



HOLLY GLEN ELEMENTARY SCHOOL
2016-2017
Grade Span PK-04

15-3280-075
GLOUCESTER
MONROE TWP
900 NORTH MAIN STREET
WILLIAMSTOWN, NJ 08094-9102

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	3	23
KG	91	107	94
1	114	118	114
2	111	101	104
3	104	119	99
4	103	113	125
Ungraded	43	43	29
Total	566	604	588

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%	49%	49%
Male	54%	51%	51%
Economically Disadvantaged Students	51%	50%	44%
Students with Disabilities	19%	20%	18%
English Learners	9%	8%	5%
Homeless Students			1%
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
White	63.8%
Hispanic	14.6%
Black or African American	12.2%
Asian	3.1%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.3%
Two or More Races	5.4%

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	3	23
PK - Full Day	0	0	0
KG - Half Day	95	15	94
KG - Full Day	0	92	0

Enrollment by Home Language

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

Home Language	% of Students
English	98.5%
Spanish	1.4%
Other	0.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	221	98.7	53.40	47.60	54.90	53.4	57.4	Met Target†
White	140	99.3	56.40	49.60	63.90	56.4	62.6	Met Target†
Hispanic	33	100.0	39.40	35.60	39.80	39.4	42	Met Target†
Black or African American	29	97.1	51.70	40.80	35.20	51.7	35.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	45.50	69.70	80.70	45.5	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	104	99.1	54.80	55.50	62.20	54.8		
Male	117	98.4	52.20	40.30	48.10	52.2		
Economically Disadvantaged Students	108	98.3	47.20	31.90	36.20	47.2	50.6	Met Target†
Non-Economically Disadvantaged Students	113	99.2	59.30	54.80	65.80	59.3		
Students with Disabilities	52	96.4	34.60	*	20.50	34.6	35.6	Met Target†
Students without Disabilities	169	99.5	59.20	*	61.90	59.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	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	95	752	752	749	*	14%	37%	43%	*	46%	50%
White	61	757	756	759	*	*	33%	49%	*	53%	61%
Hispanic	14	737	728	734	*	*	*	*	0%	21%	35%
Black or African American	13	744	745	731	*	*	*	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	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	752	753	754	*	*	40%	45%	*	48%	55%
Male	55	752	751	745	*	*	35%	42%	*	46%	46%
Economically Disadvantaged Students	42	745	738	731	*	*	41%	38%	*	38%	31%
Non-Economically Disadvantaged Students	53	757	760	762	*	*	34%	47%	*	53%	63%
Students with Disabilities	17	736	728	720	*	*	*	*	*	29%	24%
Students without Disabilities	78	755	758	755	*	*	*	*	*	50%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	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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Schoolwide	126	754	752	753	*	11%	29%	48%	*	56%	56%
White	79	758	755	762	*	*	30%	47%	*	58%	67%
Hispanic	20	751	745	740	*	*	*	*	*	50%	40%
Black or African American	15	739	738	737	*	*	*	*	0%	47%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	69	754	756	758	*	*	26%	45%	*	55%	61%
Male	57	755	748	749	*	*	32%	51%	*	58%	51%
Economically Disadvantaged Students	59	749	741	737	*	*	32%	42%	*	49%	36%
Non-Economically Disadvantaged Students	67	759	757	764	*	*	25%	52%	*	63%	69%
Students with Disabilities	22	733	723	725	*	*	*	*	0%	27%	25%
Students without Disabilities	104	759	759	759	*	*	*	*	11%	63%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

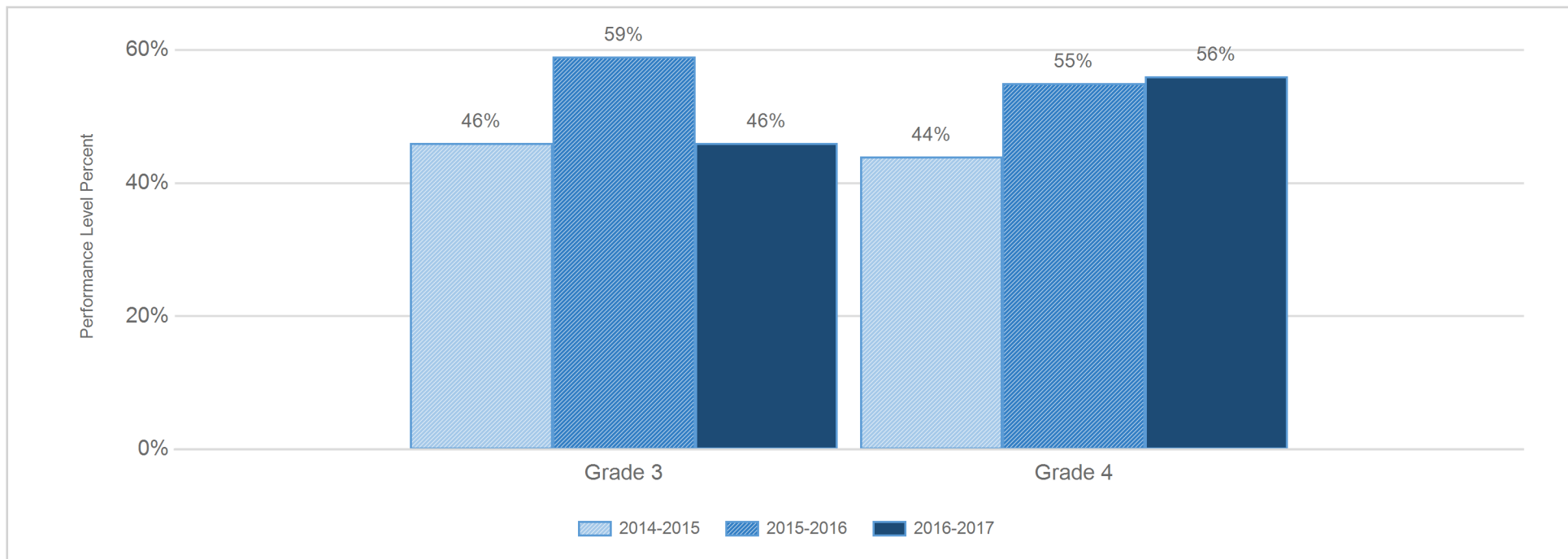


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English Language Arts/Literacy Assessment - Performance Trends

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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Schoolwide	221	98.7	56.10	40.30	43.50	56.1	45.2	Met Target
White	140	99.3	61.40	42.60	52.40	61.4	51.2	Met Target
Hispanic	33	100.0	54.50	30.60	27.60	54.5	35.6	Met Target
Black or African American	29	97.1	37.90	30.70	21.70	37.9	14.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	54.60	65.70	75.60	54.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	104	99.1	48.00	40.00	44.10	48		
Male	117	98.4	63.20	40.60	42.90	63.2		
Economically Disadvantaged Students	108	98.3	47.20	28.20	25.10	47.2	37.4	Met Target
Non-Economically Disadvantaged Students	113	99.2	64.60	45.80	54.30	64.6		
Students with Disabilities	52	96.4	51.90	*	16.50	51.9	33.5	Met Target
Students without Disabilities	169	99.5	57.40	*	48.80	57.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

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Schoolwide	96	759	754	751	*	*	31%	52%	12%	64%	53%
White	62	763	756	759	*	*	26%	53%	16%	69%	63%
Hispanic	14	756	742	738	0%	*	*	71%	0%	71%	37%
Black or African American	13	745	750	733	0%	0%	*	*	0%	31%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	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	756	750	751	0%	*	39%	51%	*	56%	52%
Male	55	761	759	751	0%	*	26%	53%	*	69%	53%
Economically Disadvantaged Students	43	753	746	736	*	*	37%	47%	*	51%	34%
Non-Economically Disadvantaged Students	53	764	759	761	*	*	26%	57%	*	74%	65%
Students with Disabilities	17	759	737	729	*	*	*	65%	*	71%	29%
Students without Disabilities	79	759	759	755	*	*	*	49%	*	62%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	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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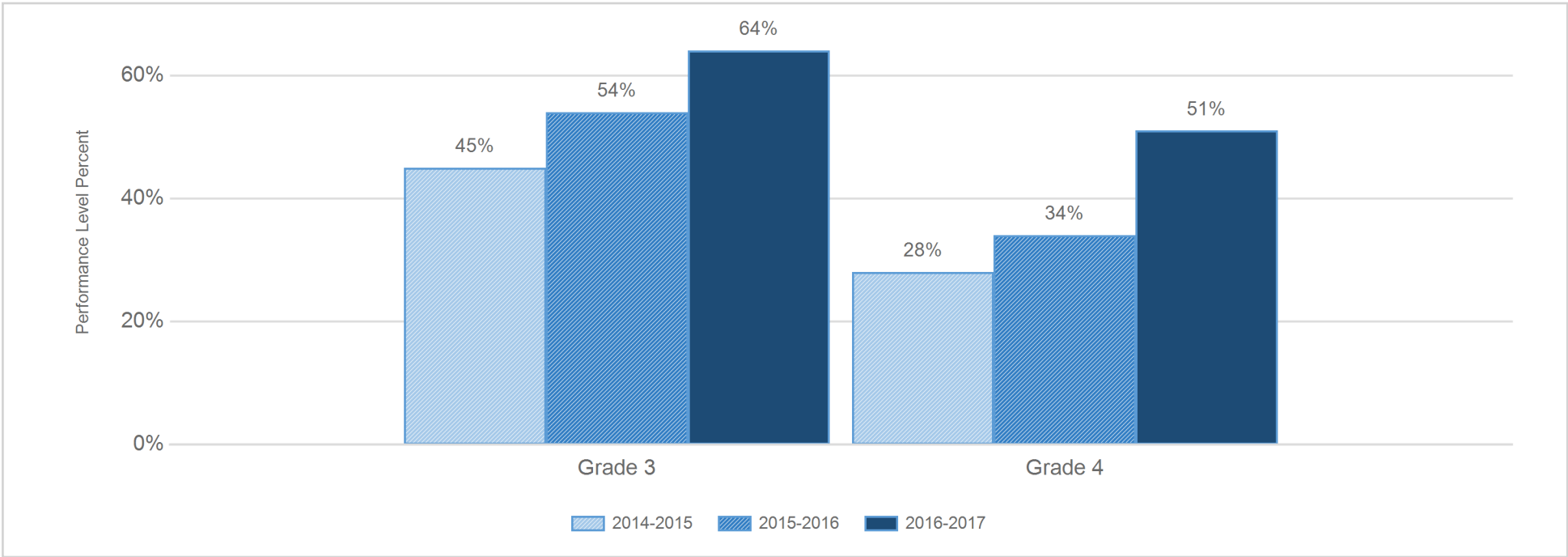
Mathematics Assessment - Performance by Grade: Grade 4

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.

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Schoolwide	126	752	749	747	*	10%	35%	44%	*	51%	47%
White	79	757	753	755	*	*	34%	47%	*	56%	59%
Hispanic	20	743	742	734	*	*	*	50%	0%	50%	30%
Black or African American	15	735	733	729	*	*	*	*	0%	27%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	69	746	749	747	*	*	36%	38%	*	44%	47%
Male	57	758	750	747	*	*	33%	51%	*	60%	48%
Economically Disadvantaged Students	59	745	738	732	*	*	34%	44%	*	46%	27%
Non-Economically Disadvantaged Students	67	757	755	757	*	*	36%	43%	*	55%	61%
Students with Disabilities	22	732	724	724	*	*	*	*	*	36%	22%
Students without Disabilities	104	756	756	751	*	*	*	*	*	54%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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	10	10
4	*	*

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+	*	*	*



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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.

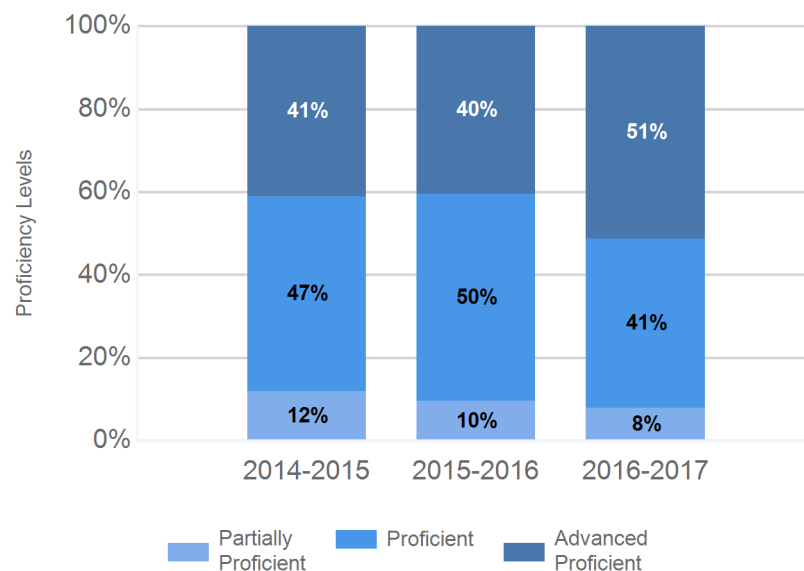
NJASK Science Assessment Performance: Grade 4

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	51%	41%	8%
White	56%	41%	4%
Hispanic	50%	39%	11%
Black or African American	27%	47%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	*	*	N
Two or More Races	*	*	*
Economically Disadvantaged Students	45%	45%	10%
Students with Disabilities	33%	43%	24%
English Learners	*	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	34	44	50	Not Met	55	55	50	Met Target
White	32	44	50	Not Met	51	55	52	Met Target
Hispanic	32	40.5	49	**	57	57.5	47	**
Black or African American	36	49	45	**	68	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	42	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	55	52	**
Economically Disadvantaged	32	40	47	Not Met	55	52	46	Met Target
Students with Disabilities	38	38	41	Not Met	34	47	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



HOLLY GLEN ELEMENTARY SCHOOL
2016-2017

Grade Span PK-04

15-3280-075
GLOUCESTER
MONROE TWP
900 NORTH MAIN STREET
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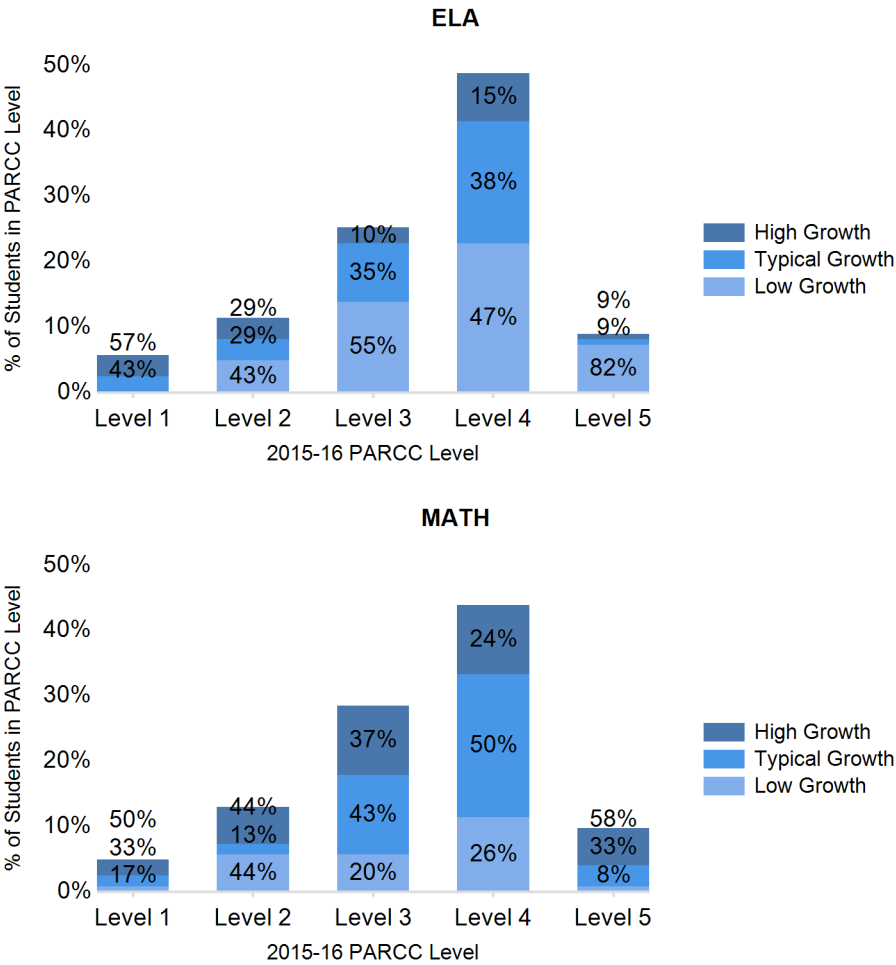
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

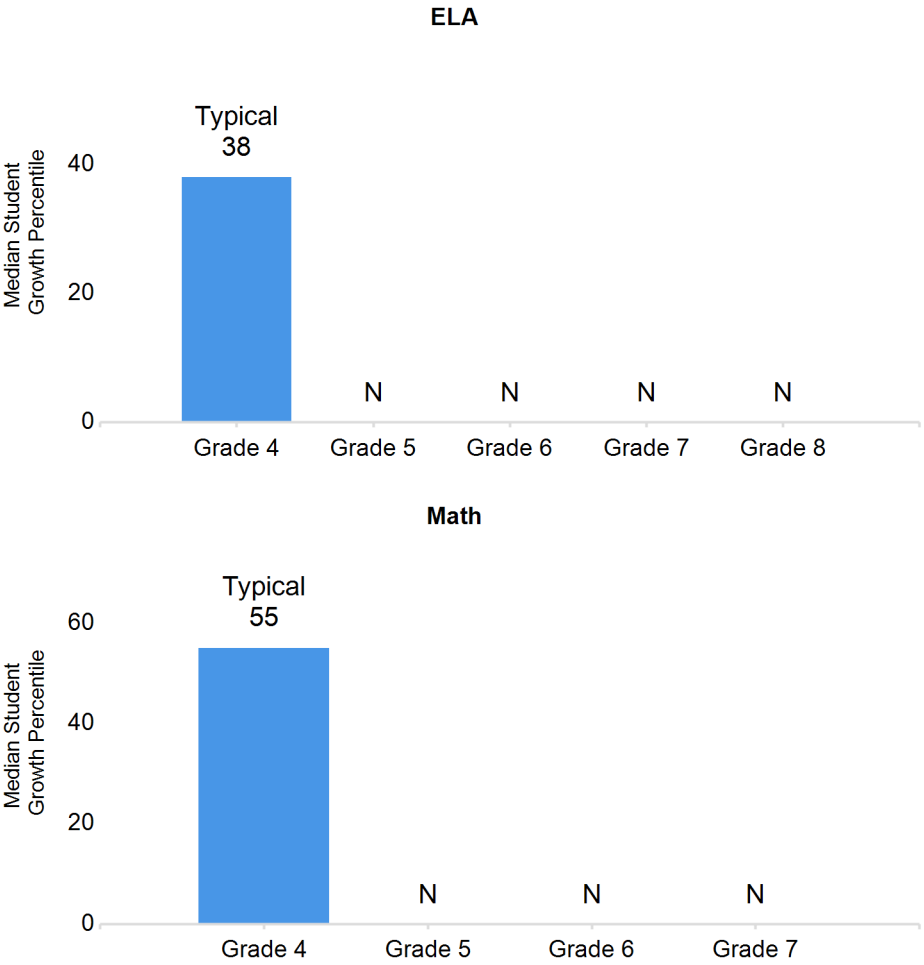
Student Growth by Performance Level

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

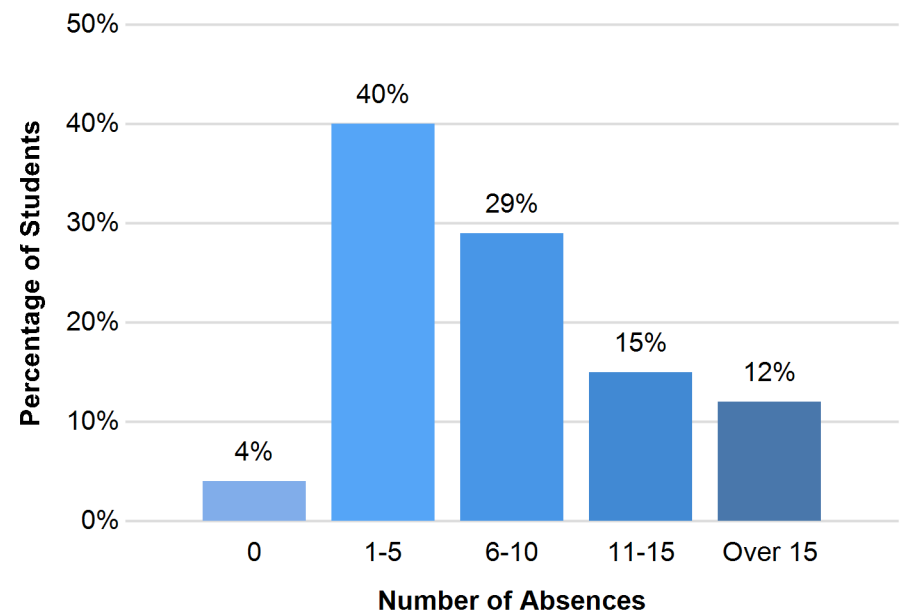
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.40	8.70	Not Met
White	8.70	8.70	Met Target
Hispanic	12.30	8.70	Not Met
Black or African American	8.70	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	10.00	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	12.90	8.70	Not Met
Economically Disadvantaged Students	16.40	8.70	Not Met
Students with Disabilities	12.00	8.70	Not Met
English Learners	7.10	8.70	Met Target

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

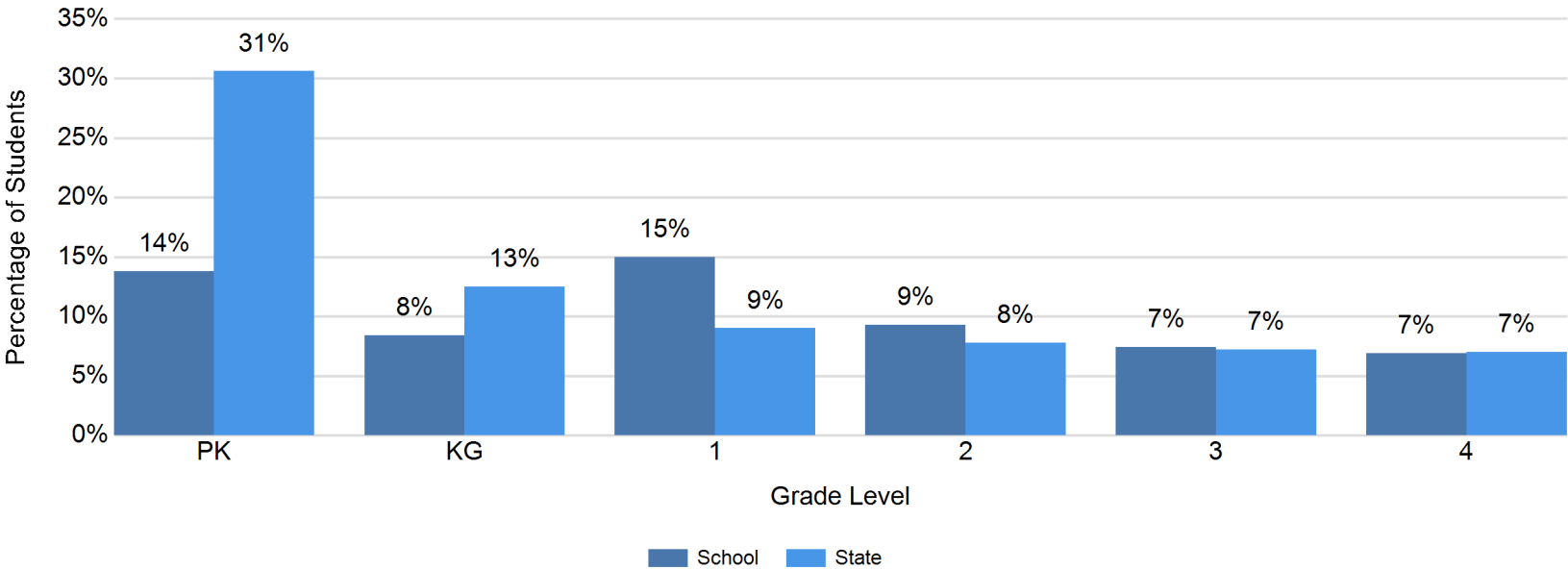
Days Absent

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.



