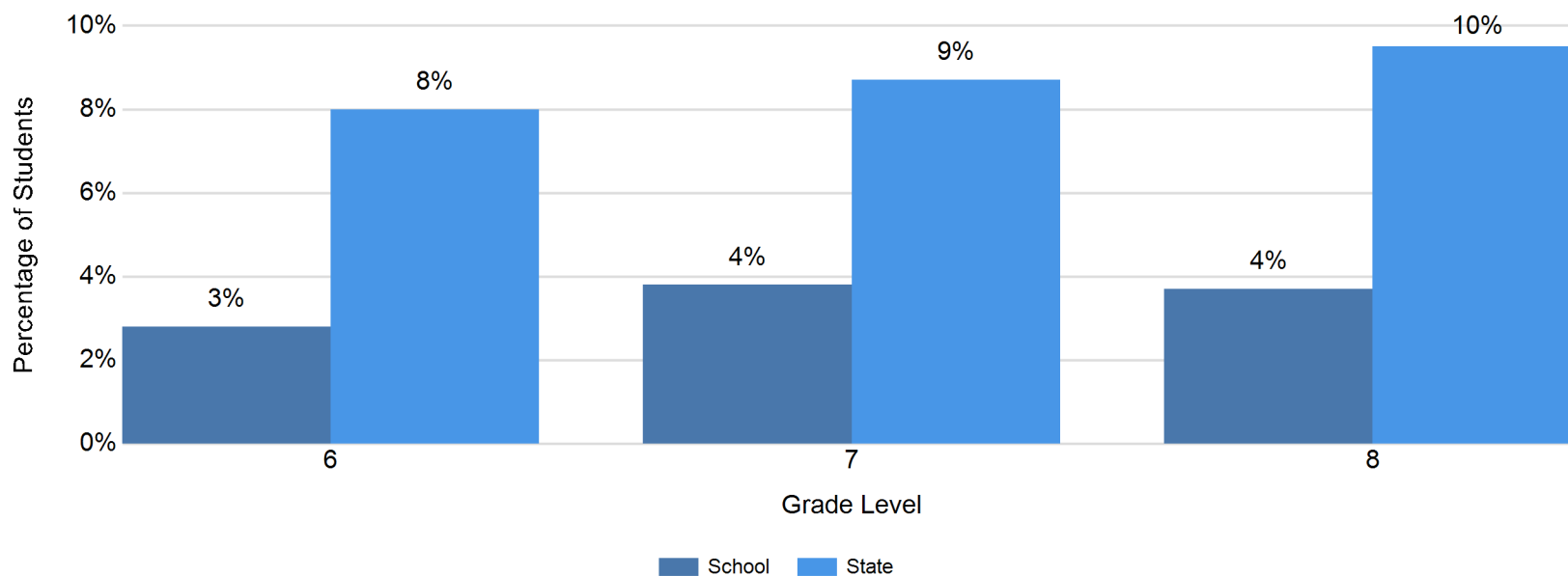


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Chronic Absenteeism by Grade

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







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### School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	3:10PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 11 Mins.
Shared Time - Instructional Time	*

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.7%
Out-of-School Suspensions	0.8%
Any Suspension	1.5%

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.10

### 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	1.4:1	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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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	77	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	84%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	169:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1



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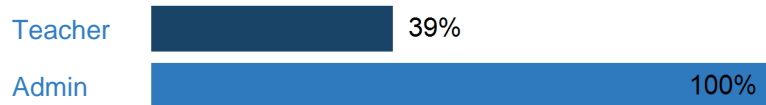
### Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	62.5	17.5%
Mathematics Proficiency	65.5	17.5%
English Language Arts Growth	35.5	25.0%
Mathematics Growth	30.2	25.0%
Chronic Absenteeism	79.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		50.7
<b>Summative Rating:</b> Percentile rank of Summative Score		51.2
<b>Requires Comprehensive Support:</b> 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	50.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	22.6	11.9	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	40.4	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Black or African American	57.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	47.9	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	37.5	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	28.0	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
English Learners	69.5	11.9	No	N	N	**	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Daniels	<b>Email Address:</b>	<a href="mailto:mark.daniels@sbschools.org">mark.daniels@sbschools.org</a>
<b>Address:</b>	635 GEORGES ROAD MONMOUTH JUNCTION, NJ 08852	<b>Website:</b>	<a href="http://www.sbschools.org/schools/xrds/index.php">http://www.sbschools.org/schools/xrds/index.php</a>
<b>Phone:</b>	(732)329-4191		

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Small school learning communities (units)</li> <li>• Integrated and interdisciplinary curriculum designed to address the needs of all students</li> <li>• Award winning Instrumental/Vocal Music Program</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our mission, at Crossroads Middle School, is to form a partnership between our school and community that nurtures and inspires life-long learners through a balanced program of academic excellence and social, emotional, cultural, and physical development within a safe and caring environment during this “crossroads” in our students’ lives.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>Our core curriculum includes courses in language/literature, composition, mathematics, science, social studies, and world languages. In addition, special education and instructional support programs provide additional access to the core curriculum. Our “encore” program supports the core curriculum where children explore courses in Art, Digital Tools, Design and Technology, Innovation and Invention, Music, and Physical education.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Co-ed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Co-ed)</p> <p>Crossroads Middle School provides students with a comprehensive athletic program, where students have opportunities to develop their athletic talents and abilities. Each team promotes an emphasis on participation, teamwork, and sportsmanship.</p>
 <b>Clubs and Activities:</b>	<p>Crossroads Middle School offers academic-based clubs, interest-based clubs, arts-based, and athletic-based clubs. Our students have gained many achievements in the academic and arts-based clubs</p>
 <b>Before and After School Programs:</b>	<p>Our highly-regarded After School Program entitled "Club 678" run through our district's Community Education Department, and is available for all middle school students. These programs provide opportunities for students to choose from a variety of active and quiet academic, recreational or enrichment activities.</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.

 <b>Staff and Professional Learning:</b>	<p>South Brunswick is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention.</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We have also added a breakfast program at Crossroads to ensure that all students start the day with a full belly so that they are ready to learn!</p>
 <b>Parent and Community Involvement:</b>	<p>Home/School partnerships are important to us. We keep families informed through a variety of communication forums, including Facebook, Twitter, and a weekly electronic Friday folder that contains a "Weekly Update" from the principal. We also benefit from a strong PTO that offers extracurriculars, social events for families, assemblies for students, and grants for teachers. In addition, our athletic events, concerts, and student performances are well attended by parents/families.</p>




Crossroads North Middle School  
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Grade Span 06-08

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635 GEORGES ROAD  
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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>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Crossroads Middle School uses the New Jersey Culture &amp; Climate Survey. We annually survey parents, students, and staff in the Spring. Our feedback has been positive, although we continue to work on proactive programs to support the adolescent child and the impact of bullying and peer pressure.</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>Other Information:</div>	<p>Our mission at Crossroads Middle School is to nurture and inspire life-long learners by providing a comprehensive program that meets the academic, social, emotional, and physical development of our students. Since 1967, Crossroads Middle School has sustained a proud tradition of providing an outstanding education for our students who are at an important crossroads in their life— one foot firmly planted in childhood and the other cautiously exploring the beginning of adulthood. Crossroads is organized in a manner designed to meet student needs during this transition in their lives. Students are placed into unit teams, which help provide a nurturing and caring learning environment that makes our big school feel small. Over time, our unit structure approach has proven that life-long bonds develop between students and teachers. The diversity of our population is both the greatest strength and the greatest challenge for our school. It is our goal to afford all students the opportunity to achieve success by creating an environment in which all can become independent learners.</p>
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**Crossroads South Middle School**  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	368	371	359
7	335	383	379
8	331	356	399
Ungraded	11	20	29
Total	1045	1130	1166

### 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	44%	46%	46%
Male	56%	54%	54%
Economically Disadvantaged Students	14%	14%	15%
Students with Disabilities	13%	13%	12%
English Learners	1%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	53.9%
White	27.5%
Hispanic	8.2%
Black or African American	6.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.6%

### Enrollment by Home Language

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

Home Language	% of Students
English	62.7%
Telugu	7.3%
Gujarati	4.0%
Hindi	3.9%
Spanish	3.6%
Other	18.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1048	97.6	74.80	72.10	54.90	74.8	72.1	Met Target
White	298	95.9	62.10	58.60	63.90	62.1	57.6	Met Target
Hispanic	74	93.3	47.30	*	39.80	46	46.7	Met Target†
Black or African American	67	94.8	47.80	40.60	35.20	47.4	41.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	574	99.8	88.70	85.10	80.70	88.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	35	90.7	62.80	60.30	54.90	60.9	52	Met Target
Female	494	97.2	78.00	78.20	62.20	78		
Male	554	97.9	71.80	66.50	48.10	71.8		
Economically Disadvantaged Students	142	94.3	40.90	*	36.20	40.2	44.2	Met Target†
Non-Economically Disadvantaged Students	906	98.2	80.10	*	65.80	80.1		
Students with Disabilities	125	95.1	16.00	*	20.50	16	15.3	Met Target
Students without Disabilities	923	97.9	82.70	*	61.90	82.7		
English Learners	35	100.0	31.50	44.80	25.20	31.5	N	N
Non-English Learners	1013	97.5	76.20	73.30	57.40	76.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	33.30	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	356	770	770	752	*	*	16%	45%	28%	73%	54%
White	85	754	752	758	*	17%	24%	46%	*	58%	63%
Hispanic	23	747	749	740	*	*	*	*	*	44%	38%
Black or African American	24	743	741	736	*	*	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	213	782	781	776	*	*	10%	47%	40%	86%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	11	758	*	753	*	0%	*	*	*	64%	56%
Female	166	774	773	758	*	*	18%	40%	34%	75%	61%
Male	190	766	767	746	*	*	15%	49%	22%	71%	46%
Economically Disadvantaged Students	44	735	735	737	*	*	39%	*	*	25%	34%
Non-Economically Disadvantaged Students	312	775	774	761	*	*	13%	*	*	80%	65%
Students with Disabilities	33	718	721	722	*	*	*	*	*	*	17%
Students without Disabilities	323	775	775	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	367	771	770	756	4%	4%	12%	41%	38%	79%	59%
White	96	766	759	764	*	*	15%	44%	30%	74%	69%
Hispanic	39	745	739	742	*	*	28%	36%	*	49%	44%
Black or African American	19	752	741	737	*	*	*	*	*	53%	38%
Asian, Native Hawaiian, or Pacific Islander	197	782	783	784	*	*	6%	40%	51%	91%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	16	751	*	757	*	*	*	*	*	69%	59%
Female	178	776	776	764	*	*	11%	37%	46%	82%	68%
Male	189	767	764	749	*	*	14%	45%	32%	77%	51%
Economically Disadvantaged Students	63	747	740	739	*	*	29%	40%	*	52%	40%
Non-Economically Disadvantaged Students	304	776	775	766	*	*	9%	41%	*	85%	70%
Students with Disabilities	42	721	718	719	*	*	26%	*	0%	21%	19%
Students without Disabilities	325	778	776	763	*	*	11%	*	43%	87%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	389	770	773	757	5%	6%	17%	44%	28%	72%	59%
White	122	753	758	764	9%	11%	25%	39%	16%	55%	68%
Hispanic	21	732	740	742	*	*	*	*	*	43%	44%
Black or African American	29	752	744	738	*	*	*	45%	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	205	786	789	786	*	*	8%	48%	42%	89%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	12	755	*	758	0%	*	*	*	*	50%	60%
Female	172	774	779	766	*	*	16%	46%	31%	77%	68%
Male	217	766	768	749	*	*	17%	42%	26%	69%	50%
Economically Disadvantaged Students	47	740	740	739	*	*	21%	40%	*	49%	40%
Non-Economically Disadvantaged Students	342	774	777	766	*	*	16%	44%	*	75%	69%
Students with Disabilities	50	713	715	718	*	*	28%	*	*	14%	18%
Students without Disabilities	339	778	781	764	*	*	15%	*	*	81%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

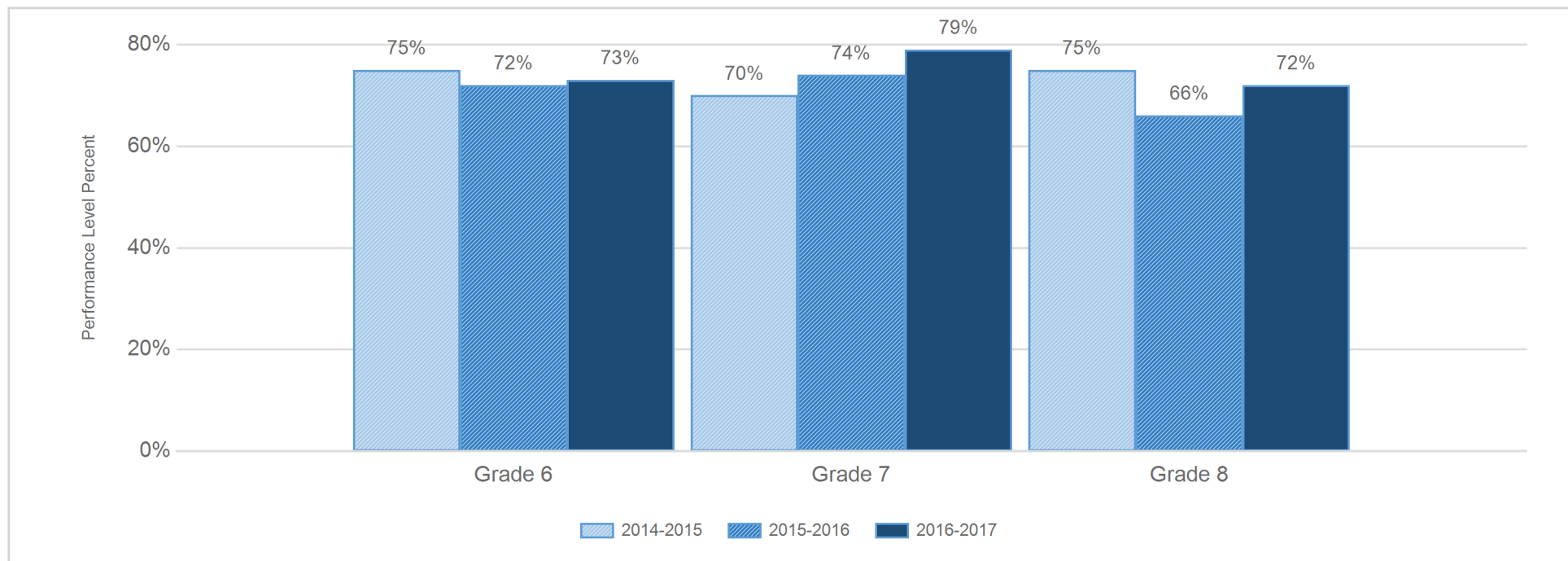


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English Language Arts/Literacy Assessment - Performance Trends

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	1049	97.7	58.30	61.90	43.50	58.3	58.5	Met Target†
White	298	96.0	37.60	41.90	52.40	37.6	37	Met Target
Hispanic	74	93.6	27.00	*	27.60	26.3	22.3	Met Target
Black or African American	68	94.9	17.60	25.20	21.70	17.5	20.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	574	99.8	79.30	79.80	75.60	79.3	80	Met Target†
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	35	92.9	37.10	47.90	44.90	37	44	Met Target†
Female	494	97.2	55.00	61.10	44.10	55		
Male	555	98.1	61.30	62.70	42.90	61.3		
Economically Disadvantaged Students	142	95.0	17.60	*	25.10	17.6	24.5	Not Met
Non-Economically Disadvantaged Students	907	98.2	64.70	*	54.30	64.7		
Students with Disabilities	125	95.8	*	16.00	16.50	*	15.3	Not Met
Students without Disabilities	924	97.9	*	67.50	48.80	*		
English Learners	36	100.0	11.10	*	23.30	11.1	N	N
Non-English Learners	1013	97.6	60.00	*	45.20	60		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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### Mathematics Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	358	754	758	743	6%	17%	21%	37%	19%	56%	44%
White	87	737	738	751	*	25%	32%	26%	*	32%	54%
Hispanic	25	732	*	731	*	*	*	*	0%	28%	27%
Black or African American	25	718	*	724	*	*	*	*	0%	12%	20%
Asian, Native Hawaiian, or Pacific Islander	210	769	772	771	*	*	15%	47%	29%	75%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	169	753	757	745	*	20%	25%	33%	*	50%	45%
Male	189	755	760	742	*	14%	18%	41%	*	61%	43%
Economically Disadvantaged Students	46	721	721	728	22%	37%	28%	*	*	13%	24%
Non-Economically Disadvantaged Students	312	759	763	752	4%	14%	20%	*	*	62%	56%
Students with Disabilities	33	707	710	717	*	*	*	*	*	*	13%
Students without Disabilities	325	759	763	748	*	*	*	*	*	*	50%
English Learners	11	710	*	710	*	*	*	*	*	*	*
Non-English Learners	347	756	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	340	752	752	741	6%	13%	24%	46%	12%	57%	40%
White	97	746	744	748	*	17%	34%	39%	*	44%	49%
Hispanic	41	725	724	730	*	34%	29%	*	*	20%	23%
Black or African American	19	731	732	726	*	*	53%	*	0%	16%	19%
Asian, Native Hawaiian, or Pacific Islander	167	766	767	764	*	*	13%	62%	20%	81%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	16	736	*	740	*	*	*	*	*	31%	39%
Female	172	749	751	743	*	*	25%	46%	9%	55%	41%
Male	168	755	753	740	*	*	23%	45%	15%	60%	38%
Economically Disadvantaged Students	64	729	727	729	*	33%	34%	*	*	19%	22%
Non-Economically Disadvantaged Students	276	757	757	749	*	8%	22%	*	*	66%	50%
Students with Disabilities	42	719	715	716	*	*	29%	*	*	14%	11%
Students without Disabilities	298	757	757	746	*	*	24%	*	*	63%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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### Mathematics Assessment - Performance by Grade: Grade 8\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	227	730	738	728	17%	24%	30%	29%	0%	29%	28%
White	99	725	732	736	20%	27%	32%	20%	0%	20%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	26	720	720	715	*	*	39%	*	0%	12%	15%
Asian, Native Hawaiian, or Pacific Islander	71	744	755	747	*	17%	30%	48%	*	48%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	104	734	741	730	10%	26%	30%	35%	0%	35%	30%
Male	123	726	735	725	24%	22%	31%	24%	0%	24%	26%
Economically Disadvantaged Students	43	716	722	719	37%	23%	26%	*	*	14%	19%
Non-Economically Disadvantaged Students	184	733	741	734	13%	24%	32%	*	*	32%	34%
Students with Disabilities	49	704	704	705	*	*	*	*	*	*	*
Students without Disabilities	178	737	747	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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





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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	785	759	743	0%	*	*	78%	18%	96%	42%
White	21	778	*	751	0%	0%	*	86%	*	91%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	138	786	775	774	0%	*	*	78%	20%	97%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	58	777	759	744	*	*	*	83%	*	93%	43%
Male	105	789	759	741	*	*	*	75%	*	98%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	163	785	*	745	0%	*	*	78%	18%	96%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%





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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	777	742	734	*	*	*	57%	37%	94%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	17	775	741	735	*	*	*	59%	*	88%	31%
Male	18	779	743	733	*	*	*	56%	*	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	35	777	746	738	*	*	*	57%	37%	94%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	35	777	*	735	*	*	*	57%	37%	94%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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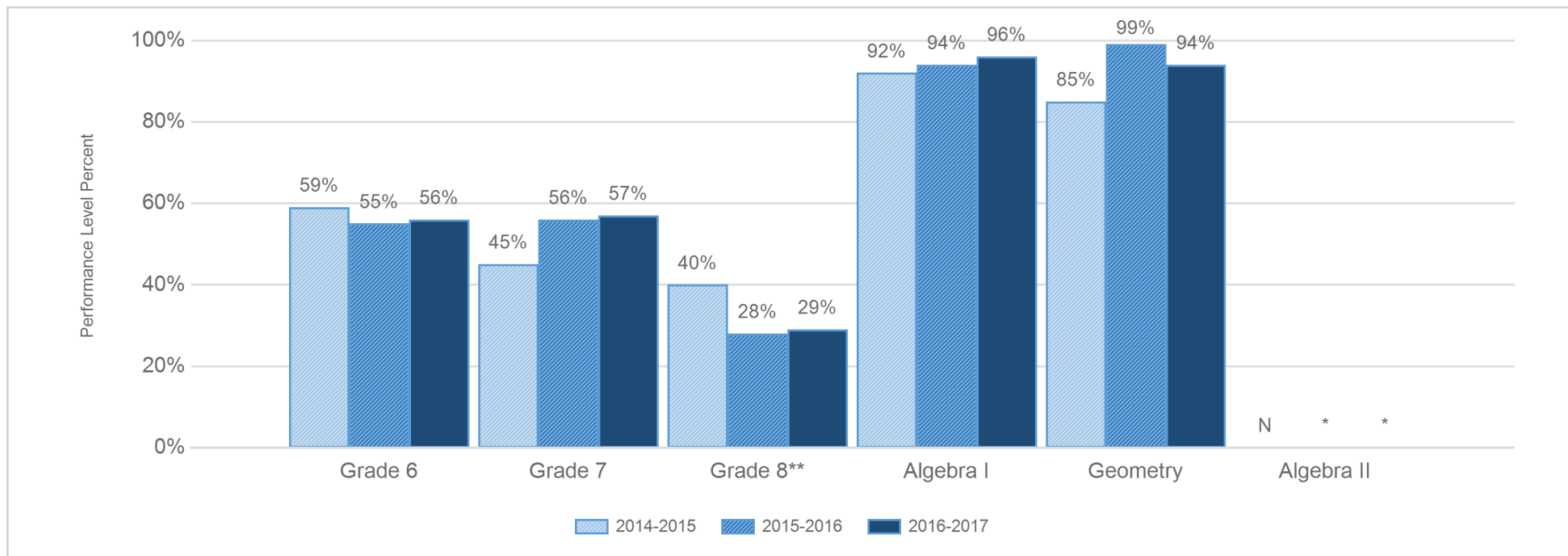
### Mathematics Assessment - Performance by Test: Algebra II

