




Clinton Elementary School
2016-2017
Grade Span KG-05

13-4900-060
ESSEX
SOUTH ORANGE-MAPLEWOOD
27 BERKSHIRE RD
MAPLEWOOD, NJ 07040-1429

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	111	86
1	102	93	109
2	82	99	94
3	87	80	94
4	97	93	82
5	93	90	94
Ungraded	7	7	11
Total	553	573	570

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%	46%	48%
Male	53%	54%	53%
Economically Disadvantaged Students	22%	21%	19%
Students with Disabilities	13%	13%	14%
English Learners	7%	8%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			3%

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	56.8%
Black or African American	21.9%
Hispanic	9.8%
Asian	6.5%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	4.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	88	111	86

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	88.6%
Spanish	3.9%
Haitian	3.0%
Chinese	1.2%
Other	3.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	246	96.6	69.90	66.60	54.90	69.9	67	Met Target
White	137	95.9	77.40	81.80	63.90	77.4	74.5	Met Target
Hispanic	12	100.0	33.30	43.10	39.80	33.3	**	**
Black or African American	56	96.8	55.30	41.30	35.20	55.3	47.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.30	78.60	80.70	69.3	**	**
American Indian or Alaska Native	N	N	N	33.40	53.70	N	**	**
Two or More Races	28	96.6	78.50	75.20	54.90	78.5	N	N
Female	124	97.7	74.20	74.50	62.20	74.2		
Male	122	95.4	65.60	59.30	48.10	65.6		
Economically Disadvantaged Students	48	98.0	48.00	35.70	36.20	48	41.2	Met Target
Non-Economically Disadvantaged Students	198	96.2	75.30	73.70	65.80	75.3		
Students with Disabilities	45	86.8	35.50	25.30	20.50	32.4	36.7	Met Target†
Students without Disabilities	201	99.1	77.60	74.20	61.90	77.6		
English Learners	10	100.0	30.00	24.70	25.20	30	**	**
Non-English Learners	236	96.5	71.60	67.60	57.40	71.6		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	33.30	24.80	N		
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 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	89	775	766	749	*	*	12%	54%	21%	75%	50%
White	58	787	779	759	0%	*	*	55%	29%	85%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	16	748	741	731	*	*	*	*	0%	56%	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	46	776	769	754	*	*	*	57%	*	78%	55%
Male	43	774	764	745	*	*	*	51%	*	72%	46%
Economically Disadvantaged Students	12	743	736	731	*	*	*	*	*	50%	31%
Non-Economically Disadvantaged Students	77	780	771	762	*	*	*	*	*	79%	63%
Students with Disabilities	14	753	*	720	*	*	*	*	0%	64%	24%
Students without Disabilities	75	779	*	755	*	*	*	*	25%	77%	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	*	*	*	734	*	*	*	*	*	*	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	73	780	776	753	*	*	16%	38%	41%	80%	56%
White	37	782	784	762	*	*	*	41%	43%	84%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	17	762	752	737	0%	*	*	*	*	65%	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	12	792	789	755	0%	0%	*	*	*	83%	56%
Female	41	779	782	758	0%	*	*	37%	42%	78%	61%
Male	32	782	769	749	0%	*	*	41%	41%	81%	51%
Economically Disadvantaged Students	11	755	749	737	*	*	*	*	*	64%	36%
Non-Economically Disadvantaged Students	62	785	781	764	*	*	*	*	*	82%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	73	780	776	755	*	*	16%	38%	41%	80%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	760	768	756	*	*	28%	54%	*	61%	59%
White	42	765	779	763	0%	*	26%	52%	*	64%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	23	752	750	740	*	*	*	52%	*	57%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	43	763	775	761	*	*	23%	61%	*	67%	66%
Male	40	756	762	750	*	*	33%	48%	*	55%	53%
Economically Disadvantaged Students	18	747	*	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	65	763	*	765	*	*	*	*	*	65%	71%
Students with Disabilities	14	733	732	725	*	*	*	*	*	21%	22%
Students without Disabilities	69	765	775	762	*	*	*	*	*	70%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	83	760	768	757	*	*	28%	54%	*	61%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

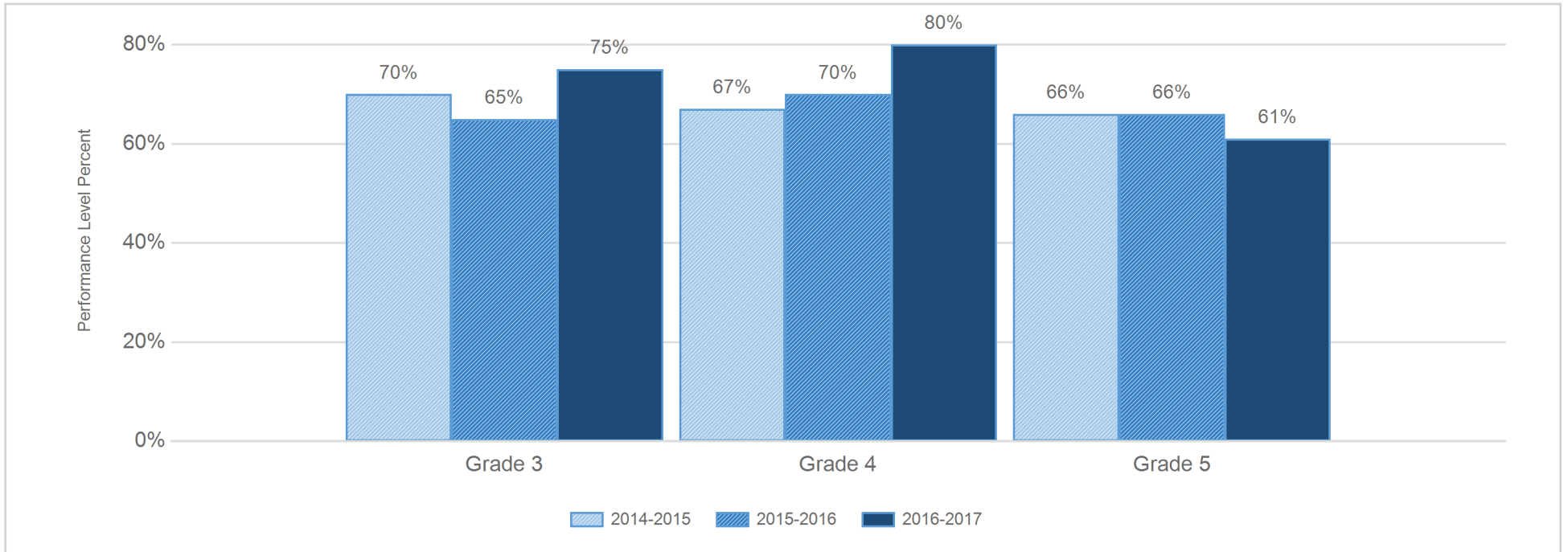


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	245	96.3	60.40	57.30	43.50	60.4	59	Met Target
White	136	95.2	69.80	74.30	52.40	69.8	66.1	Met Target
Hispanic	12	100.0	41.70	36.00	27.60	41.7	**	**
Black or African American	56	96.9	41.00	27.60	21.70	41	42.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	100.0	61.60	72.20	75.60	61.6	**	**
American Indian or Alaska Native	N	N	N	33.40	42.50	N	**	**
Two or More Races	28	96.6	60.70	67.90	44.90	60.7	N	N
Female	123	97.1	56.10	58.60	44.10	56.1		
Male	122	95.5	64.80	56.00	42.90	64.8		
Economically Disadvantaged Students	48	98.0	31.30	22.90	25.10	31.3	43.1	Not Met
Non-Economically Disadvantaged Students	197	95.9	67.50	65.10	54.30	67.5		
Students with Disabilities	44	84.9	29.50	19.50	16.50	26.3	25.9	Met Target
Students without Disabilities	201	99.1	67.20	64.00	48.80	67.2		
English Learners	10	100.0	20.00	27.10	23.30	20	**	**
Non-English Learners	235	96.1	62.10	58.00	45.20	62.1		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	14.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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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	88	765	761	751	*	*	22%	41%	25%	66%	53%
White	57	774	773	759	0%	*	*	49%	32%	81%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	16	742	738	733	*	*	*	*	*	38%	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	45	761	758	751	*	*	*	40%	*	60%	52%
Male	43	769	764	751	*	*	*	42%	*	72%	53%
Economically Disadvantaged Students	12	738	733	736	*	*	*	*	*	17%	34%
Non-Economically Disadvantaged Students	76	769	766	761	*	*	*	*	*	74%	65%
Students with Disabilities	13	753	*	729	*	*	*	*	*	62%	29%
Students without Disabilities	75	767	*	755	*	*	*	*	*	67%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	*	*	*	726	*	*	*	*	*	*	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	762	761	747	*	17%	*	50%	17%	67%	47%
White	37	768	770	755	0%	*	*	54%	*	73%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	18	741	737	729	*	*	*	*	*	50%	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	12	774	769	747	0%	*	0%	*	*	83%	48%
Female	44	755	761	747	*	*	*	50%	*	59%	47%
Male	32	772	761	747	*	*	*	50%	*	78%	48%
Economically Disadvantaged Students	11	748	735	732	*	*	*	*	*	46%	27%
Non-Economically Disadvantaged Students	65	765	766	757	*	*	*	*	*	71%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	746	753	747	*	23%	29%	38%	*	45%	46%
White	42	753	762	754	*	*	29%	43%	*	52%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	24	734	737	729	*	*	*	*	*	33%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	43	747	752	747	*	*	30%	37%	*	44%	47%
Male	41	746	753	746	*	*	27%	39%	*	46%	46%
Economically Disadvantaged Students	18	728	*	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	66	751	*	756	*	*	*	*	*	52%	59%
Students with Disabilities	14	717	726	725	*	*	*	*	*	*	19%
Students without Disabilities	70	752	757	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

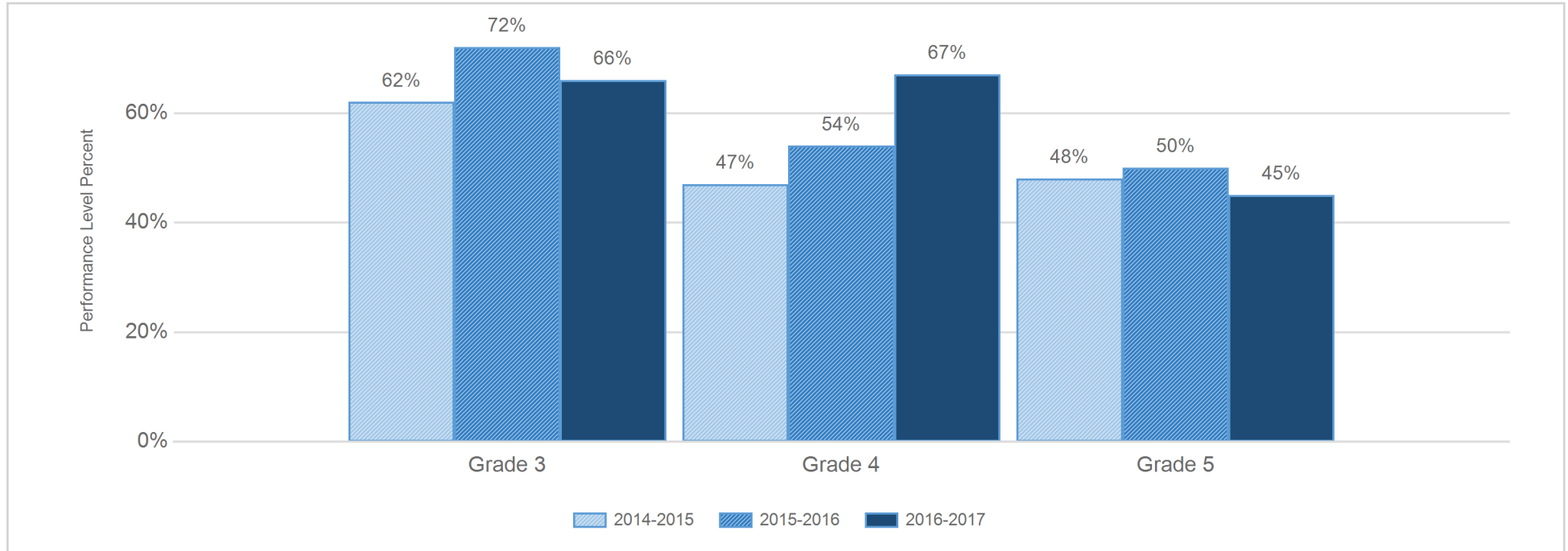


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	16	*	*
2	14	71.4%	28.6%
3	*	*	*
4	*	*	*
5+	N	N	N