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. 58 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.19

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	1.5%
Any Suspension	1.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	166.4 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)	\$458	\$11,460	\$11,918



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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	48	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	13.0	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,506
Average years experience in public schools	23.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	89%	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	588:1	215:1
Librarian/Media Specialists		859:1
Nurses		751:1
Counselors		401:1
Child Study Team		301:1



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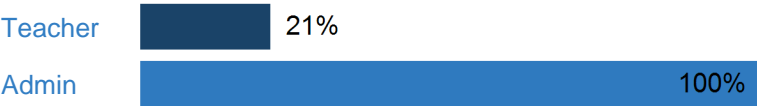
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	96%	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	48.3	17.5%
Mathematics Proficiency	77.8	17.5%
English Language Arts Growth	5.9	25.0%
Mathematics Growth	56.0	25.0%
Chronic Absenteeism	24.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.3
Summative Rating: Percentile rank of Summative Score		35.9
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	41.3	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
White	31.5	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	53.9	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	53.1	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Crossley	Email Address:	kcrossley@monroetwp.k12.nj.us
Address:	900 NORTH MAIN STREET WILLIAMSTOWN, NJ 08094-9102	Website:	http://www.monroetwp.k12.nj.us/HollyGlen/
Phone:	(856)728-8706		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • PDS School Partnership with Rowan University • Awarded the NJ Governor's School of Excellence Award • Technology is part of each school day with personal chromebooks
 Mission, Vision, Theme:	Building a Bridge to the Future, is Holly Glen's motto that reflects its goal of providing all children with a positive, challenging and creative learning experience, while empowering them to become responsible, productive citizens. By using diverse strategies, Holly Glen students demonstrate: critical thinking and creative problem solving, technology literacy skills, and a desire for lifelong learning.
 Awards, Recognition, Accomplishments:	Holly Glen has been recognized by The Whole Child Network, Awarded NJ Governor School of Excellence and Awarded a grant to plant a Vegetable Garden by NJ Agricultural Society and to maintain a relationship with them. Holly Glen has a Partnership with Rowan University for Professional Development.





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School Narrative

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 Courses, Curriculum, Instruction:	Teachers at Holly Glen deliver instruction in math, writing, science, social studies, language arts and Foundations. Students participate in special area classes such as music, art library and P.E. Enrichment opportunities include WIN instruction and Wilson instruction for the struggling students in Language Arts. TAG is our Talented and Gifted program for our students who excel above our expectations.
 Clubs and Activities:	We have a variety of clubs that service grades K-4: Safety Patrol, Student Council, Art Club, Tech Crew, S.A.V.E. Club, P.E. Club, Chorus, Garden Club and Delivery Service Club.






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School Narrative

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 Staff and Professional Learning:	There are 55 professional staff members at Holly Glen. Professional Development is offered through the district on scheduled days. In addition, teachers travel to obtain professional development, attend grade level meetings and faculty meetings.
 Student Supports and Services:	A school counselor provides individual and group counseling to students in need. Also, class lessons are taught by the school counselor on topics which will help students grow socially, emotionally and academically. Our school counselor provides assemblies to help students learn more about anti-bullying expectations. The counselor also serves as the school's anti-bullying specialist.
 Student Health and Wellness:	Holly Glen offers breakfast to a large student population each morning. Recess is offered after the students have lunch. Teacher directed P.E. is provided in the classroom for 20 minutes weekly in conjunction with a full P.E. program to all students.



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Constructed in 1967 with various additions added over the years, Holly Glen is a single story brick building complete with gym, all purpose room, library and classrooms supporting a student population of 537 with faculty/staff/support personnel of about 86. Situated on 12.4 fenced acres that includes a large, mulched playground and wide open spaces for general purpose use. Grade levels are kindergarten through 4th. grade.
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School Narrative

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

<div>Other Information:</div>	<p>Holly Glen is a unique school. It is known as a true community school. School safety is first. Our Anti-Bullying program and counseling we provide at our school, helps to support a safe academic program. Technology is one of the school's initiatives. We provide a one/one chrome book to all of our students on the elementary level. Technology has allowed us to have access to multi digital curriculum programs. Preschool Disabled programs are offered at Holly Glen.</p>
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OAK KNOLL ELEMENTARY SCHOOL
2016-2017
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23 BODINE AVENUE
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	85	91	83
1	100	103	99
2	113	110	106
3	103	118	114
4	129	102	118
Ungraded	49	38	39
Total	579	562	559

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	98	64	83
KG - Full Day	0	27	0

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%	49%	50%
Male	50%	51%	50%
Economically Disadvantaged Students	30%	31%	28%
Students with Disabilities	20%	25%	25%
English Learners	0%	0%	0%
Homeless Students			1%
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
White	65.1%
Black or African American	19.1%
Hispanic	7.9%
Asian	2.1%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.4%

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	99.6%
Other	0.4%



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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	236	99.2	47.80	47.60	54.90	47.8	49.1	Met Target†
White	156	98.8	50.70	49.60	63.90	50.7	48.1	Met Target
Hispanic	16	100.0	18.80	35.60	39.80	18.8	**	**
Black or African American	47	100.0	48.90	40.80	35.20	48.9	50	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	63.60	53.70	N	**	**
Two or More Races	13	100.0	30.80	40.90	54.90	30.8	**	**
Female	117	99.2	54.70	55.50	62.20	54.7		
Male	119	99.2	41.20	40.30	48.10	41.2		
Economically Disadvantaged Students	72	98.8	34.70	31.90	36.20	34.7	33.7	Met Target
Non-Economically Disadvantaged Students	164	99.4	53.70	54.80	65.80	53.7		
Students with Disabilities	68	100.0	22.00	*	20.50	22	29.6	Met Target†
Students without Disabilities	168	98.9	58.30	*	61.90	58.3		
English Learners	N	N	N	18.80	25.20	N	**	**
Non-English Learners	236	99.2	47.80	47.70	57.40	47.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	18.20	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	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	124	750	752	749	15%	12%	24%	38%	11%	48%	50%
White	79	752	756	759	15%	*	22%	41%	*	52%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	22	749	745	731	*	*	*	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	59	749	753	754	*	*	24%	39%	*	49%	55%
Male	65	750	751	745	*	*	25%	37%	*	48%	46%
Economically Disadvantaged Students	40	731	738	731	*	*	25%	30%	*	33%	31%
Non-Economically Disadvantaged Students	84	759	760	762	*	*	24%	42%	*	56%	63%
Students with Disabilities	33	713	728	720	*	*	*	*	0%	18%	24%
Students without Disabilities	91	763	758	755	*	*	*	*	14%	59%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	124	750	752	752	15%	12%	24%	38%	11%	48%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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	120	743	752	753	13%	10%	34%	34%	8%	43%	56%
White	78	750	755	762	*	*	39%	36%	*	47%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	29	729	738	737	*	*	*	38%	0%	38%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	61	754	756	758	*	*	33%	51%	*	57%	61%
Male	59	731	748	749	*	*	36%	17%	*	27%	51%
Economically Disadvantaged Students	30	714	741	737	*	*	*	*	*	17%	36%
Non-Economically Disadvantaged Students	90	753	757	764	*	*	*	*	*	51%	69%
Students with Disabilities	30	704	723	725	*	*	*	*	*	*	25%
Students without Disabilities	90	756	759	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	120	743	*	755	13%	10%	34%	34%	8%	43%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

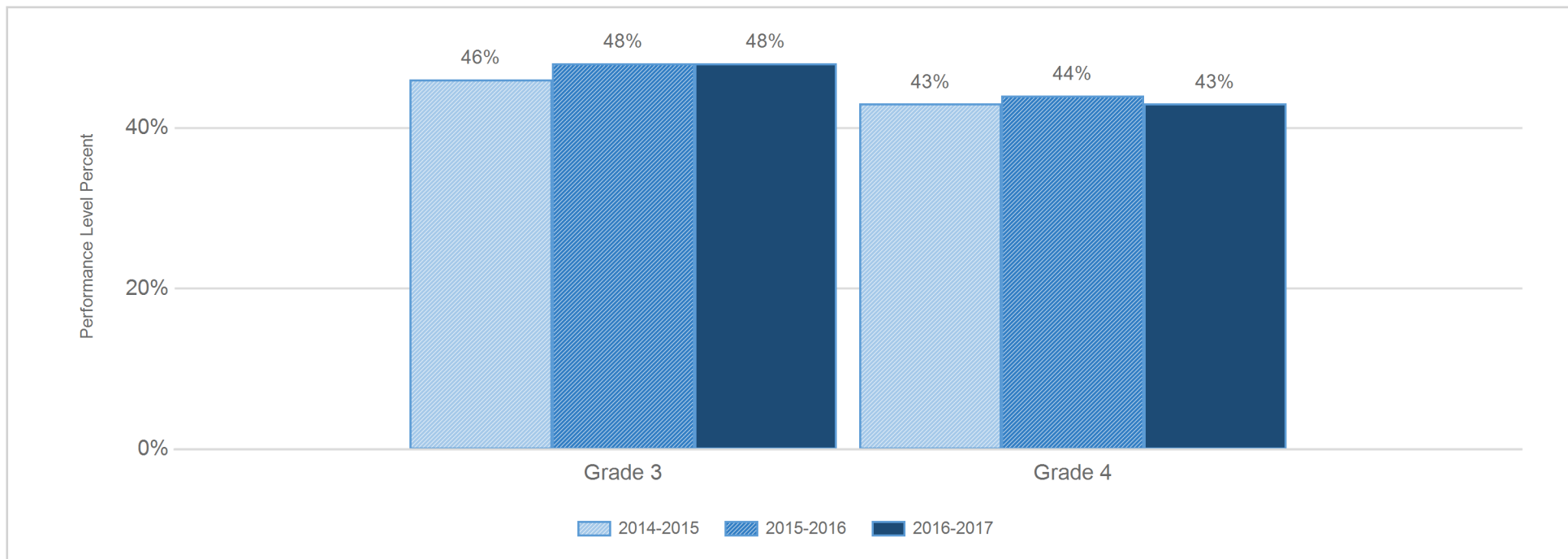


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English Language Arts/Literacy Assessment - Performance Trends

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	235	99.2	49.30	40.30	43.50	49.3	41.6	Met Target
White	155	98.8	50.40	42.60	52.40	50.4	43.9	Met Target
Hispanic	16	100.0	25.10	30.60	27.60	25.1	**	**
Black or African American	47	100.0	51.00	30.70	21.70	51	42.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	54.60	42.50	N	**	**
Two or More Races	13	100.0	46.20	33.40	44.90	46.2	**	**
Female	116	99.2	48.30	40.00	44.10	48.3		
Male	119	99.2	50.40	40.60	42.90	50.4		
Economically Disadvantaged Students	71	98.7	32.40	28.20	25.10	32.4	26.7	Met Target
Non-Economically Disadvantaged Students	164	99.4	56.70	45.80	54.30	56.7		
Students with Disabilities	67	100.0	29.80	*	16.50	29.8	23.6	Met Target
Students without Disabilities	168	98.9	57.10	*	48.80	57.1		
English Learners	N	N	N	62.50	23.30	N	**	**
Non-English Learners	235	99.2	49.30	40.20	45.20	49.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	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	124	749	754	751	12%	14%	19%	40%	16%	56%	53%
White	79	750	756	759	13%	14%	17%	41%	17%	57%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	22	754	750	733	*	*	*	50%	*	64%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	59	743	750	751	*	*	20%	39%	*	49%	52%
Male	65	755	759	751	*	*	17%	40%	*	62%	53%
Economically Disadvantaged Students	40	735	746	736	*	*	*	25%	*	35%	34%
Non-Economically Disadvantaged Students	84	756	759	761	*	*	*	46%	*	66%	65%
Students with Disabilities	33	718	737	729	*	*	*	*	*	24%	29%
Students without Disabilities	91	760	759	755	*	*	*	*	*	67%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	124	749	754	753	12%	14%	19%	40%	16%	56%	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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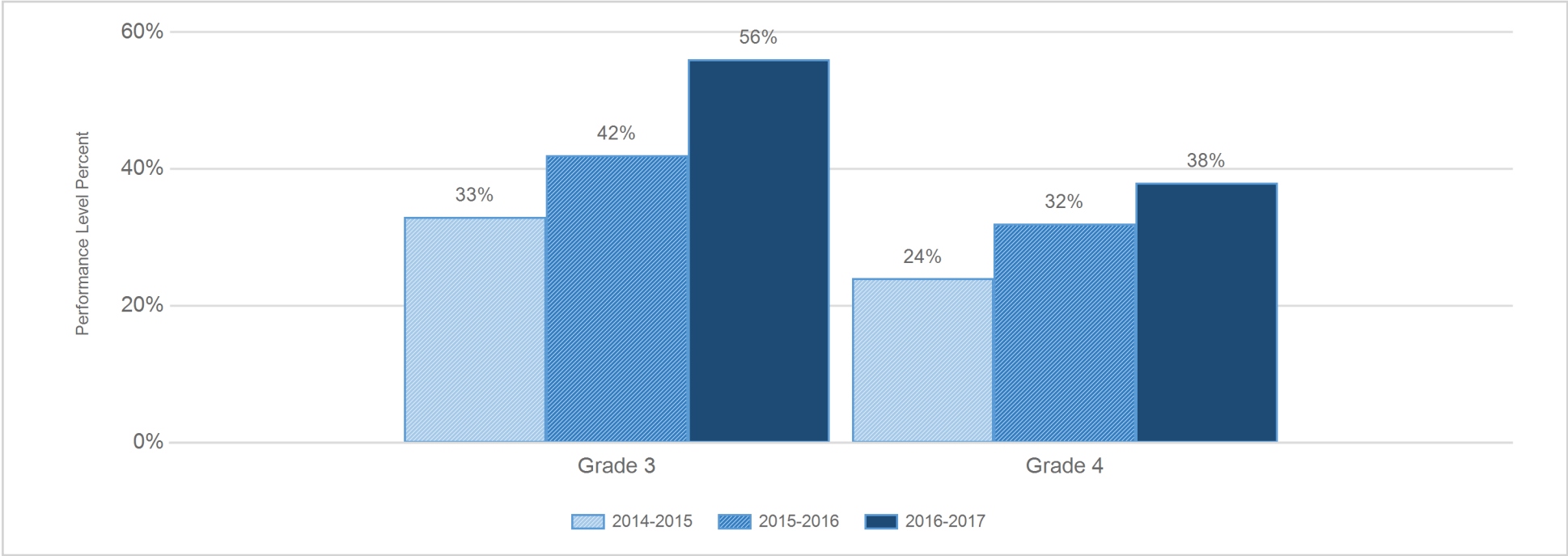
Mathematics Assessment - Performance by Grade: Grade 4

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	120	739	749	747	*	20%	31%	33%	*	38%	47%
White	78	745	753	755	*	21%	33%	36%	*	41%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	29	726	733	729	*	*	*	*	0%	28%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	61	747	749	747	*	16%	*	39%	*	43%	47%
Male	59	732	750	747	*	24%	*	27%	*	32%	48%
Economically Disadvantaged Students	30	709	738	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	90	750	755	757	*	*	*	*	*	*	61%
Students with Disabilities	30	706	724	724	*	33%	*	*	*	13%	22%
Students without Disabilities	90	751	756	751	*	16%	*	*	*	46%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	120	739	*	749	*	20%	31%	33%	*	38%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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	*	*

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	N	N	N
2	N	N	N
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.

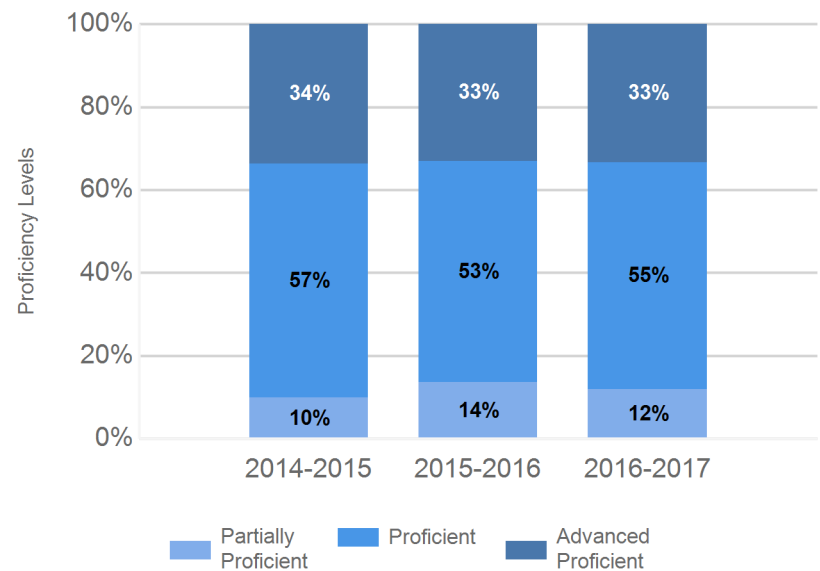
NJASK Science Assessment Performance: Grade 4

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	33%	55%	12%
White	40%	54%	6%
Hispanic	*	*	*
Black or African American	19%	52%	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	8%	68%	24%
Students with Disabilities	6%	75%	19%
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	33	44	50	Not Met	49	55	50	Met Target
White	37.5	44	50	Not Met	54.5	55	52	Met Target
Hispanic	*	40.5	49	**	*	57.5	47	**
Black or African American	23	49	45	Not Met	40	54	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	55	52	**
Economically Disadvantaged	33	40	47	Not Met	28	52	46	Not Met
Students with Disabilities	27.5	38	41	Not Met	28.5	47	43	Not Met
English Learners	N	N	N	N	N	N	N	N

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



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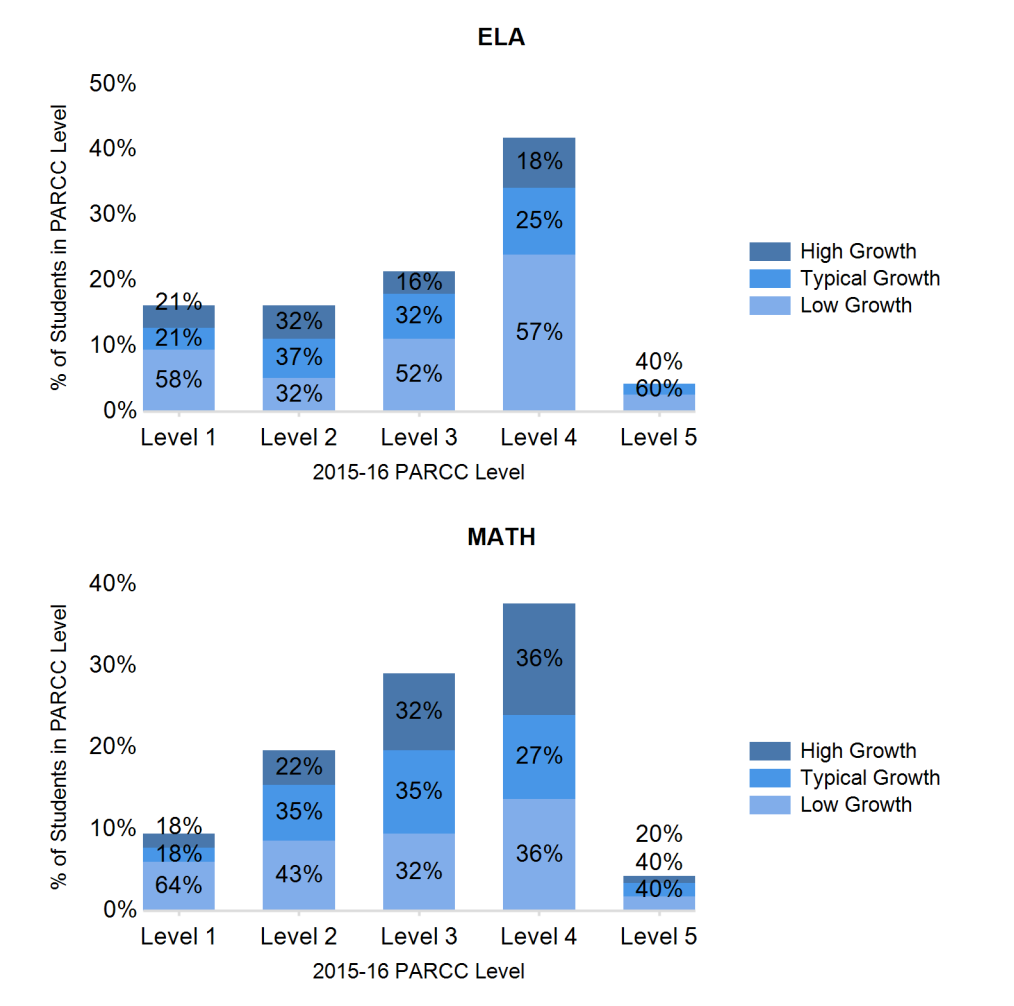
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