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
<b>Schoolwide</b>	*	*	*	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

## Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

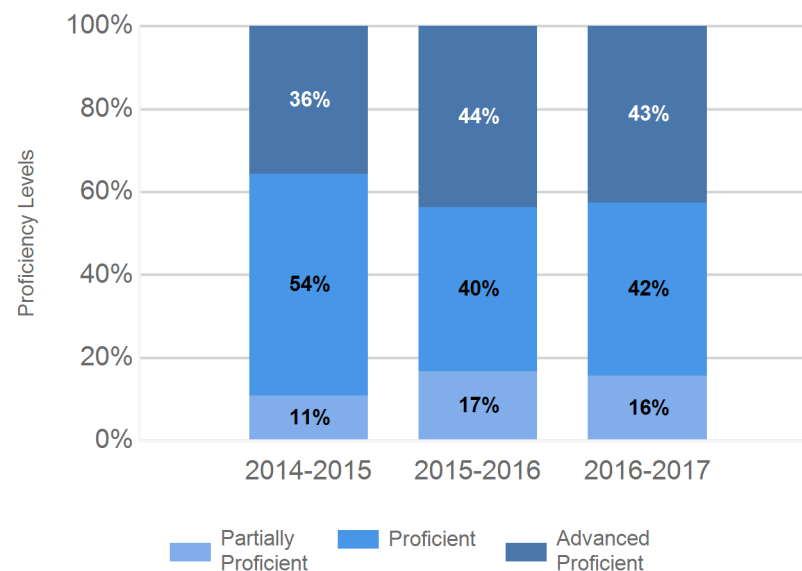
### NJASK Science Assessment Performance: Grade 8

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	43%	42%	16%
White	36%	44%	20%
Hispanic	13%	30%	57%
Black or African American	23%	48%	29%
Asian, Native Hawaiian, or Pacific Islander	54%	42%	5%
American Indian or Alaska Native	N	N	N
Two or More Races	33%	27%	40%
Economically Disadvantaged Students	18%	51%	31%
Students with Disabilities	4%	48%	48%
English Learners	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	48	53	50	Met Target	46	53	50	Met Target
White	46.5	47	50	Met Target	42.5	48	52	Met Target
Hispanic	41	44	49	Met Target	37.5	47	47	Not Met
Black or African American	43	46	45	Met Target	35	44	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	51	58	60	Met Target	48	57	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	39	43	51	Not Met	37	50.5	52	Not Met
Economically Disadvantaged	42	43	47	Met Target	47	50	46	Met Target
Students with Disabilities	33	*	41	Not Met	30	*	43	Not Met
English Learners	54.5	59	53	Met Target	37.5	55.5	51	Not Met

\*\* 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:

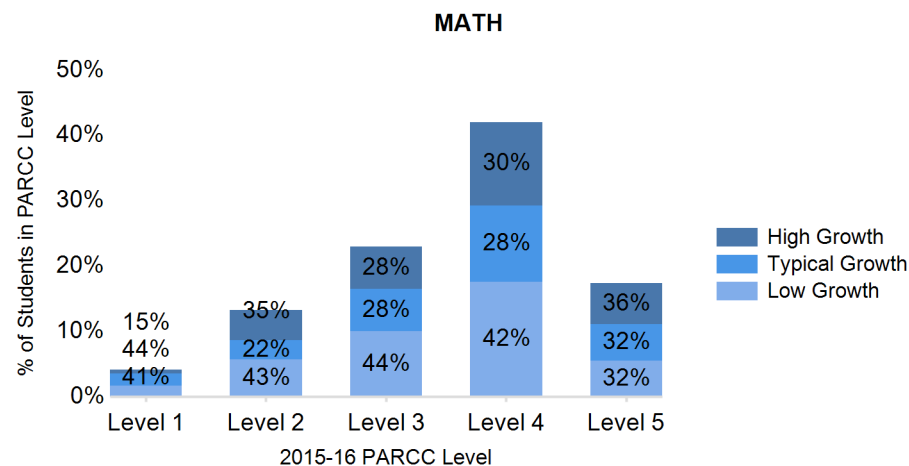
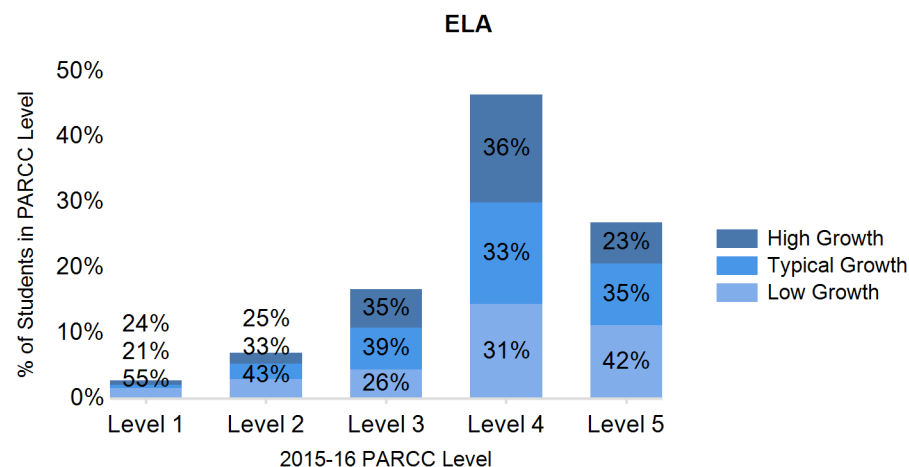
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

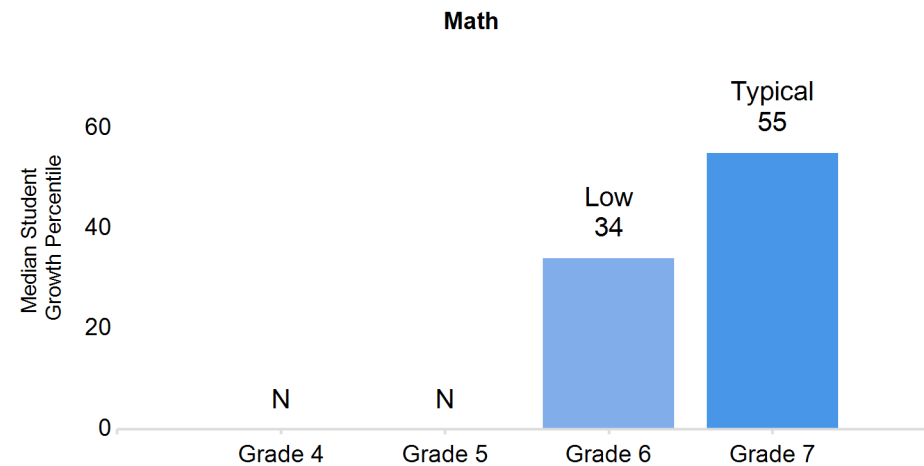
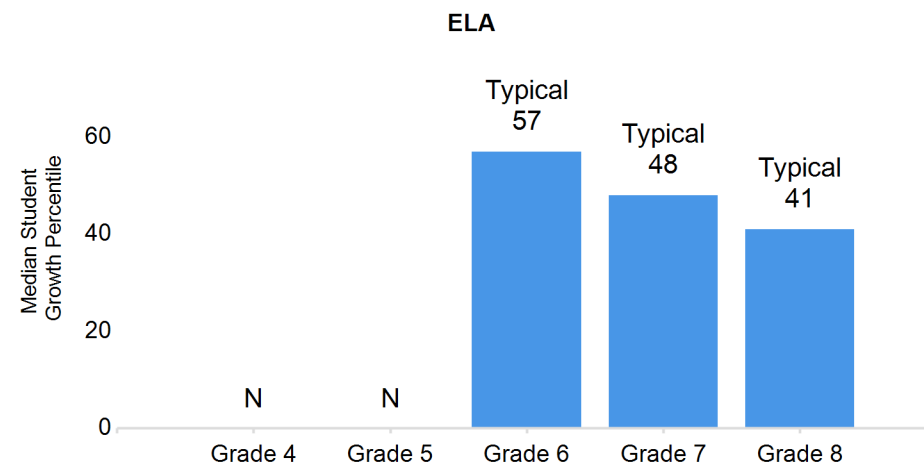
Student Growth by Performance Level

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	5	0	367
7	30	0	355
8	128	35	240
Schoolwide	163	35	962

### 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	151	0	0	78	120	0	0
7	222	0	0	56	92	0	0
8	214	0	0	75	91	0	0
Schoolwide	587	0	0	209	303	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N





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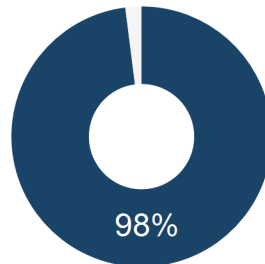
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Visual and Performing Arts – Course Participation

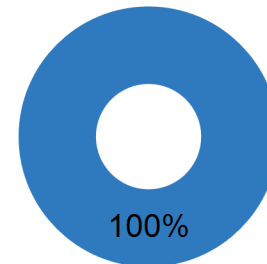
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

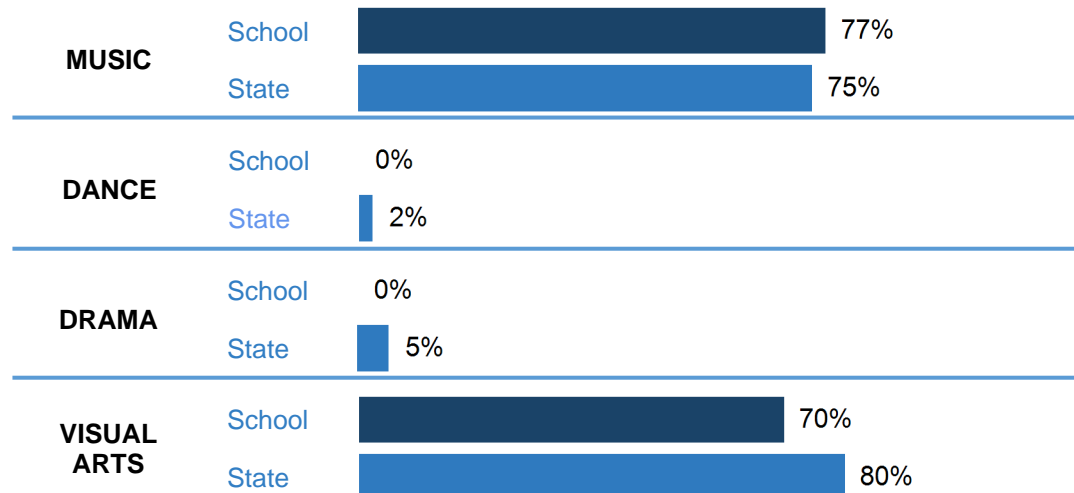


School



State

Students enrolled in one or more classes by discipline:





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

### Chronic Absenteeism

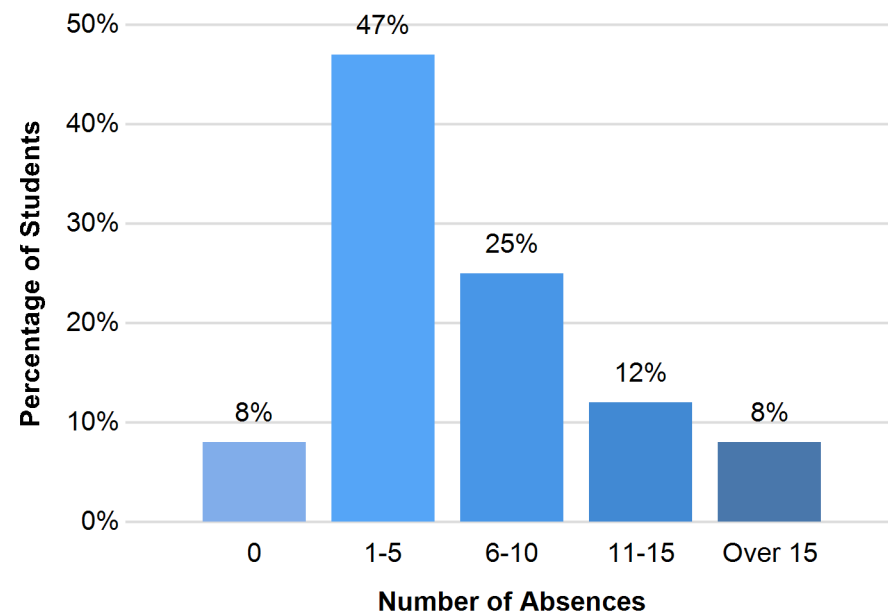
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.60	8.70	Met Target
White	7.30	8.70	Met Target
Hispanic	7.40	8.70	Met Target
Black or African American	9.90	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	11.60	8.70	Not Met
Economically Disadvantaged Students	12.40	8.70	Not Met
Students with Disabilities	12.00	8.70	Not Met
English Learners	7.40	8.70	Met Target

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

### Days Absent

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



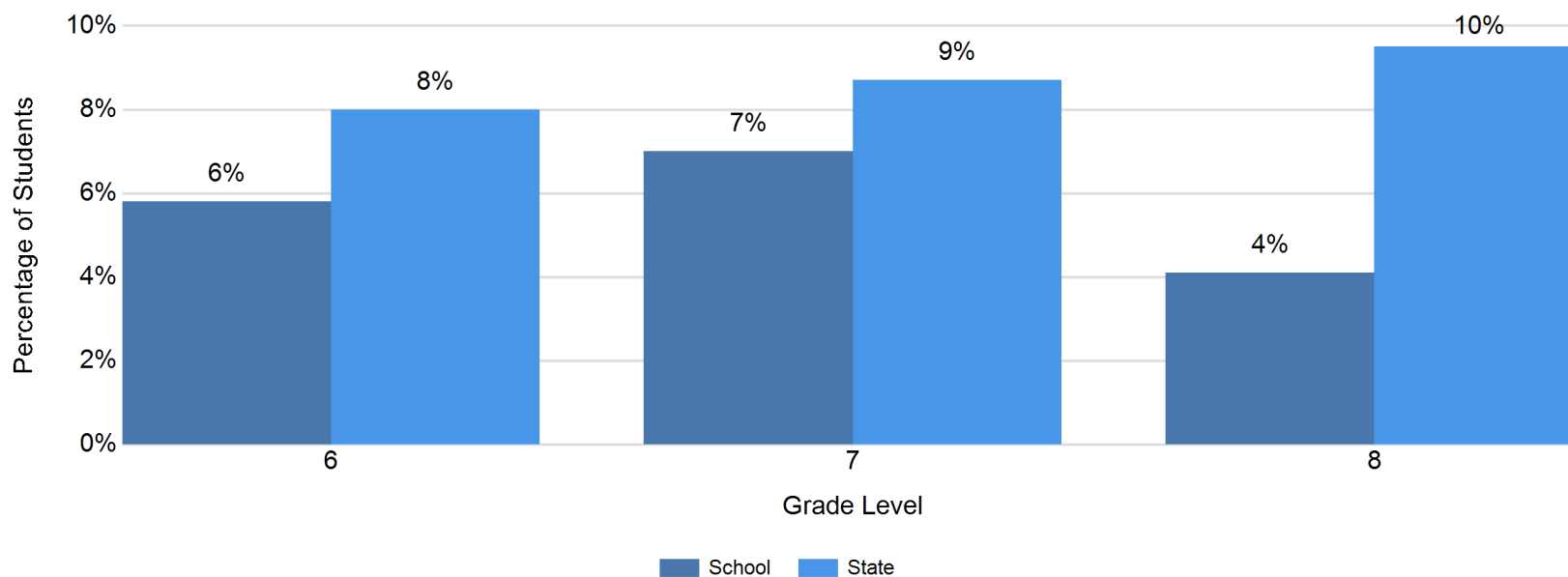


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Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	3:10PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 11 Mins.
Shared Time - Instructional Time	3 Hrs. 5 Mins.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	0.94

### 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	2.0%
Out-of-School Suspensions	1.0%
Any Suspension	3.0%

### 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	1.5:1	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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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	90	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	78%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	194:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1



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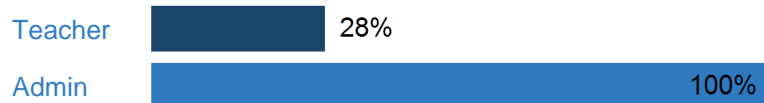
### Teachers and Administrators - Level of Education

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.

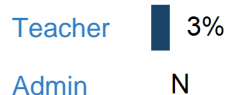
#### Bachelor's Degree



#### 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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	67.8	17.5%
Mathematics Proficiency	45.3	17.5%
English Language Arts Growth	32.9	25.0%
Mathematics Growth	24.8	25.0%
Chronic Absenteeism	51.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		41.9
<b>Summative Rating:</b> Percentile rank of Summative Score		36.9
<b>Requires Comprehensive Support:</b> 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	41.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	27.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	35.3	11.9	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No
Black or African American	45.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	35.7	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	26.2	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
Economically Disadvantaged Students	39.7	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	27.1	11.9	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
English Learners	40.7	11.9	No	N	N	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mrs. Capes	<b>Email Address:</b>	<a href="mailto:bonnie.capes@sbschools.org">bonnie.capes@sbschools.org</a>
<b>Address:</b>	195 MAJOR ROAD MONMOUTH JUNCTION, NJ 08852	<b>Website:</b>	<a href="https://www.sbschools.org">https://www.sbschools.org</a>
<b>Phone:</b>	(732)329-4633		

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• We offer small school learning communities (units) within the larger school context.</li> <li>• Our school has an integrated and interdisciplinary curriculum designed to meet the needs of all students.</li> <li>• Crossroads has an award-winning music program with over 700 students participating.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our mission, at Crossroads Middle School, is to form a partnership between our school and community that nurtures and inspires life-long learners through a balanced program of academic excellence and social, emotional, cultural, and physical development within a safe and caring environment during this “crossroads” in our students’ lives.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>The academic framework for our school begins with a district curriculum that reflects the Common Core Standards and integrates the district mission to develop lifelong learners. A core academic curriculum of Language Arts, Mathematics, Social Studies, Science and World Languages is provided for all students. We offer an extensive co-curricular program that includes instrumental and choral music, interscholastic and intramural sports, and a variety of clubs and special interest activities.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Co-ed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Co-ed)</p> <p>Crossroads Middle School provides students with a comprehensive athletic program for the Fall, Winter, and Spring seasons. We strive to include as many students as possible with our Spring Track &amp; Field program having over 300 students participate. While our students compete, we foster teamwork and sportsmanship as our top priorities.</p>
 <b>Clubs and Activities:</b>	<p>Crossroads Middle School offers academic-based clubs, interest-based clubs, arts-based, and athletic-based clubs. Our students have gained many achievements in the academic and arts-based clubs.</p>
 <b>Before and After School Programs:</b>	<p>South Brunswick School District has an award winning after Community Education program. At the middle school level, students are offered an after school opportunity named "Club 678".</p>







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 <b>Staff and Professional Learning:</b>	<p>South Brunswick is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention.</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We have also added a breakfast program at the middle level to ensure that all students start the day well fed so that they are ready to learn!</p>
 <b>Parent and Community Involvement:</b>	<p>Home/School partnerships are important to us. We keep families informed through a variety of communication forums, including Facebook, Twitter, and a weekly electronic Friday folder that contains a principal's message. We also benefit from a strong PTO that offers extracurriculars, social events for families, assemblies for students, and grants for teachers. Parents are welcomed in as volunteers and are encouraged to attend the many evening events that bring our close-knit community together.</p>




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 Climate Surveys:	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Crossroads Middle School uses the New Jersey Culture &amp; Climate Survey. We annually survey parents, students, and staff in the Spring. Our feedback has been positive, although we continue to work on proactive programs to support the adolescent child and the impact of bullying and peer pressure.</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>Other Information:</div>	<p>Our mission at Crossroads Middle School is to nurture and inspire life-long learners by providing a comprehensive program that meets the academic, social, emotional, and physical development of our students. Since 1967, Crossroads Middle School has sustained a proud tradition of providing an outstanding education for our students who are at an important crossroads in their life— one foot firmly planted in childhood and the other cautiously exploring the beginning of adulthood. Crossroads is organized in a manner designed to meet student needs during this transition in their lives. Students are placed into unit teams, which help provide a nurturing and caring learning environment that makes our big school feel small. Over time, our unit structure approach has proven that life-long bonds develop between students and teachers. The diversity of our population is both the greatest strength and the greatest challenge for our school. It is our goal to afford all students the opportunity to achieve success by cr</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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