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

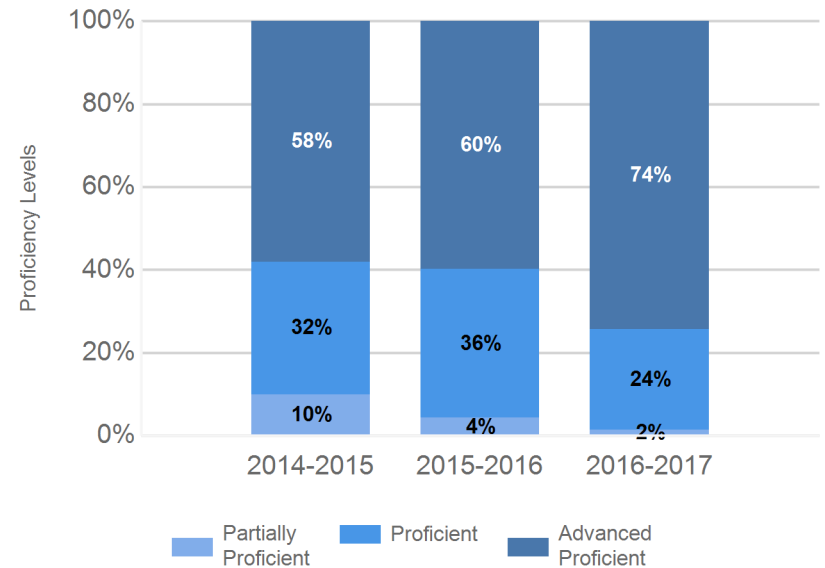
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	74%	24%	2%
White	87%	14%	N
Hispanic	*	*	N
Black or African American	46%	46%	9%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	N
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	42	50	Met Target	46	48	50	Met Target
White	50	45	50	Met Target	41	51	52	Met Target
Hispanic	*	*	49	**	*	45	47	**
Black or African American	44.5	39	45	Met Target	42	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	53.5	*	51	**	55.5	*	52	**
Economically Disadvantaged	46	35	47	Met Target	41	39	46	Met Target
Students with Disabilities	47	34	41	Met Target	47.5	44	43	Met Target
English Learners	*	48	53	**	*	49.5	51	**

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



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

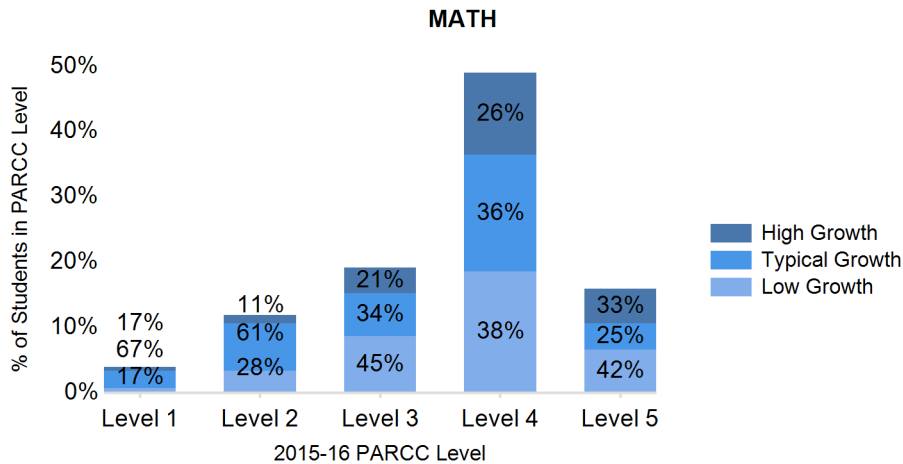
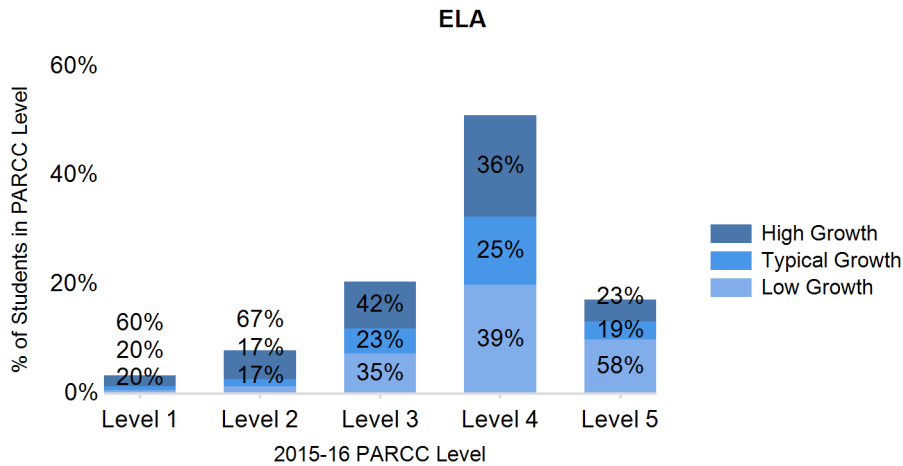
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

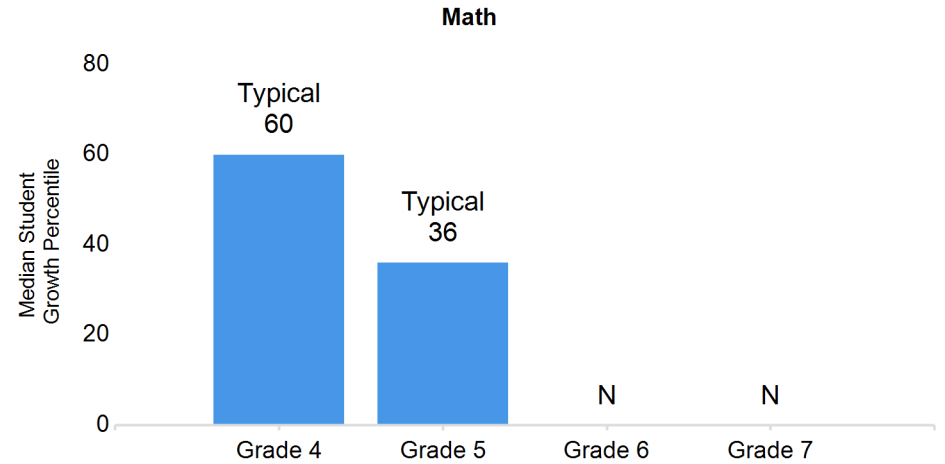
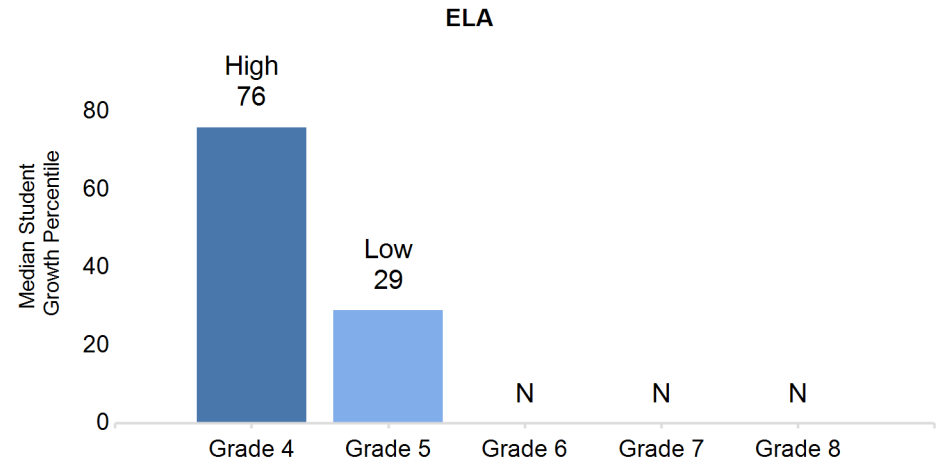
Student Growth by Performance Level

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.

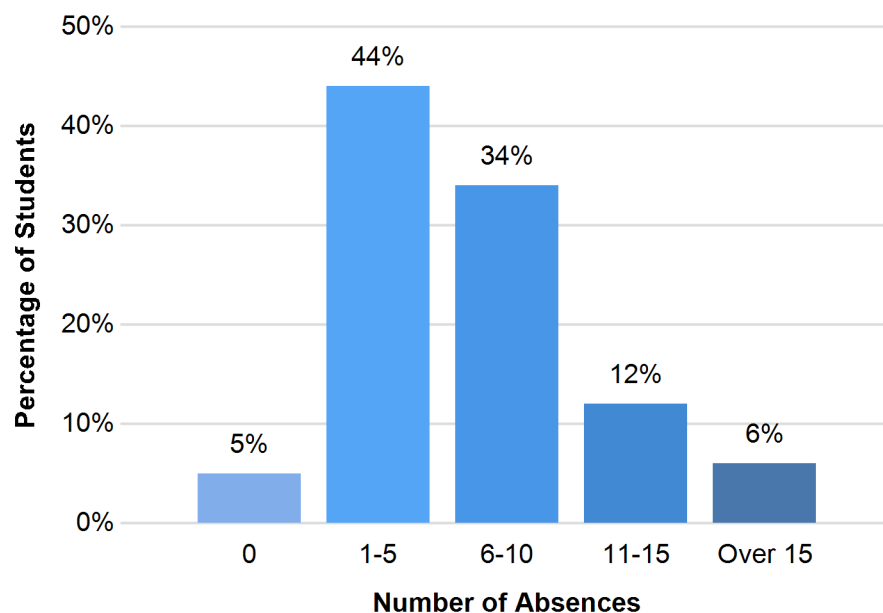
Chronic Absenteeism

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	8.40	Met Target
White	2.50	8.40	Met Target
Hispanic	10.70	8.40	Not Met
Black or African American	3.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.60	8.40	Met Target
Economically Disadvantaged Students	6.50	8.40	Met Target
Students with Disabilities	8.10	8.40	Met Target
English Learners	9.10	8.40	Not Met

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.