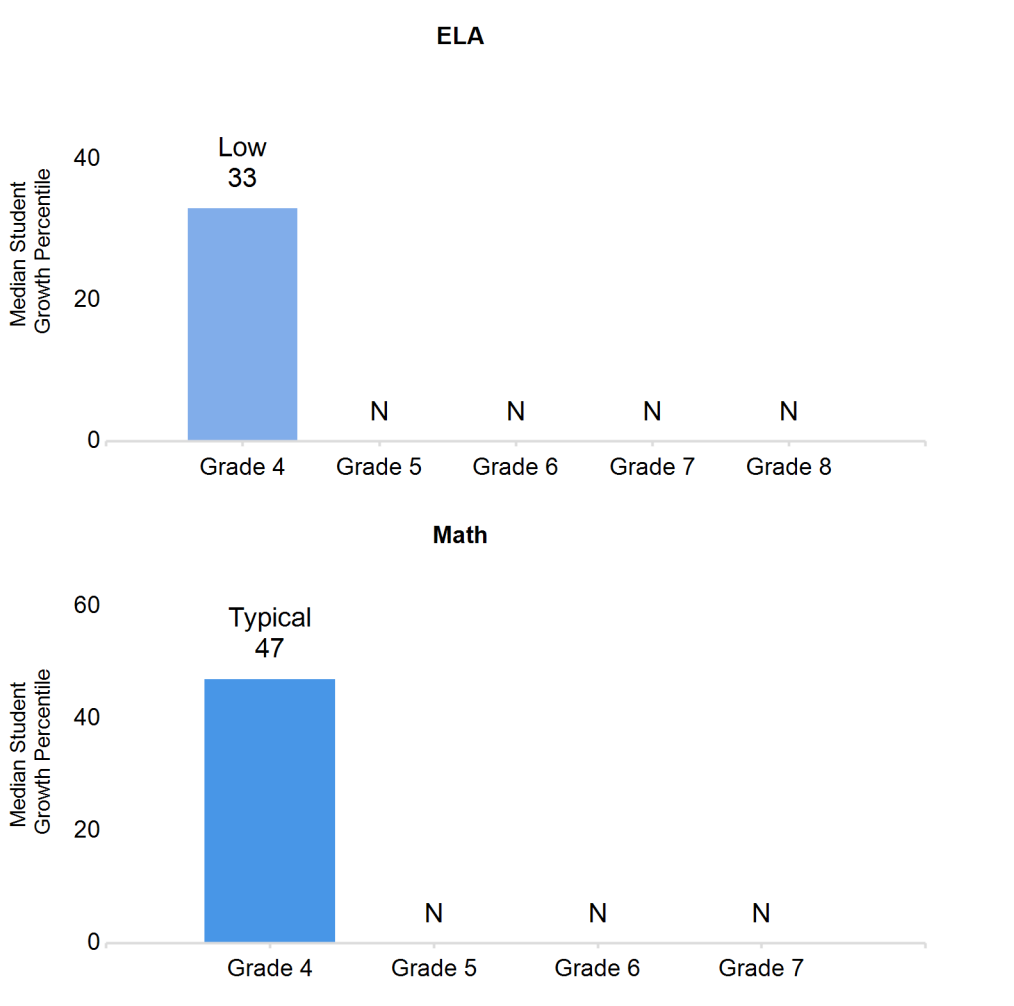
Student Growth by Performance Level

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

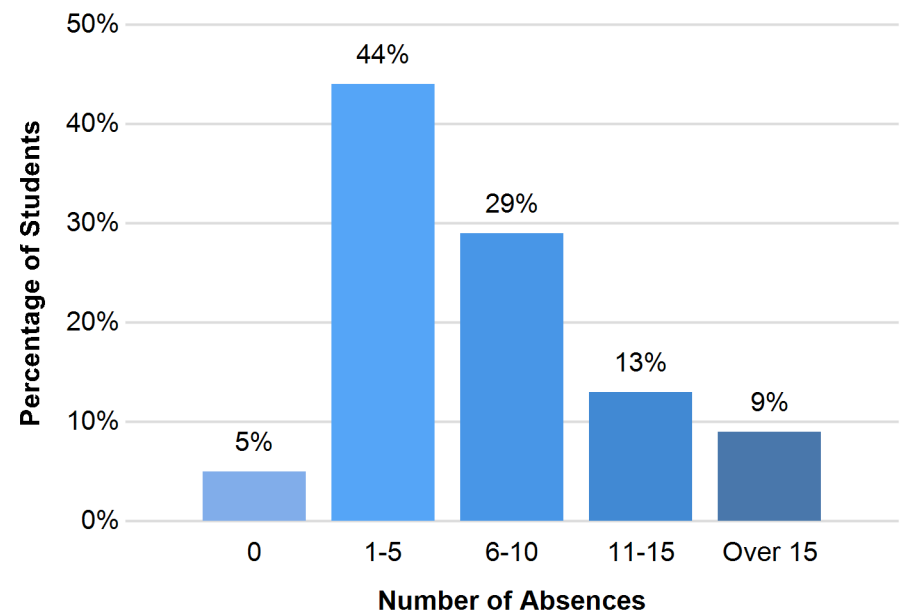
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	8.70	Met Target
White	5.80	8.70	Met Target
Hispanic	6.80	8.70	Met Target
Black or African American	4.70	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	9.70	8.70	Not Met
Economically Disadvantaged Students	10.80	8.70	Not Met
Students with Disabilities	10.80	8.70	Not Met
English Learners	N	**	**

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

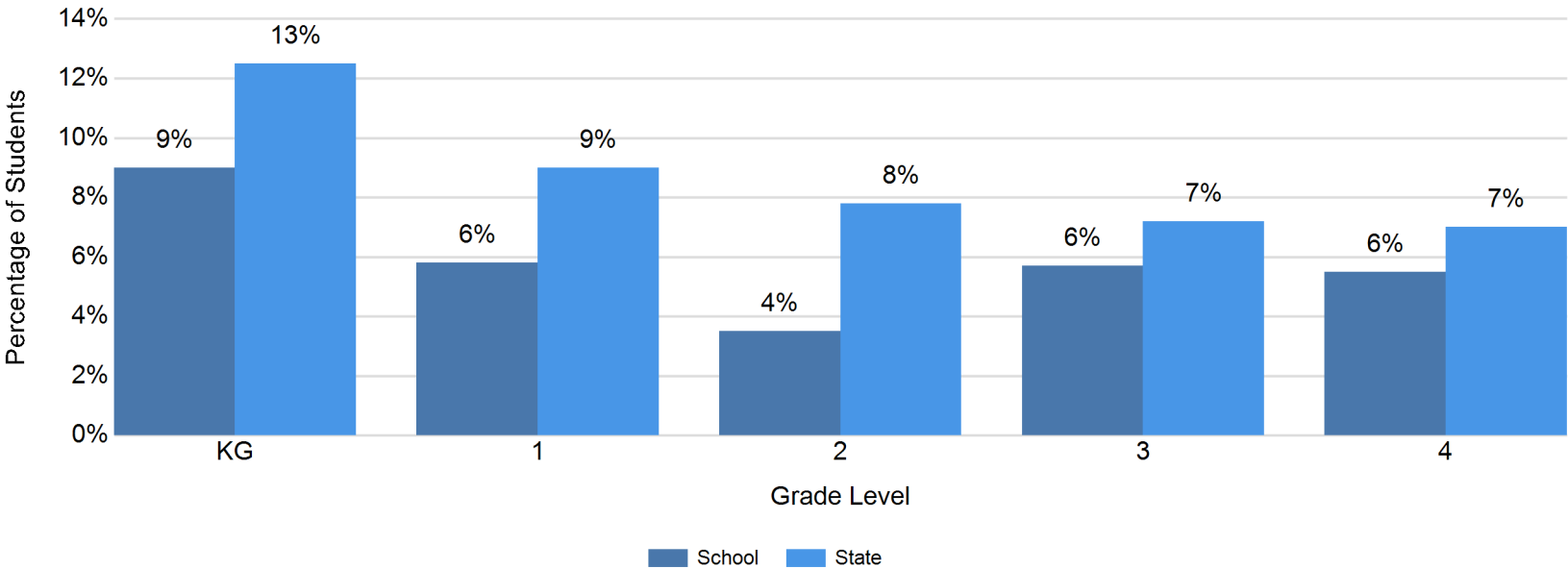
Days Absent

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



Chronic Absenteeism by Grade

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





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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. 58 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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.72

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	0.5%
Any Suspension	0.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	166.4 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)	\$458	\$11,460	\$11,918



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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	42	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	11.4	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	28	9,506
Average years experience in public schools	23.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	89%	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	280:1	215:1
Librarian/Media Specialists		859:1
Nurses		751:1
Counselors		401:1
Child Study Team		301:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	96%	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	96%



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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	35.9	17.5%
Mathematics Proficiency	60.3	17.5%
English Language Arts Growth	4.1	25.0%
Mathematics Growth	31.2	25.0%
Chronic Absenteeism	57.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.3
Summative Rating: Percentile rank of Summative Score		25.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.3	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
White	32.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	53.6	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	29.4	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	36.2	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Baker	Email Address:	kbaker@monroetwp.k12.nj.us
Address:	23 BODINE AVENUE WILLIAMSTOWN, NJ 08094	Website:	http://www.monroetwp.k12.nj.us/OakKnoll/
Phone:	(856)728-3944		

School Narrative

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






Highlights:

- Terrific Kid is an award given to students who display character education traits and try their best every day.
- Numerous clubs and activities are offered to our 4th grade students such as Art club, PE club, SAVE and Safety Patrol.
- Grades 2nd through 4th have a 1:1 Chromebook initiative and Kindergarten and First grade have a 2:1 initiative.

School Narrative

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

 <div> Courses, Curriculum, Instruction: </div>	Programs are provided to support academic growth, with an emphasis on Reading. Kindergarteners through 2nd grade receive phonics instruction through the Wilson program titled Foundations. Our ELA and Math curriculum are taught using the McGraw Hill programs: Wonders and My Math. Students in grades 2nd through 4th can participate in our T.A.G. (Talent and Gifted) program through “pull-out” setting once or twice a week.
 <div> Clubs and Activities: </div>	Numerous clubs and activities promote our 4th graders talents and interests. We offer Art Club, Physical Education Club, S.A.V.E club, Chorus, Safety Patrol, Student Council, and Character Ed. Club called Caring Kid’s club. We also have an annual variety show to showcase our third grade and fourth grade student’s talents along with some of the faculty’s talents.
 <div> Before and After School Programs: </div>	Just Kids, offered by Archway Programs, provides a safe environment for any child who attends Oak Knoll. It is a before and after school program housed in the building which offers stimulating social and emotional development while cultivating academic curiosity.

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:

Oak Knoll is a K-4 building, which houses roughly 540 students. Our school day starts at 8:55 am and concludes at 3:30 pm. Our Kindergarten program is a half-day program, which runs for 2 ½ hours one session being in the morning and a second session in the afternoon. Each grade, 1st through 4th , consists of five classrooms. We also have 3 Multiple Disabled (MD) self-contained classrooms and one self contained Learning Language Disabilities (LLD) class. Built into the school day is a RTI period, which we call W.I.N (What I Need). Students are grouped together who have similar needs in reading instruction. This 40 minutes of instruction provides teachers ample time to provided direct instruction to the students who are struggling in a particular area or enrichment for those who need to be challenged. All rooms at Oak Knoll are fitted with technology for the teachers. Each classroom either has a short arm projector or an interactive whiteboard the teacher can use to enhance their instruction. There are several ancillary programs and services in place at Oak Knoll. The Parent Teacher Organization (PTO) is very supportive and helps to enhance the academic and social curricula by providing books, technology and community opportunities. Our Intervention & Referral Service team provides guidance to teachers as they work with students who may have developmental, academic, emotional and/or behavioral concerns. Our parents are also an active part of our school, as we offer a Parent Volunteer program to support classroom instruction.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	9	22	52
KG	107	103	71
1	118	123	126
2	144	110	133
3	142	141	122
4	139	138	144
Ungraded	46	41	33
Total	705	678	681

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	49%
Male	53%	50%	51%
Economically Disadvantaged Students	21%	17%	23%
Students with Disabilities	18%	21%	20%
English Learners	0%	0%	3%
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
White	76.5%
Black or African American	7.8%
Hispanic	6.2%
Asian	4.0%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.4%

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	13	22	52
PK - Full Day	0	0	0
KG - Half Day	102	92	71
KG - Full Day	0	11	0

Enrollment by Home Language

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

Home Language	% of Students
English	98.8%
Other	1.0%



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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	252	99.6	60.30	47.60	54.90	60.3	66.2	Not Met
White	202	99.5	61.80	49.60	63.90	61.8	67.1	Met Target†
Hispanic	11	100.0	45.50	35.60	39.80	45.5	**	**
Black or African American	20	100.0	60.00	40.80	35.20	60	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	10	100.0	60.00	40.90	54.90	60	**	**
Female	128	100.0	64.80	55.50	62.20	64.8		
Male	124	99.3	55.60	40.30	48.10	55.6		
Economically Disadvantaged Students	51	100.0	39.20	31.90	36.20	39.2	35.6	Met Target
Non-Economically Disadvantaged Students	201	99.5	65.70	54.80	65.80	65.7		
Students with Disabilities	53	100.0	30.20	*	20.50	30.2	24	Met Target
Students without Disabilities	199	99.5	68.30	*	61.90	68.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	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	124	758	752	749	*	11%	23%	54%	*	61%	50%
White	94	762	756	759	*	*	23%	56%	*	64%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	71	761	753	754	*	*	25%	55%	*	62%	55%
Male	53	753	751	745	*	*	21%	53%	*	59%	46%
Economically Disadvantaged Students	29	739	738	731	*	*	*	41%	*	41%	31%
Non-Economically Disadvantaged Students	95	763	760	762	*	*	*	58%	*	66%	63%
Students with Disabilities	22	739	728	720	*	*	*	*	*	41%	24%
Students without Disabilities	102	762	758	755	*	*	*	*	*	65%	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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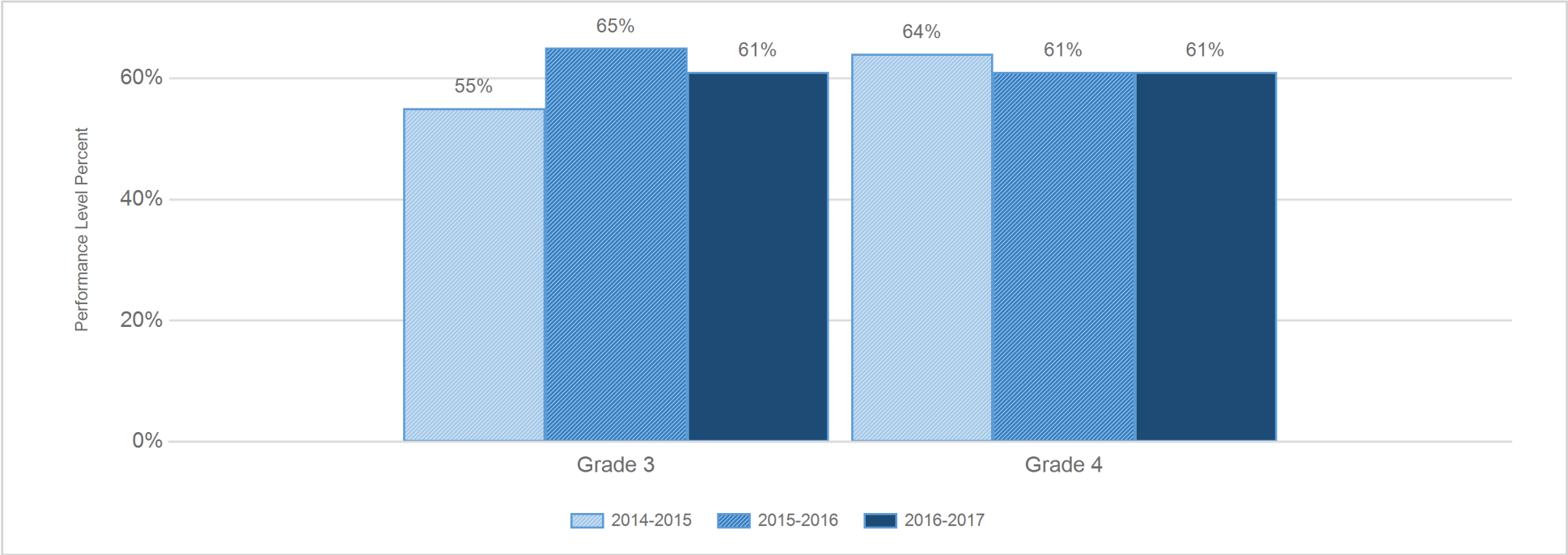
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	150	756	752	753	*	7%	29%	55%	*	61%	56%
White	120	756	755	762	*	*	30%	56%	*	61%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	69	759	756	758	*	*	17%	62%	*	70%	61%
Male	81	752	748	749	*	*	40%	48%	*	53%	51%
Economically Disadvantaged Students	30	747	741	737	*	*	33%	47%	*	47%	36%
Non-Economically Disadvantaged Students	120	758	757	764	*	*	28%	57%	*	64%	69%
Students with Disabilities	31	731	723	725	*	*	39%	*	*	23%	25%
Students without Disabilities	119	762	759	759	*	*	27%	*	*	71%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	150	756	*	755	*	7%	29%	55%	*	61%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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	252	99.6	51.20	40.30	43.50	51.2	51.3	Met Target†
White	202	99.5	52.00	42.60	52.40	52	51.3	Met Target
Hispanic	11	100.0	45.50	30.60	27.60	45.5	**	**
Black or African American	20	100.0	35.00	30.70	21.70	35	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	10	100.0	50.00	33.40	44.90	50	**	**
Female	128	100.0	52.30	40.00	44.10	52.3		
Male	124	99.3	50.00	40.60	42.90	50		
Economically Disadvantaged Students	51	100.0	39.20	28.20	25.10	39.2	25.9	Met Target
Non-Economically Disadvantaged Students	201	99.5	54.30	45.80	54.30	54.3		
Students with Disabilities	53	100.0	22.70	*	16.50	22.7	13.1	Met Target
Students without Disabilities	199	99.5	58.80	*	48.80	58.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	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	124	749	754	751	*	15%	35%	37%	*	45%	53%
White	94	751	756	759	*	11%	36%	38%	*	48%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	71	748	750	751	*	*	32%	41%	*	47%	52%
Male	53	750	759	751	*	*	38%	32%	*	43%	53%
Economically Disadvantaged Students	29	734	746	736	*	*	*	35%	*	35%	34%
Non-Economically Disadvantaged Students	95	754	759	761	*	*	*	38%	*	48%	65%
Students with Disabilities	22	736	737	729	*	*	*	*	*	32%	29%
Students without Disabilities	102	752	759	755	*	*	*	*	*	48%	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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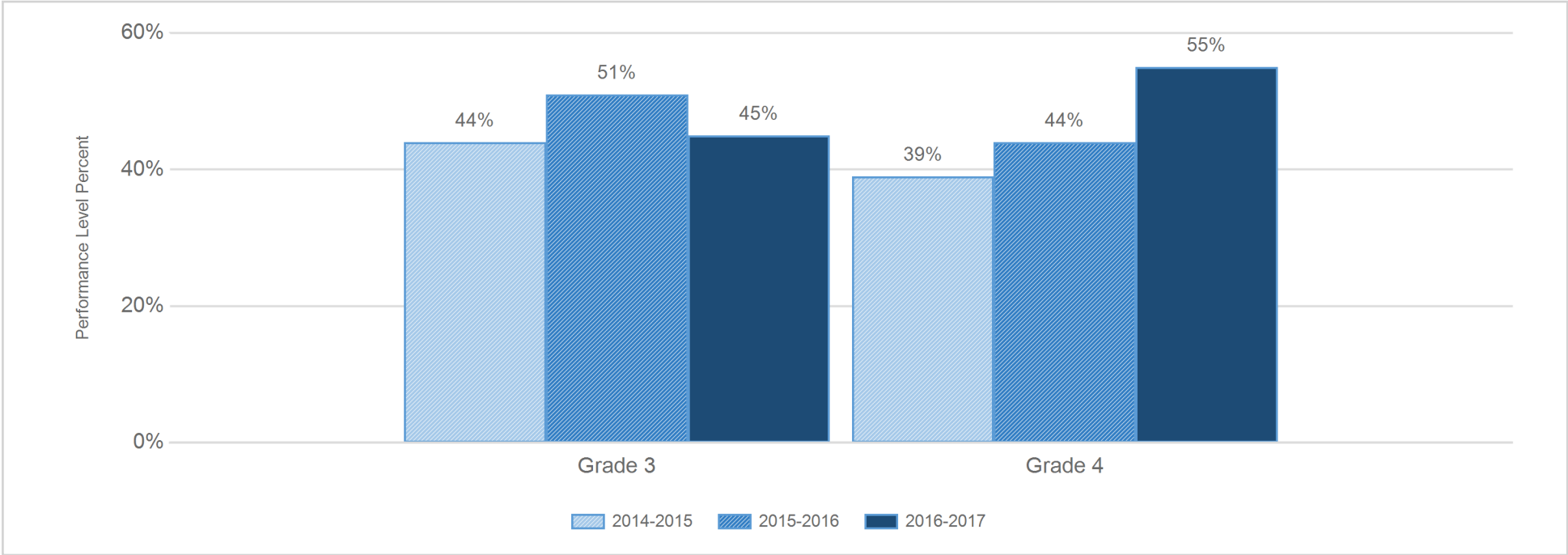
Mathematics Assessment - Performance by Grade: Grade 4

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	150	750	749	747	7%	*	33%	54%	*	55%	47%
White	120	750	753	755	*	*	36%	53%	*	53%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	69	748	749	747	*	*	29%	57%	*	57%	47%
Male	81	752	750	747	*	*	37%	52%	*	53%	48%
Economically Disadvantaged Students	30	743	738	732	*	*	33%	47%	*	47%	27%
Non-Economically Disadvantaged Students	120	751	755	757	*	*	33%	56%	*	57%	61%
Students with Disabilities	31	722	724	724	*	*	39%	*	*	16%	22%
Students without Disabilities	119	757	756	751	*	*	32%	*	*	65%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	150	750	*	749	7%	*	33%	54%	*	55%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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

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+	*	*	*



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

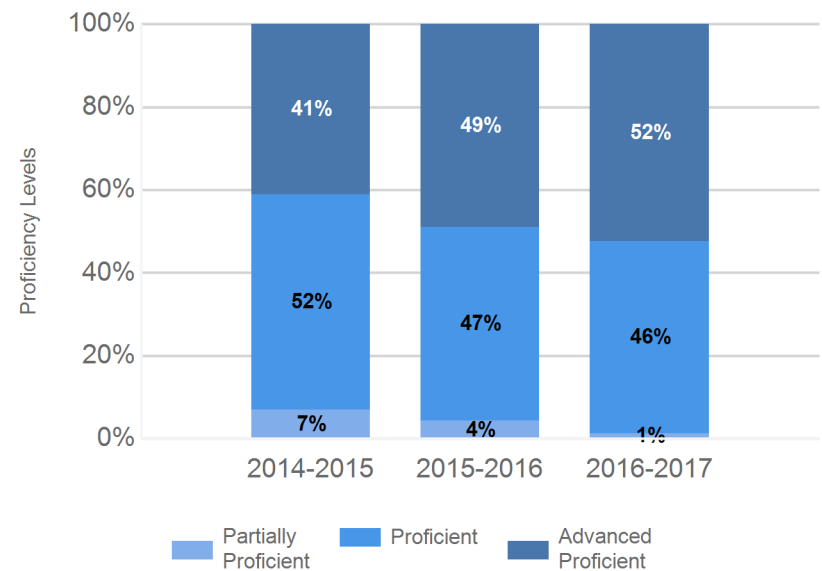
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	52%	46%	1%
White	53%	47%	1%
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	41%	53%	6%
Economically Disadvantaged Students	50%	50%	N
Students with Disabilities	33%	67%	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	37	44	50	Not Met	65	55	50	Exceeds Target
White	37.5	44	50	Not Met	65.5	55	52	Exceeds Target
Hispanic	*	40.5	49	**	*	57.5	47	**
Black or African American	*	49	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	42	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	55	52	**
Economically Disadvantaged	34	40	47	Not Met	60	52	46	Exceeds Target
Students with Disabilities	47	38	41	Met Target	52	47	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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