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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	54	57	56
1	56	59	55
2	69	54	56
3	75	72	55
4	67	80	65
5	74	64	85
Ungraded	40	46	52
Total	435	432	424

### 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%	51%	48%
Male	48%	49%	52%
Economically Disadvantaged Students	26%	25%	27%
Students with Disabilities	16%	18%	19%
English Learners	6%	8%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	47.2%
White	21.7%
Hispanic	14.6%
Black or African American	13.0%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Two or More Races	2.8%

### PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	53	57	56

### 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	52.1%
Telugu	9.7%
Spanish	9.0%
Tamil	5.2%
Gujarati	4.7%
Other	19.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	191	99.1	66.50	72.10	54.90	66.5	63.6	Met Target
White	43	97.8	65.10	58.60	63.90	65.1	67.2	Met Target†
Hispanic	33	100.0	30.30	*	39.80	30.3	31.2	Met Target†
Black or African American	23	96.0	39.10	40.60	35.20	39.1	35.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	88	100.0	87.50	85.10	80.70	87.5	78.2	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	96	99.1	76.10	78.20	62.20	76.1		
Male	95	99.0	56.90	66.50	48.10	56.9		
Economically Disadvantaged Students	49	98.3	30.60	*	36.20	30.6	40.4	Met Target†
Non-Economically Disadvantaged Students	142	99.4	78.90	*	65.80	78.9		
Students with Disabilities	28	96.7	10.70	*	20.50	10.7	49.4	Not Met
Students without Disabilities	163	99.5	76.10	*	61.90	76.1		
English Learners	21	100.0	57.20	44.80	25.20	57.2	N	N
Non-English Learners	170	99.0	67.70	73.30	57.40	67.7		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	33.30	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**Grade Span KG-05**

**23-4860-095**  
**MIDDLESEX**  
**SOUTH BRUNSWICK TWP**  
**23 ROBERTS STREET**  
**KENDALL PARK, NJ 08824**

**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
<b>Schoolwide</b>	56	754	765	749	*	*	*	61%	*	63%	50%
White	11	745	*	759	*	*	*	*	0%	36%	61%
Hispanic	12	708	737	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	29	780	775	775	0%	0%	*	93%	*	97%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	31	759	768	754	*	*	*	65%	*	68%	55%
Male	25	748	763	745	*	*	*	56%	*	56%	46%
Economically Disadvantaged Students	14	706	726	731	*	*	*	*	*	14%	31%
Non-Economically Disadvantaged Students	42	770	770	762	*	*	*	*	*	79%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	766	770	753	*	*	16%	52%	22%	74%	56%
White	15	780	*	762	0%	0%	*	*	*	87%	67%
Hispanic	14	744	748	740	*	*	*	*	0%	43%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	28	777	782	777	0%	*	*	50%	36%	86%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	37	772	774	758	*	*	*	60%	*	84%	61%
Male	32	759	766	749	*	*	*	44%	*	63%	51%
Economically Disadvantaged Students	19	740	741	737	*	*	*	*	*	47%	36%
Non-Economically Disadvantaged Students	50	776	775	764	*	*	*	*	*	84%	69%
Students with Disabilities	11	722	729	725	*	*	*	*	*	*	25%
Students without Disabilities	58	774	775	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	69	766	770	755	*	*	16%	52%	22%	74%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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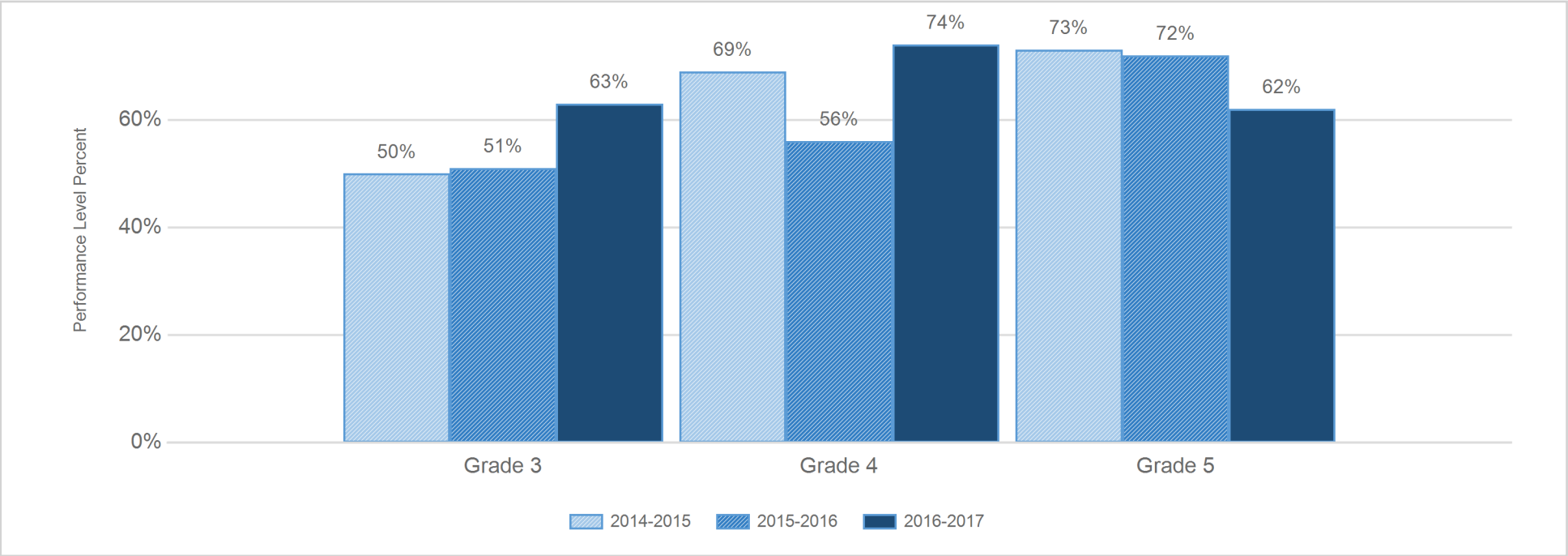
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	760	774	756	*	17%	19%	47%	*	62%	59%
White	19	757	767	763	0%	*	*	58%	*	63%	69%
Hispanic	12	733	746	743	*	*	*	*	0%	33%	44%
Black or African American	11	721	742	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	42	779	782	779	*	*	*	52%	29%	81%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	40	768	778	761	*	*	*	50%	*	70%	66%
Male	46	753	769	750	*	*	*	44%	*	54%	53%
Economically Disadvantaged Students	23	728	742	740	*	*	*	*	0%	26%	40%
Non-Economically Disadvantaged Students	63	771	778	765	*	*	*	*	21%	75%	71%
Students with Disabilities	10	716	731	725	*	*	*	*	0%	10%	22%
Students without Disabilities	76	766	777	762	*	*	*	*	17%	68%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	86	760	*	757	*	17%	19%	47%	*	62%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

### English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	192	99.1	58.30	61.90	43.50	58.3	58.4	Met Target†
White	44	97.9	50.00	41.90	52.40	50	49.6	Met Target
Hispanic	33	100.0	21.20	*	27.60	21.2	27.8	Met Target†
Black or African American	23	96.0	13.00	25.20	21.70	13	29.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	88	100.0	86.40	79.80	75.60	86.4	80	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	96	99.1	63.60	61.10	44.10	63.6		
Male	96	99.1	53.10	62.70	42.90	53.1		
Economically Disadvantaged Students	49	98.3	16.30	*	25.10	16.3	30.3	Not Met
Non-Economically Disadvantaged Students	143	99.4	72.70	*	54.30	72.7		
Students with Disabilities	28	96.7	10.70	16.00	16.50	10.7	41.1	Not Met
Students without Disabilities	164	99.5	66.40	67.50	48.80	66.4		
English Learners	21	100.0	47.70	*	23.30	47.7	N	N
Non-English Learners	171	99.0	59.60	*	45.20	59.6		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.





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**Mathematics Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	58	756	768	751	*	*	*	43%	19%	62%	53%
White	12	745	*	759	*	*	*	*	0%	42%	63%
Hispanic	12	705	736	738	*	*	*	*	0%	17%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	30	784	780	779	*	0%	*	60%	33%	93%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	31	759	767	751	*	*	*	*	*	68%	52%
Male	27	753	770	751	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	14	707	727	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	44	772	773	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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	70	752	763	747	*	24%	*	53%	*	60%	47%
White	16	749	*	755	0%	*	*	*	*	56%	59%
Hispanic	14	730	735	734	0%	*	*	*	0%	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	28	771	777	774	*	*	*	75%	*	89%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	753	763	747	*	*	*	57%	*	62%	47%
Male	33	750	763	747	*	*	*	49%	*	58%	48%
Economically Disadvantaged Students	19	731	735	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	51	759	768	757	*	*	*	*	*	75%	61%
Students with Disabilities	11	713	724	724	*	*	*	*	*	*	22%
Students without Disabilities	59	759	768	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	70	752	763	749	*	24%	*	53%	*	60%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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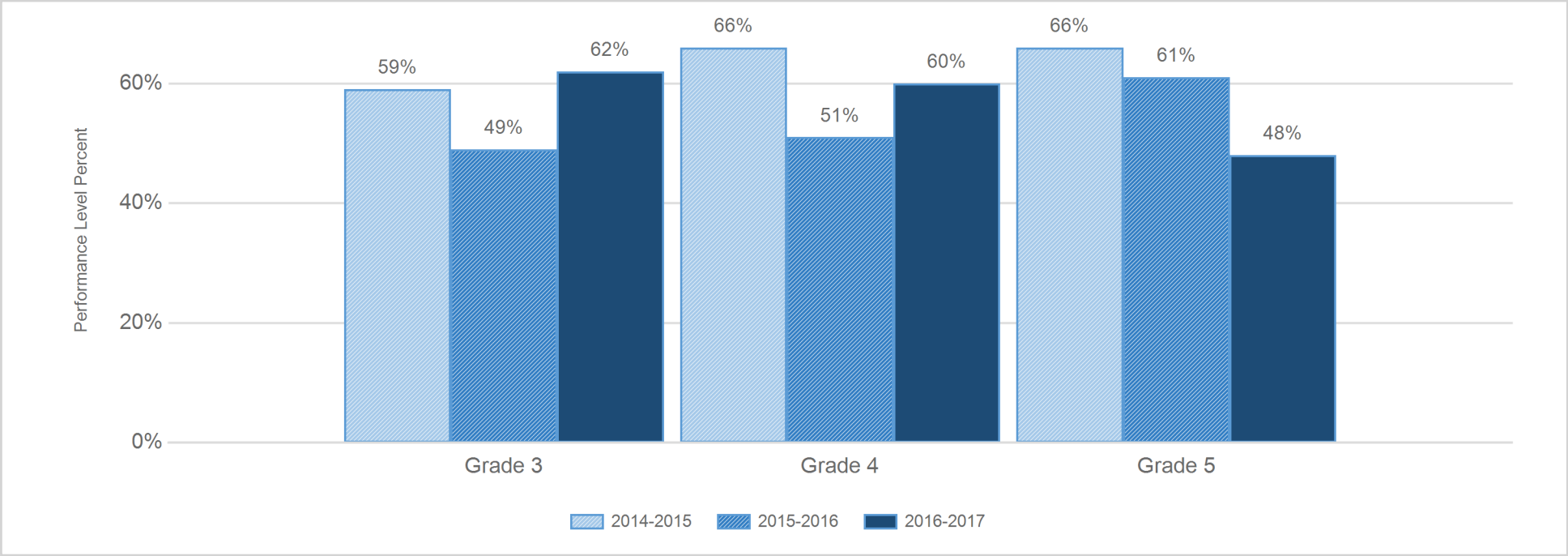
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	755	766	747	*	*	29%	27%	21%	48%	46%
White	19	754	754	754	0%	*	53%	*	*	42%	57%
Hispanic	12	726	731	735	*	*	*	*	*	*	30%
Black or African American	11	708	731	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	42	776	778	774	*	*	*	36%	38%	74%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	40	753	763	747	*	*	*	*	*	53%	47%
Male	46	757	768	746	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	23	719	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	63	768	770	756	*	*	*	*	*	*	59%
Students with Disabilities	10	720	731	725	*	*	*	*	0%	10%	19%
Students without Disabilities	76	760	768	751	*	*	*	*	24%	53%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	86	755	766	748	*	*	29%	27%	21%	48%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	21	81%	19%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

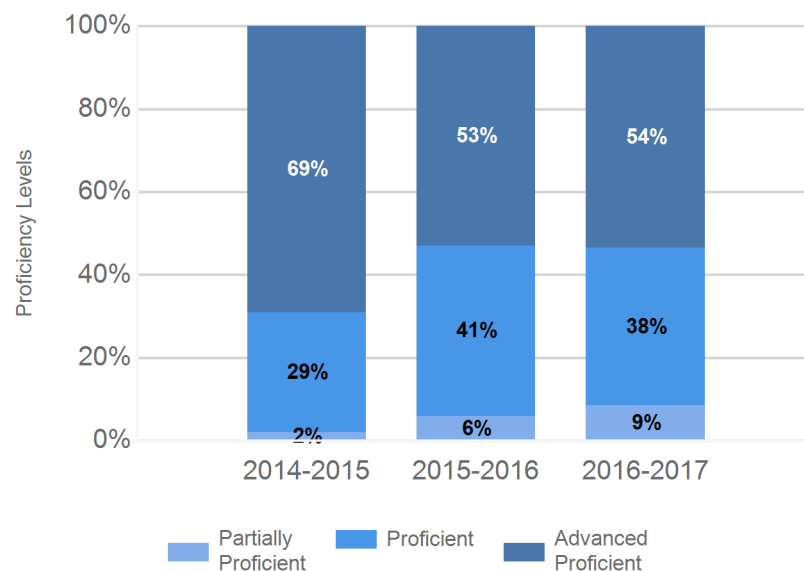
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	38%	9%
White	44%	50%	6%
Hispanic	29%	64%	7%
Black or African American	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	75%	21%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	20%	60%	20%
Students with Disabilities	15%	62%	23%
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	53	50	Met Target	61	53	50	Exceeds Target
White	61.5	47	50	Exceeds Target	60.5	48	52	Exceeds Target
Hispanic	51	44	49	Met Target	62	47	47	Exceeds Target
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	66	58	60	Exceeds Target	70	57	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	43	51	**	*	50.5	52	**
Economically Disadvantaged	44.5	43	47	Met Target	53.5	50	46	Met Target
Students with Disabilities	51	*	41	**	51	*	43	**
English Learners	54	59	53	**	54.5	55.5	51	**

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



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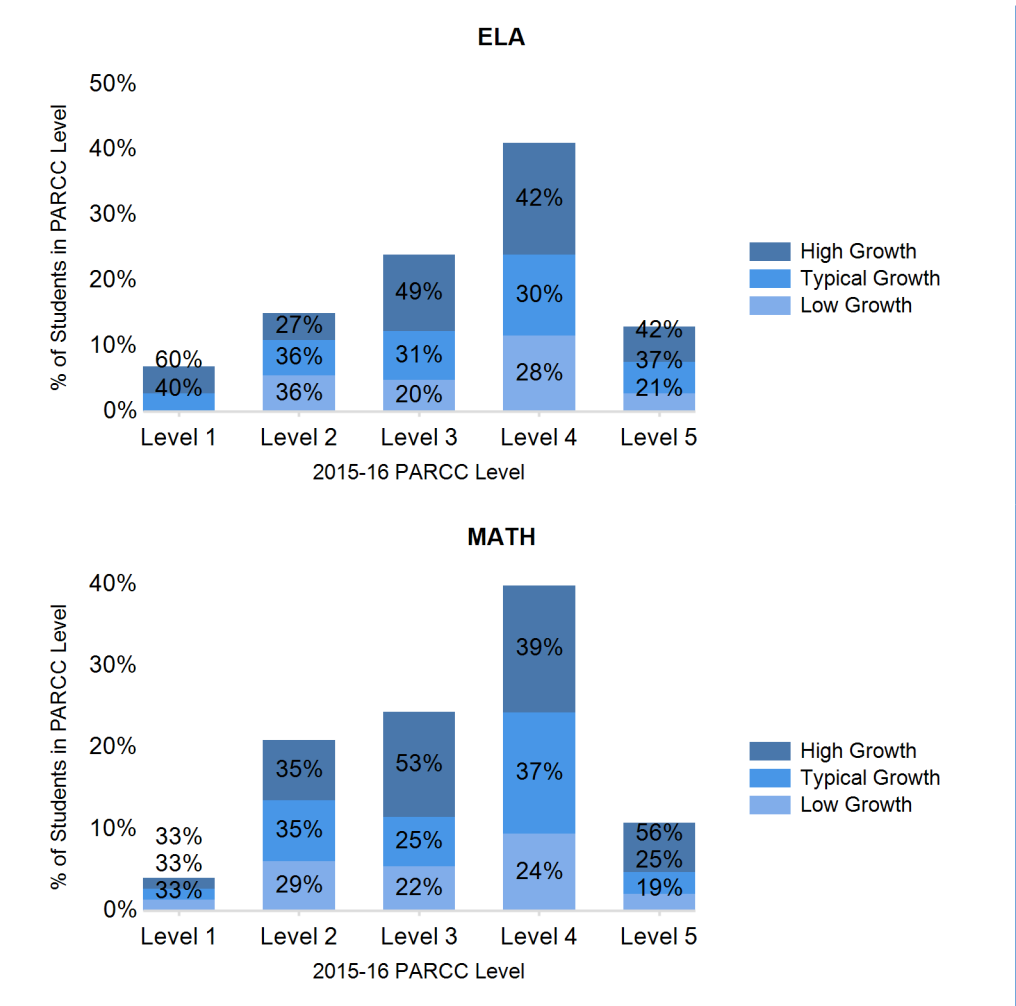
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

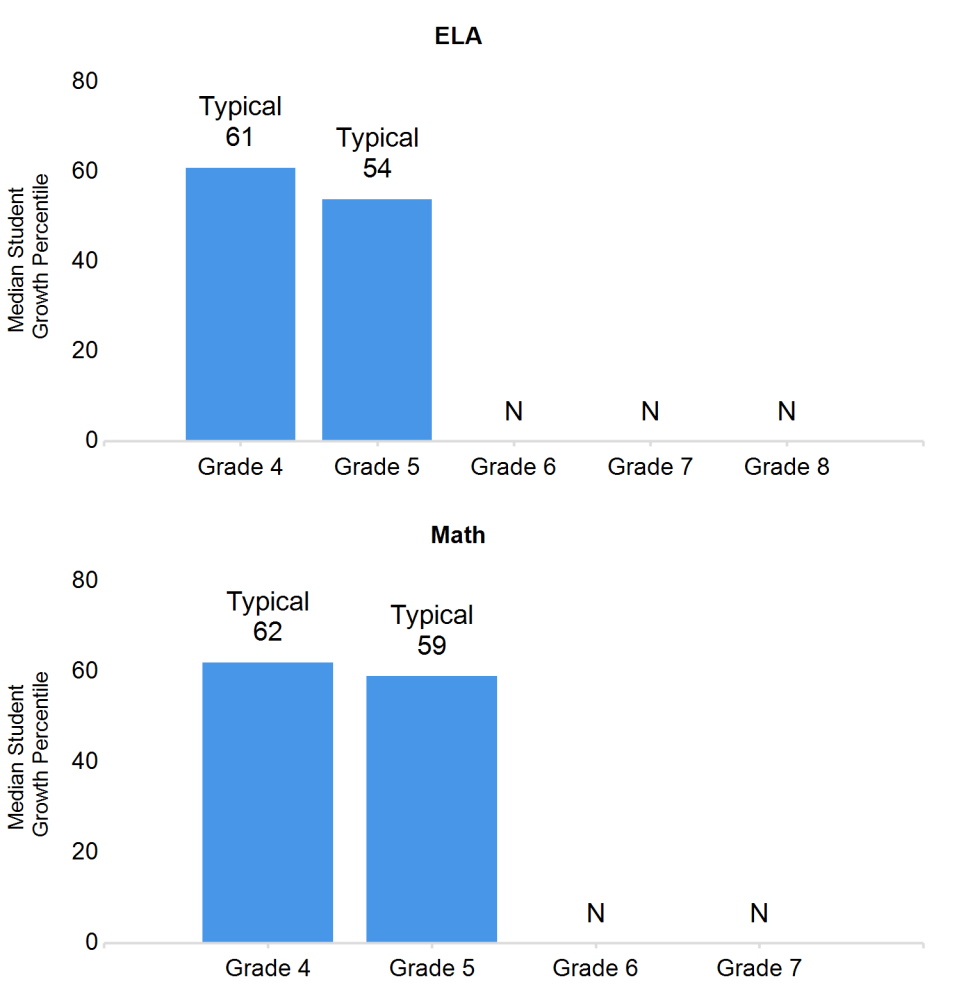
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