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

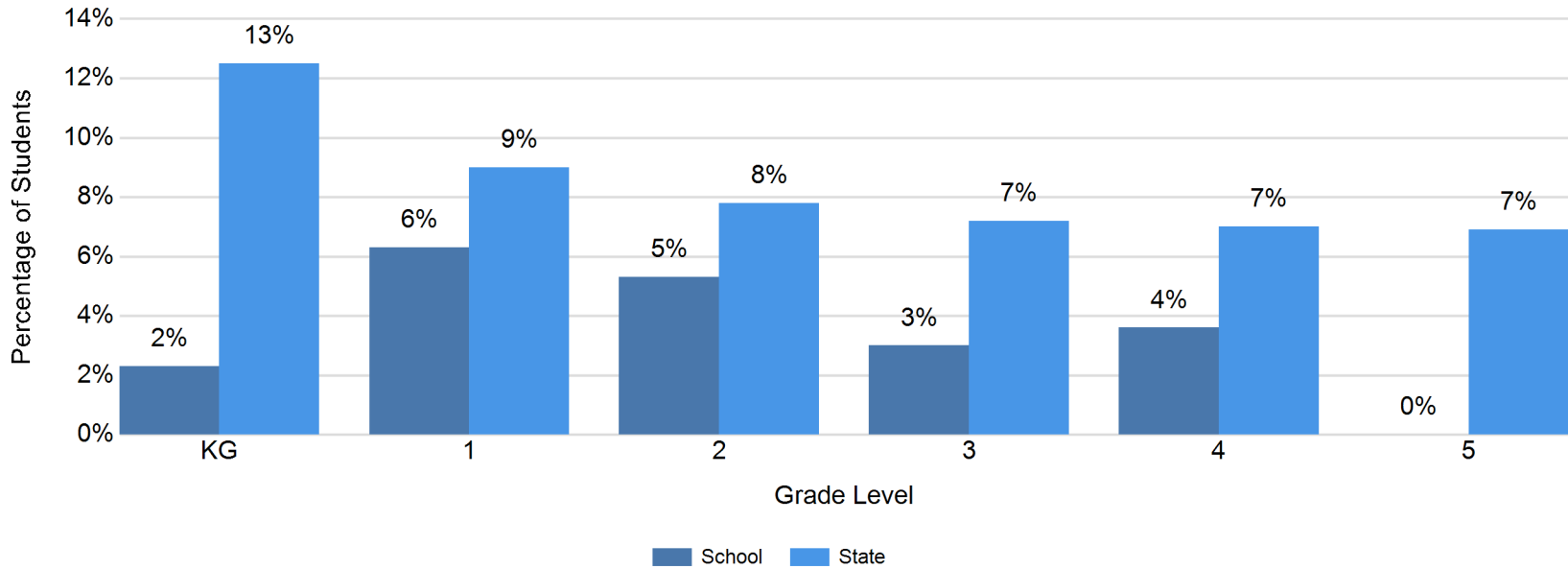


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 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	3
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.53

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	1.6%
Any Suspension	1.6%

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	1.6:1	144.1 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)	\$352	\$14,125	\$14,477



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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	46	120,724
Average years experience in public schools	8.9	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	70%	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	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	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	13:1
Administrators	285:1	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	64%	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	76.2	17.5%
Mathematics Proficiency	71.3	17.5%
English Language Arts Growth	45.7	25.0%
Mathematics Growth	34.3	25.0%
Chronic Absenteeism	79.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.8
Summative Rating: Percentile rank of Summative Score		62.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	57.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	68.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	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	N	N	Met Target	**	**	No
Economically Disadvantaged Students	55.7	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	69.1	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Bodnar	Email Address:	abodnar@somsd.k12.nj.us
Address:	27 BERKSHIRE RD MAPLEWOOD, NJ 07040-1429	Website:	https://www.somsd.k12.nj.us/Page/2089
Phone:	(973)378-7686		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Clinton Elementary is a "Leader in Me" School. We empower our students to learn to lead themselves and others. • In 2016 Clinton became a national "Let's Move Active School" recipient. • Clinton School is the district elementary school for the Language Learners program.
 <p>Mission, Vision, Theme:</p>	<p>At Clinton, we never lose focus of our primary goal, educating the whole child. We are dedicated to educating our whole community in cultural competency and bias awareness. We work to establish an environment where students model respect, responsibility, caring, honesty and citizenship for each other. Every student has a voice and is empowered to become a leader and actively influence his/her school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In 2016 Clinton School became a national Let's Move Active School award recipient.</p>





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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Students receive instruction in Language Arts, Math, Science, Social Studies, World Languages, Library/Technology, Physical Education, Art, and Vocal Music. In grade four they may also participate in Chorus. In grade five, they may participate in Instrumental Music and Chorus. Supplementary instruction is provided for students who need assistance in Reading and Math, Speech, and also for our English Language Learners.</p>
 <p>Before and After School Programs:</p>	<p>Our Beyond the Bell after school enrichment program provides students with opportunities to learn and play in a variety of areas including: cooking, athletics, science, dance, theater, cheer, Legomania, chess, coding, frisbee, and art.</p>






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School Narrative

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

 <p>Student Supports and Services:</p>	<p>Clinton School is the district elementary school for the English Language Learners program. Over twenty-five different nationalities and ten different languages are represented within the Clinton population. The Elementary Social Work Program- Services include crisis intervention, child and family counseling, as well as group counseling. Our social worker also facilitates our student government comprised of fourth and fifth grade student representatives and our fifth grade student council.</p>
 <p>Student Health and Wellness:</p>	<p>At Clinton we understand the need for students to move throughout the day including before and after school. We also understand the benefits of healthy, active students and how it directly correlates with students learning to their full potential. Some ways Clinton students stay active are through 120 minutes of physical education per week, in class brain breaks, outdoor recess, creative play, and a kinesthetic classroom.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA diligently works with the school to enhance academic offerings for students through the donation of materials and resources, volunteerism, school beautification projects, cultural assemblies, and social events for our families. One ever-popular PTA initiative is our annual All-School Musical. Last year's musical included 350 Clinton students and was a smashing success.</p>



Columbia High School

2016-2017

Grade Span 09-12

13-4900-030

ESSEX

SOUTH ORANGE-MAPLEWOOD


17 PARKER AVE

MAPLEWOOD, NJ 07040-1327

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
9	547	504	522
10	446	498	468
11	454	415	490
12	447	425	397
Ungraded	15	12	10
Total	1908	1854	1887

Student Group	2014-15	2015-16	2016-17
Female	52%	53%	52%
Male	49%	47%	48%
Economically Disadvantaged Students	25%	21%	21%
Students with Disabilities	11%	11%	13%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

Racial and Ethnic Group	% of Students
White	47.9%
Black or African American	41.7%
Hispanic	5.5%
Asian	3.4%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.3%

Enrollment Trends by Full and Shared Time

Enrollment by Home Language

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.

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.

Enrollment Status	2016-17
Full Time Students	1877
Shared Time Students	18
Full Time Equivalent	1886

Home Language	% of Students
English	94.2%
Haitian	1.7%
Creoles and pidgins, French-based	1.2%
Spanish	1.1%
Other	2.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	608	69.2	60.20	66.60	54.90	43.8	25.9	Met Target
White	259	61.5	84.20	81.80	63.90	54.6	30.5	Met Target
Hispanic	28	71.8	60.80	43.10	39.80	45.8	22	Met Target
Black or African American	286	78.5	37.00	41.30	35.20	30.5	18.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.60	80.70	41.4	49.1	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	17	89.5	64.70	75.20	54.90	60.8	**	**
Female	289	65.1	65.40	74.50	62.20	44.7		
Male	319	73.5	55.50	59.30	48.10	42.9		
Economically Disadvantaged Students	162	78.6	38.90	35.70	36.20	*	14.6	Met Target
Non-Economically Disadvantaged Students	446	66.4	68.00	73.70	65.80	*		
Students with Disabilities	102	71.8	29.40	25.30	20.50	22.2	13.1	Met Target
Students without Disabilities	506	68.7	66.40	74.20	61.90	48		
English Learners	22	91.7	*	24.70	25.20	*	8.7	Met Target
Non-English Learners	586	68.6	*	67.60	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
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.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	440	761	761	749	5%	9%	17%	49%	20%	69%	52%
White	208	777	777	757	*	*	7%	58%	32%	90%	62%
Hispanic	17	764	764	733	*	*	0%	*	*	82%	35%
Black or African American	190	743	743	730	10%	17%	31%	38%	5%	43%	30%
Asian, Native Hawaiian, or Pacific Islander	12	759	759	777	*	0%	*	*	*	75%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	223	766	766	756	*	*	18%	49%	23%	72%	60%
Male	217	756	756	741	*	*	17%	49%	16%	65%	43%
Economically Disadvantaged Students	113	743	743	731	12%	19%	24%	37%	9%	46%	32%
Non-Economically Disadvantaged Students	327	768	768	758	3%	6%	15%	53%	23%	77%	62%
Students with Disabilities	71	727	727	714	16%	32%	23%	30%	0%	30%	13%
Students without Disabilities	369	768	768	754	3%	5%	16%	53%	23%	76%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	*	*	*	705	*	*	*	*	*	*	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	735	735	743	24%	18%	20%	30%	9%	38%	46%
White	49	757	757	749	*	0%	25%	45%	*	63%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	94	721	721	725	34%	27%	*	22%	*	25%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	66	738	738	752	20%	*	20%	35%	*	42%	54%
Male	98	733	733	734	28%	*	19%	27%	*	36%	39%
Economically Disadvantaged Students	43	719	719	726	37%	28%	*	*	*	21%	32%
Non-Economically Disadvantaged Students	121	741	741	751	20%	14%	*	*	*	45%	54%
Students with Disabilities	25	724	724	704	*	*	*	*	*	28%	12%
Students without Disabilities	139	737	737	749	*	*	*	*	*	40%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	694	*	*	*	*	*	*	*



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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	66	736	736	736	*	*	32%	29%	*	35%	38%
White	15	748	748	738	*	*	*	*	*	53%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	44	730	730	728	*	23%	36%	23%	*	25%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	25	732	732	744	*	*	*	*	*	40%	46%
Male	41	739	739	729	*	*	*	*	*	32%	31%
Economically Disadvantaged Students	21	744	744	729	*	*	*	*	*	48%	32%
Non-Economically Disadvantaged Students	45	733	733	740	*	*	*	*	*	29%	42%
Students with Disabilities	17	723	723	709	*	*	*	*	*	18%	12%
Students without Disabilities	49	741	741	741	*	*	*	*	*	41%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	66	736	736	737	*	*	32%	29%	*	35%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