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

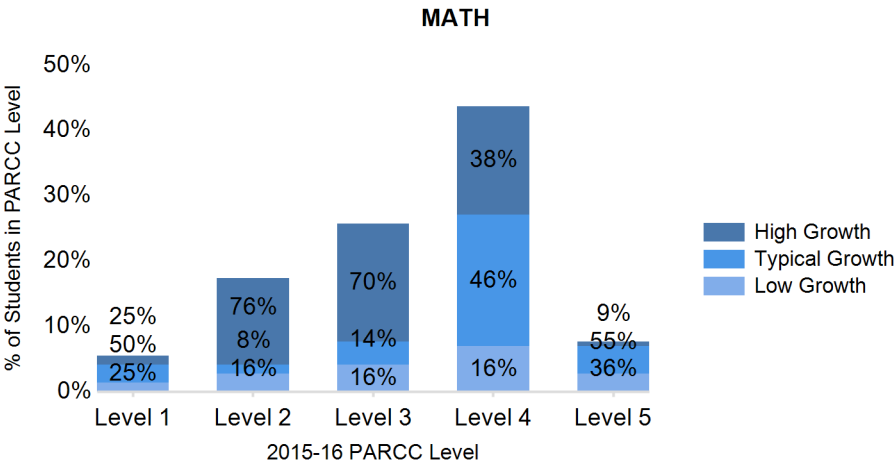
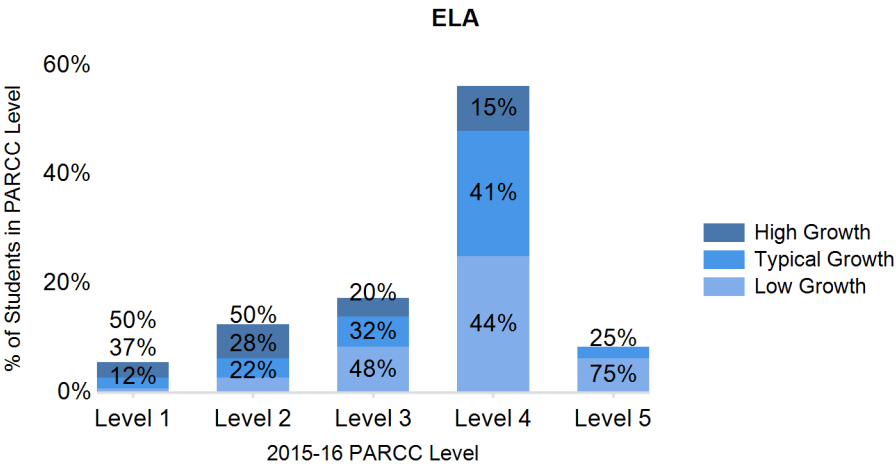
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

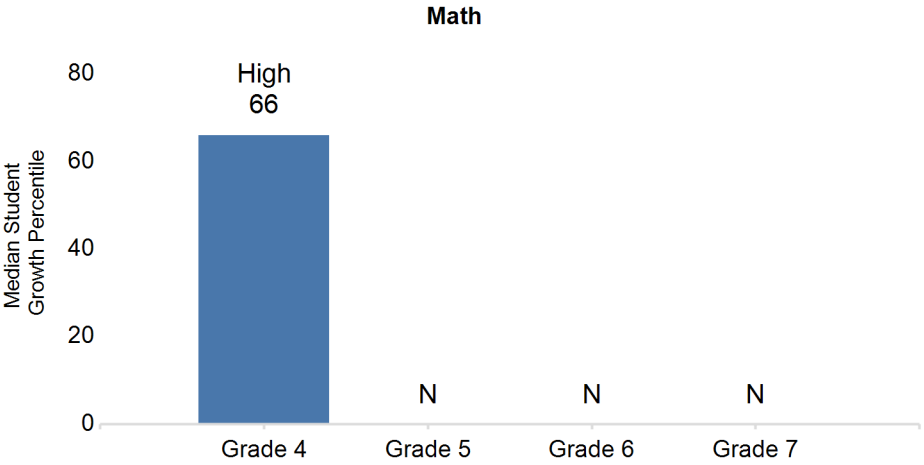
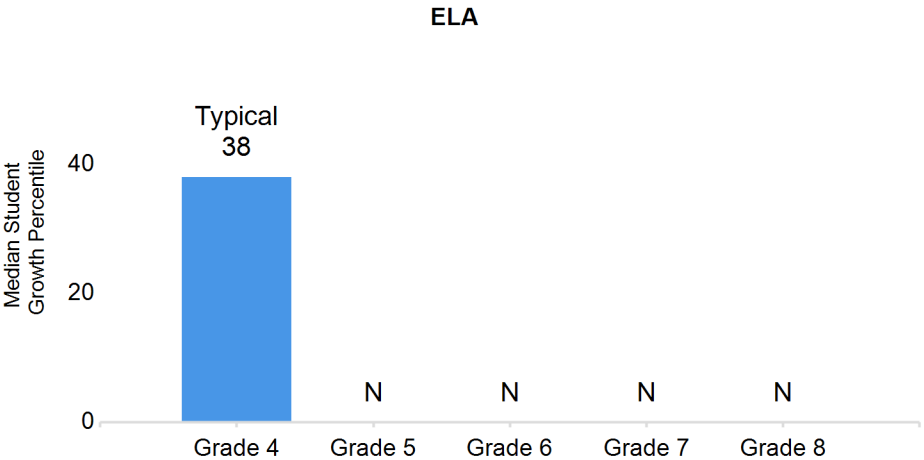
Student Growth by Performance Level

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

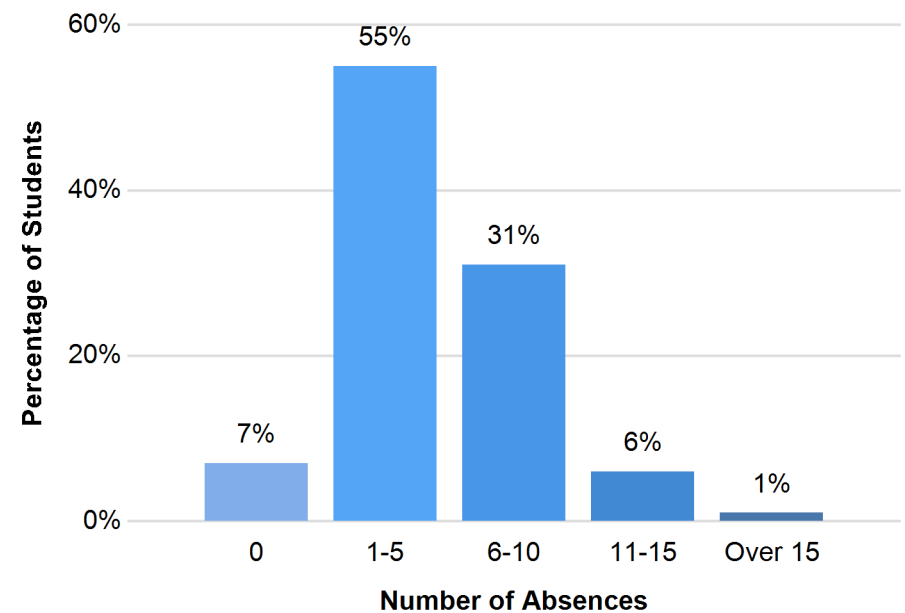
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	0.70	8.70	Met Target
White	0.90	8.70	Met Target
Hispanic	0	8.70	Met Target
Black or African American	0	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.70	Met Target
Economically Disadvantaged Students	3.10	8.70	Met Target
Students with Disabilities	2.40	8.70	Met Target
English Learners	0	8.70	Met Target

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

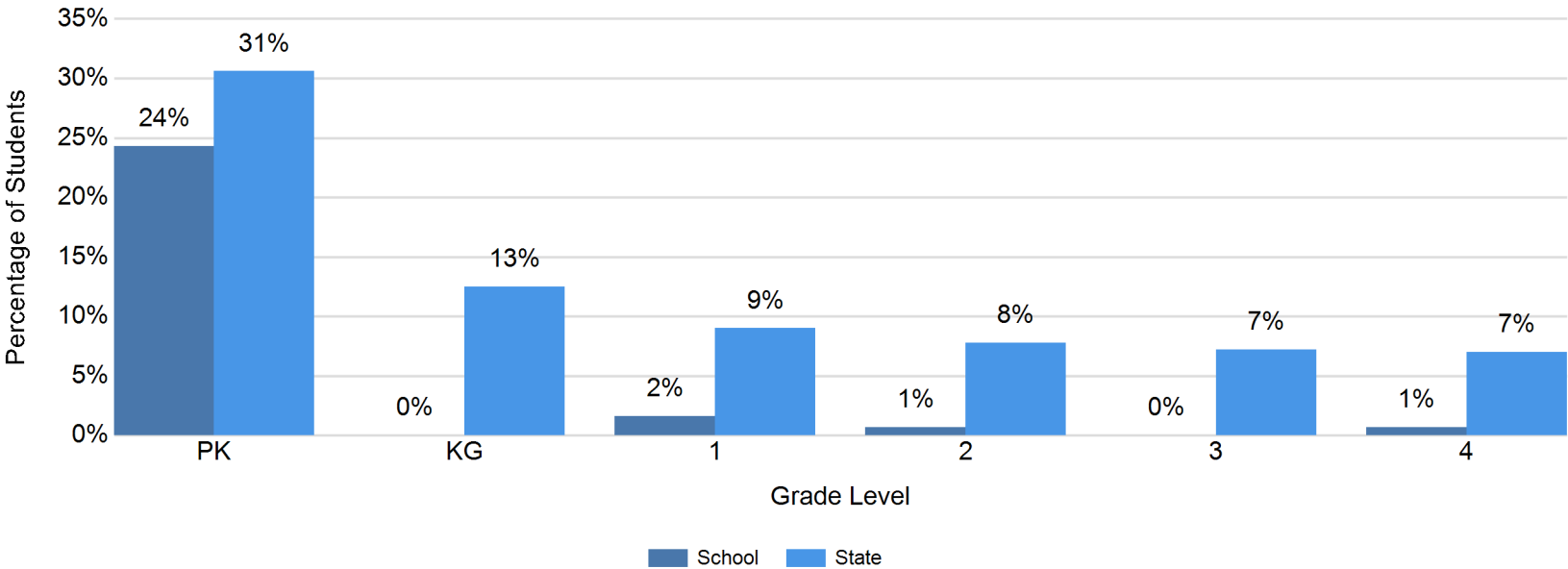
Days Absent

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.



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	8:40AM
Typical End Time	3:45PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs. 58 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	166.4 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)	\$458	\$11,460	\$11,918



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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	45	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	76%	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	28	9,506
Average years experience in public schools	23.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	89%	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	341:1	215:1
Librarian/Media Specialists		859:1
Nurses		751:1
Counselors		401:1
Child Study Team		301:1



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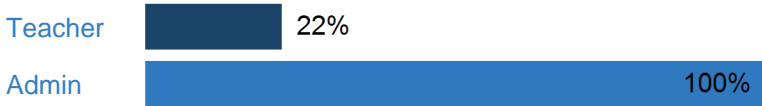
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	96%	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	89%



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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	58.7	17.5%
Mathematics Proficiency	58.0	17.5%
English Language Arts Growth	13.2	25.0%
Mathematics Growth	87.6	25.0%
Chronic Absenteeism	99.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		60.5
Summative Rating: Percentile rank of Summative Score		66.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



RADIX ELEMENTARY
2016-2017

Grade Span PK-04

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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	60.5	11.9	No	Not Met	Met Target†	Met Target	Not Met	Exceeds Target	No
White	52.2	11.9	No	Met Target†	Met Target	Met Target	Not Met	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	62.4	11.9	No	Met Target	Met Target	Met Target	Not Met	Exceeds Target	No
Students with Disabilities	74.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. DELCONTE	Email Address:	idelconte@monroetwp.k12.nj.us
Address:	363 RADIX RD WILLIAMSTOWN, NJ 08094-8602	Website:	http://www.monroetwp.k12.nj.us/Radix/
Phone:	(856)728-8650		




School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Full range of services from gifted students to those needed remediation. • Invention Convention provides opportunity for motivated students to use their creativity. • WIN (What I Need) a designated period of daily reading instruction meeting needs of all learners at their level.
 Mission, Vision, Theme:	<p>Our mission, as a dedicated staff, is to ensure ALL students meet academic goals, in an inclusive environment of respect and tolerance. Radix continues to be a school of character, boasting a Bucket Filling theme and philosophy, based on the book, "How Full is Your Bucket?" Paintings and "bucket-filling" messages can be seen throughout the school, reminding everyone that making good choices and caring about others foster a positive school climate.</p>
 Awards, Recognition, Accomplishments:	<p>Staff are recognized for perfect attendance monthly and per year. In addition, annually we have a teacher acknowledged by the district and county as "Teacher of the Year." in 2007, we were recognized as a State and National School of Character.</p>

School Narrative

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

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Our basal reading program is Wonders; Foundations (PK-2) is the primary phonics program. We use My Math (K-4). Research-based programs (Wilson, ST Math) support RTI interventions. Grades 1-4 have Art, Music, Library and H/PE classes each week. A Gifted and Talented program provides enrichment to identified students in grades 2-4. Grades 3 & 4 had 1:1 computers, and all others had access. Computer apps were used to support instruction (ALEX, ExactPath, Razz-kids, LinkIt, Kahoot, etc.)</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>The following clubs are offered as excurricular opportunities for our students in grades 3 & 4: Art Club, SAVE (environmental) Club, PE/Running Club, Student Council, Safety Patrol, Character Ed Club (students serve as mentors to younger peers), Helping Hands (students assist teachers)</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>An outside agency, Just Kids, provides before and after school care for working parents. Students spend that time in our All Purpose Room.</p>







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School Narrative

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

 Staff and Professional Learning:	<p>A unique approach was taken, allowing teachers to decide what they wanted/needed; then we offered voluntary workshops presented by teachers (in-house experts). Topics included: Google Classroom, RTI, LinkIt (data analysis), Lesson Planning, C & I, academic games, NGSS.) Two district in-service days provided options and opportunities for PPL (personal, professional learning), as well as providing meaningful presentations by A.J. Juliani focusing on engagement and Alice Keeler on Google Apps.</p>
 Student Supports and Services:	<p>Full array of student support services: A full-time ELL teacher; 3 full time and 4 part-time Basic Skills teachers for struggling learners; for Students with disabilities: co-teach classes, self-contained classes, OT, PT, counseling and Speech. A full time school counselor addresses social/emotional needs of students. I & RS provides interventions: class strategies, tutoring, parent communication, etc. Also, many paraprofessionals offer student support in various settings.</p>
 Student Health and Wellness:	<p>During opening assemblies, students were asked to make healthy food choices at lunch, focusing on “brain food.” All students have Health & PE twice a week, plus TDPE for 70 minutes a week. PE/Running Club optional for students and families to promote healthy living. During the annual Week of Respect, we focused on respecting ourselves and our bodies by exercising and eating healthy. We also had: Move & Groove -A-Thon, Fitness Testing, Nutrition, Drug & Safety Awareness, Field Day, Fun Run.</p>
 Parent and Community Involvement:	<p>Radix welcomes parent involvement. It has a very active and involved parent/teacher organization. The PTO sponsors a number of events throughout the year: ice-cream social, Halloween party, Tricky Tray, Book Fair, Spring Fair, Movie Night. They also support the staff with luncheons, gifts, and school supplies. They conduct monthly meetings, and run multiple fund-raisers. In addition, parents are welcome to have lunch with students and volunteer in classes.</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Completed in 1980, Radix ES is approximately 89,000 sq. ft. and is constructed of concrete block and steel. The building is fully air-conditioned including the new gym and kindergarten additions (2010.) The building sits on a large grassed property so there is plenty of opportunity for physical education and structured playtime. The student population is about 680 with 85 faculty/staff/support personnel. Grades pre-k – 4th.</p>
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WHITEHALL ELEMENTARY 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



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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	71	55	66
1	86	84	71
2	77	77	86
3	83	83	82
4	75	92	86
Ungraded	27	21	7
Total	419	412	398

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	44%
Male	54%	54%	57%
Economically Disadvantaged Students	34%	37%	32%
Students with Disabilities	16%	18%	16%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	69.1%
Black or African American	13.6%
Hispanic	7.5%
Asian	3.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.8%

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	69	53	66
KG - Full Day	0	2	0

Enrollment by Home Language

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

Home Language	% of Students
English	99.7%
Other	0.3%



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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	145	98.8	57.20	47.60	54.90	57.2	61	Met Target†
White	100	98.3	61.00	49.60	63.90	61	64.4	Met Target†
Hispanic	11	100.0	45.50	35.60	39.80	45.5	**	**
Black or African American	20	100.0	45.00	40.80	35.20	45	56	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	63.60	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	55	98.5	49.10	55.50	62.20	49.1		
Male	90	99.0	62.30	40.30	48.10	62.3		
Economically Disadvantaged Students	53	98.5	39.60	31.90	36.20	39.6	50.2	Met Target†
Non-Economically Disadvantaged Students	92	99.1	67.40	54.80	65.80	67.4		
Students with Disabilities	25	96.8	20.00	*	20.50	20	22.1	Met Target†
Students without Disabilities	120	99.3	65.00	*	61.90	65		
English Learners	N	N	N	18.80	25.20	N	**	**
Non-English Learners	145	98.8	57.20	47.70	57.40	57.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	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	85	747	752	749	*	13%	34%	41%	*	45%	50%
White	58	750	756	759	*	*	36%	47%	*	50%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	34	745	753	754	*	*	50%	32%	*	35%	55%
Male	51	748	751	745	*	*	24%	47%	*	51%	46%
Economically Disadvantaged Students	39	736	738	731	*	*	36%	28%	*	28%	31%
Non-Economically Disadvantaged Students	46	756	760	762	*	*	33%	52%	*	59%	63%
Students with Disabilities	16	737	728	720	*	*	*	*	*	31%	24%
Students without Disabilities	69	749	758	755	*	*	*	*	*	48%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	85	747	752	752	*	13%	34%	41%	*	45%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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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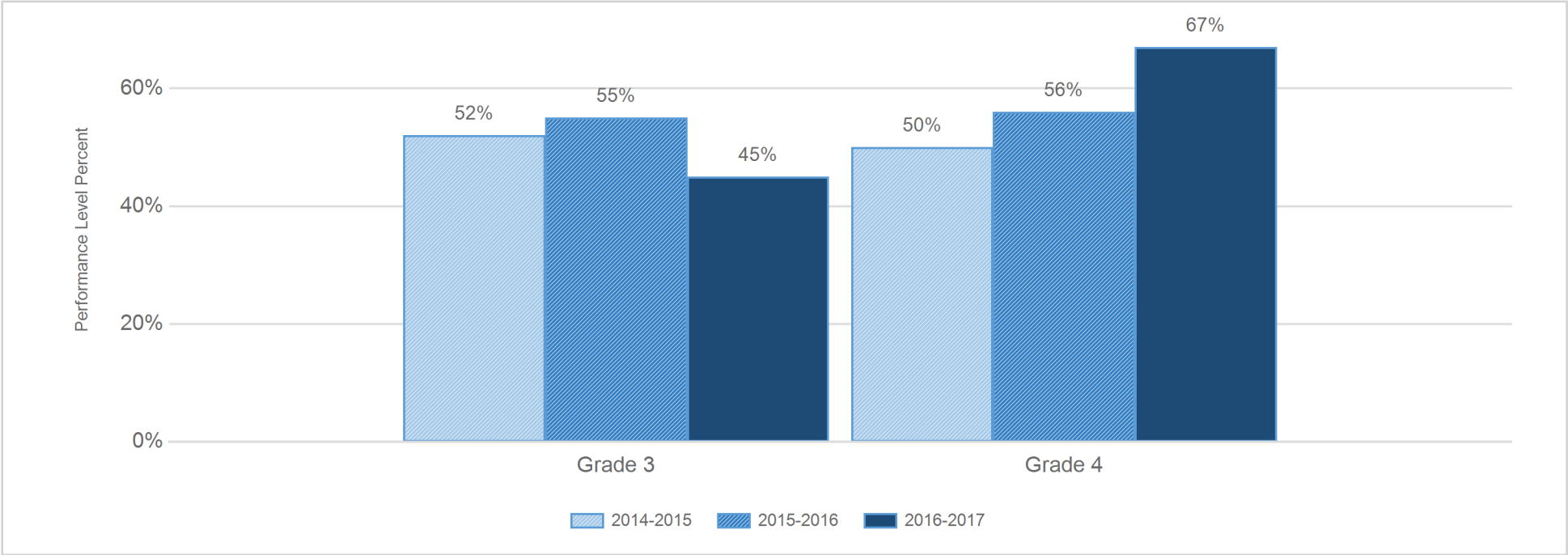
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	85	755	752	753	*	*	22%	59%	*	67%	56%
White	58	758	755	762	*	*	21%	59%	*	71%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	32	759	756	758	*	*	*	47%	*	59%	61%
Male	53	754	748	749	*	*	*	66%	*	72%	51%
Economically Disadvantaged Students	26	748	741	737	*	*	*	50%	*	54%	36%
Non-Economically Disadvantaged Students	59	759	757	764	*	*	*	63%	*	73%	69%
Students with Disabilities	14	730	723	725	*	*	*	*	*	14%	25%
Students without Disabilities	71	760	759	759	*	*	*	*	*	78%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	85	755	*	755	*	*	22%	59%	*	67%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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	145	98.8	69.00	40.30	43.50	69	67.6	Met Target
White	100	98.3	71.00	42.60	52.40	71	70.3	Met Target
Hispanic	11	100.0	54.50	30.60	27.60	54.5	**	**
Black or African American	20	100.0	65.00	30.70	21.70	65	64	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	54.60	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	55	98.5	60.00	40.00	44.10	60		
Male	90	99.0	74.50	40.60	42.90	74.5		
Economically Disadvantaged Students	53	98.5	54.70	28.20	25.10	54.7	57.9	Met Target†
Non-Economically Disadvantaged Students	92	99.1	77.20	45.80	54.30	77.2		
Students with Disabilities	25	96.8	44.00	*	16.50	44	35.8	Met Target
Students without Disabilities	120	99.3	74.10	*	48.80	74.1		
English Learners	N	N	N	62.50	23.30	N	**	**
Non-English Learners	145	98.8	69.00	40.20	45.20	69		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	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	85	764	754	751	*	*	24%	49%	20%	69%	53%
White	58	764	756	759	*	*	22%	52%	19%	71%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	34	758	750	751	*	*	29%	50%	*	62%	52%
Male	51	769	759	751	*	*	20%	49%	*	75%	53%
Economically Disadvantaged Students	39	759	746	736	0%	*	*	49%	*	62%	34%
Non-Economically Disadvantaged Students	46	769	759	761	0%	*	*	50%	*	76%	65%
Students with Disabilities	16	755	737	729	*	*	*	*	*	56%	29%
Students without Disabilities	69	767	759	755	*	*	*	*	*	73%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	85	764	754	753	*	*	24%	49%	20%	69%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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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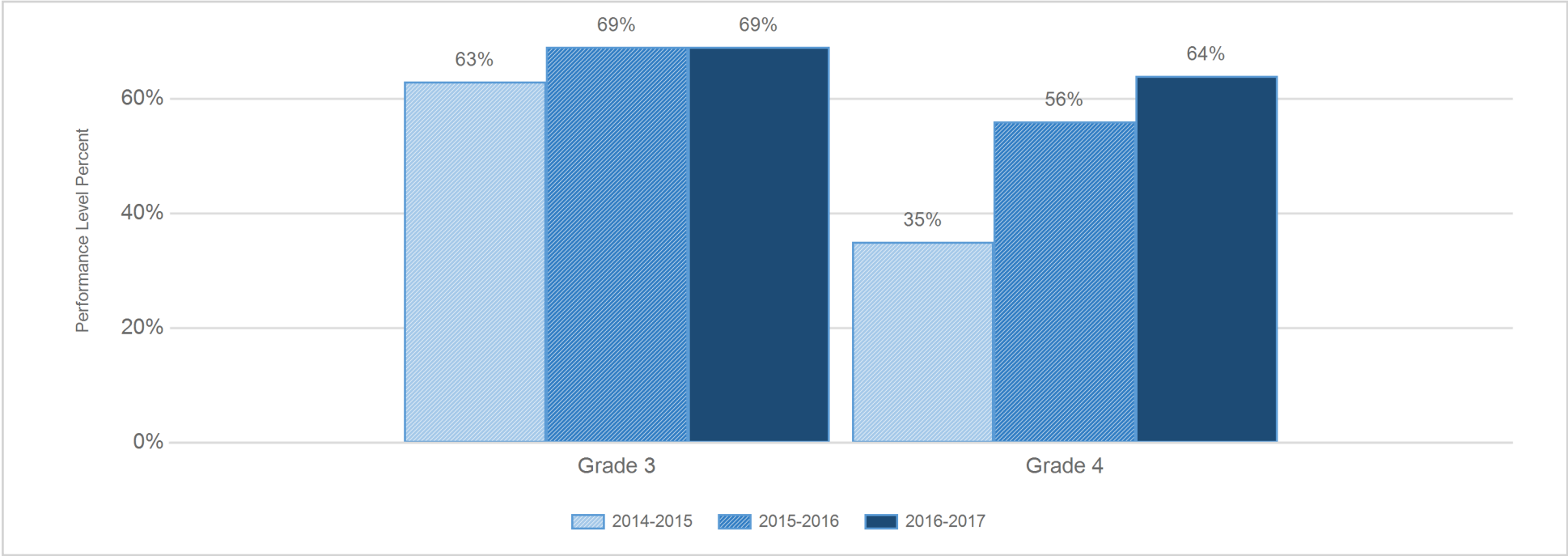
Mathematics Assessment - Performance by Grade: Grade 4

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
Schoolwide	85	760	749	747	0%	*	34%	59%	*	64%	47%
White	58	763	753	755	0%	*	31%	60%	*	67%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	32	759	749	747	0%	*	34%	56%	*	63%	47%
Male	53	760	750	747	0%	*	34%	60%	*	64%	48%
Economically Disadvantaged Students	26	749	738	732	*	*	54%	42%	*	42%	27%
Non-Economically Disadvantaged Students	59	765	755	757	*	*	25%	66%	*	73%	61%
Students with Disabilities	14	752	724	724	0%	*	*	*	*	43%	22%
Students without Disabilities	71	762	756	751	0%	*	*	*	*	68%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	85	760	*	749	0%	*	34%	59%	*	64%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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

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	N	N	N
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.