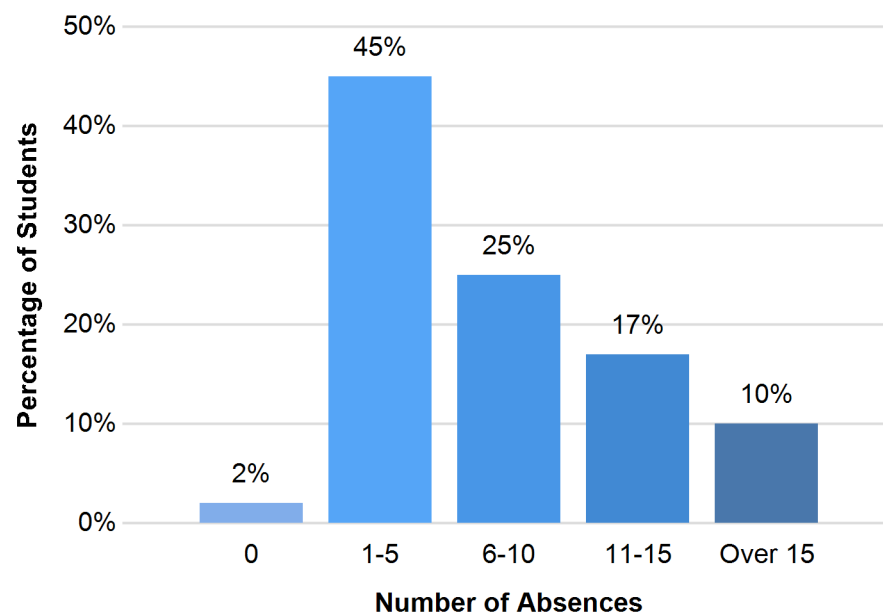
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	8.40	Met Target
White	10.90	8.40	Not Met
Hispanic	1.70	8.40	Met Target
Black or African American	3.70	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.80	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.40	8.40	Met Target
Students with Disabilities	16.50	8.40	Not Met
English Learners	3.40	8.40	Met Target

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

### Days Absent

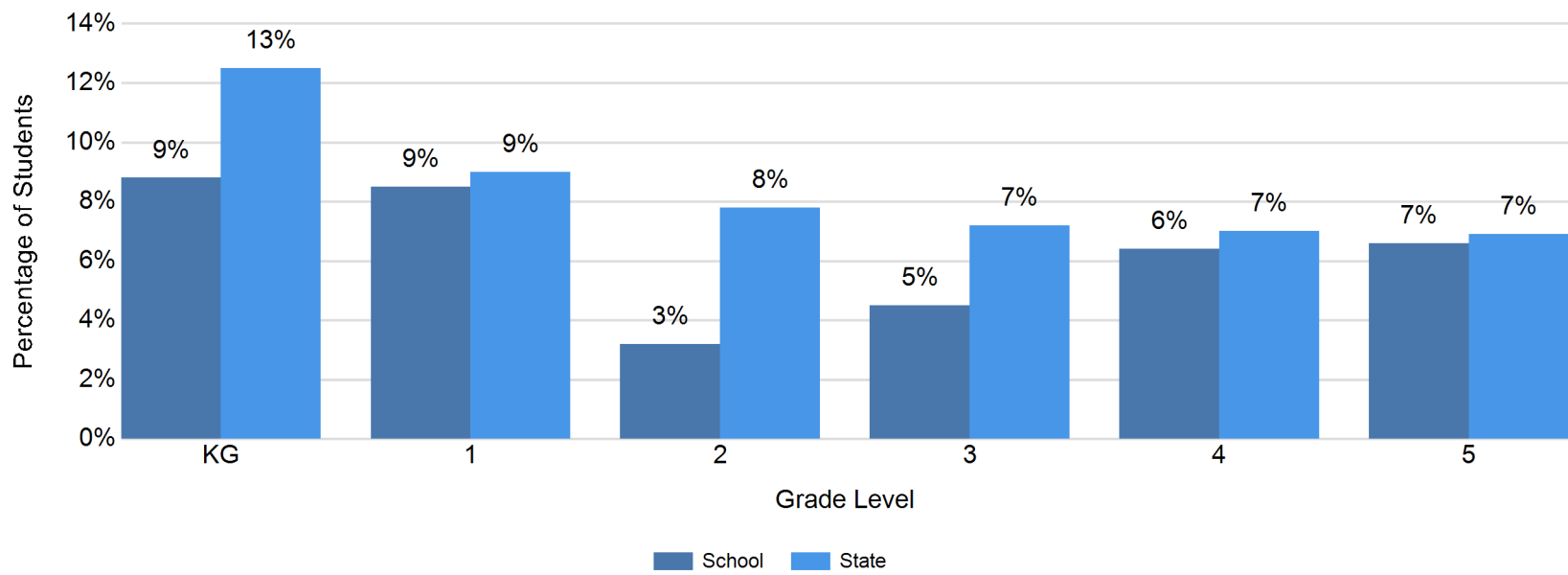
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### Chronic Absenteeism by Grade

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





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### School Day

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

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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.42

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.4:1	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	75%	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	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	424:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	55.3	17.5%
Mathematics Proficiency	52.2	17.5%
English Language Arts Growth	71.2	25.0%
Mathematics Growth	82.2	25.0%
Chronic Absenteeism	55.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		65.5
Summative Rating: Percentile rank of Summative Score		74.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	65.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
White	56.5	11.9	No	Met Target†	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Hispanic	59.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	Met Target	Not Met	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	63.7	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	49.7	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Not Met	Not Met	Not Met	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Mahoney	<b>Email Address:</b>	<a href="mailto:jodi.mahoney@sbschools.org">jodi.mahoney@sbschools.org</a>
<b>Address:</b>	23 ROBERTS STREET KENDALL PARK, NJ 08824	<b>Website:</b>	<a href="http://www.sbschools.org/schools/gb/index.php">http://www.sbschools.org/schools/gb/index.php</a>
<b>Phone:</b>	(732)297-2480	<b>Facebook:</b>	<a href="https://www.facebook.com/sbsdgb">fb.com/sbsdgb</a>
		<b>Twitter:</b>	<a href="https://twitter.com/sbsdgb">twitter.com/sbsdgb</a>

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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Our school has an active PTO and School Site Council.</li> <li>• Technology is a part of every day, with students using iPads, Chromebooks and laptops.</li> <li>• Children in 4th and 5th grade are offered the opportunity to play musical instruments.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Greenbrook is dedicated to the task of educating our children to become lifelong learners, and to assume responsibility for their participation in the life of the community. Our ultimate objective is the maximum mental, physical and emotional development of each child. We strive to create environments and opportunities in which every student can learn, to foster the self-esteem of each child, to honor the diversity of our community, and to communicate well how best to nurture each child.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Greenbrook Elementary School has been recognized as a National Blue Ribbon School of Excellence. Greenbrook Elementary School has been recognized as a National Blue Ribbon School of Excellence.</p>



### School Narrative

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 <div> <b>Courses, Curriculum, Instruction:</b> </div>	<p>Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.</p>
 <div> <b>Clubs and Activities:</b> </div>	<p>Greenbrook offers a Spirit and Pride Club for 4th and 5th graders. Additionally, 5th graders participate as Community Helpers in the morning and afternoon - assisting younger students with arrival and dismissal. There is also a Yearbook club for 5th grade students. Activities vary each year as the PTO offers a variety of activities that parents can pay for their children to participate in such as STEAM workshops, chess, Mad Science and Karate.</p>
 <div> <b>Before and After School Programs:</b> </div>	<p>Our highly-regarded Before and After School Programs run through our district's Community Education Department, and are available for students in K-5th grade (7:00 a.m. – 6:00 p.m.). It's located in our building, making for an easy transition when the bell rings! These programs provide opportunities for children to choose from a variety of active and quiet recreational or enrichment activities. Children are encouraged to make their own choices, be creative and pursue individual interests.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>South Brunswick is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention.</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We have also added a breakfast program at the elementary level to ensure that all students start the day with a full belly so that they are ready to learn!</p>
 <b>Parent and Community Involvement:</b>	<p>Home/School partnerships are important to us. We keep families informed through a variety of communication forums, including Facebook, Twitter, and a weekly electronic Friday folder that contains a principal's message. We also benefit from a strong PTO that offers extracurriculars, social events for families, assemblies for students, and grants for teachers. Parents are welcomed in as volunteers and are encouraged to attend the many evening events that bring our close-knit community together.</p>





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>We survey the 3rd, 4th and 5th grade students each year. The school climate committee and the counselor come up with a focus for the climate questions based on the school climate goals for the year. Results are used to plan activities for the student body.</p>
<div>Facilities:</div>	<p>Greenbrook was built in the 1950's and had an addition built in 2005. The building includes a library media center, a beautiful gym, stage area, cafeteria, music room, art room and multiple small group rooms. There is a large playground and open fields available for recess.</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>Other Information:</div>	<p>Nestled in a suburban neighborhood, the school is truly a community school, with the students and staff acting like a family. Students, staff and parents are united by a common commitment to creating a rich and inclusive environment for all. We serve a diverse population and pride ourselves on attending to the varied needs of our students. The highly qualified and dedicated faculty works collaboratively to provide strong academic instruction, share successful practices and promote open communication. Specialists and classroom teachers work together to meet the needs of each child. In addition, the faculty frequently engages in discussions of current educational theory through grade level meetings and book study groups. The school is committed to the principles of the Responsive Classroom and places a large emphasis on character education. In addition, through our partnership with The College of New Jersey, our school serves as a Professional Development School, hosting pre-service teachers each semester. These ventures inspire the continuing growth of the professional staff.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	6	9	0
KG	79	89	102
1	81	82	96
2	94	100	110
3	80	98	102
4	102	98	115
5	102	107	112
Ungraded	45	63	62
Total	589	646	699

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	46%	47%
Male	55%	54%	53%
Economically Disadvantaged Students	9%	10%	9%
Students with Disabilities	12%	15%	14%
English Learners	5%	3%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	72.7%
White	13.9%
Black or African American	6.7%
Hispanic	5.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

### 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	4	9	0
PK - Full Day	1	0	0
KG - Half Day	0	0	0
KG - Full Day	83	89	102

### 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	36.8%
Telugu	18.7%
Tamil	11.2%
Hindi	8.0%
Gujarati	5.0%
Other	19.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	281	98.2	70.50	72.10	54.90	70.5	63.9	Met Target
White	49	94.4	48.90	58.60	63.90	48.5	37.9	Met Target
Hispanic	12	85.7	66.60	*	39.80	60.1	**	**
Black or African American	17	95.0	35.30	40.60	35.20	35.3	N	N
Asian, Native Hawaiian, or Pacific Islander	196	100.0	78.50	85.10	80.70	78.5	76.3	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	139	97.6	74.10	78.20	62.20	74.1		
Male	142	98.8	66.90	66.50	48.10	66.9		
Economically Disadvantaged Students	26	100.0	42.30	*	36.20	42.3	45.3	Met Target†
Non-Economically Disadvantaged Students	255	98.1	73.30	*	65.80	73.3		
Students with Disabilities	26	84.8	23.10	*	20.50	21.1	17	Met Target
Students without Disabilities	255	99.7	75.30	*	61.90	75.3		
English Learners	22	100.0	50.00	44.80	25.20	50	N	N
Non-English Learners	259	98.1	72.20	73.30	57.40	72.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	33.30	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.





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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	766	765	749	*	*	16%	59%	*	69%	50%
White	10	714	*	759	*	*	*	*	0%	20%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	83	774	775	775	*	*	16%	65%	12%	77%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	52	764	768	754	*	*	*	62%	*	69%	55%
Male	49	769	763	745	*	*	*	57%	*	69%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	101	766	765	752	*	*	16%	59%	*	69%	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	118	763	770	753	*	*	29%	40%	22%	62%	56%
White	29	750	*	762	*	*	*	*	*	48%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	72	772	782	777	*	*	25%	44%	28%	72%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	56	767	774	758	*	*	30%	36%	29%	64%	61%
Male	62	759	766	749	*	*	27%	44%	16%	60%	51%
Economically Disadvantaged Students	15	750	741	737	*	*	*	*	*	47%	36%
Non-Economically Disadvantaged Students	103	764	775	764	*	*	*	*	*	64%	69%
Students with Disabilities	12	730	729	725	*	*	*	*	0%	25%	25%
Students without Disabilities	106	766	775	759	*	*	*	*	25%	66%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	118	763	770	755	*	*	29%	40%	22%	62%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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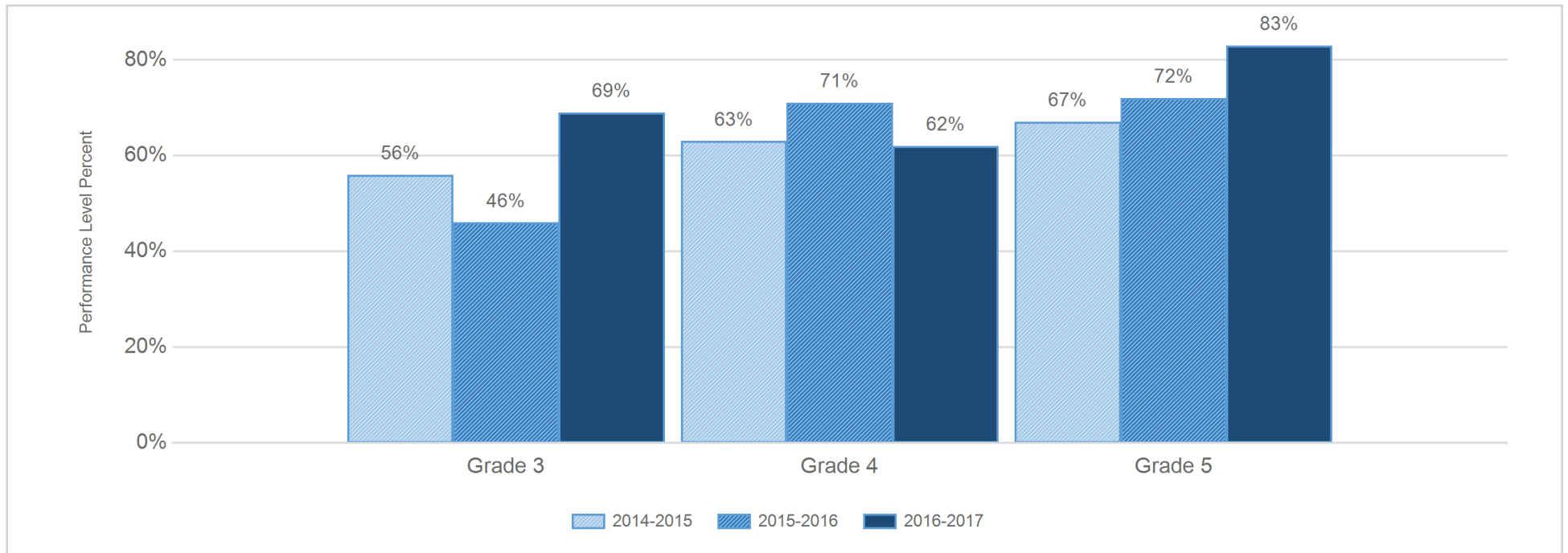
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	774	774	756	*	*	10%	58%	25%	83%	59%
White	12	760	767	763	0%	*	*	*	*	67%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	82	779	782	779	0%	*	*	57%	31%	88%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	54	778	778	761	0%	*	*	57%	32%	89%	66%
Male	53	771	769	750	0%	*	*	59%	19%	77%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

## English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	281	98.2	68.00	61.90	43.50	68	63.5	Met Target
White	49	94.4	32.60	41.90	52.40	32.4	31.2	Met Target
Hispanic	12	86.7	41.70	*	27.60	37.6	**	**
Black or African American	17	95.0	41.20	25.20	21.70	41.2	N	N
Asian, Native Hawaiian, or Pacific Islander	196	100.0	80.60	79.80	75.60	80.6	79.7	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	139	97.6	67.60	61.10	44.10	67.6		
Male	142	98.8	68.30	62.70	42.90	68.3		
Economically Disadvantaged Students	26	100.0	19.20	*	25.10	19.2	37.1	Not Met
Non-Economically Disadvantaged Students	255	98.1	73.00	*	54.30	73		
Students with Disabilities	26	84.8	19.20	16.00	16.50	17.5	17	Met Target
Students without Disabilities	255	99.7	73.00	67.50	48.80	73		
English Learners	22	100.0	40.90	*	23.30	40.9	N	N
Non-English Learners	259	98.1	70.30	*	45.20	70.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	103	774	768	751	*	*	13%	39%	37%	76%	53%
White	10	717	*	759	*	*	*	0%	*	10%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	84	783	780	779	*	*	12%	42%	43%	85%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	53	772	767	751	*	*	*	38%	36%	74%	52%
Male	50	777	770	751	*	*	*	40%	38%	78%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	761	763	747	*	*	27%	46%	14%	60%	47%
White	29	748	*	755	*	*	45%	*	*	35%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	72	772	777	774	*	*	18%	57%	19%	76%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	56	759	763	747	*	*	30%	52%	*	61%	47%
Male	62	763	763	747	*	*	24%	40%	*	60%	48%
Economically Disadvantaged Students	15	747	735	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	103	763	768	757	*	*	*	*	*	66%	61%
Students with Disabilities	12	728	724	724	*	*	*	*	0%	25%	22%
Students without Disabilities	106	765	768	751	*	*	*	*	16%	64%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	118	761	763	749	*	*	27%	46%	14%	60%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

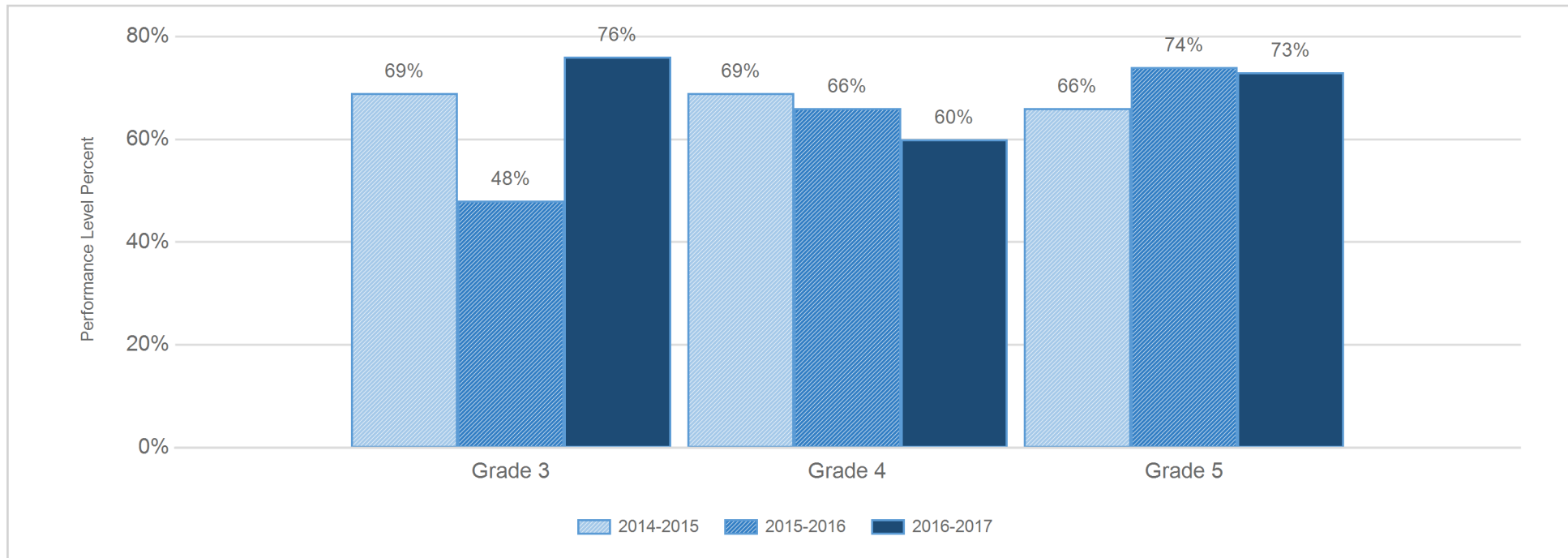
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	768	766	747	*	*	20%	47%	26%	73%	46%
White	12	743	754	754	*	*	*	*	*	42%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	82	776	778	774	*	*	16%	51%	32%	83%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	54	768	763	747	*	*	20%	48%	26%	74%	47%
Male	53	768	768	746	*	*	19%	45%	26%	72%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

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	18	72.2%	27.8%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