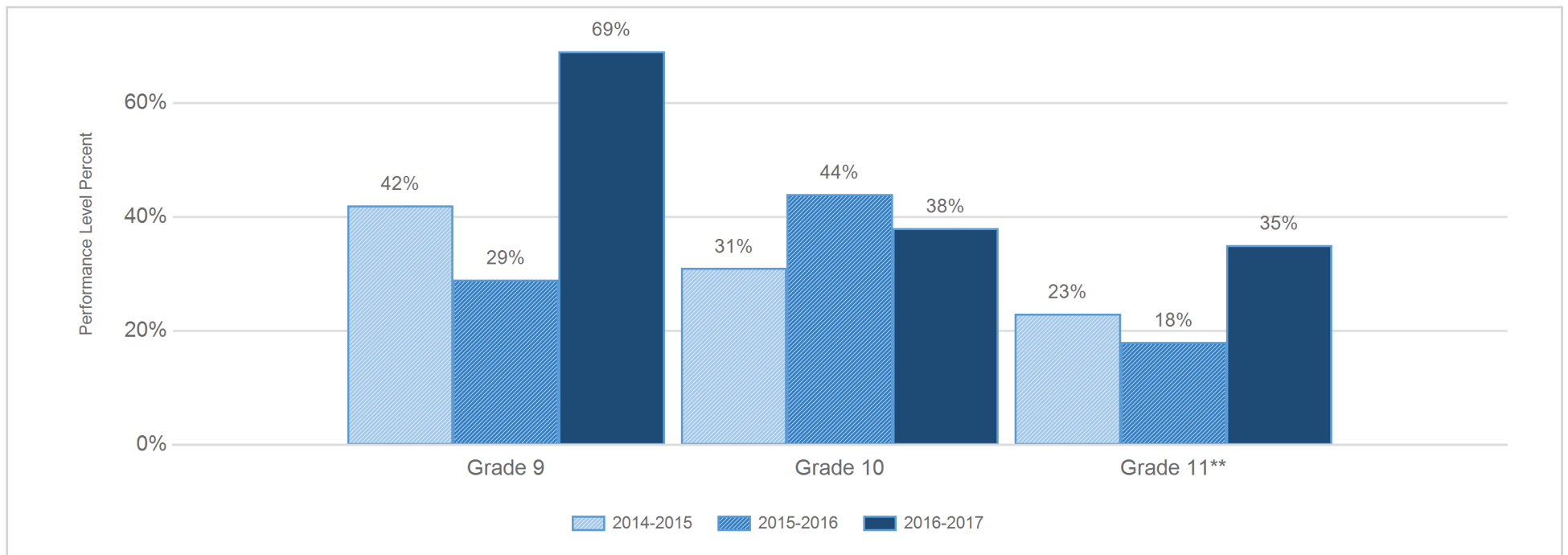


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	654	70.0	44.00	57.30	43.50	32.4	25.2	Met Target
White	295	67.7	69.90	74.30	52.40	49.7	34	Met Target
Hispanic	32	74.4	28.10	36.00	27.60	22	22.4	Met Target†
Black or African American	290	72.5	18.60	27.60	21.70	14.2	15	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.20	75.60	28.1	35.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	19	82.6	52.70	67.90	44.90	45.7	N	N
Female	330	68.9	44.80	58.60	44.10	32.5		
Male	324	71.2	43.20	56.00	42.90	32.4		
Economically Disadvantaged Students	167	73.2	19.20	22.90	25.10	*	11.7	Met Target
Non-Economically Disadvantaged Students	487	69.0	52.50	65.10	54.30	*		
Students with Disabilities	103	68.2	15.50	19.50	16.50	11.1	10.6	Met Target
Students without Disabilities	551	70.4	49.40	64.00	48.80	36.5		
English Learners	23	88.5	*	27.10	23.30	*	8.6	Met Target†
Non-English Learners	631	69.5	*	58.00	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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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	289	735	755	743	10%	25%	34%	31%	0%	31%	42%
White	91	754	769	751	*	11%	29%	58%	*	58%	52%
Hispanic	15	736	744	728	0%	*	*	*	0%	33%	24%
Black or African American	167	726	733	724	15%	32%	37%	16%	0%	16%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	148	736	755	744	10%	24%	37%	30%	0%	30%	43%
Male	141	735	756	741	11%	26%	31%	33%	0%	33%	40%
Economically Disadvantaged Students	91	725	729	727	14%	34%	37%	14%	0%	14%	23%
Non-Economically Disadvantaged Students	198	740	761	751	8%	21%	32%	39%	0%	39%	52%
Students with Disabilities	66	718	726	714	*	*	*	*	*	*	10%
Students without Disabilities	223	741	760	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	*	*	*	715	*	*	*	*	*	*	21%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	738	746	734	*	22%	32%	39%	*	39%	30%
White	100	752	759	740	*	*	34%	61%	*	62%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	97	724	725	719	13%	40%	28%	19%	0%	19%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	113	740	747	735	*	20%	31%	44%	*	44%	31%
Male	107	735	745	733	*	25%	33%	33%	*	34%	30%
Economically Disadvantaged Students	53	728	728	721	*	36%	28%	25%	*	25%	13%
Non-Economically Disadvantaged Students	167	741	750	740	*	18%	33%	43%	*	44%	39%
Students with Disabilities	27	723	726	711	*	*	*	*	*	26%	*
Students without Disabilities	193	740	748	738	*	*	*	*	*	41%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	220	738	746	735	*	22%	32%	39%	*	39%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	189	749	749	725	17%	13%	*	57%	*	60%	28%
White	112	769	769	731	*	*	9%	77%	*	82%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	55	706	706	703	46%	26%	*	*	0%	16%	*
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	88	749	749	725	21%	*	*	59%	*	63%	27%
Male	101	749	749	725	14%	*	*	55%	*	58%	29%
Economically Disadvantaged Students	31	715	715	708	39%	*	*	*	*	19%	13%
Non-Economically Disadvantaged Students	158	756	756	733	13%	*	*	*	*	68%	35%
Students with Disabilities	17	707	707	692	*	*	*	*	*	18%	*
Students without Disabilities	172	753	753	729	*	*	*	*	*	65%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	*	*	*	702	*	*	*	*	*	*	14%

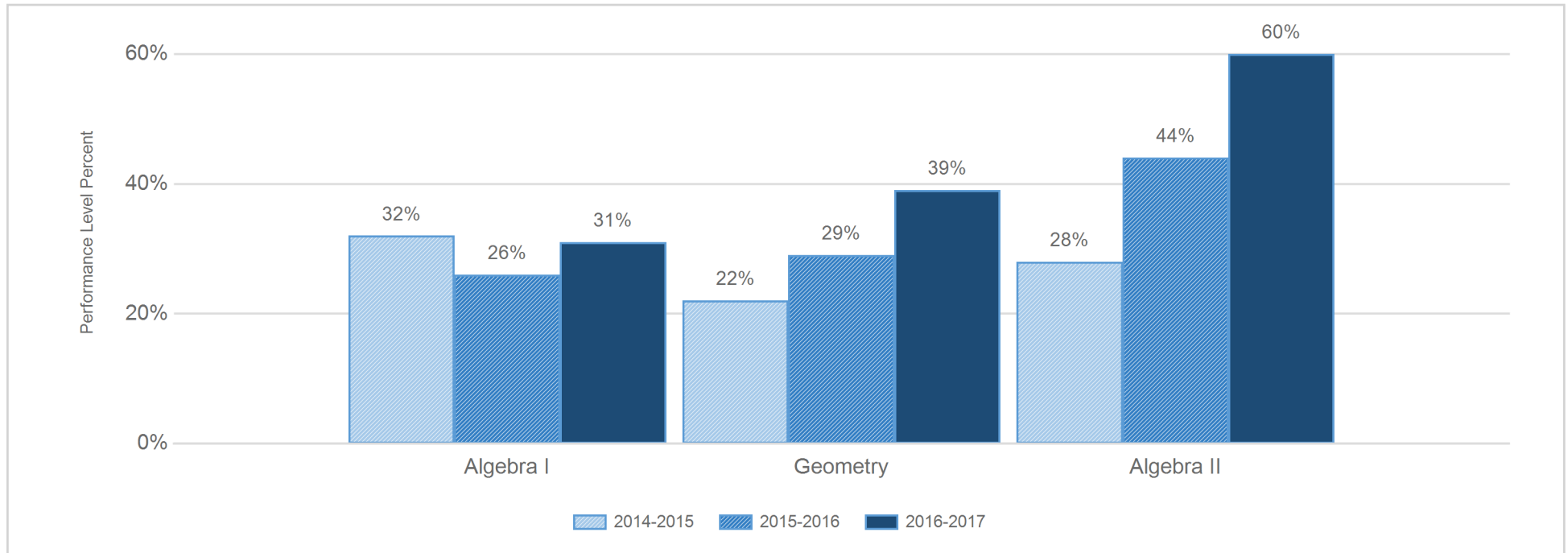


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

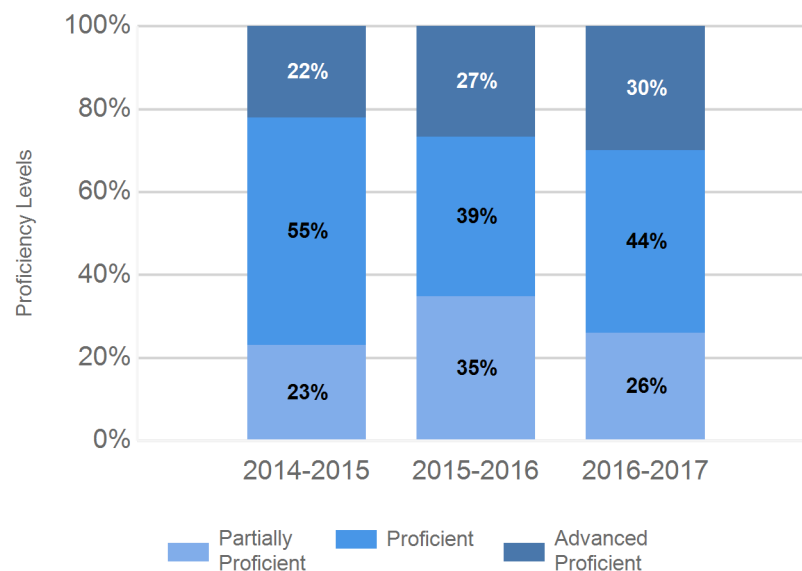
Biology Assessment - Performance

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	30%	44%	26%
White	46%	44%	10%
Hispanic	27%	42%	31%
Black or African American	8%	46%	47%
Asian, Native Hawaiian, or Pacific Islander	*	46%	N
American Indian or Alaska Native	*	N	N
Two or More Races	28%	33%	39%
Economically Disadvantaged Students	13%	39%	48%
Students with Disabilities	11%	31%	58%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	79.8%	70.0%
Percentage of students taking the ACT	51.9%	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	523	481	Varies By Grade	83%	67%
PSAT - Math	516	483	Varies By Grade	68%	49%
SAT - Reading and Writing	586	551	480	84%	77%
SAT - Math	578	552	530	65%	58%
ACT - Reading	26	24	22	74%	65%
ACT - English	25	24	18	80%	79%
ACT - Math	24	24	22	67%	65%
ACT - Science	24	23	23	64%	54%



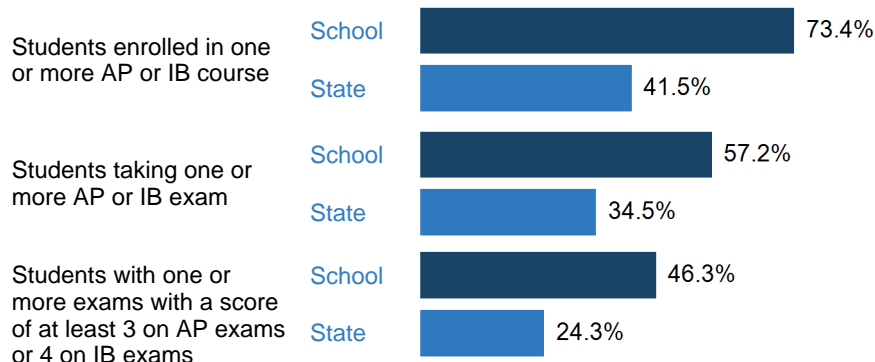
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