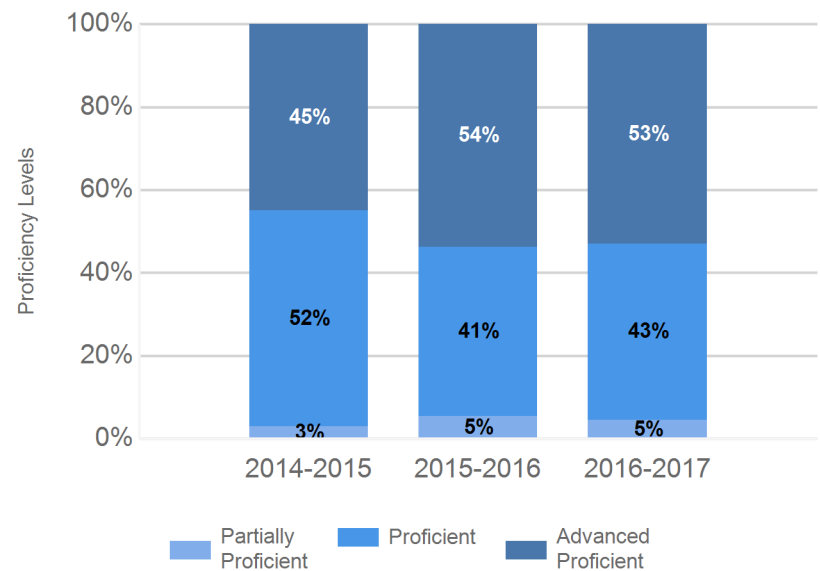
NJASK Science Assessment Performance: Grade 4

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	53%	43%	5%
White	60%	37%	*
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	42%	55%	3%
Students with Disabilities	36%	57%	7%
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	33	44	50	Not Met	52.5	55	50	Met Target
White	34.5	44	50	Not Met	56.5	55	52	Met Target
Hispanic	*	40.5	49	**	*	57.5	47	**
Black or African American	*	49	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	42	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	55	52	**
Economically Disadvantaged	48.5	40	47	Met Target	54.5	52	46	Met Target
Students with Disabilities	19	38	41	**	69	47	43	**
English Learners	N	N	N	N	N	N	N	N

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



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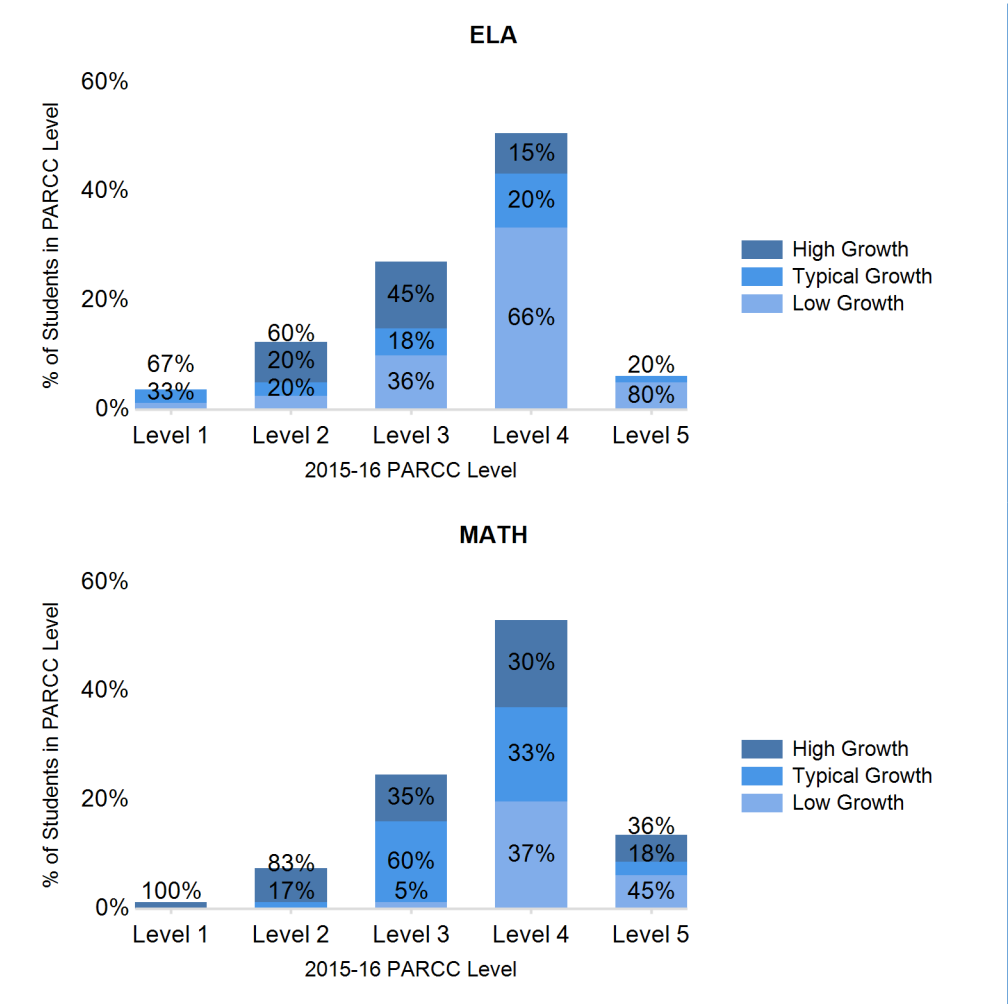
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

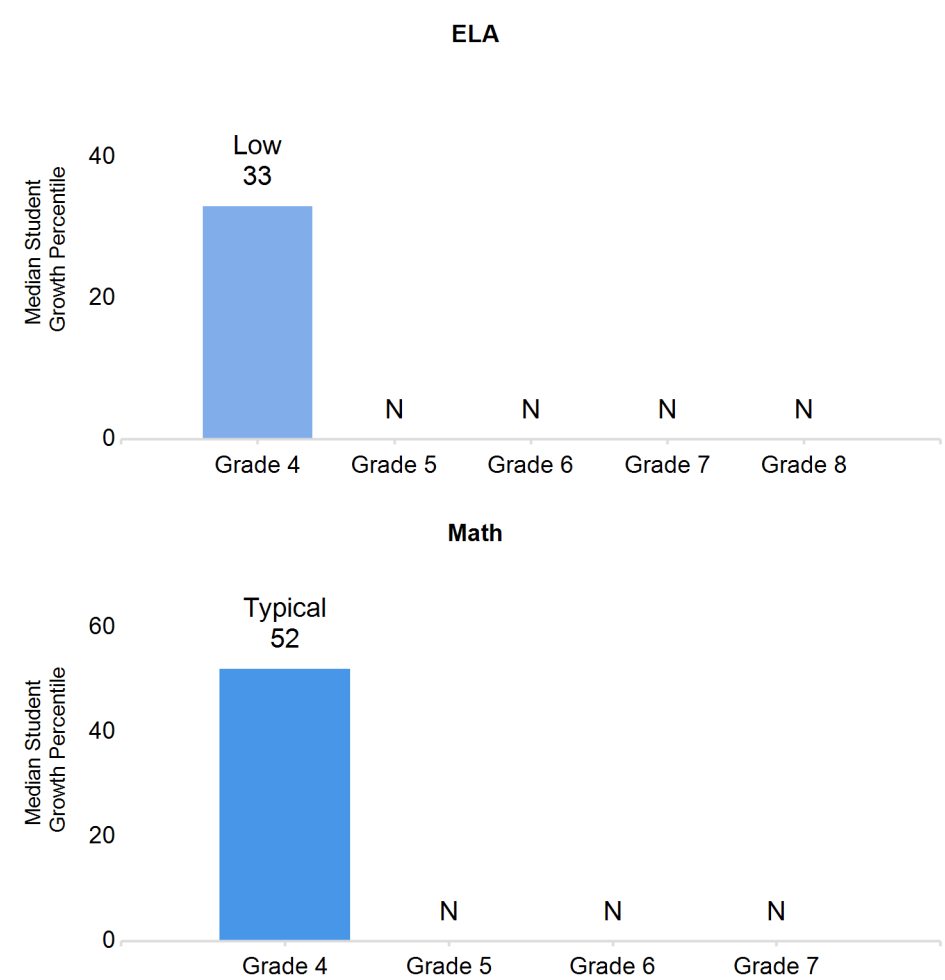
Student Growth by Performance Level

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

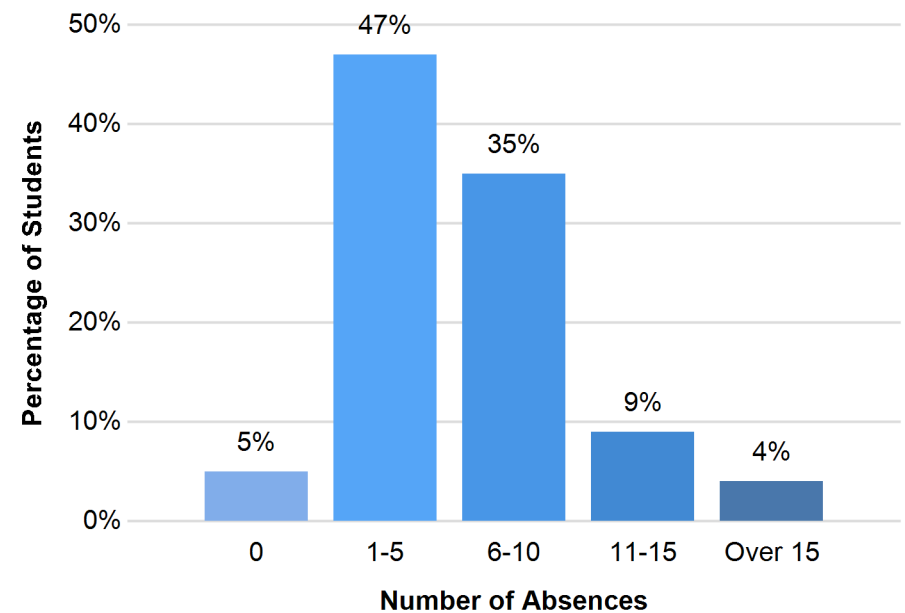
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	8.70	Met Target
White	2.90	8.70	Met Target
Hispanic	3.40	8.70	Met Target
Black or African American	3.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	3.70	8.70	Met Target
Economically Disadvantaged Students	4.70	8.70	Met Target
Students with Disabilities	4.80	8.70	Met Target
English Learners	N	**	**

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

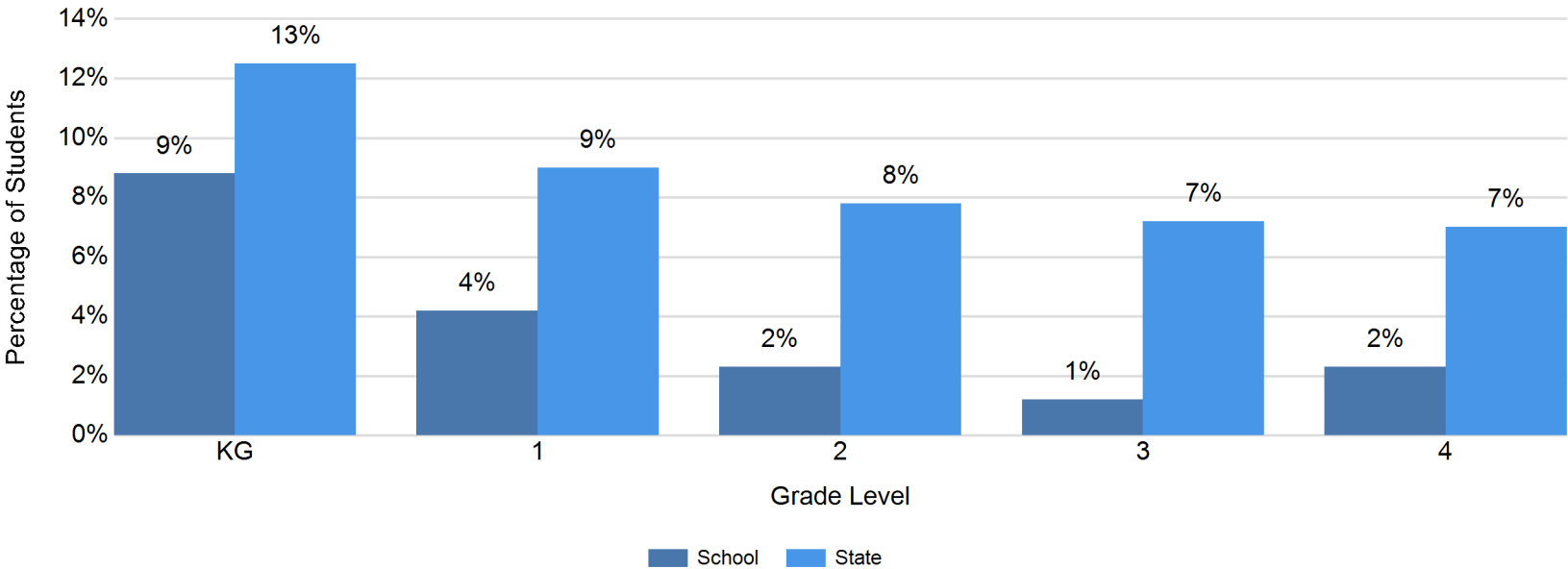
Days Absent

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.



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	8:40AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 58 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	8
Vandalism	0
Weapons	7
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.51

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	2.5%
Any Suspension	2.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	166.4 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)	\$458	\$11,460	\$11,918



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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	31	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	10.2	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	28	9,506
Average years experience in public schools	23.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	89%	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	398:1	215:1
Librarian/Media Specialists		859:1
Nurses		751:1
Counselors		401:1
Child Study Team		301:1



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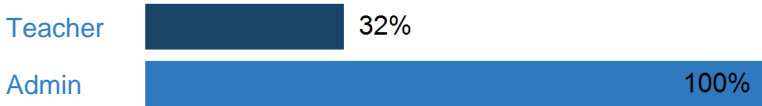
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	96%	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	47.7	17.5%
Mathematics Proficiency	94.1	17.5%
English Language Arts Growth	8.9	25.0%
Mathematics Growth	63.7	25.0%
Chronic Absenteeism	87.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.1
Summative Rating: Percentile rank of Summative Score		59.6
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	56.1	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
White	51.4	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	72.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. RUMPF	Email Address:	jrumpf@monroetwp.k12.nj.us
Address:	161 WHITEHALL RD WILLIAMSTOWN, NJ 08094-9201	Website:	http://www.monroetwp.k12.nj.us/
Phone:	(856)728-8782		




School Narrative

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

<p>Mission, Vision, Theme:</p>	<p>Whitehall Elementary School, "The Little School with the Big Heart", is committed to meeting the individual needs of our students because we believe all children can learn. Students are treated as individuals with respect and compassion. By providing a safe and secure environment, our students enjoy the process of learning while acquiring skills necessary to become lifelong learners and productive citizens in the 21st century.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Whitehall earned national recognition in 2000 by becoming the first school in Gloucester County to receive the federally awarded national Blue Ribbon School of Excellence Award. This honor is based on academic excellence, teaching excellence, and community involvement.</p>

School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div> <div>Our McGraw Hill Wonders program helps students develop reading skills, analyze, summarize, and think critically. Foundations is used in K-2 to develop phonemic awareness and decoding skills. Our Writing Academy motivates students to write. McGraw Hill My Math is used in K-4 to develop a strong basic number sense, using hands-on exploration and problem solving strategies, while infusing technology daily. Our new TCI web-based science program Brings Science Alive with hands-on science experiments.</div> </div>
 <div> <div>Clubs and Activities:</div> </div>	<div> <div>We offer chorus, safety patrol, student council, and a Character Education team. In the area of character education and the need to teach children to stop bullying, we instituted the Olweus Anti-Bullying Program. Many of our 3rd and 4th grade students participate in these activities. The "Wake Up Whitehall" television station is a 4th grade student run endeavor that broadcasts daily information to the entire student body by way of the classroom televisions.</div> </div>
 <div> <div>Before and After School Programs:</div> </div>	<div> <div>We offer a Latchkey program entitled "Just Kids" for a subcontracted childcare program that is funded by a per diem tuition. Food and activities are available for every school day.</div> </div>







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School Narrative

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

 Staff and Professional Learning:	<p>Our faculty actively pursues graduate courses and off-site workshops. These learning opportunities permit staff to stay current on new techniques and strategies to improve student learning. In addition, our staff serves on a variety of school and district committees. The Whitehall Pupil Intervention and Referral Services committee and School Climate Committee highlight a few of the building level activities, which support our faculty's educational commitment to the district.</p>
 Student Supports and Services:	<p>We offer supplemental services to basic skills students. One of the best educational developments has been the establishment of a "service-rich class" in 1st and 2nd grade classes, features a special education teacher, a basic skills teacher, and a regular education instructing reading, phonics, and math program. Gifted and talented program is offered to students in 2nd, 3rd, and 4th grade to enrich their creative reading and writing skills. Math and science skills are also enhanced.</p>
 Student Health and Wellness:	<p>Our school offers a nutritional breakfast and lunch program for all students. Health and wellness is infused throughout the physical education program. Teachers have students involved in Teacher P.E. on a weekly basis in addition to the two sessions of gym the students receive weekly. Recess for students K-4 is provided five days a week. We encourage students to make healthy choices with additional yearly programs like the Jump-A-Thon and the Walk-A-Thon.</p>
 Parent and Community Involvement:	<p>A dedicated and active Parent Teacher Organization supports our school with programs such as a Thanksgiving Feast, Book Fairs, Walk-a-thon for Technology, Halloween Fun Night, Tricky Tray, Fair Day, and other educational initiatives. We are dedicated to involving parents as evidenced by our programs of parent volunteers who assist during the school day. We now offer a morning program funded by grants that promote family entitled "All Pro Dads".</p>




WHITEHALL ELEMENTARY SCHOOL
2016-2017
Grade Span KG-04

15-3280-100
GLOUCESTER
MONROE TWP
161 WHITEHALL RD
WILLIAMSTOWN, NJ 08094-9201

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>Facilities:</div>	Constructed in 1967 with various additions over the years, Whitehall ES is a single story brick building complete with gym, all purpose room, library and classrooms supporting a student population of 370 with faculty/staff/support personnel of about 56. The Building is situated on 14 acres that included a large, mulched playground and wide open spaces for general purpose use. Grade levels are kindergarten through 4th. grade.
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WILLIAMSTOWN HIGH SCHOOL
2016-2017
Grade Span 09-12

15-3280-050
 GLOUCESTER
 MONROE TWP
 700 N TUCKAHOE RD
 WILLIAMSTOWN, NJ 08094-8827

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



WILLIAMSTOWN HIGH SCHOOL

2016-2017

Grade Span 09-12

15-3280-050

GLOUCESTER

MONROE TWP

700 N TUCKAHOE RD

WILLIAMSTOWN, NJ 08094-8827

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.



WILLIAMSTOWN HIGH SCHOOL
2016-2017
Grade Span 09-12

15-3280-050
GLOUCESTER
MONROE TWP
700 N TUCKAHOE RD
WILLIAMSTOWN, NJ 08094-8827

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	520	474	441
10	425	491	464
11	438	427	478
12	433	433	414
Ungraded	25	19	22
Total	1841	1844	1819

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%	48%
Male	52%	52%	52%
Economically Disadvantaged Students	31%	32%	31%
Students with Disabilities	16%	16%	16%
English Learners	1%	0%	0%
Homeless Students			1%
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
White	66.6%
Black or African American	20.3%
Hispanic	7.8%
Asian	3.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.5%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1818
Shared Time Students	1
Full Time Equivalent	1819

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	99.6%
Other	0.5%



WILLIAMSTOWN HIGH SCHOOL
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Grade Span 09-12

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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	868	98.5	35.50	47.60	54.90	35.5	31.1	Met Target
White	605	98.1	37.70	49.60	63.90	37.7	31.8	Met Target
Hispanic	65	98.6	26.20	35.60	39.80	26.2	29.5	Met Target†
Black or African American	157	99.4	27.40	40.80	35.20	27.4	27.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	28	100.0	67.90	69.70	80.70	67.9	49.7	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	40.90	54.90	*	**	**
Female	425	98.0	47.60	55.50	62.20	47.6		
Male	443	98.9	24.00	40.30	48.10	24		
Economically Disadvantaged Students	272	98.0	21.70	31.90	36.20	21.7	19.6	Met Target
Non-Economically Disadvantaged Students	596	98.7	41.80	54.80	65.80	41.8		
Students with Disabilities	144	96.8	*	*	20.50	*	9.3	Met Target†
Students without Disabilities	724	98.8	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



WILLIAMSTOWN HIGH SCHOOL
2016-2017
Grade Span 09-12

15-3280-050
 GLOUCESTER
 MONROE TWP
 700 N TUCKAHOE RD
 WILLIAMSTOWN, NJ 08094-8827

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	445	737	737	749	14%	19%	31%	32%	4%	36%	52%
White	298	739	739	757	14%	16%	31%	34%	4%	39%	62%
Hispanic	45	730	730	733	*	*	42%	24%	0%	24%	35%
Black or African American	78	728	728	730	18%	33%	19%	30%	0%	30%	30%
Asian, Native Hawaiian, or Pacific Islander	15	768	768	777	0%	*	*	*	*	73%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	227	747	747	756	*	13%	31%	*	*	49%	60%
Male	218	727	727	741	*	24%	30%	*	*	23%	43%
Economically Disadvantaged Students	137	726	726	731	22%	24%	34%	*	*	20%	32%
Non-Economically Disadvantaged Students	308	742	742	758	11%	16%	30%	*	*	43%	62%
Students with Disabilities	74	703	703	714	*	*	*	*	*	*	13%
Students without Disabilities	371	744	744	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



WILLIAMSTOWN HIGH SCHOOL

2016-2017

Grade Span 09-12

15-3280-050

GLOUCESTER

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700 N TUCKAHOE RD

WILLIAMSTOWN, NJ 08094-8827

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	455	731	731	743	24%	18%	24%	29%	5%	34%	46%
White	318	733	733	749	20%	18%	25%	30%	7%	37%	52%
Hispanic	26	728	728	728	*	*	*	*	0%	31%	34%
Black or African American	90	720	720	725	37%	*	23%	22%	*	24%	31%
Asian, Native Hawaiian, or Pacific Islander	15	750	750	774	*	*	*	*	0%	60%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	214	740	740	752	18%	*	22%	37%	*	45%	54%
Male	241	723	723	734	29%	*	27%	22%	*	25%	39%
Economically Disadvantaged Students	151	715	715	726	40%	17%	21%	22%	0%	22%	32%
Non-Economically Disadvantaged Students	304	739	739	751	16%	18%	26%	33%	8%	41%	54%
Students with Disabilities	73	696	696	704	*	*	*	*	*	*	12%
Students without Disabilities	382	737	737	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	694	*	*	*	*	*	*	*



WILLIAMSTOWN HIGH SCHOOL

2016-2017

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15-3280-050

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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	434	719	719	736	28%	28%	27%	*	*	16%	38%
White	286	720	720	738	27%	28%	28%	*	*	16%	40%
Hispanic	34	722	722	731	29%	*	32%	*	0%	21%	34%
Black or African American	93	716	716	728	33%	27%	26%	*	*	14%	30%
Asian, Native Hawaiian, or Pacific Islander	11	726	726	756	*	*	*	*	0%	36%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	10	709	709	731	*	*	*	*	*	*	36%
Female	204	729	729	744	*	30%	31%	*	*	24%	46%
Male	230	710	710	729	*	26%	24%	*	*	10%	31%
Economically Disadvantaged Students	133	716	716	729	29%	29%	29%	*	*	12%	32%
Non-Economically Disadvantaged Students	301	720	720	740	28%	27%	27%	*	*	18%	42%
Students with Disabilities	64	695	695	709	*	*	*	*	*	*	12%
Students without Disabilities	370	723	723	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	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.