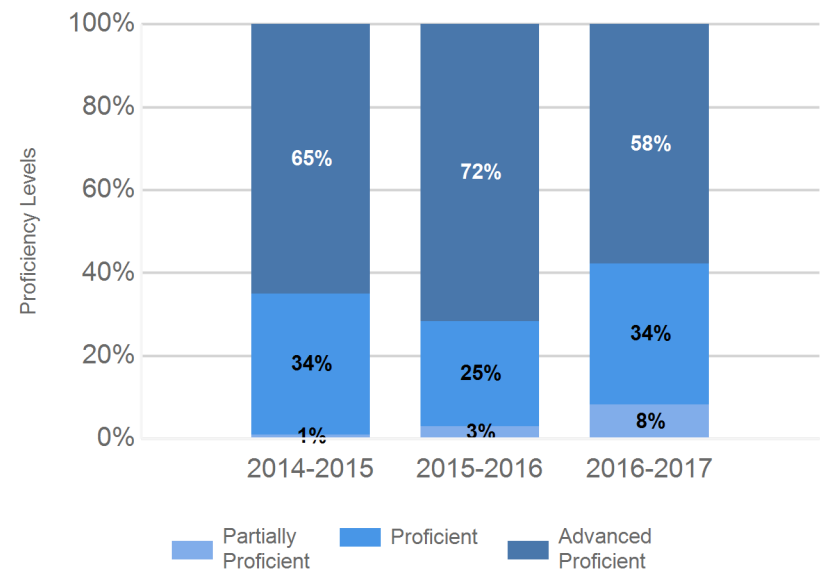
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	58%	34%	8%
White	47%	41%	13%
Hispanic	*	*	N
Black or African American	10%	*	*
Asian, Native Hawaiian, or Pacific Islander	69%	29%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	27%	53%	20%
Students with Disabilities	53%	41%	6%
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	53	50	Exceeds Target	65	53	50	Exceeds Target
White	71.5	47	50	Exceeds Target	69.5	48	52	Exceeds Target
Hispanic	*	44	49	**	*	47	47	**
Black or African American	43.5	46	45	**	66.5	44	43	**
Asian, Native Hawaiian, or Pacific Islander	61	58	60	Exceeds Target	64	57	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	43	51	**	*	50.5	52	**
Economically Disadvantaged	56	43	47	**	60	50	46	**
Students with Disabilities	44	*	41	**	52	*	43	**
English Learners	*	59	53	**	67	55.5	51	**

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



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

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

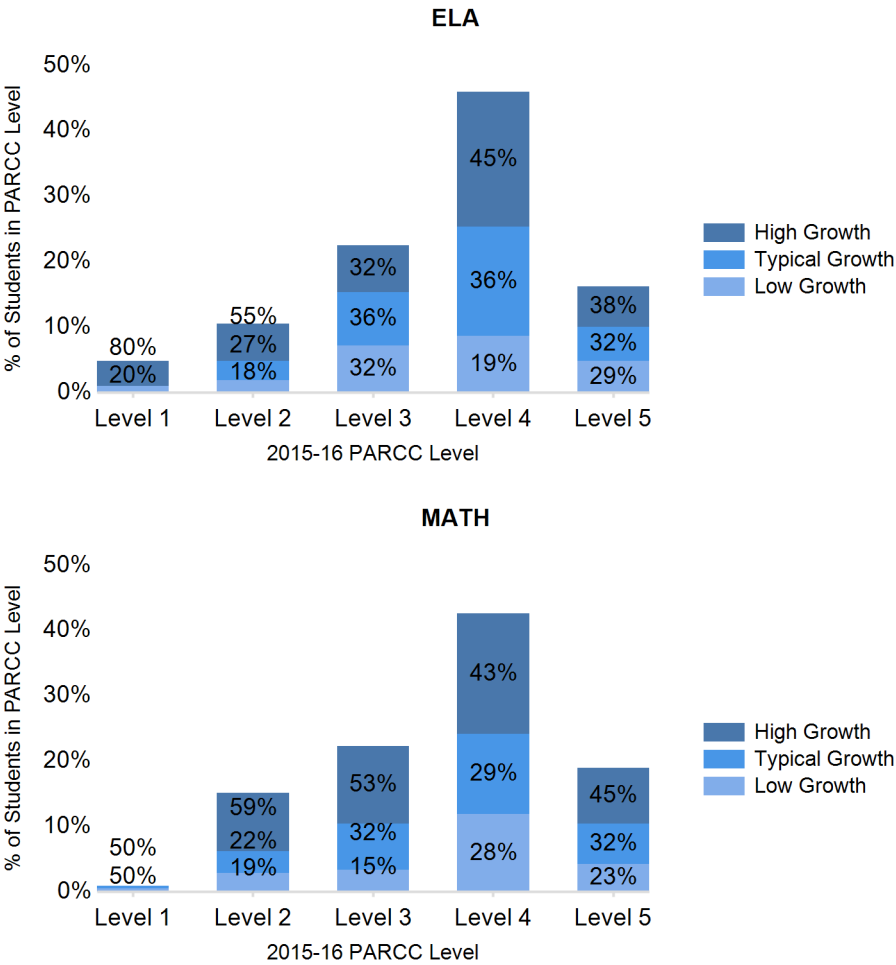
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

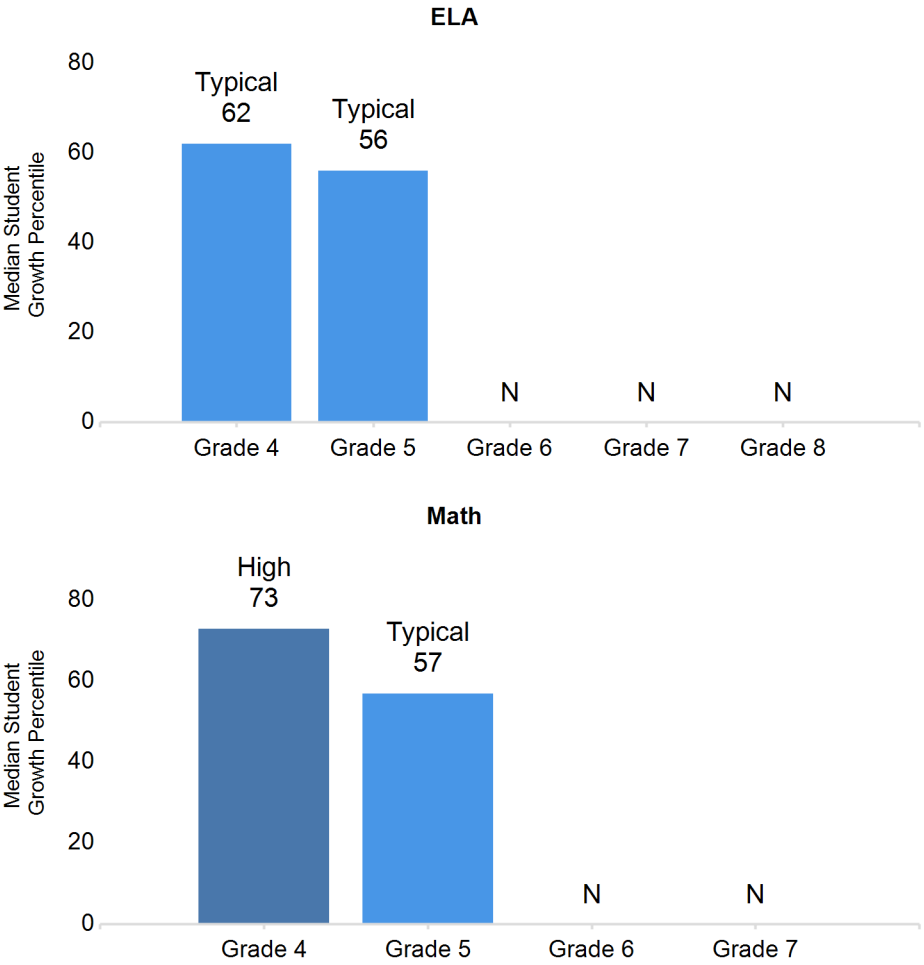
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

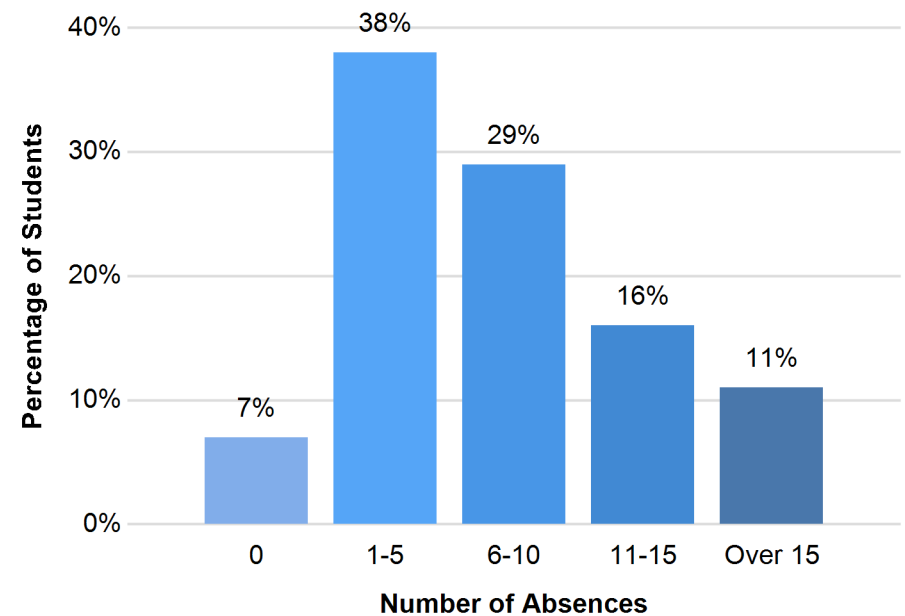
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.00	8.40	Met Target
White	5.60	8.40	Met Target
Hispanic	8.80	8.40	Not Met
Black or African American	14.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	22.20	8.40	Not Met
Students with Disabilities	11.60	8.40	Not Met
English Learners	16.10	8.40	Not Met

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

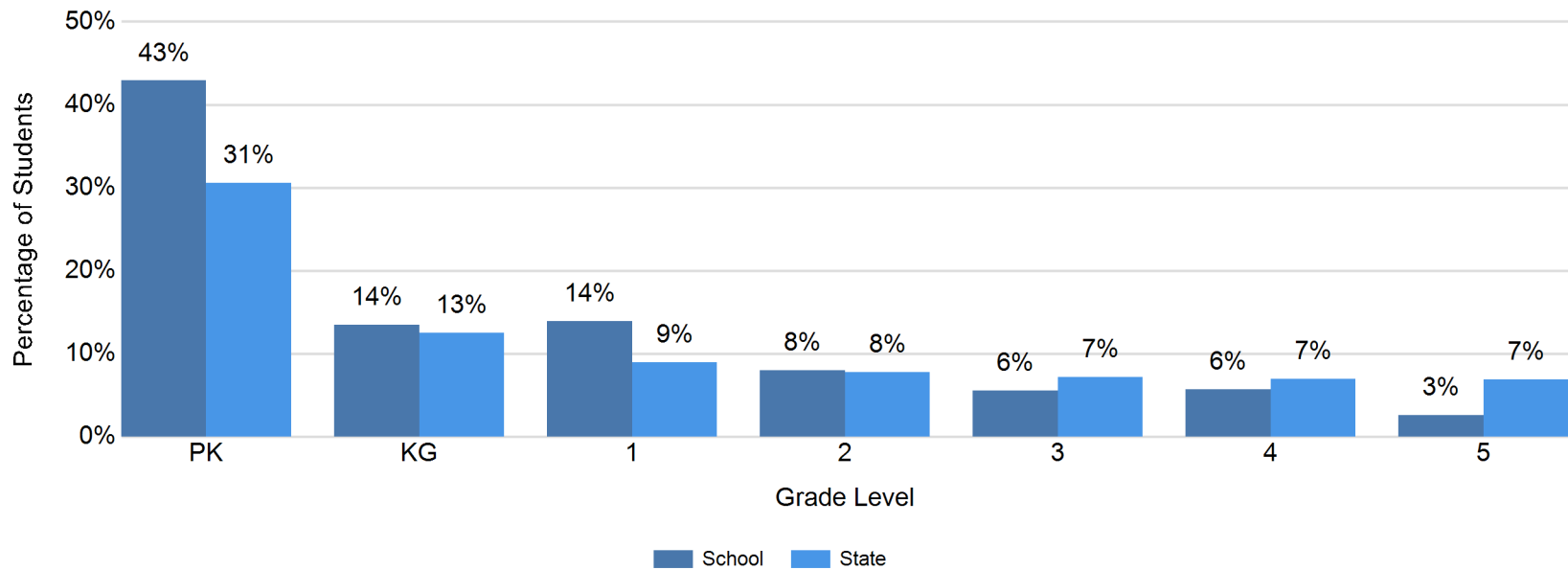
### Days Absent

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



## Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.43

### 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	0.1%
Any Suspension	0.1%

### Student Expulsions

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

Category	Number of Students
Expulsions	0





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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	5.2:1	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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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	52	120,724
Average years experience in public schools	15.4	11.8
Average years experience in district	13.7	10.5
Teachers in district for 4 or more years	83%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	699:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1



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

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### 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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	60.4	17.5%
Mathematics Proficiency	65.1	17.5%
English Language Arts Growth	87.9	25.0%
Mathematics Growth	87.2	25.0%
Chronic Absenteeism	26.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		69.8
<b>Summative Rating:</b> Percentile rank of Summative Score		79.7
<b>Requires Comprehensive Support:</b> 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	69.8	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	58.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	46.0	11.9	No	Met Target	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Not Met	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Gonzalez	<b>Email Address:</b>	<a href="mailto:april.gonzales@sbschools.org">april.gonzales@sbschools.org</a>
<b>Address:</b>	359 RIDGE ROAD DAYTON, NJ 08810	<b>Website:</b>	<a href="http://www.sbschools.org/schools/if/">http://www.sbschools.org/schools/if/</a>
<b>Phone:</b>	(732)329-1043	<b>Facebook:</b>	<a href="https://www.facebook.com/SBSDIF">Fb.com/SBSDIF</a>
		<b>Twitter:</b>	<a href="https://twitter.com/SBSDIF">https://twitter.com/SBSDIF</a>

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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Faculty and staff incorporate The Responsive Classroom Principles, which guides classroom and school procedures.</li> <li>• Curriculum is designed to meet standards while providing students with rich and meaningful content.</li> <li>• Indian Fields Campus enjoys a strong collaboration with PTO to offer enrichment programs, clubs, and events.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The Indian Fields and Dayton School is home to approximately 700 students. Our mission is to educate all children by providing a safe, stimulating, respectful environment which promotes cognitive, social, emotional, artistic, and physical growth. The school will prepare children to have a positive attitude towards learning, to be responsible members of the community and to accept individual differences.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Indian Fields Elementary School has a long history of providing an excellent learning environment for all of its children. The school has been recognized as a New Jersey Star School and featured in the New Jersey Education Association's televised "Classroom Close-Up." The school has been highlighted for its Early Childhood program and as a model for technology in education. The school was selected as a recipient of the 2003 Governor's School of Excellence Award.</p>






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline</p>
 <p><b>Clubs and Activities:</b></p>	<p>Opportunities during and beyond the school day exist to extend students' learning experience. Special activities include class plays, after school clubs, luncheons, yearbook, Buddy Class activities, Spirit Week, Writing Celebrations, and Learning Centers. Our impressive music program includes chorus, string orchestras and instrumental bands. Each year performing artists, authors, illustrators, and community members visit our schools to enrich learning.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Our highly-regarded Before and After School Programs run through our district's Community Education Department, and are available for students in K-5th grade (7:00 a.m. – 6:00 p.m.). It's located in our building, making for an easy transition when the bell rings! These programs provide opportunities for children to choose from a variety of active and quiet recreational or enrichment activities. Children are encouraged to make their own choices, be creative and pursue individual interests</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.

 <b>Staff and Professional Learning:</b>	<p>South Brunswick is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We have also added a breakfast program at the elementary level to ensure that all students start the day with a full belly so that they are ready to learn!</p>
 <b>Parent and Community Involvement:</b>	<p>Home/School partnerships are important to us. We keep families informed through a variety of communication forums, including Facebook, Twitter, and a weekly electronic Friday folder that contains a principal's message. We also benefit from a strong PTO that offers extracurriculars, social events for families, assemblies for students, and grants for teachers. Parents are welcomed in as volunteers and are encouraged to attend the many evening events that bring our close-knit community together.</p>



School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers

A continual initiative of Indian Fields and Dayton School is to foster a strong sense of community. We annually administer a climate survey to our students and share results with faculty and our Climate Team. A faculty survey is administered and shared with administration. Teachers and staff apply Responsive Classroom principles in an effort to nurture positive school citizenship. We embrace the following core values: Cooperation, Assertion, Responsibility, Empathy, and Self-Control.



Facilities:

Indian Fields and Dayton School is celebrating a 25-year Anniversary. When it was built, careful consideration was given to our library, which includes a recessed reading area. Our music room boasts built-in risers, and classrooms and hallways have ample natural light. Two major projects are underway this year. A new, energy-efficient heating and cooling system is being installed as well as solar panels, which will provide green energy.



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School Narrative

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



Other Information:

Indian Fields Elementary School has a long history of providing an excellent learning environment for all of its children. The school has been recognized as a New Jersey Star School and featured in the New Jersey Education Association’s televised “Classroom Close-Up.” The school has been highlighted for its Early Childhood program and as a model for technology in education. The school was selected as a recipient of the 2003 Governor’s School of Excellence Award. Both schools consistently investigate approaches that effectively challenge and enable all children to reach their full potential. One approach that ensures that children experience a comfortable, nurturing and productive environment is that the schools are organized into families and communities of learners where students and teachers work cooperatively and collaboratively as teams. A walk through the well-designed facilities shows children actively engaged in reading, writing, mathematics, science, social studies, music, art, and physical education. Technology is integrated at all levels of the curriculum in the form of SMART Boards, document cameras, projectors, Ipads, laptops, and most recently Chromebooks. For students needing additional support in the areas of mathematics, reading, and/or writing, there is a strong Instructional Support program, as well as, support for students in need of special education classes. Parent and community involvement are integral parts of the school. Indian Fields and Dayton boast an active and involved Parent Teacher Organization. We are fortunate to have many dedicated parent volunteers who provide ongoing support within classrooms.



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

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

Navigating through the reports:

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

Other Resources:

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	28	27
KG	45	36	38
1	46	47	50
2	40	46	55
3	70	44	53
4	70	72	55
5	70	76	74
Ungraded	0	8	14
Total	341	357	366

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%	48%
Male	53%	52%	52%
Economically Disadvantaged Students	2%	2%	3%
Students with Disabilities	7%	13%	11%
English Learners	1%	2%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	74.0%
White	18.9%
Hispanic	3.3%
Black or African American	2.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	28	27
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	45	36	38

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	56.6%
Telugu	9.8%
Hindi	7.4%
Tamil	5.7%
Gujarati	4.9%
Other	15.7%



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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	166	98.9	88.50	72.10	54.90	88.5	80	Met Goal
White	32	94.3	71.90	58.60	63.90	71.2	61.9	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	122	100.0	95.10	85.10	80.70	95.1	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	79	98.9	97.40	78.20	62.20	97.4		
Male	87	99.0	80.40	66.50	48.10	80.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	22	100.0	40.90	*	20.50	40.9	30.1	Met Target
Students without Disabilities	144	98.8	95.80	*	61.90	95.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	33.30	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	53	783	765	749	0%	*	*	62%	21%	83%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	43	786	775	775	0%	*	*	67%	*	88%	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	26	792	768	754	0%	*	*	62%	*	92%	55%
Male	27	774	763	745	0%	*	*	63%	*	74%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	53	783	765	752	0%	*	*	62%	21%	83%	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	53	788	770	753	0%	*	*	49%	43%	93%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	42	794	782	777	*	*	*	45%	52%	98%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	29	795	774	758	0%	*	*	52%	*	100%	61%
Male	24	778	766	749	0%	*	*	46%	*	83%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	53	788	770	755	0%	*	*	49%	43%	93%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%





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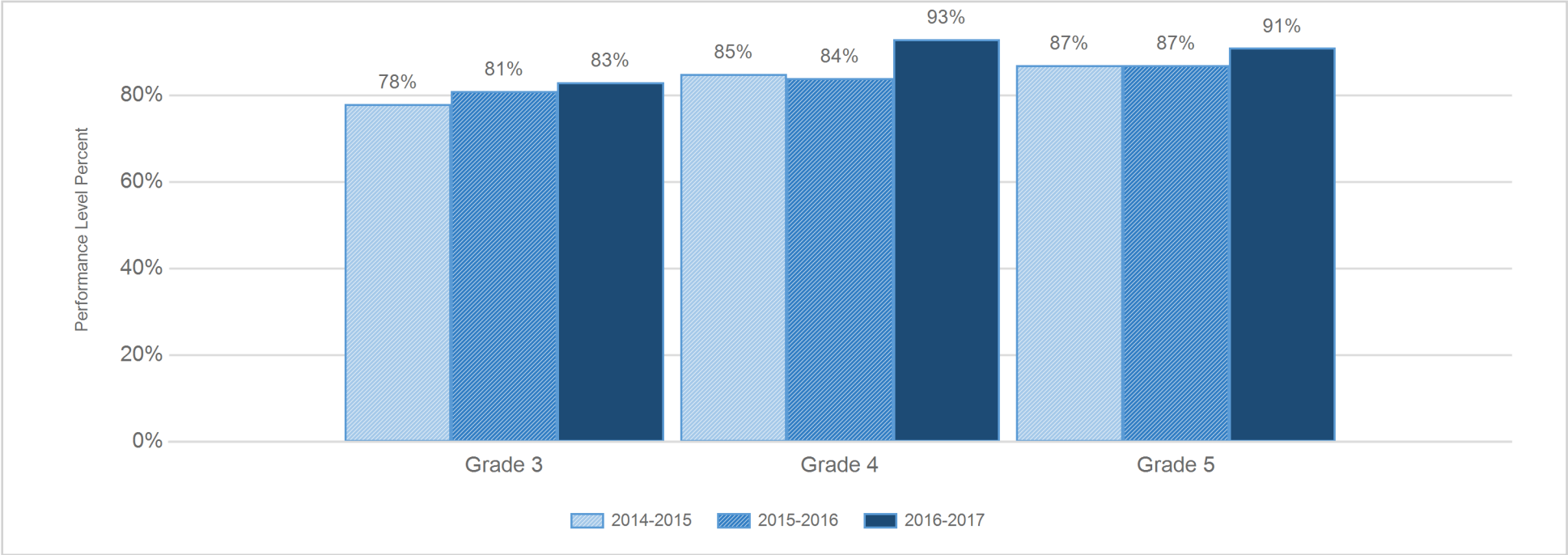
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	784	774	756	0%	*	*	57%	33%	91%	59%
White	17	771	767	763	0%	*	*	65%	*	82%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	52	792	782	779	*	*	*	54%	42%	96%	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	33	790	778	761	*	*	*	58%	39%	97%	66%
Male	42	780	769	750	*	*	*	57%	29%	86%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	10	748	731	725	*	*	*	*	*	40%	22%
Students without Disabilities	65	790	777	762	*	*	*	*	*	99%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	75	784	*	757	0%	*	*	57%	33%	91%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