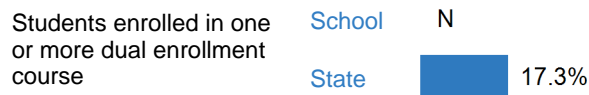
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	46	45
AP Biology	51	46
AP Calculus AB	34	34
AP Calculus BC	78	77
AP Chemistry	47	47
AP Comparative Government and Politics	34	33
AP Computer Science A	0	25
AP Computer Science Principles	27	26
AP English Language and Composition	59	58
AP English Literature and Composition	27	26
AP Environmental Science	23	22
AP European History	28	28
AP French Language and Culture	11	11
AP German Language and Culture	0	1
AP Italian Language and Culture	8	0
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Music Theory	22	16
AP Physics C	26	0
AP Physics C: Electricity and Magnetism	0	25

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	25
AP Psychology	63	64
AP Spanish Language	64	64
AP Spanish Literature	13	7
AP Statistics	86	80
AP Studio Art—Drawing Portfolio	7	1
AP Studio Art—Two-Dimensional	0	3
AP U.S. Government and Politics	28	26
AP U.S. History	286	133
Total Exams Taken		925
Exams with scores of at least 3 on AP exams or 4 on IB exams		728



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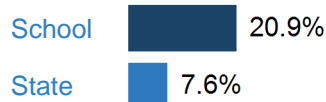
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

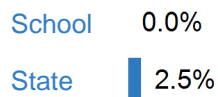
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	282	120	111	1	1	0	11
10	11	269	102	82	1	33	5
11	7	10	297	92	69	16	9
12	3	4	10	136	89	37	94
Schoolwide	303	403	520	311	161	86	119
Enrolled in AP/IB Course					112	86	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	500	1	0	1	15	3
10	19	15	0	3	427	30
11	9	440	0	9	27	29
12	76	15	0	67	36	180
Schoolwide	604	471	0	80	505	242
Enrolled in AP/IB Course	51	47		23	26	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	493	26	1	0	0	4
10	8	459	8	9	0	3
11	2	475	65	119	34	43
12	0	51	43	120	129	53
Schoolwide	503	1011	117	248	163	103
Enrolled in AP/IB Course	0	286	0	63	0	88

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	45	356	37	31	0	0	1
10	28	327	33	3	0	0	31
11	59	297	30	24	0	0	9
12	21	119	10	4	0	0	5
Schoolwide	153	1099	110	62	0	0	46
Enrolled in AP/IB Course	77	11	8	0	0	0	0
Enrolled in Level 3 or Higher	0	282	22	28	0	0	0
Earned Seal of Biliteracy	15	*	0	0	0	0	0



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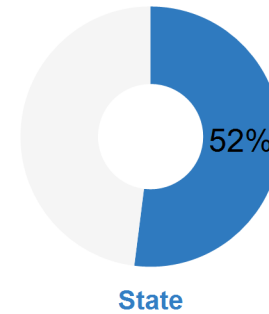
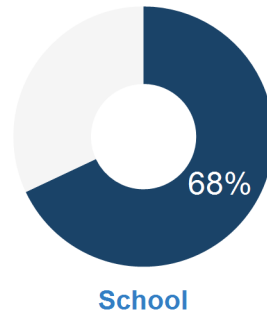
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Visual and Performing Arts – Course Participation

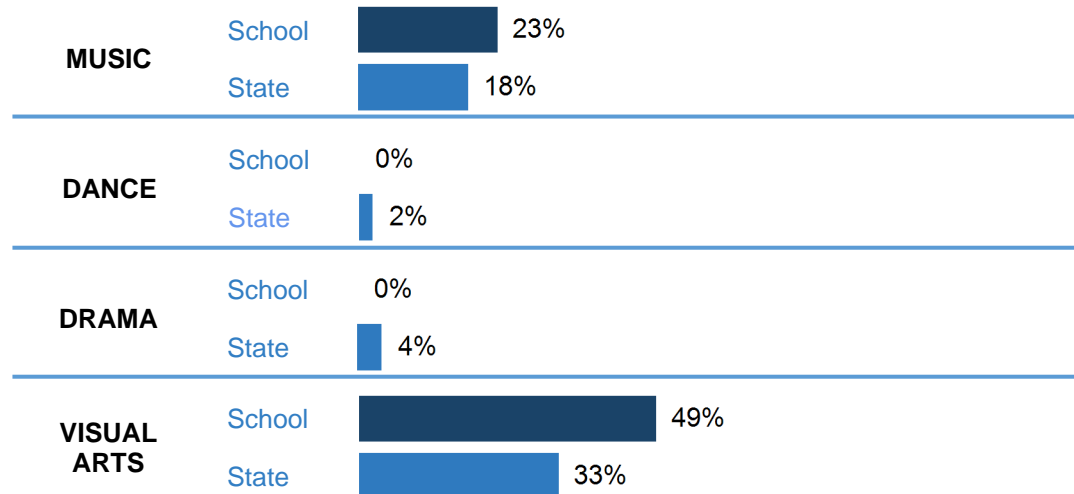
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	90.4%	90.5%	93.7%	91.8%	88.8%	91.0%	Not Met	94.1%	95.0%	Not Met
White	93.8%	94.5%	95.7%	95.1%	95.2%	N	Met Goal	97.9%	N	Met Goal
Hispanic	70.0%	84.3%	*	86.3%	87.5%	80.2%	Met Target	82.4%	N	N
Black or African American	88.3%	83.4%	92.8%	85.3%	*	87.8%	Not Met	92.9%	93.7%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	95.5%	97.5%	86.4%	N	N	100.0%	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	84.6%	83.9%	87.2%	85.6%	80.0%	82.8%	Not Met	91.0%	89.1%	Met Target
Students with Disabilities	73.9%	78.8%	81.1%	82.1%	85.5%	76.8%	Met Target	84.6%	84.5%	Met Target
English Learners	*	76.1%	*	79.7%	70.0%	**	**	90.5%	N	N
Homeless Students	N	73.2%	*	74.4%	*	*	N	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	90.4%	-
2016	88.8%	93.7%
2015	90.8%	94.1%

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	1.3%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.9%	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	78.6%	12.8%	87.2%
White	79.3%	4.5%	95.5%
Hispanic	83.3%	10%	90%
Black or African American	78.9%	21.9%	78.1%
Asian, Native Hawaiian, or Pacific Islander	75%	0%	100%
American Indian or Alaska Native	*	0%	*
Two or More Races	*	0%	*
Economically Disadvantaged Students	80.4%	24.4%	75.6%
Students with Disabilities	61.4%	25.9%	74.1%
English Learners	*	0%	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	85.7%	22.1%	77.9%	58.7%	41.3%	44.7%	55.3%
White	85.1%	6.7%	93.3%	47%	53%	24.2%	75.8%
Hispanic	90%	33.3%	66.7%	66.7%	33.3%	61.1%	38.9%
Black or African American	87%	35.6%	64.4%	69%	31%	62.6%	37.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	88%	39.5%	60.5%	79%	21%	75.3%	24.7%
Students with Disabilities	71.1%	74.1%	25.9%	88.9%	11.1%	77.8%	22.2%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

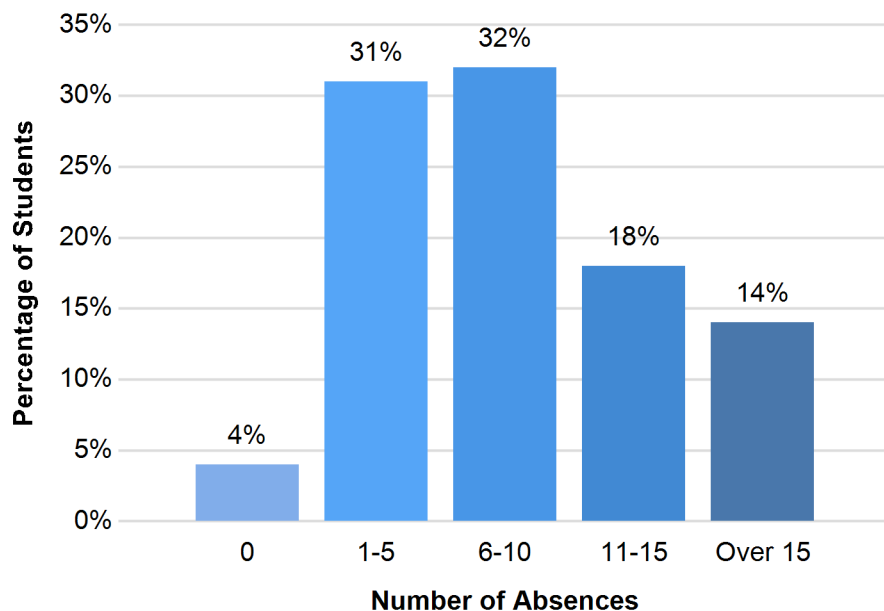
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.20	14.30	Met Target
White	7.60	14.30	Met Target
Hispanic	9.20	14.30	Met Target
Black or African American	15.90	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	5.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	15.40	14.30	Not Met
Economically Disadvantaged Students	20.50	14.30	Not Met
Students with Disabilities	28.50	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.



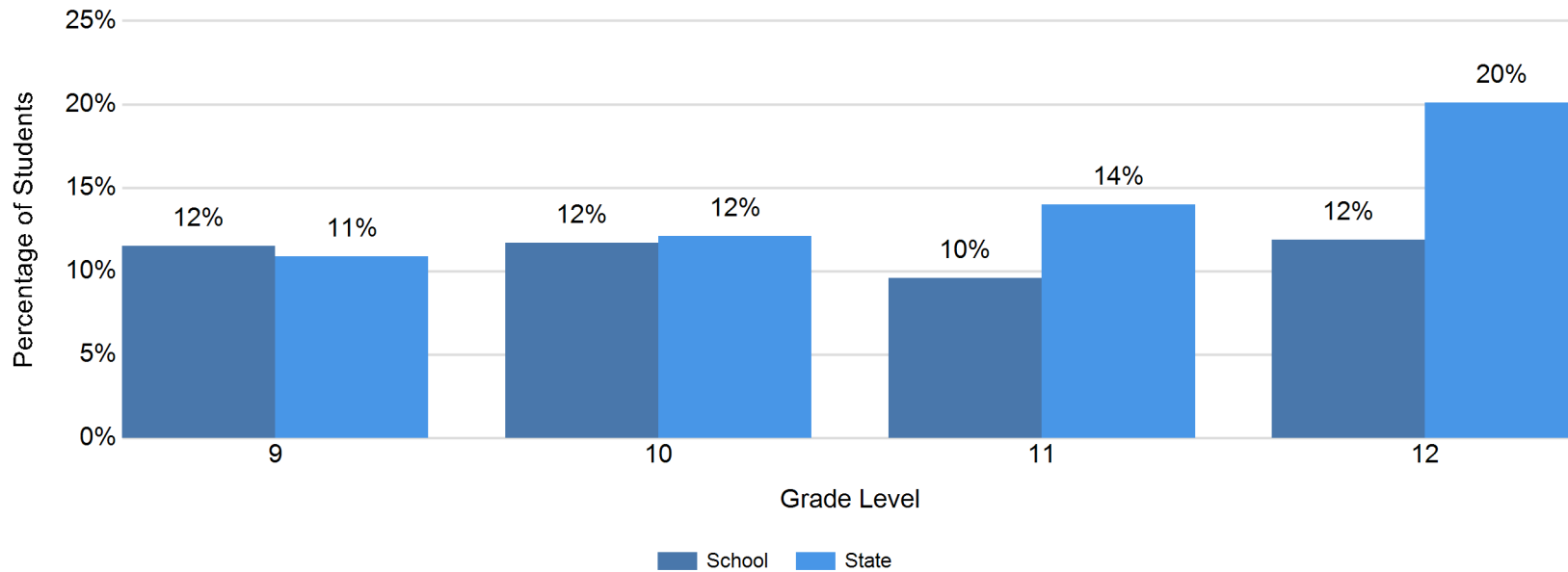


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:30AM
Typical End Time	3:25PM
Length of School Day	7 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	3 Hrs. 12 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Vandalism	2
Weapons	2
Substances	14
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	1.22

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	3.5%
Any Suspension	3.5%

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	1.6:1	144.1 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)	\$352	\$14,125	\$14,477



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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	141	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	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	13:1
Administrators	145:1	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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.