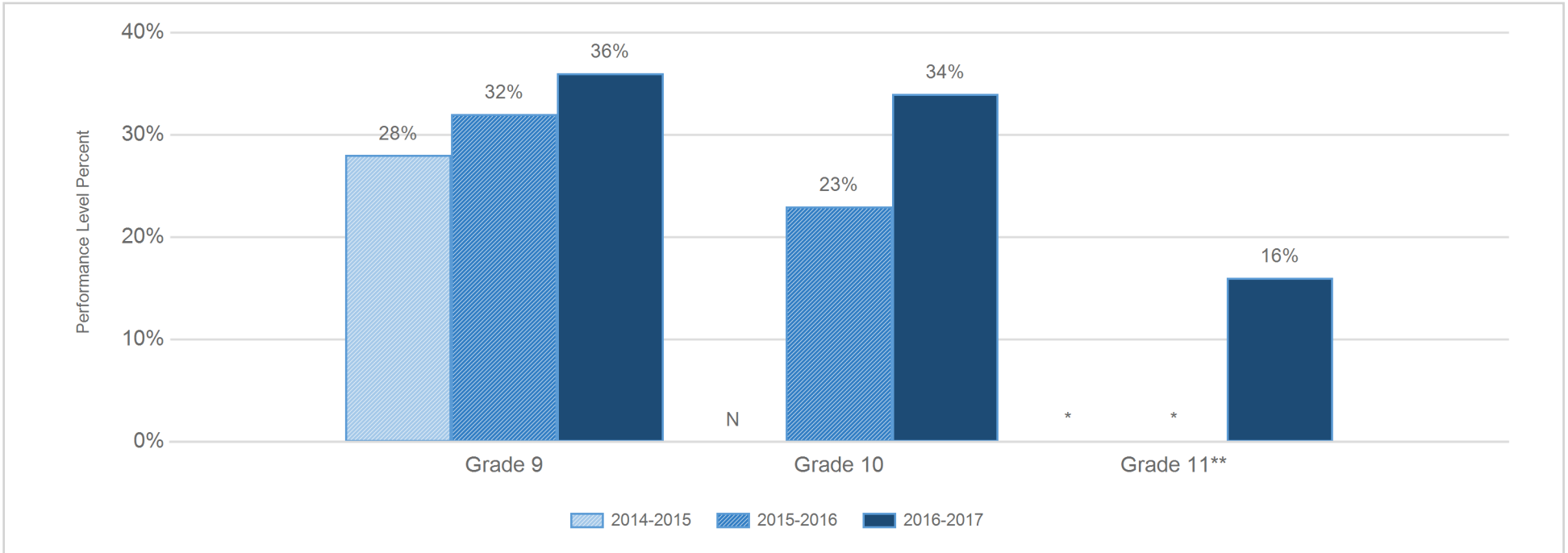


WILLIAMSTOWN HIGH SCHOOL
2016-2017
Grade Span 09-12

15-3280-050
GLOUCESTER
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WILLIAMSTOWN, NJ 08094-8827

English Language Arts/Literacy Assessment - Performance Trends

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



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



WILLIAMSTOWN HIGH 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	770	98.4	25.30	40.30	43.50	25.3	27.8	Met Target†
White	547	98.2	27.20	42.60	52.40	27.2	29.7	Met Target†
Hispanic	60	97.1	15.00	30.60	27.60	15	15.1	Met Target†
Black or African American	126	99.3	19.80	30.70	21.70	19.8	24.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	27	100.0	40.70	65.70	75.60	40.7	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	384	98.0	25.00	40.00	44.10	25		
Male	386	98.8	25.70	40.60	42.90	25.7		
Economically Disadvantaged Students	221	97.2	18.60	28.20	25.10	18.6	19.2	Met Target†
Non-Economically Disadvantaged Students	549	98.9	28.10	45.80	54.30	28.1		
Students with Disabilities	84	93.7	*	*	16.50	*	14.5	Not Met
Students without Disabilities	686	99.0	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



WILLIAMSTOWN HIGH SCHOOL
2016-2017
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GLOUCESTER
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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	374	728	739	743	14%	29%	37%	20%	0%	20%	42%
White	231	728	742	751	14%	28%	36%	22%	0%	22%	52%
Hispanic	45	730	*	728	*	*	58%	*	0%	13%	24%
Black or African American	77	723	*	724	17%	39%	27%	17%	0%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	164	732	744	744	10%	29%	37%	24%	0%	24%	43%
Male	210	725	735	741	18%	28%	37%	17%	0%	17%	40%
Economically Disadvantaged Students	151	720	*	727	21%	34%	28%	17%	0%	17%	23%
Non-Economically Disadvantaged Students	223	733	*	751	9%	25%	44%	22%	0%	22%	52%
Students with Disabilities	72	704	*	714	*	*	*	*	*	*	10%
Students without Disabilities	302	733	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



WILLIAMSTOWN HIGH SCHOOL
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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	472	729	729	734	*	29%	43%	17%	*	18%	30%
White	326	732	732	740	*	26%	46%	21%	*	21%	38%
Hispanic	37	725	725	722	*	*	*	*	*	*	14%
Black or African American	83	719	719	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	744	744	758	*	*	*	*	*	41%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	248	730	730	735	*	29%	46%	17%	*	18%	31%
Male	224	728	728	733	*	30%	41%	18%	*	19%	30%
Economically Disadvantaged Students	136	723	723	721	*	42%	38%	10%	*	10%	13%
Non-Economically Disadvantaged Students	336	732	732	740	*	24%	46%	20%	*	21%	39%
Students with Disabilities	54	712	712	711	*	*	*	*	*	*	*
Students without Disabilities	418	731	731	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	*	*	*	704	*	*	*	*	*	*	*



WILLIAMSTOWN HIGH SCHOOL

2016-2017

Grade Span 09-12

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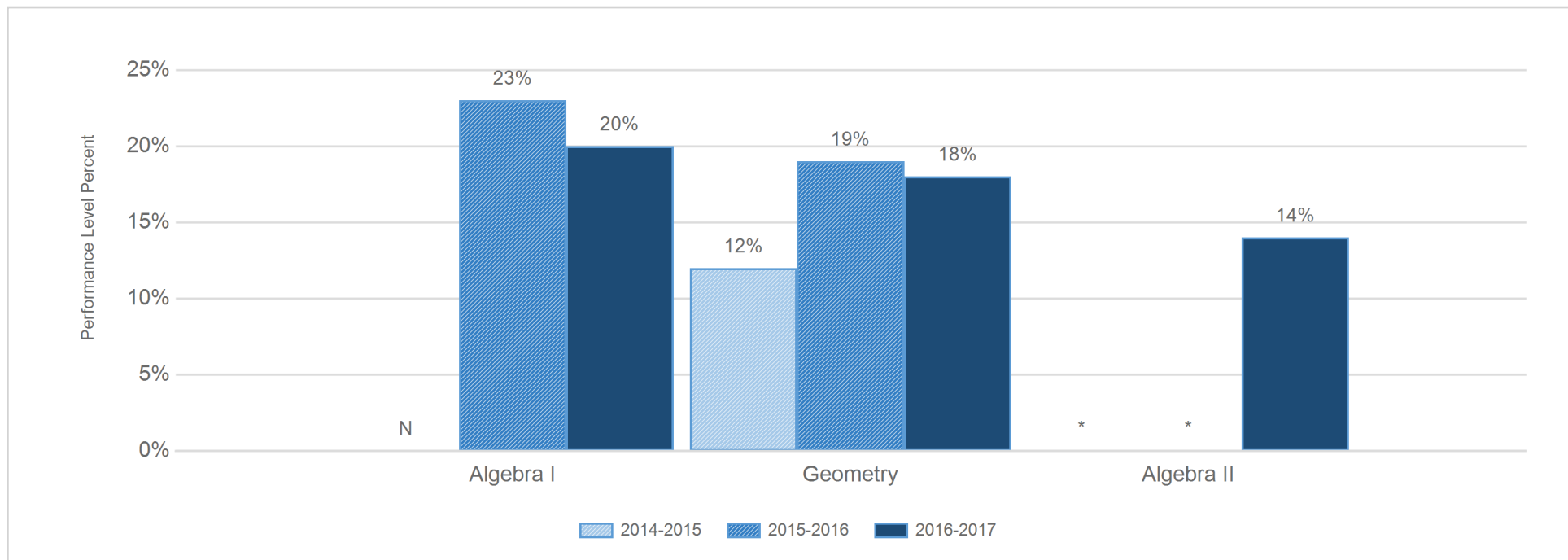
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	709	709	725	41%	31%	14%	*	*	14%	28%
White	224	710	710	731	39%	31%	*	15%	*	16%	33%
Hispanic	16	707	707	710	*	*	*	*	*	*	14%
Black or African American	68	703	703	703	47%	29%	*	*	0%	10%	*
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	*	*	*	718	*	*	*	*	*	*	25%
Female	149	711	711	725	36%	33%	*	*	*	11%	27%
Male	171	707	707	725	45%	30%	*	*	*	17%	29%
Economically Disadvantaged Students	83	705	705	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	237	710	710	733	*	*	*	*	*	*	35%
Students with Disabilities	21	699	699	692	*	*	*	*	*	*	*
Students without Disabilities	299	709	709	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	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
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.

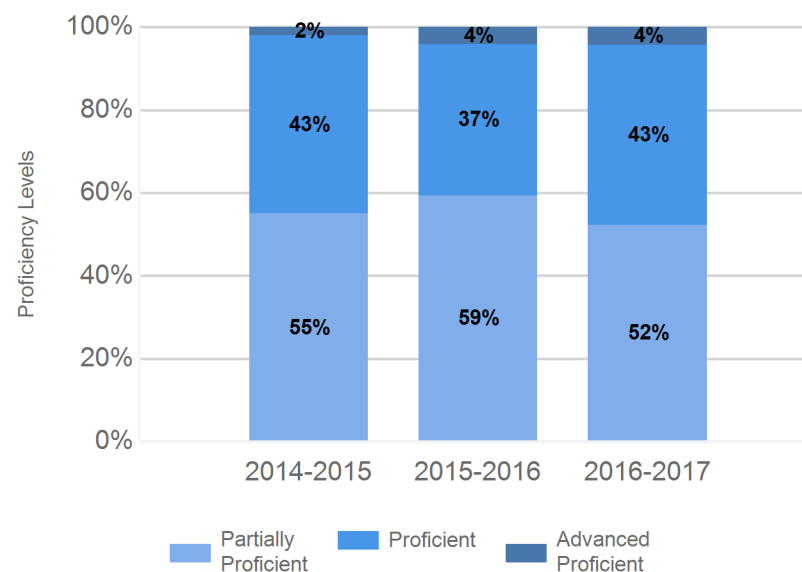
Biology Assessment - Performance

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	4%	43%	52%
White	5%	46%	49%
Hispanic	N	39%	61%
Black or African American	1%	38%	61%
Asian, Native Hawaiian, or Pacific Islander	21%	*	42%
American Indian or Alaska Native	N	N	*
Two or More Races	N	*	*
Economically Disadvantaged Students	1%	33%	66%
Students with Disabilities	1%	24%	75%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	86.8%	70.0%
Percentage of students taking the ACT	10.6%	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	463	481	Varies By Grade	62%	67%
PSAT - Math	461	483	Varies By Grade	34%	49%
SAT - Reading and Writing	546	551	480	86%	77%
SAT - Math	541	552	530	56%	58%
ACT - Reading	21	24	22	48%	65%
ACT - English	20	24	18	64%	79%
ACT - Math	21	24	22	43%	65%
ACT - Science	21	23	23	32%	54%



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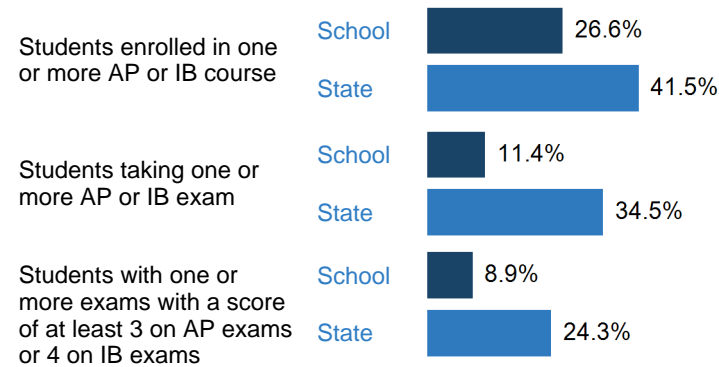
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

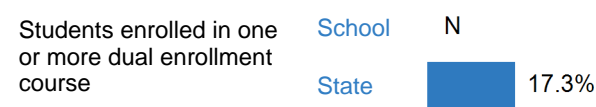
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	11
AP Calculus AB	62	18
AP Calculus BC	16	9
AP Chemistry	25	13
AP Computer Science A	5	1
AP English Language and Composition	11	10
AP English Literature and Composition	31	16
AP Physics 1	50	23
AP Physics C	16	0
AP Physics C: Mechanics	0	5
AP Psychology	71	41
AP Statistics	27	6
AP U.S. Government and Politics	17	4
AP U.S. History	74	25
Total Exams Taken		182
Exams with scores of at least 3 on AP exams or 4 on IB exams		140



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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/>.

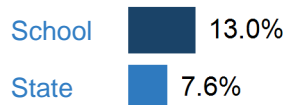
Career and Technical Education Participation

Industry-Valued Credentials Earned

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)



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.

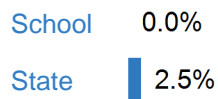
Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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

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





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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	249	93	0	0	0	0	95
10	73	284	78	0	0	0	35
11	10	108	244	51	44	1	31
12	3	25	50	93	75	64	122
Schoolwide	335	510	372	144	119	65	283
Enrolled in AP/IB Course					78	27	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	122	0	0	3	0	320
10	348	100	0	1	0	18
11	21	297	0	58	108	27
12	20	11	0	24	58	165
Schoolwide	511	408	0	86	166	530
Enrolled in AP/IB Course	18	25		0	66	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	437	1	0	0	0	68
10	11	452	0	0	0	30
11	6	469	0	70	53	95
12	3	34	0	91	51	109
Schoolwide	457	956	0	161	104	302
Enrolled in AP/IB Course	0	74	0	71	0	17

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	322	51	0	0	52	0	0
10	302	69	0	0	59	0	0
11	120	23	0	0	14	0	0
12	17	3	0	0	3	0	0
Schoolwide	761	146	0	0	128	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	131	46	0	0	30	0	0
Earned Seal of Biliteracy	*	*	0	0	0	0	*



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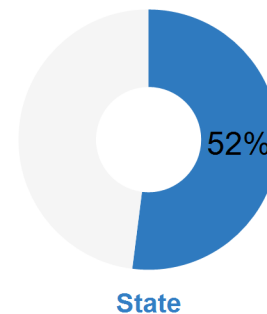
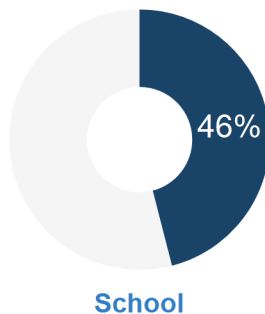
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Visual and Performing Arts – Course Participation

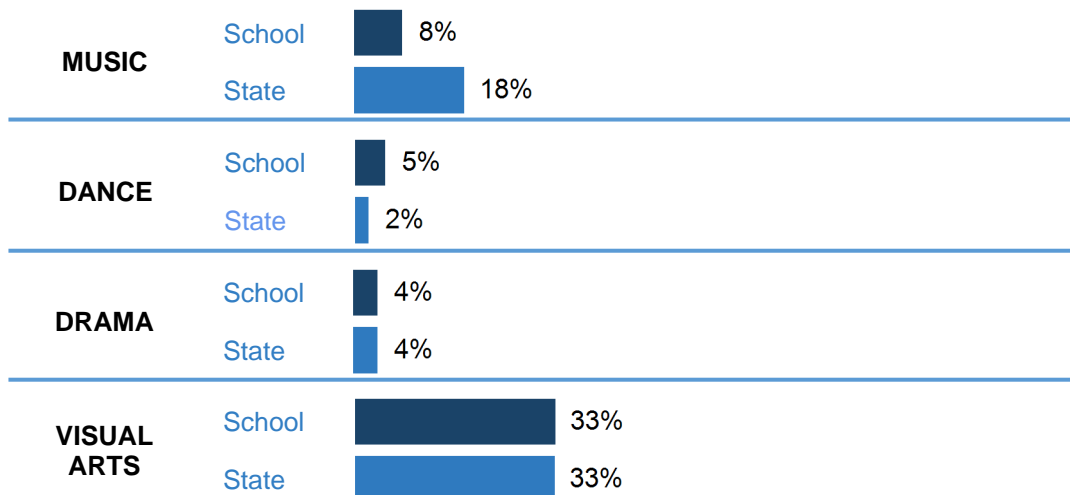
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	89.1%	90.5%	92.8%	91.8%	91.1%	88.6%	Met Target	89.6%	89.1%	Met Target
White	88.8%	94.5%	91.7%	95.1%	89.5%	87.6%	Met Target	87.8%	89.3%	Not Met
Hispanic	85.2%	84.3%	100.0%	86.3%	97.0%	N	Met Goal	96.2%	N	Met Goal
Black or African American	89.5%	83.4%	93.3%	85.3%	93.3%	92.2%	Met Target	95.4%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	92.3%	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	80.6%	83.9%	85.5%	85.6%	84.7%	83.1%	Met Target	85.3%	84.9%	Met Target
Students with Disabilities	84.6%	78.8%	79.5%	82.1%	75.0%	69.4%	Met Target	70.8%	77.7%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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	89.1%	-
2016	91.1%	92.8%
2015	88.3%	89.6%

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	2%	1.1%
2015-2016	2%	1.1%
2014-2015	3.1%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	64.1%	44%	56%
White	62%	53.8%	46.3%
Hispanic	52.2%	41.7%	58.3%
Black or African American	68.1%	26.6%	73.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	56.2%	45.8%	54.2%
Students with Disabilities	28.6%	93.8%	6.3%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	74.1%	46.1%	53.9%	83.3%	16.7%	76.3%	23.7%
White	73.8%	45.9%	54.1%	85%	15%	78.2%	21.8%
Hispanic	58.1%	44.4%	55.6%	83.3%	16.7%	66.7%	33.3%
Black or African American	78.6%	48.5%	51.5%	77.3%	22.7%	71.2%	28.8%
Asian, Native Hawaiian, or Pacific Islander	92.3%	41.7%	58.3%	83.3%	16.7%	83.3%	16.7%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	59.7%	59.5%	40.5%	89.2%	10.8%	87.8%	12.2%
Students with Disabilities	48.1%	60%	40%	72%	28%	76%	24%
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

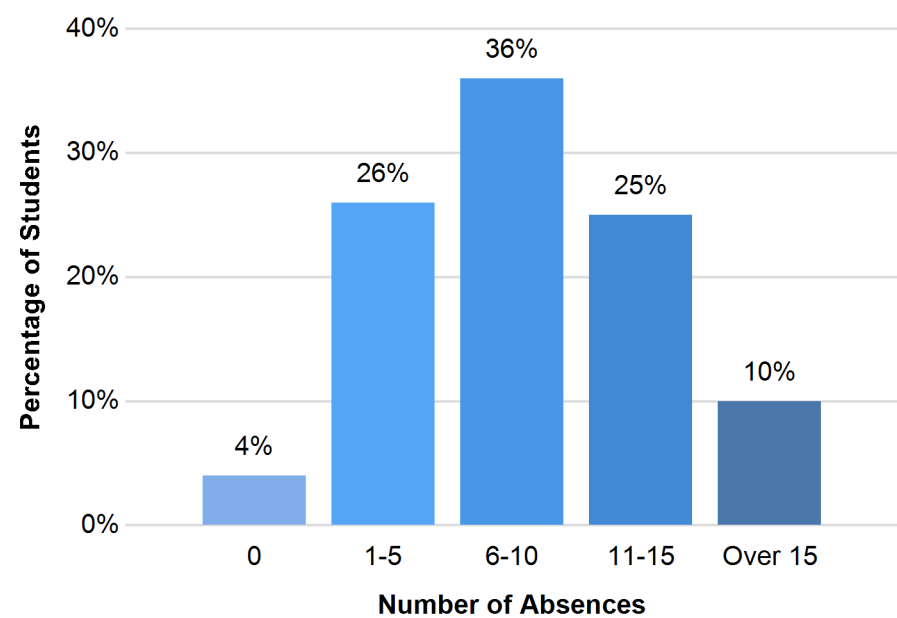
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	14.30	Met Target
White	7.10	14.30	Met Target
Hispanic	8.50	14.30	Met Target
Black or African American	8.00	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	13.80	14.30	Met Target
Economically Disadvantaged Students	13.70	14.30	Met Target
Students with Disabilities	18.50	14.30	Not Met
English Learners	N	**	**