### English Language Arts/Literacy Assessment - Performance Trends

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	166	98.9	83.70	61.90	43.50	83.7	80	Met Goal
White	32	94.3	62.50	41.90	52.40	61.9	54	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	122	100.0	92.70	79.80	75.60	92.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	79	98.9	88.60	61.10	44.10	88.6		
Male	87	99.0	79.30	62.70	42.90	79.3		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	22	100.0	31.80	16.00	16.50	31.8	43.1	Met Target†
Students without Disabilities	144	98.8	91.70	67.50	48.80	91.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	790	768	751	0%	*	*	43%	49%	93%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	43	791	780	779	*	*	*	44%	51%	95%	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	26	796	767	751	0%	*	*	46%	54%	100%	52%
Male	27	785	770	751	0%	*	*	41%	44%	85%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	53	790	769	753	0%	*	*	43%	49%	93%	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
<b>Schoolwide</b>	53	775	763	747	*	*	19%	55%	25%	79%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	42	780	777	774	*	*	*	60%	29%	88%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	29	777	763	747	0%	*	*	62%	*	86%	47%
Male	24	774	763	747	0%	*	*	46%	*	71%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	53	775	763	749	*	*	19%	55%	25%	79%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	776	766	747	*	*	*	52%	32%	84%	46%
White	17	754	754	754	0%	*	*	59%	*	65%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	52	787	778	774	0%	*	*	50%	44%	94%	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	33	770	763	747	*	*	*	70%	*	85%	47%
Male	42	781	768	746	*	*	*	38%	*	83%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	10	739	731	725	*	*	*	*	0%	40%	19%
Students without Disabilities	65	782	768	751	*	*	*	*	37%	91%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	75	776	766	748	*	*	*	52%	32%	84%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

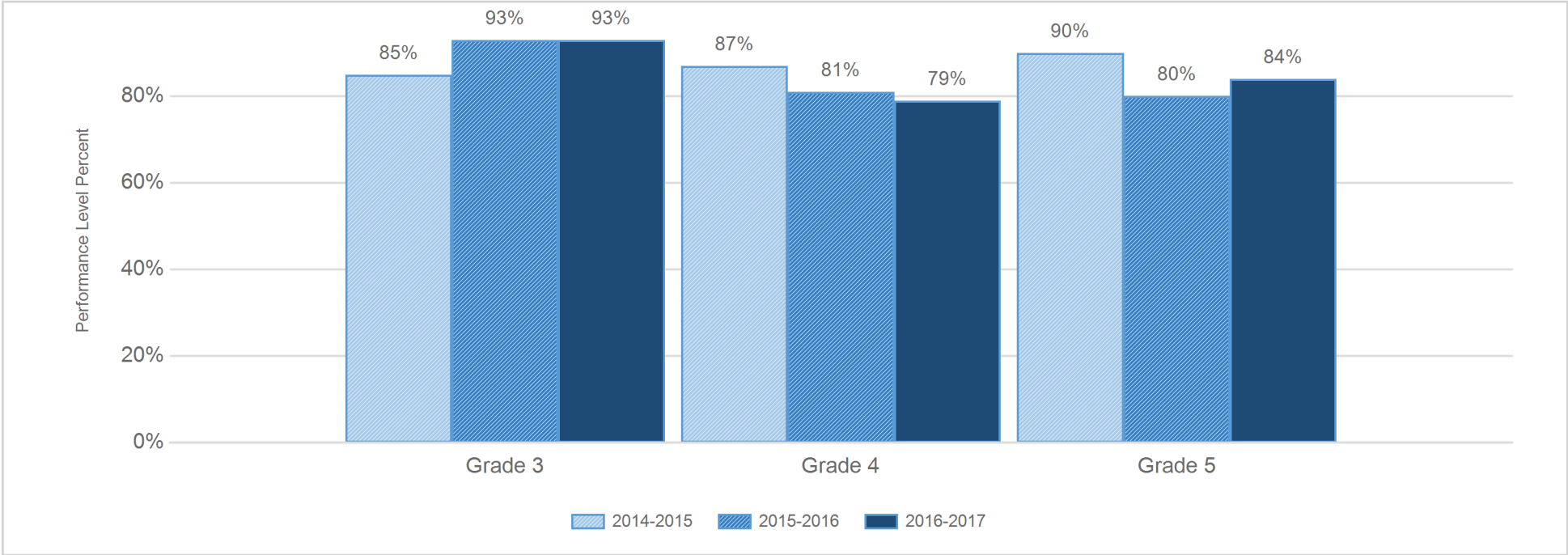


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Mathematics Assessment – Performance Trends

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	*	*
4	N	N
5	*	*

English Language Proficiency Test - Participation and Performance

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

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





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

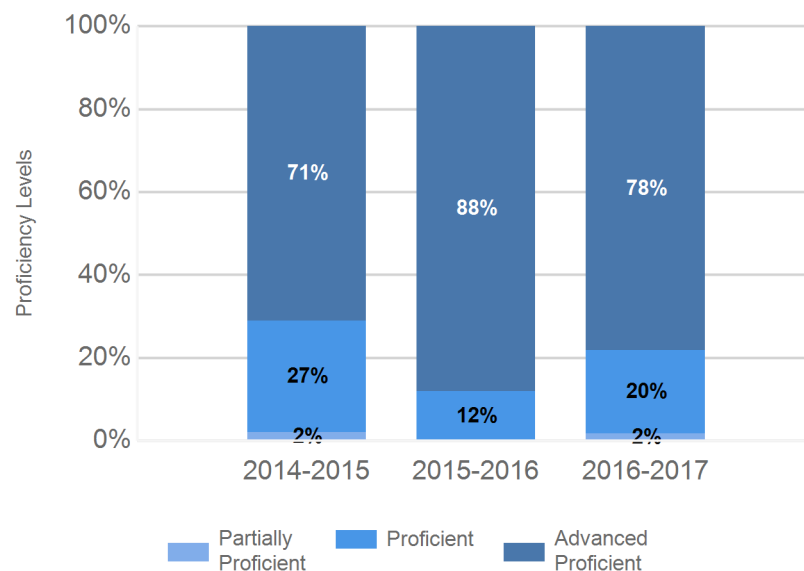
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	78%	20%	2%
White	*	*	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	82%	16%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	*	*	*
English Learners	N	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	53	50	Exceeds Target	56	53	50	Met Target
White	36	47	50	Not Met	30	48	52	Not Met
Hispanic	*	44	49	**	*	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	71.5	58	60	Exceeds Target	57	57	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	43	51	**	*	50.5	52	**
Economically Disadvantaged	*	43	47	**	*	50	46	**
Students with Disabilities	41	*	41	**	24	*	43	**
English Learners	*	59	53	**	*	55.5	51	**

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



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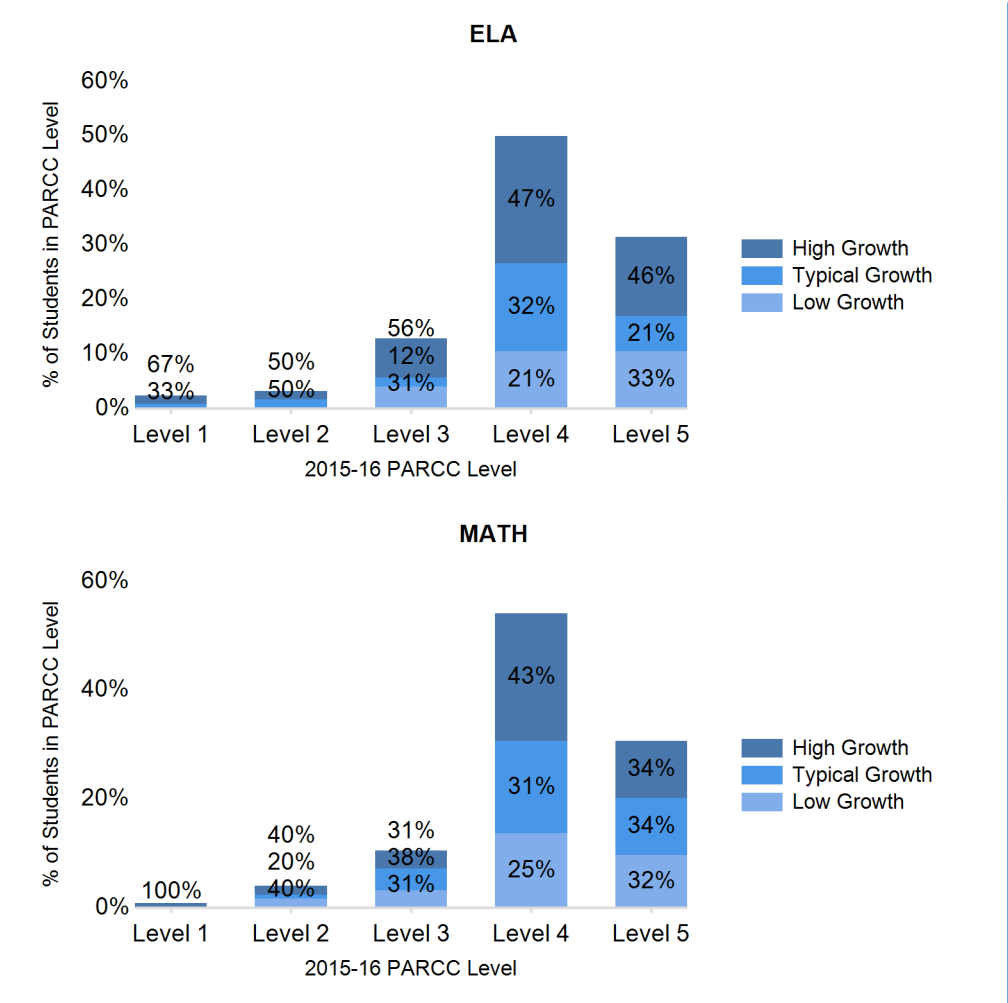
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

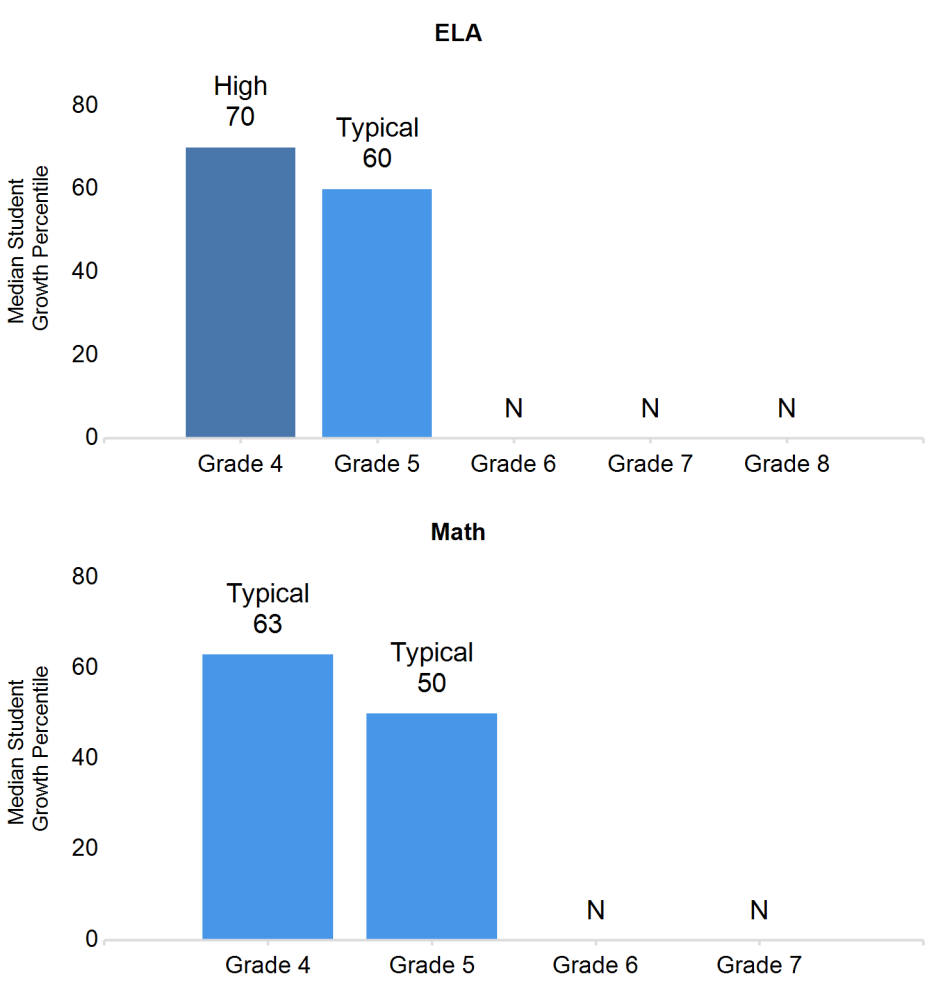
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

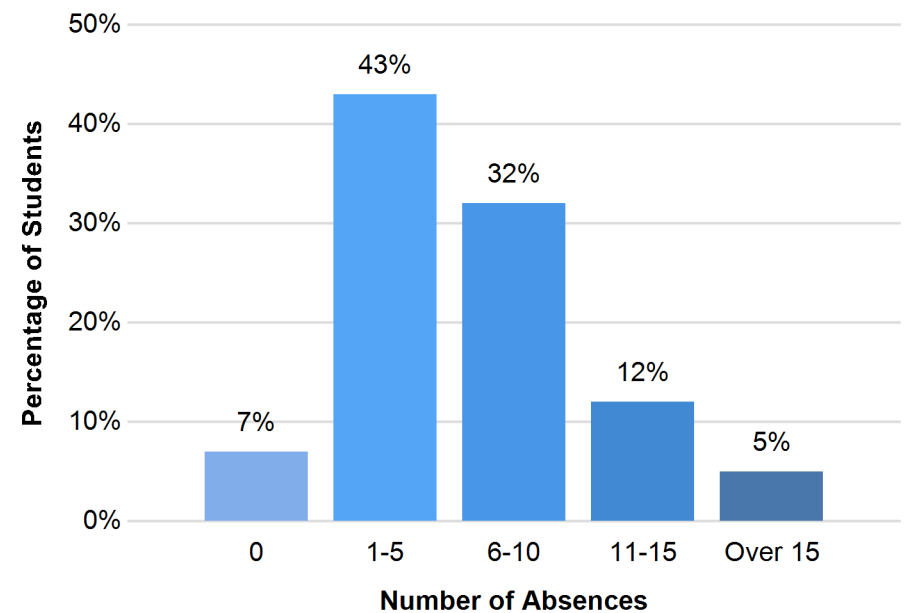
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.10	8.40	Met Target
White	3.10	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.30	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	13.00	8.40	Not Met
English Learners	N	**	**

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

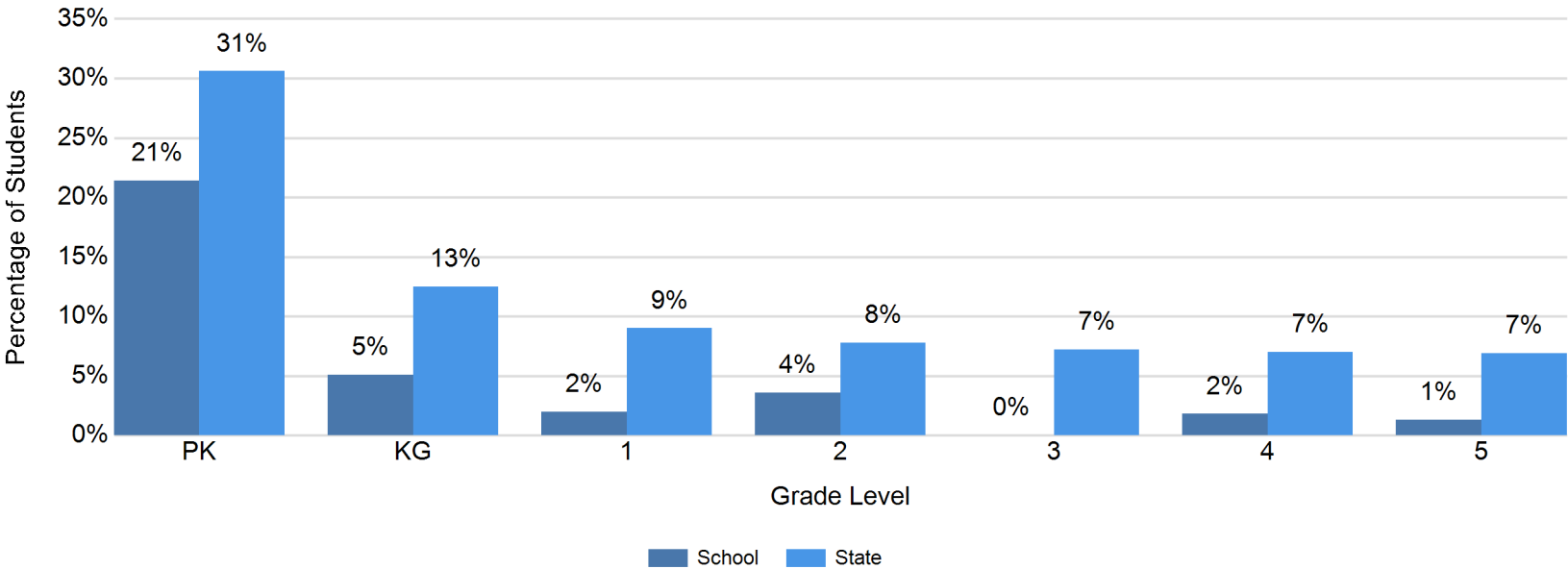
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 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	4.2:1	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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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	27	120,724
Average years experience in public schools	14.3	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	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	14:1
Administrators	183:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1





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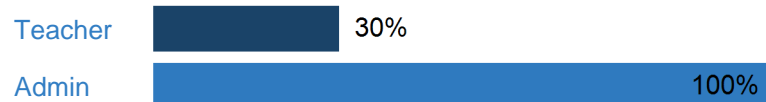
### Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	91.7	17.5%
Mathematics Proficiency	90.9	17.5%
English Language Arts Growth	70.0	25.0%
Mathematics Growth	37.9	25.0%
Chronic Absenteeism	84.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		71.6
Summative Rating: Percentile rank of Summative Score		82.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	71.6	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
White	37.4	11.9	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	74.9	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Vildostegui-Cerra	<b>Email Address:</b>	<a href="mailto:cristina.vildostegui-cerra@sbschools.org">cristina.vildostegui-cerra@sbschools.org</a>
<b>Address:</b>	630 RIDGE ROAD MONMOUTH JUNCTION, NJ 08852-9514	<b>Website:</b>	<a href="http://www.sbschools.org/schools/mj">http://www.sbschools.org/schools/mj</a>
<b>Phone:</b>	(732)329-6981	<b>Facebook:</b>	<a href="https://www.facebook.com/SBSDMJ/">https://www.facebook.com/SBSDMJ/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/sbsdmj">https://twitter.com/sbsdmj</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Monmouth Junction has a rich standards-based curriculum that is engaging and highly differentiated.</li> <li>• Technology is meaningfully integrated each day through iPads (K-1), Chromebooks (3-5), and SMART tools in classrooms.</li> <li>• Our students extend their learning beyond the day. Multiple MJ Odyssey of the Mind teams have competed at Worlds!</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Our mission at Monmouth Junction Elementary School is to promote an optimal educational experience and provide an environment where students feel safe, respected, nurtured and supported. This mission is stated simply in our slogan, "We take care of one another at Monmouth Junction School."</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Monmouth Junction, a "Star School," is a part of the South Brunswick School District, which was recently labeled as a "lighthouse district" for the State of New Jersey by the County Superintendent. As a high achieving school in a high achieving district, Monmouth Junction has a lot to be proud of. From standardized tests to informal measures, success is achieved academically, socially, and emotionally at this quaint neighborhood school!</p>






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 Courses, Curriculum, Instruction:	Students learn reading and writing through a balanced literacy program that includes phonemic awareness, phonics, guided reading, literature circles, and whole class shared reading/novels. Our writing curriculum closely aligns with the Columbia program, reaching each emergent writer. Math instruction emphasizes problem-solving strategies along with math facts and operations. In social studies and science, children receive inquiry-based instruction on broad concepts in each discipline.
 Clubs and Activities:	Our students extend their learning and participate in the life of the school community in many ways. A Leadership Corps provides leadership opportunities for our 4th and 5th grade students, while our band, orchestra, choral groups, school musical, talent shows, and morning announcements are examples of the performance opportunities available. Afterschool clubs are bountiful, and Student Council organizes many 'spirit days' and philanthropic activities such as collecting food for the food pantry.
 Before and After School Programs:	Our highly-regarded Before and After School Programs run through our district's Community Education Department, and are available for students in K-5th grade (7:00 a.m. – 6:00 p.m.). It's located in our building, making for an easy transition when the bell rings! These programs provide opportunities for children to choose from a variety of active and quiet recreational or enrichment activities. Children are encouraged to make their own choices, be creative and pursue individual interests.