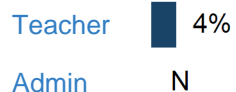
Bachelor's Degree



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	89%	89%
2015-16 Administrators: Same district 2016-17	64%	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	43.9	17.5%
Mathematics Proficiency	55.5	17.5%
Graduation - 4-Year	23.9	25.0%
Graduation - 5-Year	49.7	25.0%
Chronic Absenteeism	48.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.1
Summative Rating: Percentile rank of Summative Score		39.4
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	43.1	6.2	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
White	64.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	53.4	6.2	No	Met Target	Met Target†	Met Target	Met Target	N	No
Black or African American	54.8	6.2	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	8.9	6.2	No	Met Target†	Met Target†	Met Target	N	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	N	Not Met	**	**	No
Economically Disadvantaged Students	46.1	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	58.6	6.2	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	45.4	6.2	No	Met Target	Met Target†	**	**	N	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Aaron	Email Address:	eaaron@somsd.k12.nj.us
Address:	17 PARKER AVE MAPLEWOOD, NJ 07040-1327	Website:	https://www.somsd.k12.nj.us/site/Default.aspx?PageID=423
Phone:	(973)762-5600		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Columbia High School Students were Recipients at the 2017 Scholastic Art & Writing Awards. • Columbia High School Girls Track won County Title for 9th Year in a Row and wowed at the Penn Relays. • Students from the Columbia High School Band were selected as members of the 2016-2017 North Jersey Area Honor Bands.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Columbia High School is to educate, inspire and encourage all students in our diverse community to discover and develop their individual talents and abilities in order to become productive contributors to our democratic society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Columbia High School's Girls Track Team won County Title for 9th Year in a Row and wowed at the Penn Relays. Columbia High School Students were Recipients at the 2017 Scholastic Art & Writing Awards. Our art and literary magazine, Guildscript, received a First Place award from the American Scholastic Press Association for Top-Scoring Magazine for 2016. Five members of the Columbia High School Band program were recently selected as members of the 2016-2017 North Jersey Area Honor Bands.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our district has partnered with Apex, a company that offers K-12 online curricular programming. The courses use a combination of video, audio, text, and interactive white boards to deliver the curricula. A diverse selection of elective courses are available to students in areas such as: Forensic Science, Television Production, Animation, Film-making, Computer Graphics, Music Technology, Broadcast Journalism, Drama, Sociology, Computer Technology and Psychology.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Boys & Girls), Football (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Columbia High School is well-respected in the state for its Championship athletic programs. Columbia High School's Boys Varsity Cross Country Team won the Essex County championship as well as the Super Essex Conference last October. Our Girls Track team won County Title for 9th Year in a Row and wowed at the Penn Relays.</p>
 <p>Clubs and Activities:</p>	<p>More than 50 club activities for students across all grade levels are offered. They include diverse offerings such as Astronomy, Chess, Cougar Nation (student sports boosters), Guitar, Piano Guild, Magic, Math, P.O.W.E.R. (women's rights and equality issues), SPECTRUM (LGBT issues and activism), the West Point Bridge Design Club, Programming Club, Student Tour Guides, Golf, Future Medical Students of America, Ultimate Frisbee and full Class and Student Councils.</p>







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

 <p>Staff and Professional Learning:</p>	<p>A group of students attend MSAN's (National Minority Student Achievement Network), annual student leadership conference to network with other diverse schools across the country and to bring back action plans, leadership, and best practices for increasing opportunity and closing the achievement gap in our school. Faculty advisors and staff mentors then work with the students to lead study groups, school programming, and an AP Student-for-a-Day and informational one-day, student-led conference.</p>
 <p>Postsecondary Information:</p>	<p>Our Advanced Placement (AP) program fully prepares our students for higher education and career goals. Columbia High School offers a full complement of 22 AP courses, which allow students to enter most colleges and universities with advanced standing. The high school also administers AP examinations in courses not offered at the high school, including Microeconomics, Macroeconomics, and German.</p>
 <p>Student Supports and Services:</p>	<p>Specific counseling supports for student and their families include the regular services of our Guidance and Counseling Department, as well as our LOFT and Family Connections and ESS (Effective School Solutions), which can connect our students with clinical supports and family counseling. Student Assistance Counselors provide confidential counseling services before, during, and after a student presents with a "crisis."</p>
 <p>Parent and Community Involvement:</p>	<p>Parents play a vital role in the school community. They are involved in the Cougar Booster Club, the Achieve Foundation, the Columbia High School Music Parents' Association (CHSMPA), the Home and School Association (HSA), and other organizations to raise funds and organize events that enhance the curricular and extracurricular opportunities for all students.</p>



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School Narrative

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Other Information:

In addition to our AP program, the district provides an opportunity in school each October for all sophomores and juniors to take a free PSAT. This allows all students access to an early understanding of the college planning process as it relates to the PSAT and SAT, and to begin to have conversations with their families, teachers, and counselors about pathways to higher-level courses that will prepare them to be college and career-ready upon graduation.

We also offer our Cougar Prep Program to incoming ninth graders, which is a transitional, summer program that supports ninth graders as they prepare for their high school careers. Students are recommended from our two middle schools for participation in this program. This initiative invites students to a five-week program that includes instructional, social, cultural, and recreational components. The program partners with Family Connections, an Essex County non-profit organization that supports diverse families in this area. Upon completion of the Cougar Prep program, students are awarded 1.25 credits towards their high school transcripts.




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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
3	146	164	164
4	161	142	158
5	154	165	150
Ungraded	57	18	13
Total	518	489	485

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	48%
Male	52%	52%	52%
Economically Disadvantaged Students	14%	10%	10%
Students with Disabilities	19%	12%	12%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	60.4%
Black or African American	23.1%
Hispanic	5.8%
Asian	3.5%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	6.8%

Enrollment by Home Language

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

Home Language	% of Students
English	97.7%
<i>Other</i>	2.2%



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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	447	94.9	76.80	66.60	54.90	76.7	76.5	Met Target
White	274	94.9	85.00	81.80	63.90	84.8	80	Met Goal
Hispanic	*	*	*	43.10	39.80	37.5	**	**
Black or African American	96	92.0	55.20	41.30	35.20	53.1	49.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	88.20	78.60	80.70	88.2	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	42	97.8	83.30	75.20	54.90	83.3	80	Met Goal
Female	208	94.0	84.20	74.50	62.20	83.3		
Male	239	95.8	70.30	59.30	48.10	70.3		
Economically Disadvantaged Students	46	90.9	30.40	35.70	36.20	28.8	39.2	Met Target†
Non-Economically Disadvantaged Students	401	95.4	82.10	73.70	65.80	82.1		
Students with Disabilities	45	87.0	24.40	25.30	20.50	22.2	41	Not Met
Students without Disabilities	402	95.9	82.60	74.20	61.90	82.6		
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.



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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	164	770	766	749	*	*	16%	54%	17%	70%	50%
White	106	781	779	759	*	*	12%	60%	22%	82%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	33	742	741	731	*	*	*	30%	*	39%	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	13	773	768	751	0%	*	*	77%	*	85%	52%
Female	77	775	769	754	*	*	14%	57%	18%	75%	55%
Male	87	766	764	745	*	*	17%	51%	15%	66%	46%
Economically Disadvantaged Students	17	722	736	731	*	*	*	*	*	12%	31%
Non-Economically Disadvantaged Students	147	776	771	762	*	*	*	*	*	77%	63%
Students with Disabilities	13	723	*	720	*	*	*	*	0%	15%	24%
Students without Disabilities	151	774	*	755	*	*	*	*	18%	75%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	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	*	*	*	734	*	*	*	*	*	*	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	156	774	776	753	*	*	19%	46%	30%	76%	56%
White	87	780	784	762	*	*	16%	41%	40%	82%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	36	756	752	737	*	*	31%	47%	*	58%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	17	782	789	755	0%	0%	*	*	*	77%	56%
Female	70	782	782	758	*	*	*	41%	43%	84%	61%
Male	86	767	769	749	*	*	*	49%	20%	69%	51%
Economically Disadvantaged Students	17	750	749	737	*	*	*	*	*	53%	36%
Non-Economically Disadvantaged Students	139	777	781	764	*	*	*	*	*	78%	69%
Students with Disabilities	16	732	*	725	*	*	*	*	0%	25%	25%
Students without Disabilities	140	778	*	759	*	*	*	*	34%	81%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	779	768	756	*	*	11%	55%	29%	84%	59%
White	87	788	779	763	0%	*	*	56%	37%	93%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	35	755	750	740	*	*	*	57%	*	63%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	15	795	778	757	0%	0%	*	*	*	93%	60%
Female	74	783	775	761	*	*	*	50%	37%	87%	66%
Male	73	775	762	750	*	*	*	60%	21%	81%	53%
Economically Disadvantaged Students	14	730	*	740	*	*	*	*	0%	36%	40%
Non-Economically Disadvantaged Students	133	784	*	765	*	*	*	*	32%	89%	71%
Students with Disabilities	16	734	732	725	*	*	*	*	*	31%	22%
Students without Disabilities	131	785	775	762	*	*	*	*	*	90%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