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

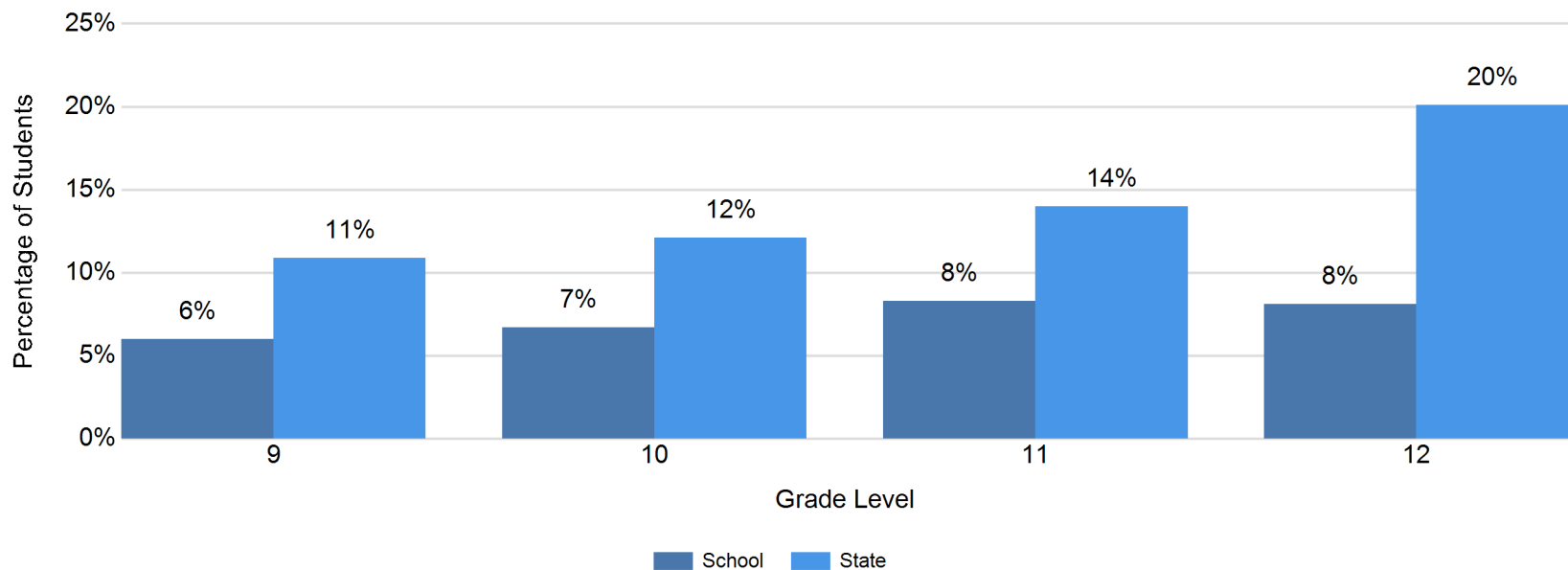
Days Absent

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



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	7:30AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 20 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	28
Vandalism	9
Weapons	6
Substances	32
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	86
Incidents Per 100 Students Enrolled	4.73

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	18.0%
Out-of-School Suspensions	1.9%
Any Suspension	20.0%

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	1:1	166.4 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)	\$458	\$11,460	\$11,918



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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	126	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,506
Average years experience in public schools	23.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	89%	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	303:1	215:1
Librarian/Media Specialists		859:1
Nurses		751:1
Counselors		401:1
Child Study Team		301:1



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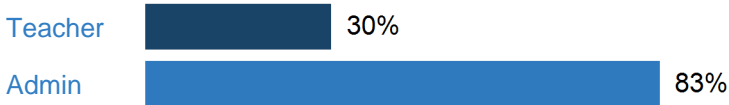
Teachers and Administrators - Level of Education

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

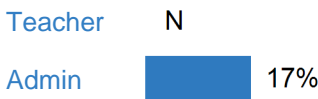
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	24.7	17.5%
Mathematics Proficiency	45.1	17.5%
Graduation - 4-Year	39.2	25.0%
Graduation - 5-Year	24.0	25.0%
Chronic Absenteeism	70.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.5
Summative Rating: Percentile rank of Summative Score		33.2
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	38.5	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	24.5	6.2	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	65.7	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Black or African American	73.4	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	44.5	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	32.7	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. JOHNSON	Email Address:	jjohnson@monroetwp.k12.nj.us
Address:	700 N TUCKAHOE RD WILLIAMSTOWN, NJ 08094-8827	Website:	http://www.monroetwp.k12.nj.us/HighSchool/
Phone:	(856)262-8200		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Integrating technology via 1:1 Chromebook initiative • Comprehensive educational programming including 6 collegiate academies • Offer 52 clubs/activities and 21 interscholastic athletic programs
 Mission, Vision, Theme:	<p>Williamstown High School is a four-year comprehensive high school with a focus on academic excellence. We provide an atmosphere where our students become responsible, productive citizens and lifelong learners. We strive to build a learning community in which students are provided a safe, supportive environment in which they are challenged to achieve their full potential. High expectations are communicated to students from all members of the school community.</p>
 Awards, Recognition, Accomplishments:	<p>4 State Champs & 15 National Qualifiers in DECA. Commended Student in the 2018 National Merit Scholarship Program. Finished in 2nd Place at the county Mock Trial competition. WHS Marching Band Regional Champs. WHS 2000 3rd AFJROTC Program awarded Distinguished Unit w/ Merit. Participated in SJ Honor Flight. Supported Red Cross with over 2,800 pints of blood donated. Added a new Teaching Academy.</p>



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Courses, Curriculum, Instruction:

We offer a comprehensive curriculum with over 200 course offerings including: College Prep, Honors, and AP courses. All curriculums are regularly updated and rewritten to reflect changes in state standards. Textbook usage varies by program with online learning beginning to dominate the classroom learning environment. Homework policies vary by department and can be accessed online by parents and students. National Honor Society offers after-school tutoring.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (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)

In addition to above offerings we also have a fall and winter cheer program which is co-ed. Special awards for athletic participation during 2016-2017 include: Conference Champs- Boys Soccer, Girls Soccer, Boys Track & Field. County Champs-Girls Volleyball, Boys Volleyball.



Clubs and Activities:

Williamstown High School offers over 52 different clubs and activities to meet the needs of our diverse student body. These clubs are a combination of co-curricular and extra-curricular and meet regularly. Several of these clubs/activities are competitive including: DECA, Mock Trial, Marching Band. Over 50% of our student population participates in these offerings.



Before and After School Programs:

Offer zero period for our Engineering Academy and ROTC students.



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Staff and Professional Learning:

Teachers and administrators participate in a variety of PD opportunities including: T&L Meetings, District PD Days, Contractual PD days, reimbursement of college courses, and online learning. Majority of staff have post-baccalaureate degrees and are currently enrolled in furthering their education.



Postsecondary Information:

83% of the Class of 2017 applied to study at the post-secondary level. 5% of the class opted to enlist in military service and 4% went on to attend trade school. Students have regular meetings with their assigned guidance counselors as they apply to colleges. Further support includes: SAT Prep classes, Financial Aid PLanning Sessions, College Fairs, etc. Our students have applied to and received acceptance letters from over 208 different post-secondary institutions



Student Supports and Services:

A range of programs are offered to students requiring additional academic supports. ELL students receive pull out/push in services. Students w/ IEPs have a full spectrum of accommodations including pullout/in-class support, and counseling. I&RS carries a caseload of students and meets regularly throughout the school year.



Student Health and Wellness:

Variety of healthy breakfast and lunch choices are offered daily to students and staff. All students participate in quarterly health classes. Physical education classes and after-school athletic activities provide students with opportunities for a range of physical activities.



Parent and Community Involvement:

PowerSchool offers a parent portal to ensure access to grades. The Guidance/Counseling Office offers night hours to meet with parents. Our parents also volunteer via booster clubs, Site Council, and parent involvement committee.



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Climate Surveys:

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

Fall Climate Survey resulted in overwhelming support in favor of the increased attention to the safe operation of the building. The teachers surveyed reported that the administrative support of BOE policies resulted in overall higher morale and increased ability to provide instruction. Follow up survey planned for the spring.



Facilities:

Opened in 1997, Williamstown High School is a 333,000 sq. ft. structure housing approximately 2000 students and 250 facility/staff/support personnel. The building has multiple science labs, industrial arts shop, digital arts studio, dance studio, a main gym, 2 auxiliary gyms and a theater that seats approximately 1100. The school sits on approximately 40 acres and shares some of the outdoor sports/physical education areas with Williamstown Middle School. Grades 9th. – 12th.




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School Narrative

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<div><div>Other Information:</div></div>	<p>Regular school hours are from 7:25AM to 2:11PM. The school day operates on a 9-period schedule (plus a zero period before homeroom). Zero period meets from 6:45AM to 7:25AM. All classes are 40 minutes in length. Students must meet a minimum of 120 credits for graduation. Seniors may opt to attend college courses via the Senior Option Program. The school adheres to state guidelines concerning emergency drills. Two drills are held per month (one fire drill/one emergency drill). Our school shares a Memorandum of Agreement with the local police department. This includes the services of a fulltime School Resource Officer. Our school's technology plan includes the first year of the school-wide 1:1 Chromebook Initiative. Each student has a laptop for school use. The teaching staff have been trained to seamlessly incorporate technology into instruction to enhance the learning experience for every student. Our student information system is PowerSchool. This program allows up-to-date communication between parents/guardians, students, and 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



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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
5	429	458	463
6	492	442	455
7	470	504	467
8	494	489	504
Ungraded	51	61	77
Total	1936	1954	1966

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%	48%
Male	52%	52%	52%
Economically Disadvantaged Students	34%	33%	33%
Students with Disabilities	18%	18%	17%
English Learners	0%	0%	0%
Homeless Students			1%
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
White	68.6%
Black or African American	17.2%
Hispanic	7.8%
Asian	3.3%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.7%

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	99.5%
Other	0.8%



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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	1813	97.9	50.00	47.60	54.90	50	43.3	Met Target
White	1263	97.6	51.60	49.60	63.90	51.6	45.1	Met Target
Hispanic	139	97.5	39.50	35.60	39.80	39.5	34.5	Met Target
Black or African American	305	98.8	43.90	40.80	35.20	43.9	34.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	56	100.0	75.00	69.70	80.70	75	64	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	40.90	54.90	43.1	41.8	Met Target
Female	862	97.6	58.60	55.50	62.20	58.6		
Male	951	98.2	42.30	40.30	48.10	42.3		
Economically Disadvantaged Students	566	97.0	32.10	31.90	36.20	32.1	29.4	Met Target
Non-Economically Disadvantaged Students	1247	98.3	58.10	54.80	65.80	58.1		
Students with Disabilities	346	97.3	14.70	*	20.50	14.7	13.3	Met Target
Students without Disabilities	1467	98.0	58.30	*	61.90	58.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	15	100.0	20.00	21.40	26.40	20		
Students In Foster Care	10	100.0	20.00	18.20	24.80	20		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	473	749	749	756	6%	15%	29%	44%	6%	50%	59%
White	321	751	751	763	6%	11%	32%	46%	6%	52%	69%
Hispanic	38	739	739	743	*	40%	*	37%	*	37%	44%
Black or African American	83	748	748	740	*	18%	24%	45%	*	51%	39%
Asian, Native Hawaiian, or Pacific Islander	13	767	767	779	*	*	*	*	*	69%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	17	731	731	757	*	*	*	*	0%	29%	60%
Female	231	755	755	761	*	14%	22%	55%	*	61%	66%
Male	242	744	744	750	*	17%	36%	34%	*	40%	53%
Economically Disadvantaged Students	151	737	737	740	*	26%	31%	29%	*	33%	40%
Non-Economically Disadvantaged Students	322	755	755	765	*	10%	28%	52%	*	58%	71%
Students with Disabilities	94	720	720	725	*	*	*	*	*	*	22%
Students without Disabilities	379	757	757	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance 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	471	741	741	752	7%	25%	30%	34%	4%	38%	54%
White	323	742	742	758	6%	23%	32%	35%	4%	39%	63%
Hispanic	39	740	740	740	*	*	26%	36%	*	39%	38%
Black or African American	74	732	732	736	*	38%	31%	22%	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	18	766	766	776	0%	*	*	67%	*	78%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	15	735	735	753	*	*	*	*	0%	27%	56%
Female	221	747	747	758	*	22%	29%	38%	*	46%	61%
Male	250	735	735	746	*	28%	31%	31%	*	32%	46%
Economically Disadvantaged Students	159	731	731	737	*	35%	31%	22%	*	24%	34%
Non-Economically Disadvantaged Students	312	746	746	761	*	20%	30%	40%	*	46%	65%
Students with Disabilities	87	715	715	722	*	*	*	*	*	*	17%
Students without Disabilities	384	747	747	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	471	741	741	753	7%	25%	30%	34%	4%	38%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	464	750	750	756	9%	12%	26%	37%	17%	53%	59%
White	316	750	750	764	9%	10%	27%	38%	17%	54%	69%
Hispanic	38	734	734	742	*	29%	26%	*	*	32%	44%
Black or African American	79	749	749	737	*	*	27%	37%	15%	52%	38%
Asian, Native Hawaiian, or Pacific Islander	16	770	770	784	0%	*	*	*	*	75%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	13	761	761	757	*	*	*	*	*	69%	59%
Female	223	755	755	764	5%	9%	29%	38%	19%	57%	68%
Male	241	746	746	749	12%	15%	22%	36%	15%	51%	51%
Economically Disadvantaged Students	143	735	735	739	15%	19%	36%	24%	7%	31%	40%
Non-Economically Disadvantaged Students	321	757	757	766	6%	9%	21%	42%	21%	64%	70%
Students with Disabilities	71	712	712	719	38%	27%	18%	*	*	17%	19%
Students without Disabilities	393	757	757	763	3%	10%	27%	*	*	60%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	505	756	756	757	7%	12%	26%	39%	17%	56%	59%
White	340	759	759	764	5%	11%	27%	40%	18%	58%	68%
Hispanic	38	747	747	742	*	*	*	32%	*	53%	44%
Black or African American	96	749	749	738	12%	12%	31%	32%	14%	46%	39%
Asian, Native Hawaiian, or Pacific Islander	20	773	773	786	0%	*	*	60%	*	80%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	10	755	755	758	0%	*	*	*	*	50%	60%
Female	235	767	767	766	5%	7%	20%	41%	27%	68%	68%
Male	270	747	747	749	8%	15%	31%	37%	9%	46%	50%
Economically Disadvantaged Students	159	740	740	739	*	16%	30%	36%	*	41%	40%
Non-Economically Disadvantaged Students	346	764	764	766	*	9%	24%	40%	*	63%	69%
Students with Disabilities	86	715	715	718	*	*	26%	12%	0%	12%	18%
Students without Disabilities	419	765	765	764	*	*	26%	44%	21%	65%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	*	*	*	721	*	*	*	*	*	*	21%

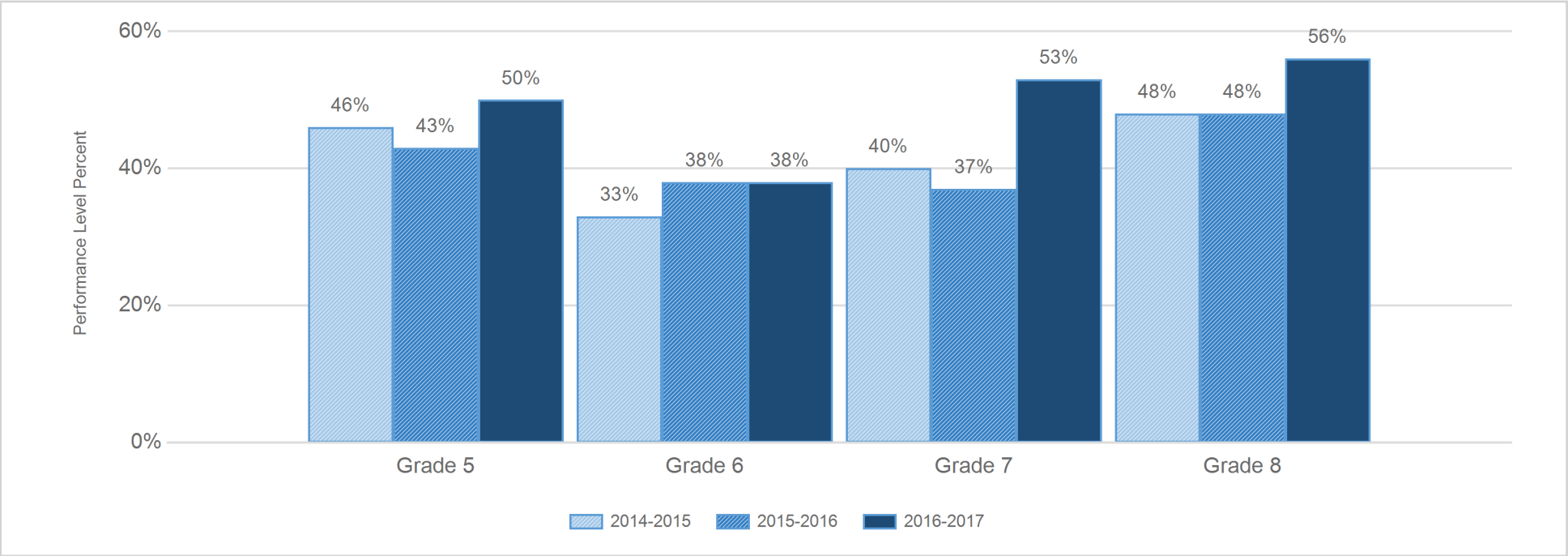


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1812	97.8	39.80	40.30	43.50	39.8	37.2	Met Target
White	1261	97.4	42.50	42.60	52.40	42.5	39.1	Met Target
Hispanic	140	98.1	29.20	30.60	27.60	29.2	30.9	Met Target†
Black or African American	305	98.5	28.80	30.70	21.70	28.8	24.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	56	100.0	71.40	65.70	75.60	71.4	69	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	33.40	44.90	25	33.7	Met Target†
Female	864	97.6	41.60	40.00	44.10	41.6		
Male	948	98.0	38.10	40.60	42.90	38.1		
Economically Disadvantaged Students	566	96.8	24.30	28.20	25.10	24.3	23.7	Met Target
Non-Economically Disadvantaged Students	1246	98.3	46.80	45.80	54.30	46.8		
Students with Disabilities	348	97.9	10.30	*	16.50	10.3	12.1	Met Target†
Students without Disabilities	1464	97.8	46.80	*	48.80	46.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	15	100.0	26.70	30.80	16.40	26.7		
Students In Foster Care	10	100.0	10.00	25.00	15.10	10		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	474	739	739	747	6%	21%	40%	30%	4%	34%	46%
White	321	740	740	754	6%	17%	41%	33%	3%	36%	57%
Hispanic	39	730	730	735	*	28%	46%	*	0%	18%	30%
Black or African American	83	737	737	729	*	27%	36%	29%	*	33%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	17	725	725	747	*	*	*	*	0%	12%	47%
Female	231	741	741	747	*	17%	42%	33%	*	36%	47%
Male	243	738	738	746	*	24%	37%	28%	*	32%	46%
Economically Disadvantaged Students	152	729	729	732	*	36%	32%	18%	*	21%	27%
Non-Economically Disadvantaged Students	322	744	744	756	*	13%	43%	36%	*	40%	59%
Students with Disabilities	95	716	716	725	*	*	*	*	*	*	19%
Students without Disabilities	379	745	745	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	468	740	740	743	9%	22%	30%	34%	5%	39%	44%
White	320	742	742	751	8%	19%	31%	38%	5%	43%	54%
Hispanic	39	737	737	731	*	26%	28%	31%	*	36%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	18	770	770	771	0%	*	*	*	*	78%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	15	732	732	745	*	*	*	*	0%	27%	46%
Female	220	742	742	745	8%	20%	32%	35%	6%	41%	45%
Male	248	739	739	742	11%	23%	29%	33%	4%	38%	43%
Economically Disadvantaged Students	158	730	730	728	*	30%	32%	22%	*	24%	24%
Non-Economically Disadvantaged Students	310	745	745	752	*	17%	30%	40%	*	47%	56%
Students with Disabilities	87	714	714	717	29%	38%	23%	*	*	10%	13%
Students without Disabilities	381	746	746	748	5%	18%	32%	*	*	45%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	468	740	740	745	9%	22%	30%	34%	5%	39%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	465	741	741	741	5%	19%	42%	31%	3%	34%	40%
White	317	740	740	748	*	17%	44%	33%	*	34%	49%
Hispanic	38	732	732	730	*	42%	32%	*	0%	24%	23%
Black or African American	79	741	741	726	*	19%	46%	25%	*	29%	19%
Asian, Native Hawaiian, or Pacific Islander	16	758	758	764	0%	*	*	*	*	56%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	13	747	747	740	0%	*	*	*	*	39%	39%
Female	224	739	739	743	*	18%	46%	30%	*	32%	41%
Male	241	742	742	740	*	20%	39%	32%	*	36%	38%
Economically Disadvantaged Students	143	730	730	729	*	29%	41%	20%	*	20%	22%
Non-Economically Disadvantaged Students	322	746	746	749	*	15%	43%	36%	*	40%	50%
Students with Disabilities	71	713	713	716	*	*	*	*	*	*	11%
Students without Disabilities	394	746	746	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	429	739	739	728	*	18%	30%	39%	*	40%	28%
White	283	743	743	736	*	15%	31%	44%	*	45%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	87	727	727	715	22%	23%	30%	25%	0%	25%	15%
Asian, Native Hawaiian, or Pacific Islander	16	763	763	747	*	*	*	*	*	69%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	194	741	741	730	*	20%	30%	41%	*	42%	30%
Male	235	737	737	725	*	17%	30%	37%	*	38%	26%
Economically Disadvantaged Students	156	731	731	719	*	*	32%	29%	*	30%	19%
Non-Economically Disadvantaged Students	273	744	744	734	*	*	29%	44%	*	45%	34%
Students with Disabilities	86	710	710	705	*	*	*	*	*	*	*
Students without Disabilities	343	746	746	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	713	*	*	*	*	*	*	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	795	739	743	0%	0%	0%	70%	30%	100%	42%
White	57	795	742	751	0%	0%	0%	67%	33%	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	42	795	744	744	0%	0%	0%	69%	31%	100%	43%
Male	34	795	735	741	0%	0%	0%	71%	29%	100%	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	76	795	*	745	0%	0%	0%	70%	30%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

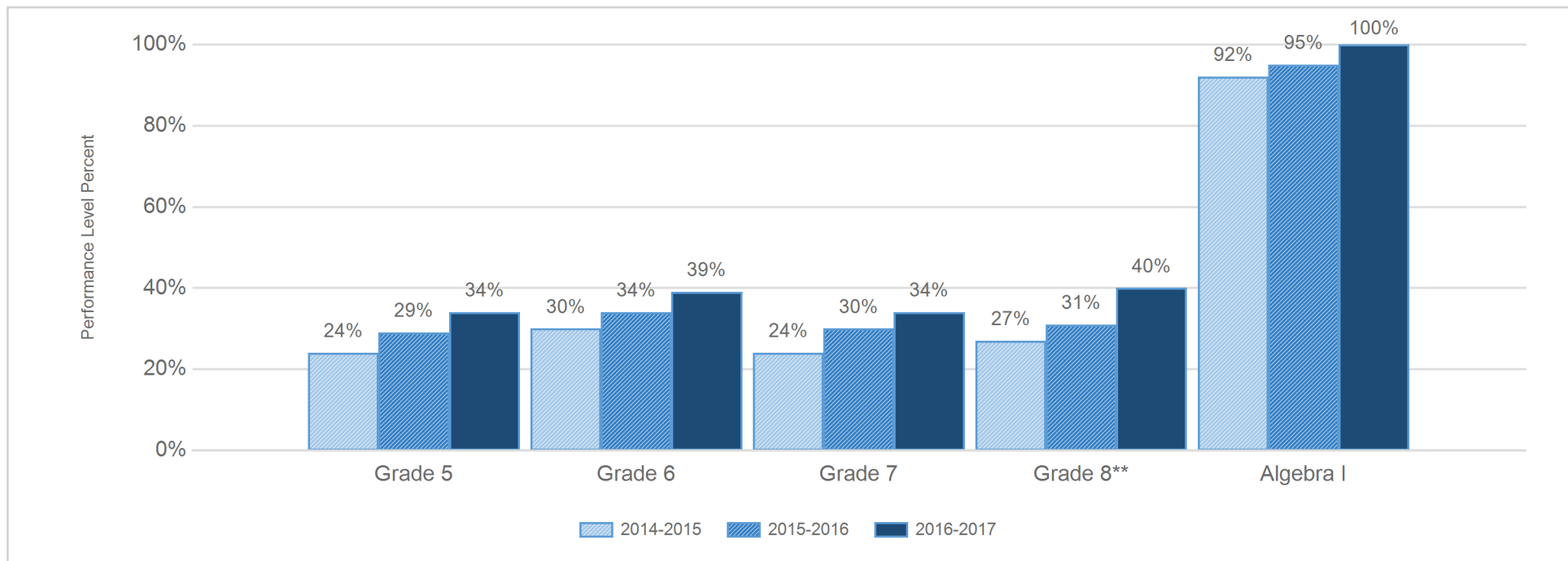


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	13	13
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.