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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.

 <b>Staff and Professional Learning:</b>	<p>South Brunswick is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention.</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We have also added a breakfast program at the elementary level to ensure that all students start the day with a full belly so that they are ready to learn!</p>
 <b>Parent and Community Involvement:</b>	<p>Home/School partnerships are important to us. We keep families informed through a variety of communication forums, including Facebook, Twitter, and a weekly electronic Friday folder that contains a principal's message. We also benefit from a strong PTO that offers extracurriculars, social events for families, assemblies for students, and grants for teachers. Parents are welcomed in as volunteers and are encouraged to attend the many evening events that bring our close-knit community together.</p>



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School Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers

Each year, our School Safety Climate Team surveys students to gather data on our climate. Survey results are analyzed by the committee (which includes staff, parents, and other community members) and are shared with staff. These results determine the following year's action plan, routinely influencing new initiatives, selected assembly programs, in-house buddy class activities, and character education lessons in our classrooms.



Facilities:

Tucked into the surrounding community, many families choose to walk to our beautiful neighborhood school. Monmouth Junction School was originally built in 1950, and underwent a large renovation in 2006. Our wireless campus has SMART Board technology in all classrooms, and contains specialized spaces for specials/integrated arts (Art, Music, Library, Spanish, Gym, Instructional Support, etc.). All spaces, including classrooms and small group learning spaces, are air-conditioned.




Monmouth Junction Elementary School  
2016-2017  
Grade Span PK-05

23-4860-110  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
630 RIDGE ROAD  
MONMOUTH JUNCTION, NJ 08852-9514

School Narrative

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

<div>Other Information:</div>	<p>Monmouth Junction is a community school located in the heart of the Monmouth Junction section of South Brunswick. It is an award winning prekindergarten through fifth grade school, known for its family feel, rich curricula, and commitment to both academic and social/emotional learning. Monmouth Junction cultivates well-rounded, life-long learners who are prepared for success in today's world. At Monmouth Junction, we work hard to accomplish our mission each day through our curricular and extra-curricular programs as well as many community-building initiatives that take place at our school. Every child receives instruction in South Brunswick's standards-based curriculum that is designed to meet the rigorous specifications of the State's standards. The curriculum includes language arts, math, science, social studies, technology, and integrated arts (library, music, visual arts, and physical education). Our early childhood program (pre-kindergarten through second grade) honors how young children learn through exploration, play, approximation, guided practice and discovery. Grades three through five become more focused in the mastery of skills designed to prepare students to meet the standards for college and career readiness. There are a myriad of structures at Monmouth Junction that work together to meet the needs of our struggling learners, including our instructional support teachers and our Student Support Team. There is much to be proud of at our school. Monmouth Junction is committed to knowing each individual child academically, socially, and emotionally. A dedicated staff, supportive parents, and caring community members join together to create a high quality learning community that nurtures all children. As a result, Monmouth Junction is a vibrant and active place for children to grow, learn and become the young people they wish to be.</p>
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South Brunswick High School  
2016-2017  
Grade Span 09-12

23-4860-050  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
750 RIDGE ROAD  
MONMOUTH JUNCTION, NJ 08852-9721

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

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

#### Navigating through the reports:

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

#### Other Resources:

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



**South Brunswick High School**  
**2016-2017**  
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### **Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	768	684	705
10	702	771	703
11	720	712	770
12	706	717	711
Ungraded	25	29	32
Total	2921	2913	2921

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	49%
Male	51%	52%	52%
Economically Disadvantaged Students	11%	11%	12%
Students with Disabilities	10%	10%	11%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	50.8%
White	29.7%
Black or African American	9.3%
Hispanic	8.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.9%

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	2920
Shared Time Students	1
Full Time Equivalent	2921

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	60.6%
Telugu	5.5%
Hindi	5.2%
Gujarati	5.2%
Tamil	3.5%
Other	19.3%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1226	96.5	64.60	72.10	54.90	64.6	62.7	Met Target
White	341	94.1	51.90	58.60	63.90	51.4	48.2	Met Target
Hispanic	89	94.5	40.40	*	39.80	40.3	43.8	Met Target†
Black or African American	84	93.5	31.00	40.60	35.20	30.4	34.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	692	98.6	78.30	85.10	80.70	78.3	76.4	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	20	93.3	55.00	60.30	54.90	55	49.8	Met Target
Female	567	96.8	74.10	78.20	62.20	74.1		
Male	659	96.4	56.40	66.50	48.10	56.4		
Economically Disadvantaged Students	126	95.7	42.10	*	36.20	42.1	40	Met Target
Non-Economically Disadvantaged Students	1100	96.7	67.20	*	65.80	67.2		
Students with Disabilities	127	96.0	11.80	*	20.50	11.8	17.2	Not Met
Students without Disabilities	1099	96.6	70.70	*	61.90	70.7		
English Learners	13	100.0	15.40	44.80	25.20	15.4	N	N
Non-English Learners	1213	96.5	65.10	73.30	57.40	65.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	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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**MONMOUTH JUNCTION, NJ 08852-9721**

**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
<b>Schoolwide</b>	694	764	764	749	5%	11%	15%	46%	24%	70%	52%
White	190	753	753	757	6%	14%	22%	45%	13%	58%	62%
Hispanic	59	738	738	733	*	29%	24%	25%	*	36%	35%
Black or African American	45	728	728	730	*	31%	29%	22%	*	24%	30%
Asian, Native Hawaiian, or Pacific Islander	385	778	778	777	*	*	9%	53%	34%	87%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	15	740	740	746	*	*	*	*	*	47%	48%
Female	329	773	773	756	*	*	9%	48%	32%	80%	60%
Male	365	755	755	741	*	*	20%	45%	16%	61%	43%
Economically Disadvantaged Students	73	743	743	731	*	18%	27%	41%	*	47%	32%
Non-Economically Disadvantaged Students	621	766	766	758	*	10%	14%	47%	*	73%	62%
Students with Disabilities	79	714	714	714	*	*	19%	*	*	13%	13%
Students without Disabilities	615	770	770	754	*	*	15%	*	*	77%	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	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	644	753	753	743	12%	14%	19%	36%	20%	55%	46%
White	162	740	740	749	16%	19%	22%	33%	10%	43%	52%
Hispanic	44	731	731	728	25%	*	*	30%	*	36%	34%
Black or African American	56	726	726	725	27%	*	23%	27%	*	30%	31%
Asian, Native Hawaiian, or Pacific Islander	369	766	766	774	6%	10%	17%	39%	29%	67%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	13	733	733	737	*	*	*	*	0%	46%	42%
Female	298	761	761	752	10%	10%	16%	41%	23%	64%	54%
Male	346	746	746	734	14%	18%	21%	31%	17%	48%	39%
Economically Disadvantaged Students	78	727	727	726	26%	26%	*	26%	*	32%	32%
Non-Economically Disadvantaged Students	566	757	757	751	10%	13%	*	37%	*	59%	54%
Students with Disabilities	59	704	704	704	*	*	*	*	*	*	12%
Students without Disabilities	585	758	758	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	668	741	741	736	15%	19%	21%	34%	10%	44%	38%
White	170	729	729	738	*	27%	22%	27%	*	31%	40%
Hispanic	48	724	724	731	25%	27%	*	25%	*	29%	34%
Black or African American	61	727	727	728	*	25%	39%	18%	*	20%	30%
Asian, Native Hawaiian, or Pacific Islander	374	752	752	756	11%	14%	19%	41%	15%	56%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	14	724	724	731	*	*	*	*	0%	29%	36%
Female	329	746	746	744	12%	19%	22%	35%	13%	48%	46%
Male	339	736	736	729	19%	20%	21%	33%	7%	40%	31%
Economically Disadvantaged Students	66	722	722	729	30%	26%	*	24%	*	27%	32%
Non-Economically Disadvantaged Students	602	743	743	740	14%	19%	*	35%	*	46%	42%
Students with Disabilities	56	708	708	709	45%	32%	*	*	*	14%	12%
Students without Disabilities	612	744	744	741	12%	18%	*	*	*	47%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	668	741	741	737	15%	19%	21%	34%	10%	44%	*
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.

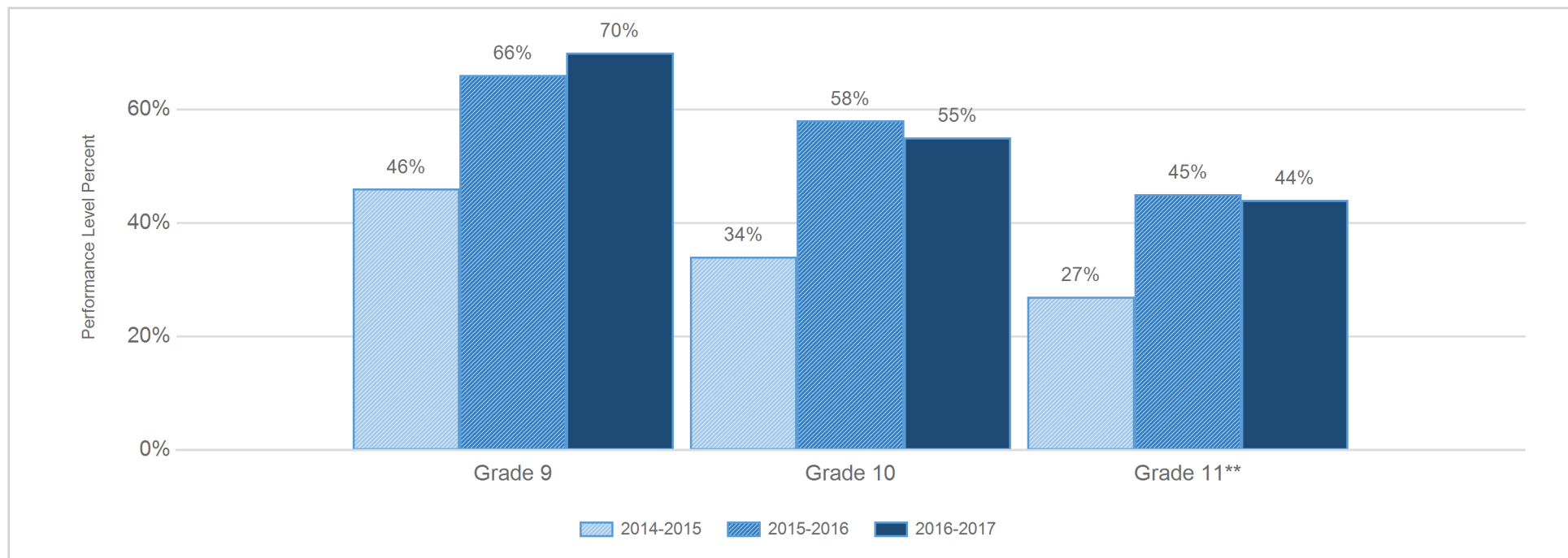


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**English Language Arts/Literacy Assessment - Performance Trends**

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/CELS 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	1018	96.7	46.70	61.90	43.50	46.7	40.5	Met Target
White	305	93.5	31.20	41.90	52.40	30.6	27.5	Met Target
Hispanic	84	95.9	17.90	*	27.60	17.9	18.4	Met Target†
Black or African American	77	93.7	18.20	25.20	21.70	18.2	13.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	534	99.2	64.60	79.80	75.60	64.6	58.1	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	18	96.2	38.90	47.90	44.90	38.9	N	N
Female	484	96.9	47.10	61.10	44.10	47.1		
Male	534	96.5	46.40	62.70	42.90	46.4		
Economically Disadvantaged Students	122	93.6	19.70	*	25.10	19.7	17.1	Met Target
Non-Economically Disadvantaged Students	896	97.2	50.40	*	54.30	50.4		
Students with Disabilities	90	94.1	*	16.00	16.50	*	10.8	Met Target†
Students without Disabilities	928	97.0	*	67.50	48.80	*		
English Learners	15	100.0	20.00	*	23.30	20	N	N
Non-English Learners	1003	96.6	47.20	*	45.20	47.2		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by 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
<b>Schoolwide</b>	391	736	759	743	*	26%	29%	34%	*	34%	42%
White	140	734	*	751	9%	27%	36%	28%	0%	28%	52%
Hispanic	50	721	726	728	22%	38%	24%	*	*	16%	24%
Black or African American	47	717	721	724	26%	40%	*	*	0%	15%	19%
Asian, Native Hawaiian, or Pacific Islander	146	749	775	774	*	14%	28%	53%	*	53%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	182	738	759	744	*	24%	28%	39%	*	39%	43%
Male	209	734	759	741	*	27%	31%	30%	*	30%	40%
Economically Disadvantaged Students	75	719	724	727	*	35%	24%	13%	*	13%	23%
Non-Economically Disadvantaged Students	316	740	764	751	*	23%	31%	39%	*	39%	52%
Students with Disabilities	62	713	715	714	*	*	*	*	*	*	10%
Students without Disabilities	329	740	764	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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
<b>Schoolwide</b>	410	734	742	734	*	24%	43%	26%	*	26%	30%
White	151	732	734	740	*	24%	49%	19%	*	20%	38%
Hispanic	49	723	723	722	*	33%	37%	*	0%	14%	14%
Black or African American	44	719	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	153	745	757	758	*	14%	43%	41%	*	41%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	186	734	741	735	*	25%	44%	25%	*	25%	31%
Male	224	734	743	733	*	22%	43%	27%	*	27%	30%
Economically Disadvantaged Students	74	724	*	721	*	41%	31%	16%	*	16%	13%
Non-Economically Disadvantaged Students	336	737	*	740	*	20%	46%	28%	*	28%	39%
Students with Disabilities	53	712	712	711	*	*	*	*	*	*	*
Students without Disabilities	357	738	746	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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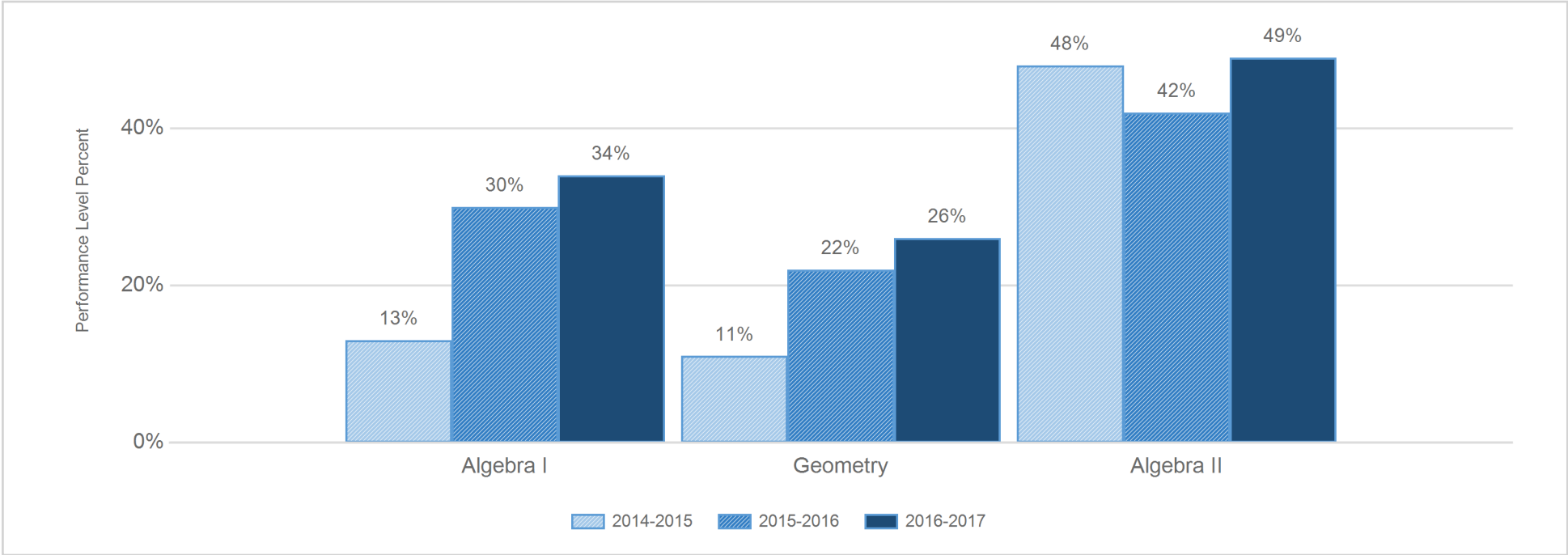
**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	616	744	744	725	18%	16%	17%	43%	6%	49%	28%
White	150	722	*	731	31%	*	*	25%	*	26%	33%
Hispanic	36	708	708	710	42%	33%	*	*	*	11%	14%
Black or African American	47	709	709	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	369	762	762	761	7%	10%	16%	58%	10%	68%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	314	742	742	725	19%	18%	17%	43%	5%	48%	27%
Male	302	746	747	725	18%	15%	18%	42%	7%	50%	29%
Economically Disadvantaged Students	48	716	716	708	40%	*	*	25%	0%	25%	13%
Non-Economically Disadvantaged Students	568	746	746	733	17%	*	*	44%	7%	51%	35%
Students with Disabilities	27	699	699	692	*	*	*	*	*	*	*
Students without Disabilities	589	746	746	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
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	12	83.3%	16.7%
2	11	*	*
3	N	N	N
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.