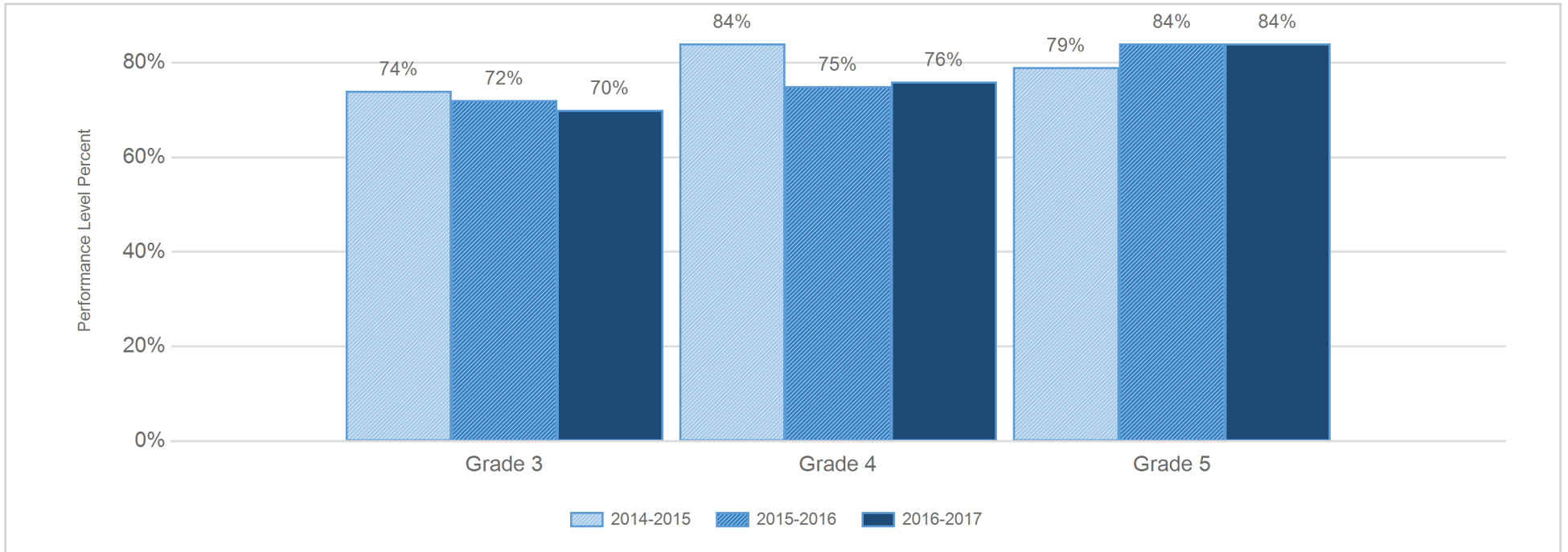


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	448	95.2	66.50	57.30	43.50	66.5	69.3	Met Target†
White	275	95.3	77.40	74.30	52.40	77.4	77.6	Met Target†
Hispanic	*	*	*	36.00	27.60	37.5	**	**
Black or African American	96	92.1	36.50	27.60	21.70	35.1	39.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.60	72.20	75.60	70.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	42	97.8	73.80	67.90	44.90	73.8	78.2	Met Target†
Female	208	94.1	67.80	58.60	44.10	67.1		
Male	240	96.1	65.50	56.00	42.90	65.5		
Economically Disadvantaged Students	46	90.9	13.10	22.90	25.10	12.4	28.4	Not Met
Non-Economically Disadvantaged Students	402	95.7	72.60	65.10	54.30	72.6		
Students with Disabilities	45	87.0	13.30	19.50	16.50	12.1	27.8	Not Met
Students without Disabilities	403	96.1	72.50	64.00	48.80	72.5		
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.



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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	164	767	761	751	*	*	20%	43%	27%	70%	53%
White	106	776	773	759	*	*	14%	48%	33%	81%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	33	742	738	733	*	*	*	*	*	39%	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	13	770	760	751	0%	0%	*	*	*	77%	53%
Female	77	766	758	751	*	*	22%	43%	26%	69%	52%
Male	87	768	764	751	*	*	17%	44%	28%	71%	53%
Economically Disadvantaged Students	17	723	733	736	*	*	*	*	*	12%	34%
Non-Economically Disadvantaged Students	147	772	766	761	*	*	*	*	*	77%	65%
Students with Disabilities	13	728	*	729	*	*	*	*	0%	31%	29%
Students without Disabilities	151	770	*	755	*	*	*	*	29%	74%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	*	*	*	726	*	*	*	*	*	*	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	156	759	761	747	*	*	21%	53%	13%	66%	47%
White	87	767	770	755	*	*	17%	63%	15%	78%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	36	735	737	729	*	28%	*	39%	0%	39%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	17	767	769	747	*	0%	*	*	*	71%	48%
Female	70	760	761	747	*	*	19%	57%	*	69%	47%
Male	86	758	761	747	*	*	23%	50%	*	64%	48%
Economically Disadvantaged Students	17	720	735	732	*	*	*	*	0%	24%	27%
Non-Economically Disadvantaged Students	139	764	766	757	*	*	*	*	14%	71%	61%
Students with Disabilities	16	712	*	724	*	*	*	*	*	*	22%
Students without Disabilities	140	764	*	751	*	*	*	*	*	*	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%

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



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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	149	758	753	747	*	*	28%	46%	15%	61%	46%
White	88	765	762	754	*	*	22%	58%	16%	74%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	36	737	737	729	*	*	47%	28%	*	31%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	15	766	760	747	*	0%	*	*	*	67%	47%
Female	75	756	752	747	*	*	28%	48%	*	60%	47%
Male	74	760	753	746	*	*	28%	45%	*	62%	46%
Economically Disadvantaged Students	14	722	*	732	*	*	*	*	0%	14%	27%
Non-Economically Disadvantaged Students	135	761	*	756	*	*	*	*	16%	66%	59%
Students with Disabilities	16	718	726	725	*	*	*	*	*	*	19%
Students without Disabilities	133	762	757	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

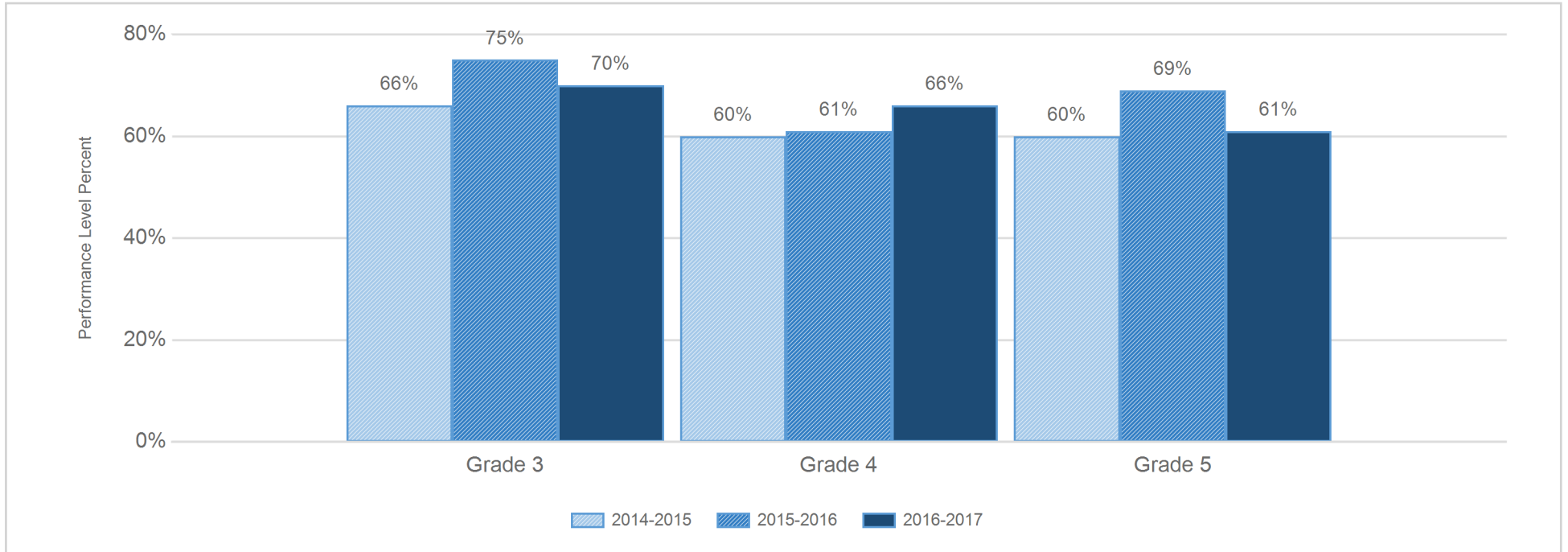


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	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.

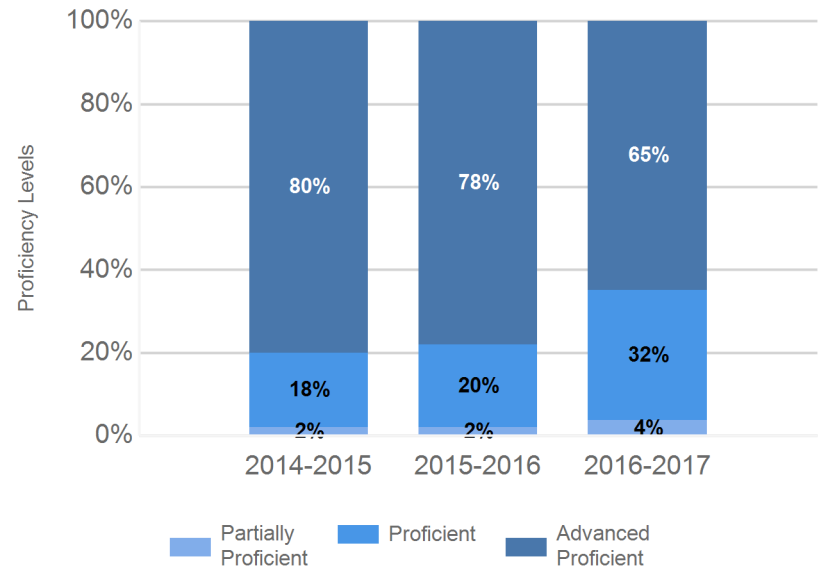
NJASK Science Assessment Performance: Grade 4

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	65%	32%	4%
White	76%	23%	1%
Hispanic	64%	36%	N
Black or African American	30%	57%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	*	N	N
Two or More Races	75%	*	N
Economically Disadvantaged Students	28%	56%	17%
Students with Disabilities	7%	86%	7%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	42	50	Exceeds Target	48	48	50	Met Target
White	63	45	50	Exceeds Target	51	51	52	Met Target
Hispanic	*	*	49	**	*	45	47	**
Black or African American	59	39	45	Met Target	45	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	79	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	55.5	*	51	Met Target	51.5	*	52	Met Target
Economically Disadvantaged	61.5	35	47	Exceeds Target	36.5	39	46	Not Met
Students with Disabilities	55	34	41	Met Target	34	44	43	Not Met
English Learners	*	48	53	**	*	49.5	51	**

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



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

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

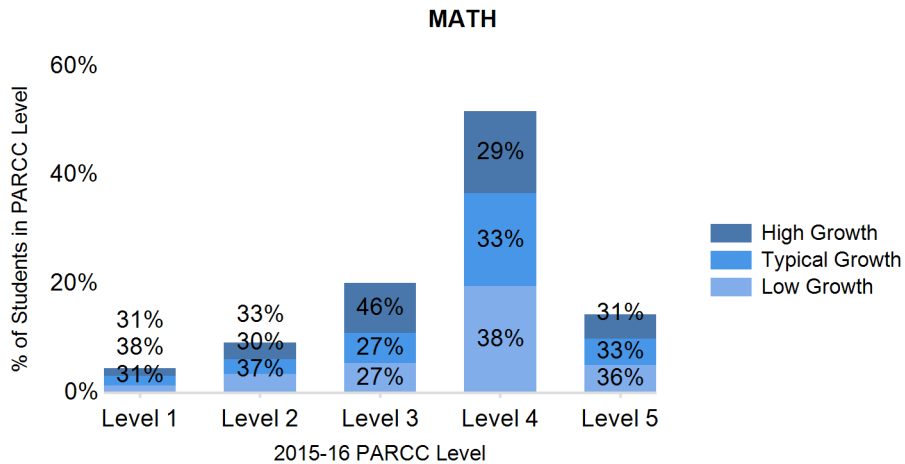
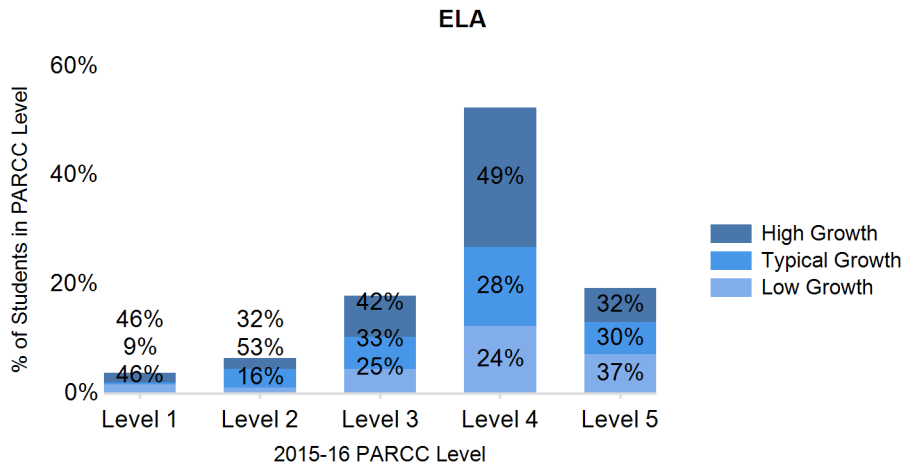
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