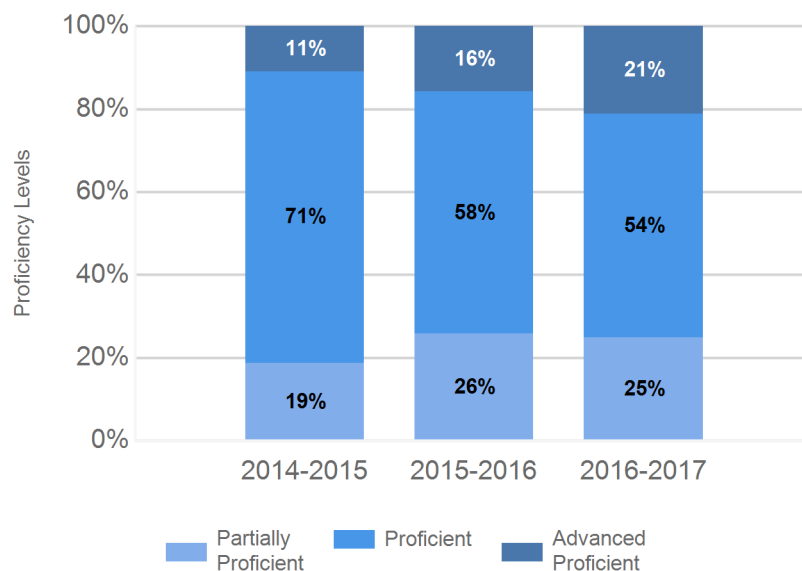
NJASK Science Assessment Performance: Grade 8

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	21%	54%	25%
White	25%	55%	20%
Hispanic	16%	43%	41%
Black or African American	7%	52%	41%
Asian, Native Hawaiian, or Pacific Islander	35%	50%	15%
American Indian or Alaska Native	N	*	N
Two or More Races	13%	*	7%
Economically Disadvantaged Students	9%	56%	36%
Students with Disabilities	3%	35%	62%
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	44	50	Met Target	55	55	50	Met Target
White	48	44	50	Met Target	54	55	52	Met Target
Hispanic	43	40.5	49	Met Target	57.5	57.5	47	Met Target
Black or African American	49.5	49	45	Met Target	55	54	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	46	42	60	Met Target	59.5	*	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Met Target	*	55	52	Met Target
Economically Disadvantaged	41	40	47	Met Target	52	52	46	Met Target
Students with Disabilities	39	38	41	Not Met	51	47	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



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

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

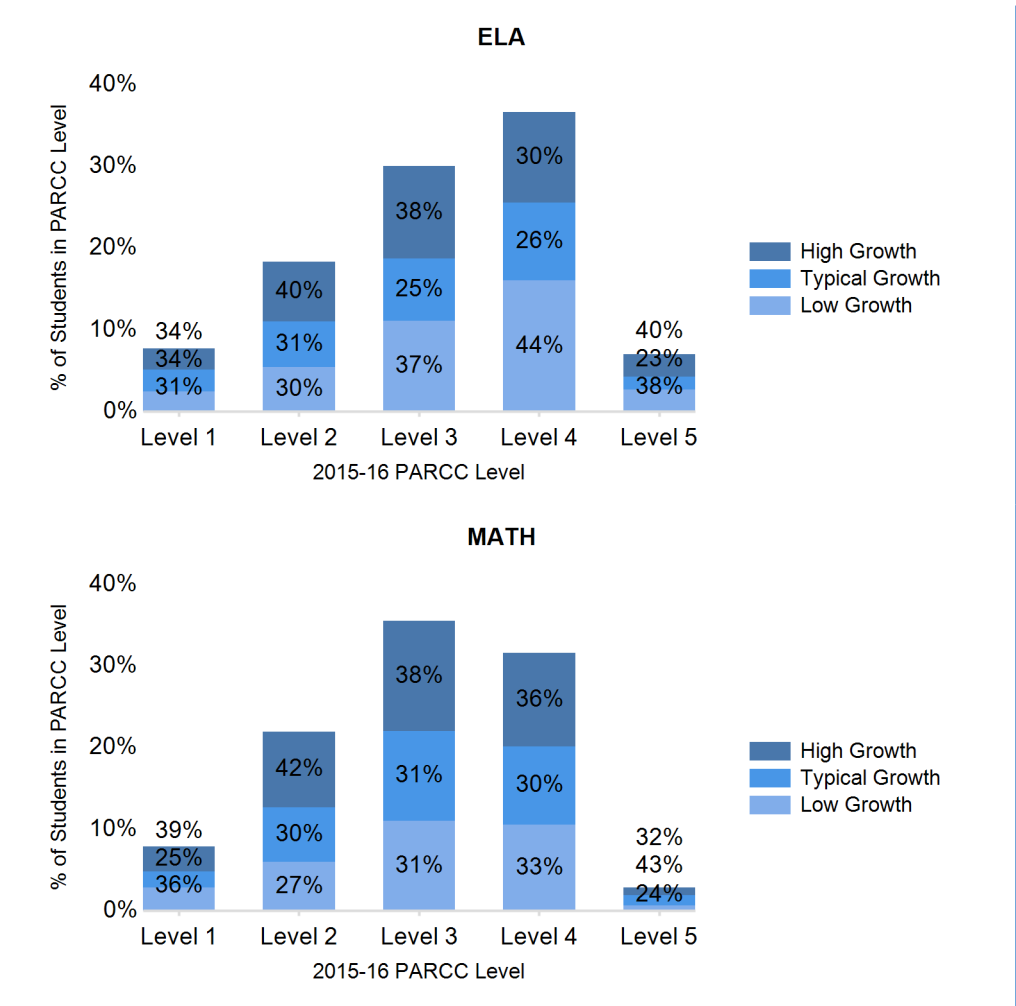
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

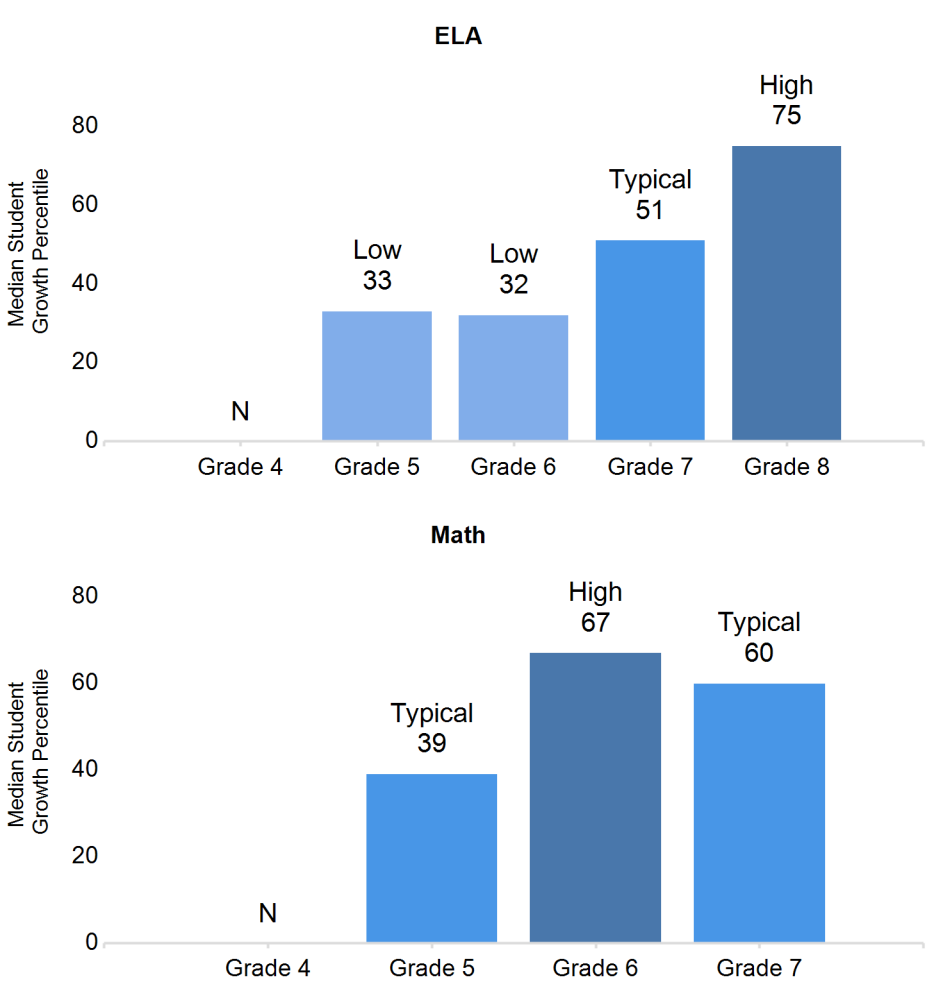
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	485
7	0	0	480
8	76	0	439
Schoolwide	76	0	1404

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	323	0	0	0	155	0	0
7	308	0	0	0	167	0	0
8	363	0	0	0	144	0	0
Schoolwide	994	0	0	0	466	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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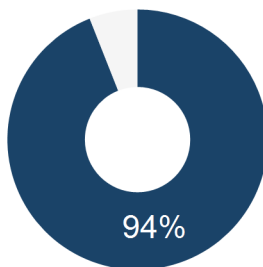
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Visual and Performing Arts – Course Participation

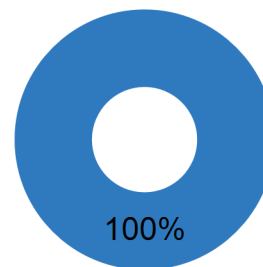
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

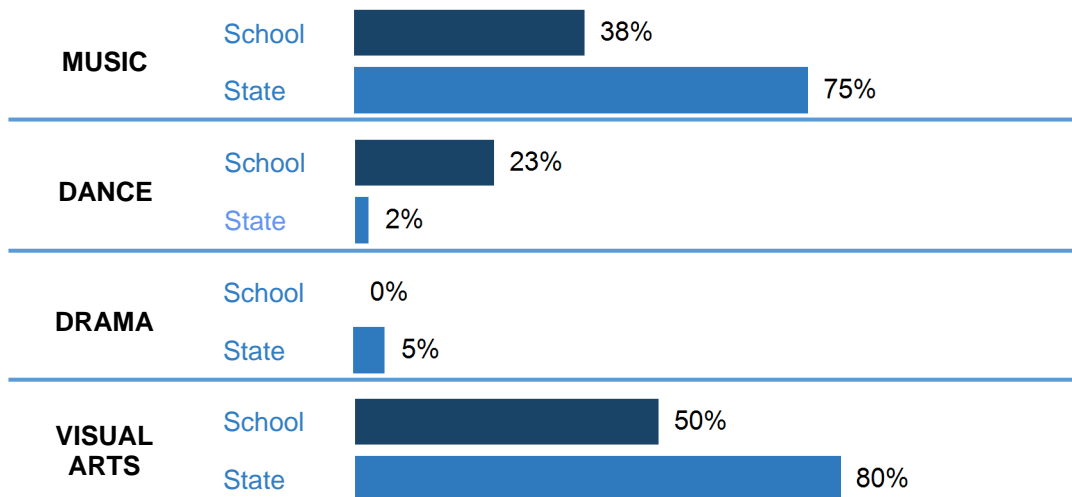


School



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

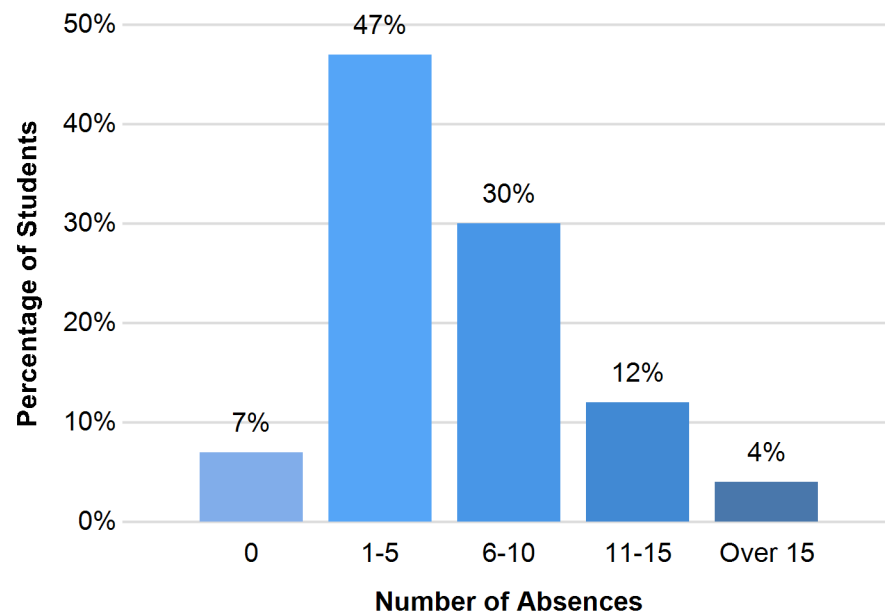
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.90	8.30	Met Target
White	2.50	8.30	Met Target
Hispanic	4.40	8.30	Met Target
Black or African American	4.40	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.70	8.30	Met Target
Economically Disadvantaged Students	7.30	8.30	Met Target
Students with Disabilities	7.90	8.30	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.



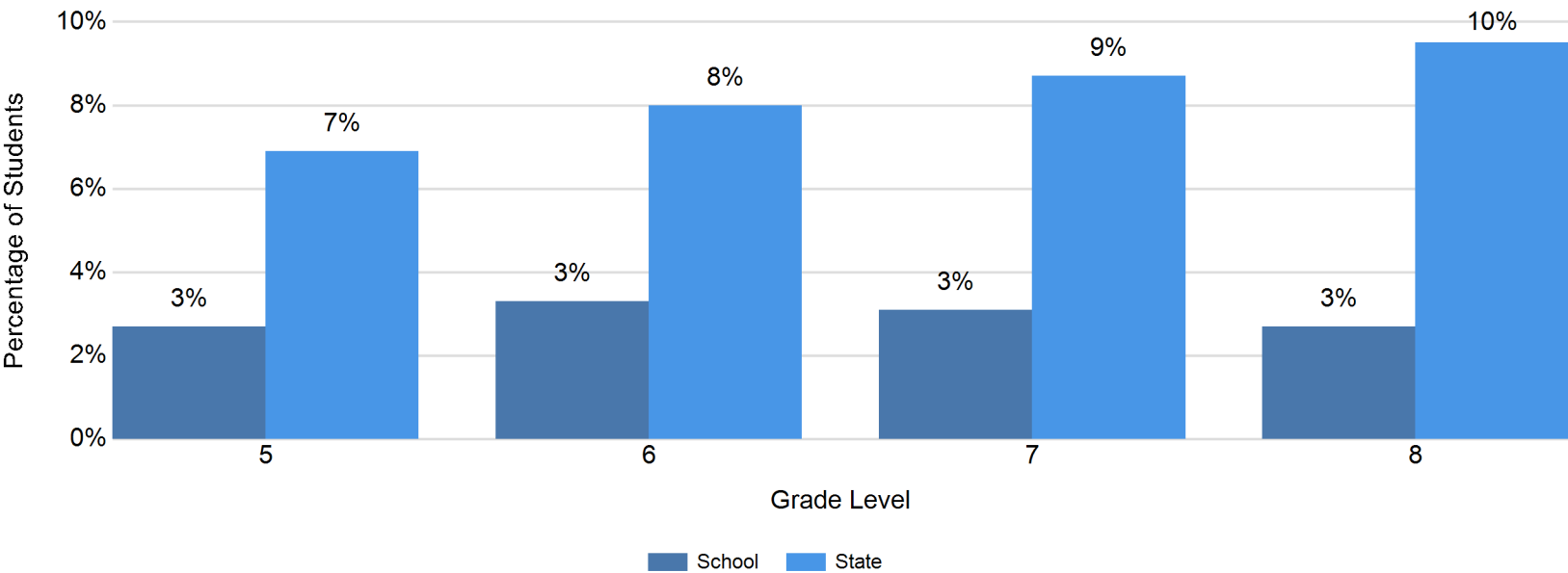


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Chronic Absenteeism by Grade

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	8:10AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	15
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	50
Total Unique Incidents	65
Incidents Per 100 Students Enrolled	3.31

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	11.1%
Out-of-School Suspensions	6.7%
Any Suspension	17.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	166.4 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)	\$458	\$11,460	\$11,918



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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	145	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	80%	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	28	9,506
Average years experience in public schools	23.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	89%	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	492:1	215:1
Librarian/Media Specialists		859:1
Nurses		751:1
Counselors		401:1
Child Study Team		301:1



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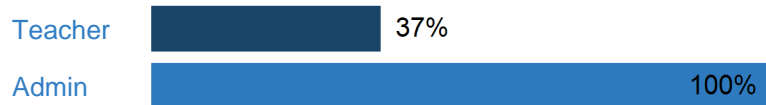
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	96%	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	96%



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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	33.2	17.5%
Mathematics Proficiency	32.7	17.5%
English Language Arts Growth	34.8	25.0%
Mathematics Growth	67.4	25.0%
Chronic Absenteeism	87.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.3
Summative Rating: Percentile rank of Summative Score		50.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	50.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	43.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	54.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	75.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	37.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	42.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Economically Disadvantaged Students	47.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	51.5	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Mericle	Email Address:	dmericle@monroetwp.k12.nj.us
Address:	561 CLAYTON RD WILLIAMSTOWN, NJ 08094	Website:	www.monroetwp.k12.nj.us
Phone:	(856)629-7444		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • One-to-one technology initiative in grades 5-8. Technology is seamlessly integrated into instructional practice • Award-winning art program including choir, band, percussion, jazz, musical theater • Competitive middle school sports program offered to students in grades 6-8
 Mission, Vision, Theme:	<p>Williamstown Middle School is an educational community comprised of students in grades five through eight, a competent and caring teaching staff, and involved parents. Our school program was crafted with the belief that every student is unique, has the potential to learn, and that learning is a life-long pursuit. Although nearly 2000 students attend Williamstown Middle School, we provide the ambiance of a small school by organizing our school into small learning communities called "cores".</p>
 Awards, Recognition, Accomplishments:	<p>Our award winning Community of Caring program and our Olweus Bullying Prevention Program provide a safe academic environment that supports a diverse student population. In the spring of 2013 we were recognized by the Character Education Partnership as a "Promising Practices" school for our BRAVES advisory periods, which are scheduled monthly and held school wide. In 2016, WMS joined a growing cohort of schools in New Jersey by implementing Positive Behavioral Supports in Schools.</p>







Williamstown Middle School
2016-2017
Grade Span 05-08

15-3280-110
 GLOUCESTER
 MONROE TWP
 561 CLAYTON RD
 WILLIAMSTOWN, NJ 08094

School Narrative

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 Courses, Curriculum, Instruction:	<p>Teams of teachers deliver instruction in language arts, math, science, and social studies. Fifth graders participate in related arts classes that explore technology, world language, physical education, art, and music. Grades 6-8 participate in daily health/physical education classes and a series of cycle classes during the year. The cycle classes include music, art, world language, digital media technology, film, animatronics, 3-D design, and robotics.</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Wrestling (Boys)</p> <p>We offer seven interscholastic middle school level sports for the athletically inclined, including cross country, field hockey, boys' and girls' basketball, wrestling, cheerleading, and track and field.</p>
 Clubs and Activities:	<p>We have a wide variety of extracurricular activities. We have a Renaissance Program that recognizes student achievement in academics, behavior, and service. Students with an interest in the performing arts may participate in our school musical, drama club, talent show, or by joining our award winning choir, band or art club. We offer seven interscholastic middle school level sports as well.</p>
 Before and After School Programs:	<p>The school district offers before and after-school care from 7 AM-6 PM. The "Just Kids" program, through Archway, provides reasonably-priced supervision and enrichment activities right in the school building.</p>







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 Staff and Professional Learning:	<p>There are 157 professional teaching members at Williamstown Middle School who continue to seek professional development each school year. All teachers are provided in-house professional development during the 6 scheduled days within the school calendar. Many teachers travel offsite for continued learning. Each month, teaching teams meet twice to collaborate and plan with content leaders within the district.</p>
 Student Supports and Services:	<p>There is a guidance department with a dedicated counselor to students at each of the four grade levels. The counselors provide targeted support to groups of students and lessons within the classrooms. A full-time Student Assistance Counselor is on campus and serves those students who need critical support. The SAC counselor also serves as the school's anti-bullying specialist.</p>
 Student Health and Wellness:	<p>Our school is involved with the New Jersey Middle School Peer Leadership Initiative whose purpose is to reduce the incidence of tobacco, alcohol, and marijuana use among middle school students. The Peer Leadership program employs a coordinated statewide strategy to support substance abuse prevention and education using a proven peer-to-peer outreach model. Fifth grade students actively participate in a 10-week Too Good for Drugs program under the direction of the Monroe Township Police Dept.</p>
 Parent and Community Involvement:	<p>Parents and teachers guide the direction of the school through participation on the School Improvement Team and the Parent Advisory Board. Our team approach of teachers, parents, administration, and community members has resulted in a successful, multi-faceted learning environment for our students.</p>



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Climate Surveys:

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

School Climate surveys are completed annually and guide the direction of school improvement initiatives. The recently implemented PBSIS program came about as a result of survey information that was gathered from students, parents, and staff members. Surveys are used to reflect upon programs in place and serve as agents of change in those programs.



Facilities:

Williamstown Middle School is now approximately 313,000 sq. ft. due to the many additions that were added over the years and is fully air-conditioned except for the original gym. The building houses about 2000 students and 222 faculty/staff/support personnel. The building has multiple science labs, 2 full size gyms, 2 auxiliary gyms and a theater that seats approximately 600. Grades 5th. – 9th.




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<div>Other Information:</div>	<p>Our award winning Community of Caring program has successfully reduced the incidents of bullying and harassment in the school. We utilize the Olweus Bullying Prevention Program to provide a safe academic environment that supports a diverse student population. In the spring of 2013 we were recognized by the Character Education Partnership as a “Promising Practices” school for our BRAVES advisory periods, which are scheduled monthly and held school wide. In 2016, WMS joined a growing cohort of schools in New Jersey by implementing Positive Behavioral Supports in Schools (PBSIS). Williamstown Middle School is committed to providing an environment that fosters a partnership approach to designing the best educational experience for its students. We have instituted advanced (PBSIS). programs for our students who excel in English Language Arts, social studies, science, mathematics, and world languages. We offer algebra to students in eighth grade who have demonstrated academic excellence in the area of mathematics. We support the latest technological advances and provide a one-to-one Chromebook environment for all of our students with our students in grades 6-8 being able to take their Chromebook home for use beyond the school day.</p>
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