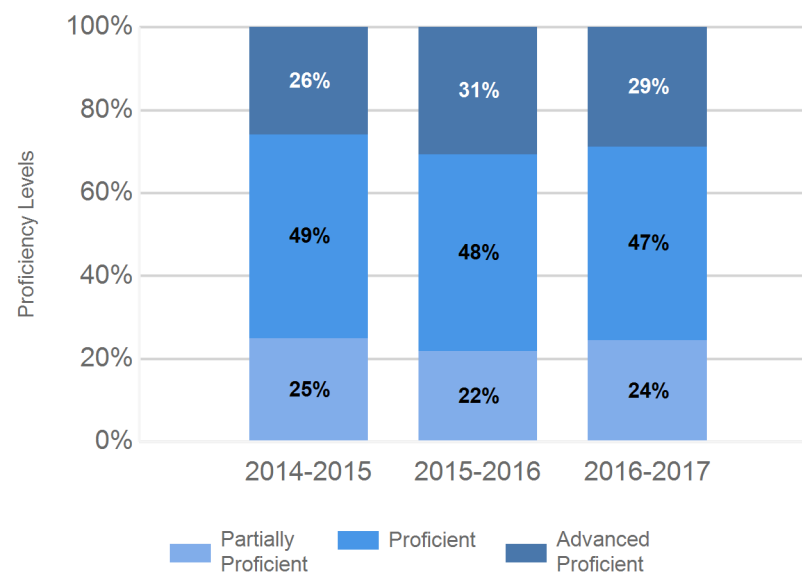
### Biology Assessment - Performance

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	29%	47%	24%
White	20%	50%	30%
Hispanic	7%	38%	55%
Black or African American	6%	44%	50%
Asian, Native Hawaiian, or Pacific Islander	42%	47%	11%
American Indian or Alaska Native	N	N	N
Two or More Races	27%	46%	27%
Economically Disadvantaged Students	5%	42%	53%
Students with Disabilities	1%	22%	77%
English Learners	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	57.5%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	46.7%	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	574	481	Varies By Grade	94%	67%
PSAT - Math	588	483	Varies By Grade	81%	49%
SAT - Reading and Writing	602	551	480	88%	77%
SAT - Math	611	552	530	74%	58%
ACT - Reading	25	24	22	74%	65%
ACT - English	25	24	18	84%	79%
ACT - Math	26	24	22	73%	65%
ACT - Science	25	23	23	61%	54%





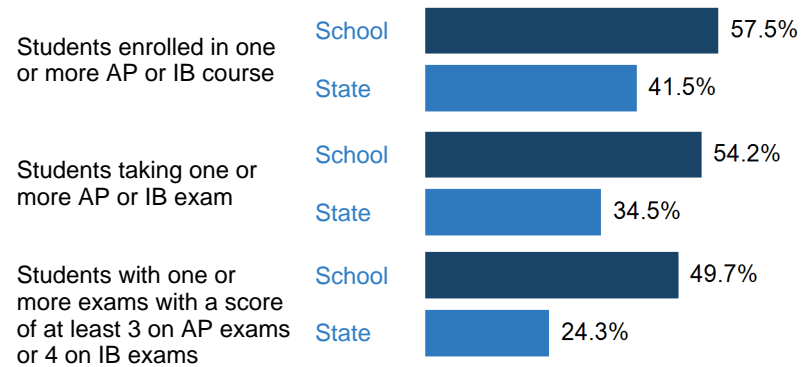
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

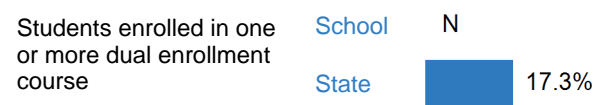
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	28	17
AP Biology	124	119
AP Calculus AB	85	127
AP Calculus BC	59	90
AP Chemistry	119	117
AP Chinese Language and Culture	0	2
AP Comparative Government and Politics	40	25
AP Computer Science A	200	104
AP Computer Science Principles	0	67
AP English Language and Composition	32	41
AP English Literature and Composition	26	19
AP Environmental Science	47	51
AP European History	33	27
AP French Language and Culture	17	5
AP Latin (Virgil Catullus and Horace)	3	3
AP Macroeconomics	198	177
AP Microeconomics	85	79
AP Music Theory	6	6
AP Physics 1	0	60
AP Physics 2	0	6



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AP/IB Course	Students Enrolled	Students Tested
AP Physics B	54	0
AP Physics C	72	0
AP Physics C: Electricity and Magnetism	0	72
AP Physics C: Mechanics	0	73
AP Psychology	110	115
AP Spanish Language	54	40
AP Statistics	181	159
AP Studio Art—Drawing Portfolio	16	3
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	86	33
AP U.S. History	53	55
Total Exams Taken		1693
Exams with scores of at least 3 on AP exams or 4 on IB exams		1510



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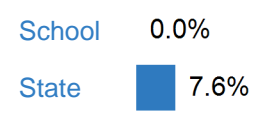
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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

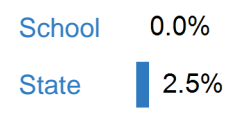
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	341	137	171	5	2	0	47
10	38	276	195	158	17	2	23
11	7	34	313	76	189	31	178
12	1	8	27	6	142	236	332
Schoolwide	387	455	709	246	350	269	580
Enrolled in AP/IB Course					144	181	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	5	0	0	0	696	0
10	543	385	0	0	27	10
11	169	300	0	23	90	258
12	123	44	4	24	77	294
Schoolwide	840	729	4	47	890	562
Enrolled in AP/IB Course	124	119		47	126	0



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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	4	0	0	0	698
10	0	659	1	1	1	71
11	0	26	143	101	52	745
12	0	20	122	182	32	426
Schoolwide	0	709	266	284	85	1940
Enrolled in AP/IB Course	0	53	266	110	0	149

### 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	347	170	0	100	0	0	18
10	404	203	0	69	0	0	8
11	376	92	0	58	0	0	2
12	118	21	0	30	0	0	7
Schoolwide	1245	486	0	257	0	0	35
Enrolled in AP/IB Course	54	17	0	3	0	0	0
Enrolled in Level 3 or Higher	611	257	0	150	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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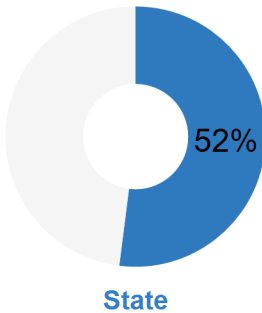
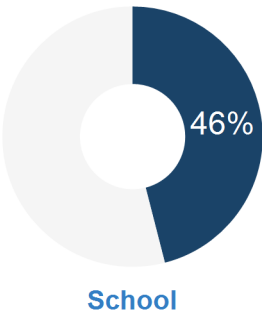
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Visual and Performing Arts – Course Participation

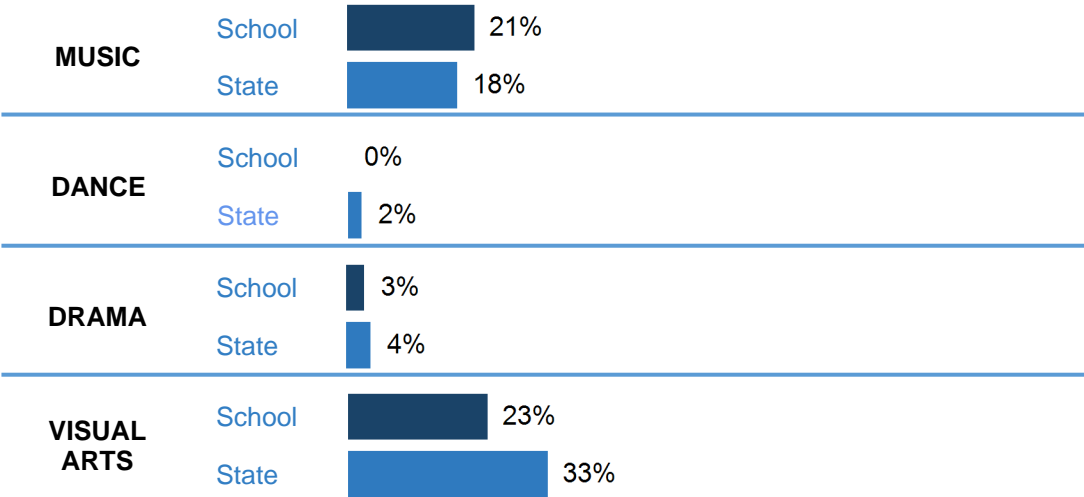
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	95.8%	90.5%	97.4%	91.8%	96.6%	N	Met Goal	96.8%	N	Met Goal
White	94.8%	94.5%	96.4%	95.1%	95.7%	N	Met Goal	96.5%	N	Met Goal
Hispanic	94.8%	84.3%	100.0%	86.3%	97.0%	N	Met Goal	90.2%	96.0%	Not Met
Black or African American	*	83.4%	97.3%	85.3%	95.9%	N	Met Goal	93.8%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.8%	96.6%	98.4%	97.5%	97.8%	N	Met Goal	99.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	90.0%	93.7%	90.0%	**	**	*	**	**
Economically Disadvantaged Students	95.5%	83.9%	94.8%	85.6%	92.2%	84.2%	Met Target	87.5%	88.5%	Not Met
Students with Disabilities	77.0%	78.8%	85.5%	82.1%	80.9%	83.3%	Not Met	87.6%	90.2%	Not Met
English Learners	80.0%	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	*	N	*		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	95.8%	-
2016	96.6%	97.4%
2015	95.8%	96.8%

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	0.3%	1.1%
2015-2016	0.4%	1.1%
2014-2015	0.2%	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.

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
Statewide	71.1%	29.5%	70.5%
Schoolwide	88.6%	17.3%	82.7%
White	91.7%	22.4%	77.6%
Hispanic	*	*	*
Black or African American	80.7%	36.6%	63.4%
Asian, Native Hawaiian, or Pacific Islander	93%	7.5%	92.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	70%	44.9%	55.1%
Students with Disabilities	71.4%	57.8%	42.2%
English Learners	*	*	*

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	91.4%	15.7%	84.3%	74.7%	25.3%	62.1%	37.9%
White	90.5%	19%	81%	72.1%	27.9%	60.1%	39.9%
Hispanic	97.2%	37.1%	62.9%	74.3%	25.7%	74.3%	25.7%
Black or African American	87%	36.7%	63.3%	63.3%	36.7%	70%	30%
Asian, Native Hawaiian, or Pacific Islander	92.6%	5.6%	94.4%	79.4%	20.6%	59.9%	40.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	90%	22.2%	77.8%	77.8%	22.2%	88.9%	11.1%
Economically Disadvantaged Students	79.4%	29.6%	70.4%	72.2%	27.8%	83.3%	16.7%
Students with Disabilities	76.1%	57.1%	42.9%	80%	20%	74.3%	25.7%
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

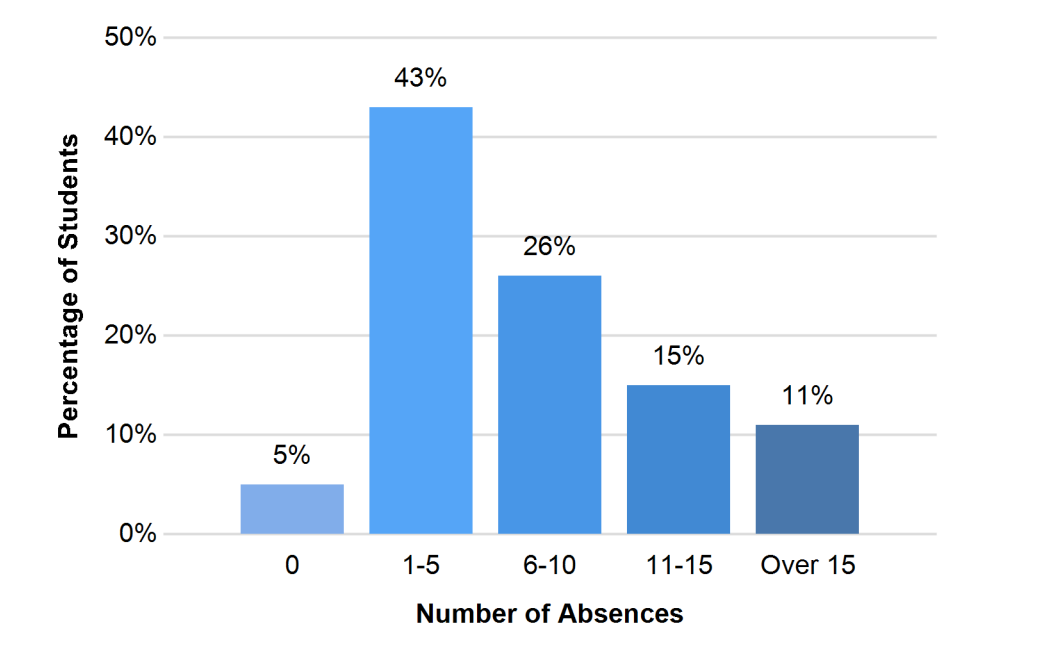
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.90	14.30	Met Target
White	9.40	14.30	Met Target
Hispanic	14.80	14.30	Not Met
Black or African American	10.20	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	25.00	14.30	Not Met
Economically Disadvantaged Students	16.50	14.30	Not Met
Students with Disabilities	20.50	14.30	Not Met
English Learners	9.10	14.30	Met Target

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

Days Absent

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



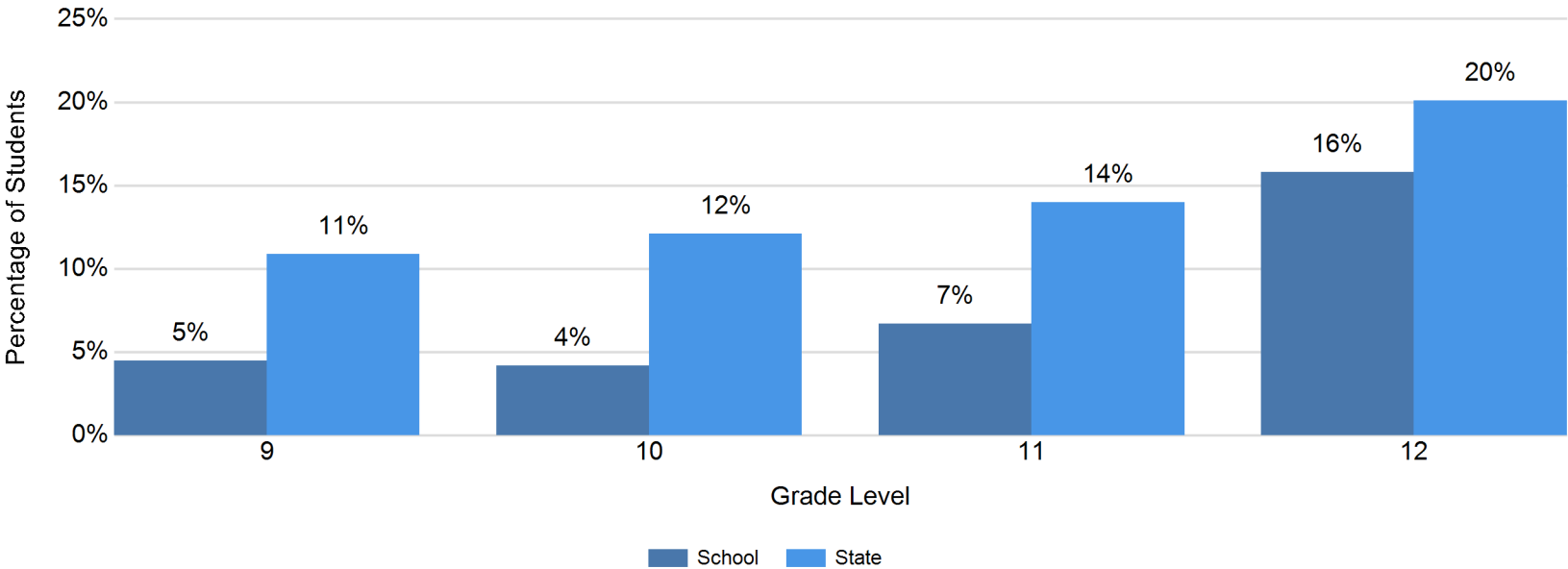


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:25AM
Typical End Time	2:25PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 11 Mins.
Shared Time - Instructional Time	3 Hrs. 5 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	29
Vandalism	5
Weapons	2
Substances	19
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	63
Incidents Per 100 Students Enrolled	2.16

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	6.3%
Out-of-School Suspensions	3.0%
Any Suspension	9.3%

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	113.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$324	\$12,319	\$12,643



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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	199	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	51	9,506
Average years experience in public schools	17.0	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	88%	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	15:1	14:1
Administrators	266:1	173:1
Librarian/Media Specialists		881:1
Nurses		801:1
Counselors		630:1
Child Study Team		215:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	70.8	17.5%
Mathematics Proficiency	74.1	17.5%
Graduation - 4-Year	69.0	25.0%
Graduation - 5-Year	62.7	25.0%
Chronic Absenteeism	59.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.2
Summative Rating: Percentile rank of Summative Score		68.7
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	67.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	50.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	62.7	6.2	No	Met Target†	Met Target†	Not Met	Met Goal	Not Met	No
Black or African American	73.1	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	52.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	Met Target	N	Not Met	**	**	No
Economically Disadvantaged Students	63.3	6.2	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	53.7	6.2	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.





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### School General Info

<b>Principal:</b>	Mr. Varela	<b>Email Address:</b>	<a href="mailto:peter.varela@sbschools.org">peter.varela@sbschools.org</a>
<b>Address:</b>	750 RIDGE ROAD MONMOUTH JUNCTION, NJ 08852-9721	<b>Website:</b>	<a href="http://www.sbschools.org/schools/sbhs">www.sbschools.org/schools/sbhs</a>
<b>Phone:</b>	(732)329-4044	<b>Facebook:</b>	<a href="https://www.facebook.com/SBSDSBHS/">https://www.facebook.com/SBSDSBHS/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@sbhsnews">https://twitter.com/@sbhsnews</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• National School of Character</li> <li>• Award-winning Music Program</li> <li>• Advanced Placement District Honor Roll for Significant Gains in Advanced Placement Access and Student Performance</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The South Brunswick High School community values academic excellence, diversity, and a safe learning environment. The school empowers students to develop skills and character as they explore their talents and interests in order to become informed citizens and leaders in the global community.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>National School of Character, NJState Marching Band Champions Group VI Open 4 years in a row, Advanced Placement District Honor Roll for Significant Gains in Advanced Placement Access and Student Performance, 2017 Best Communities for Music Education - NAMM Foundation, Safe Sports School Award 1st Team by NATA</p>



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### Courses, Curriculum, Instruction:

Scores on the Scholastic Assessment test (SAT) indicate that South Brunswick High School students scored an average of 1201 which exceeds the state average by 145 points. Students in our Advanced Placement (AP) Program continued to perform well during the 2016-2017 school year. There were 792 students who took 1,674 exams in twenty-six different exams. South Brunswick outperformed both the state and national averages, including 91.9% of students earned a score of three or better.



### Sports and Athletics:

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

Our Athletic Program reflects a continuation of the educational responsibilities emphasized in all the extra-curricular activities in our school. We facilitate the process through which our student-athletes realize their full potential, allowing them to become aware of the talents they possess and to nurture them to a more productive life. Our 30 varsity sports with 57 different levels are laden with professionalism, safety, dedication, and a true concern for the development of our athletes.



### Clubs and Activities:

South Brunswick High School believes that clubs and organizations are an integral part of our culture. We encourage students to become involved with groups of students and teachers who share similar interests in a wide variety of areas including the arts, the environment, social issues, volunteerism, and entertainment. Students also have the opportunity to be inducted into one or more of our honor societies. Currently, there are multiple clubs and organizations at our high school.








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 <b>Staff and Professional Learning:</b>	<p>South Brunswick High School is a dynamic learning environment in which every member is encouraged to be a life-long learner. In addition to the professional development days built into our school calendar, staff members are provided with a plethora of PD opportunities over the summer months, including our own tech symposium in June and a Jump Start series in August. Staff regularly gathers together for building based PD, and meets in job-alike groups to share strategies from school to school.</p>
 <b>Postsecondary Information:</b>	<p>89% of our students are accepted to college. We use Naviance as a tool for students to use during their college search. We also offer multiple college and financial aid information nights for parents and students. A small percentage of students enter the military, trade schools or work force. Our students attend 2 and 4 year colleges, including MIT, Harvard, Princeton, Fordham, Cornell, John Hopkins, and Middlesex Community College, to name a few.</p>
 <b>Student Supports and Services:</b>	<p>Our school works to meet the needs of all our learners. An array of supports are available to students in need of more support than our highly differentiated curriculum already provides. Examples include ESL, Instructional Support, and Special Education and Related Services (including Speech, OT, etc.). Teachers work within a tiered system of support to analyze individual students' needs and make instructional decisions based on data and each child's response to intervention.</p>
 <b>Student Health and Wellness:</b>	<p>The wellness of students, staff and our community are of utmost importance to us. District and school-based programs are designed to address both physical and mental health. Our rich curricular programs include lessons on nutrition, health, physical activity, taking care of oneself, mindset, and more. We also have a breakfast program at the high school.</p>
 <b>Parent and Community Involvement:</b>	<p>Home/School partnerships are important to us. We keep families informed through a variety of communication forums, including Facebook, Twitter, and a weekly News from SBHS via email that contains important information for our high school community. We also benefit from a PTO that offers support for students, staff and parents. In addition, we have a strong Project Graduation Committee that provides our seniors with a safe and fun experience after graduation each year.</p>





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>We continue to survey our students annually on their perception of school climate, safety, and bullying. We created a partnership with researchers at Rutgers University to study the prevalence and impact of cyberbullying in our school. The study was published in a journal "Using Visual Analytics to Combat Cyberbullying New Jersey Schools". The School Climate/Safety Team is developing an action plan that supports continued education and prevention of online bullying and harassment.</p>
<div>Facilities:</div>	<p>Our building is now 20 years old. We recently completed major roofing, lighting and boiler projects at SBHS. We will also be adding solar panels/new HVAC units to our facility. Our campus sits on 77 acres of land with multiple fields, a stadium, and three turf fields. We also have 7 computer labs, a digital learning center that houses chromecarts for instructional purposes, a television studio Viking Television Network, an indoor/outdoor ropes course, to name a few features at SBHS.</p>



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Other Information:

Our music department consistently wins state, regional and national awards for excellence. The Marching Band has won the USBands New Jersey State Championship for Group VI Open for four years in a row and has been a semi-finalist at the Bands of America Grand National Championships. The Wind Ensemble has received Gold ratings every year at the New Jersey State Gala and has performed at the National Concert Band Festival twice (top 16 bands in the country). Our Visual Ensemble has been awarded numerous WGI Regional Championship Titles and has been a consistent finalist at the WGI World Championship. The Concert Choir has received Superior and “Sweepstakes” ratings at the American Choral Directors New Jersey Festival and has performed at Carnegie Hall, Alice Tully Hall and Avery Fisher Hall. The Jazz Band has earned superior ratings and has performed in the New Jersey State Jazz Band Championships (top 9 bands in the state). We have students who attend Governor's School and last year we had 15 Semi-Finalists and 34 Commended Students through the National Merit Scholarship Program. Our Girls Winter and Spring Track and Field Teams won multiple championships (county and statewide). We had numerous individual County and State champions. Our Dance Team was the Northeast and Southeast Regional Champions and National Finalists and State Champions in Jazz. We are proud to share that we have over 300 members in our National Honor Society and offer 11 subject area honor societies. We are also very proud of our Special Olympics Student Athletes who competed in multiple events throughout the state. They also competed as members of the SBHS Unified Team. Each year we continue to adopt families and raise funds through charity events that benefit multiple organizations and community members.