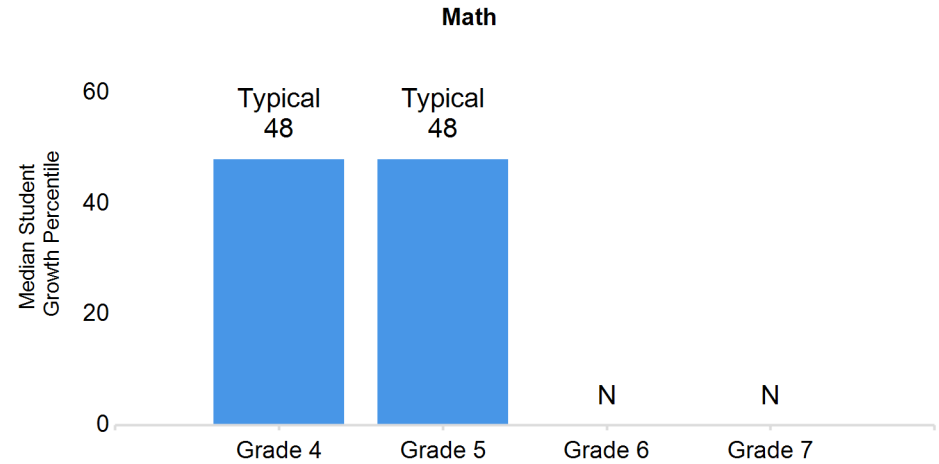
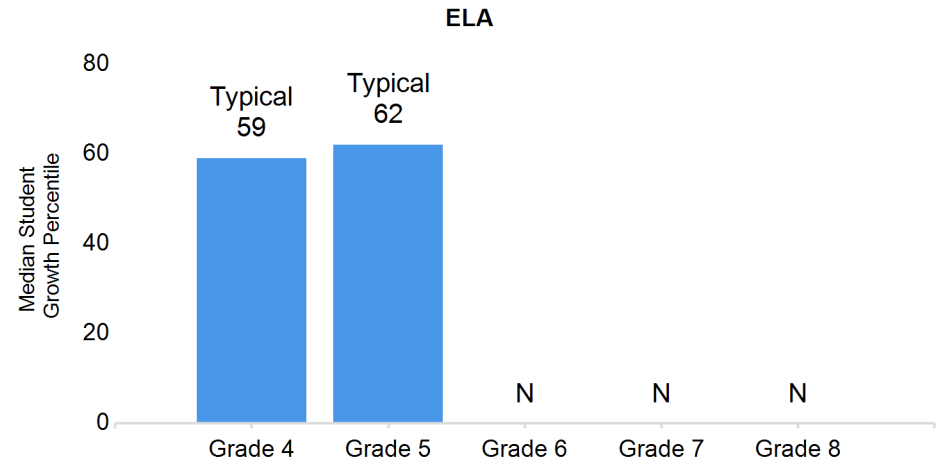
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

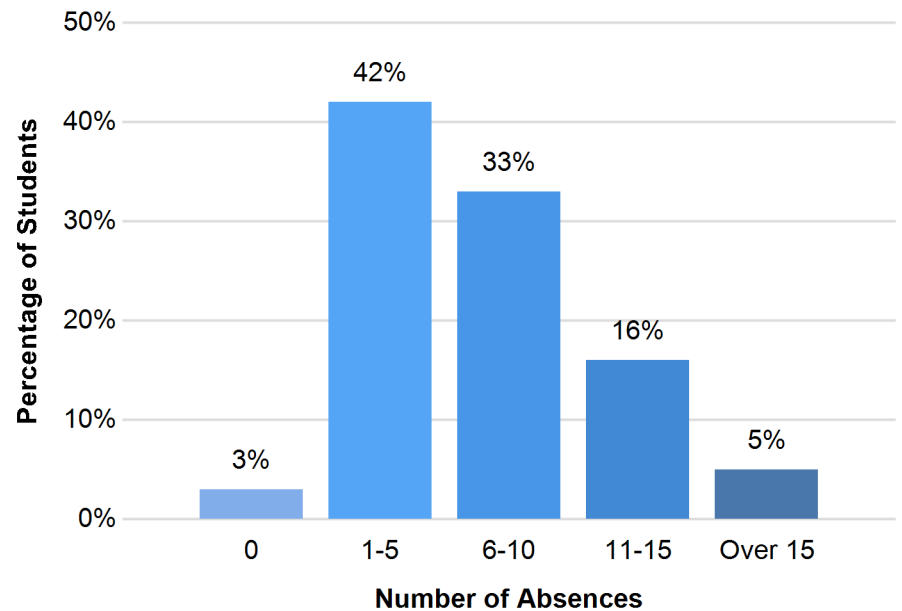
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	7.00	Met Target
White	3.70	7.00	Met Target
Hispanic	10.30	7.00	Not Met
Black or African American	0.90	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	7.00	Met Target
Economically Disadvantaged Students	6.30	7.00	Met Target
Students with Disabilities	6.80	7.00	Met Target
English Learners	N	**	**

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

Days Absent

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



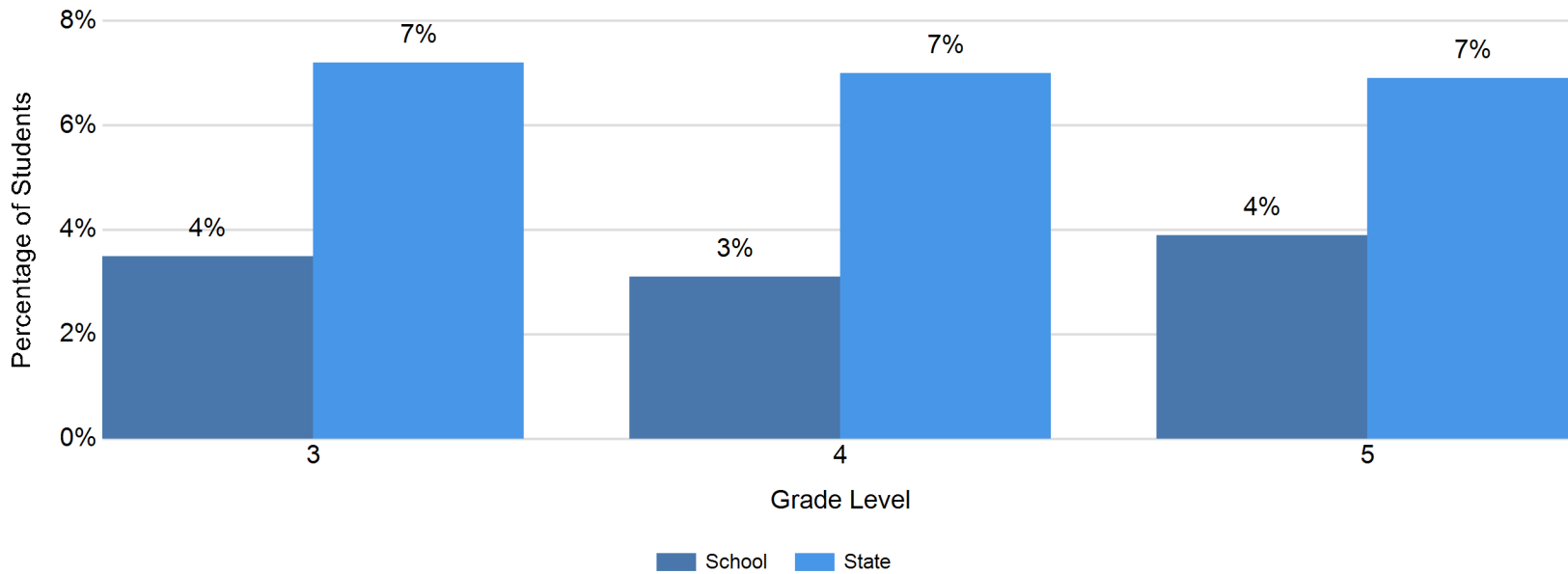


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	144.1 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)	\$352	\$14,125	\$14,477



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	120,724
Average years experience in public schools	7.8	11.8
Average years experience in district	7.8	10.5
Teachers in district for 4 or more years	68%	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	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	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	13:1
Administrators	243:1	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	64%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	76.8	17.5%
Mathematics Proficiency	69.9	17.5%
English Language Arts Growth	84.7	25.0%
Mathematics Growth	38.4	25.0%
Chronic Absenteeism	84.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.2
Summative Rating: Percentile rank of Summative Score		79.0
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	69.2	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
White	77.5	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	81.7	11.9	No	Met Target	Met Target†	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	73.1	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
Economically Disadvantaged Students	45.2	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Not Met	No
Students with Disabilities	55.6	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Hutchinson	Email Address:	khutchin@somsd.k12.nj.us
Address:	518 RIDGEWOOD RD MAPLEWOOD, NJ 07040-2158	Website:	https://www.somsd.k12.nj.us/jefferson
Phone:	(973)378-7696		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Jefferson is the first school in New Jersey to participate in the CATCH (Coordinated Approach to Child Health) program. • State of the art library and computer lab. • Each classroom has a SMART board. Classrooms use iPads and Chromebooks to integrate learning.
 <p>Mission, Vision, Theme:</p>	<p>Our vision of a successful school is a caring community where students are engaged in active learning and adults share important roles as teachers, mentors and coaches. Integrated lessons provide class environments where students are encouraged to ask questions, solve problems and work cooperatively to make successful choices. We strive to recognize individual talents and a love of learning by valuing the diverse contributions of each member of our school community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Jefferson school was awarded as a Sustainable NJ school in 2016.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Each classroom has a SMART board. Classrooms use iPads and Chromebooks to integrate learning. Jefferson students take many additional classes to supplement the educational program. There are classes in Art, Music, Instrumental Music, Vocal Music, Physical Education, Health, Speech, Spanish, Library and Media.</p>
 <p>Before and After School Programs:</p>	<p>For those students who need additional small group instruction in Language Arts and Math to meet grade level standards, small group instruction is offered during the school day and after school.</p>






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School Narrative

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 <p>Student Supports and Services:</p>	<p>RCCP (Resolving Conflict Creatively Program)-teaches peaceful conflict resolution. Recess Buddies program-gives students different options to play at recess. Achieve Tutor Program-provides tutoring services, Reading Buddy/Elementor Program-a collaborative effort between Columbia High School students and Jefferson students. Social work intern program-graduate level students provide counseling support to select students.</p>
 <p>Student Health and Wellness:</p>	<p>Jefferson is the first school in New Jersey to participate in the CATCH (Coordinated Approach to Child Health) program. CATCH is a school wide initiative to incorporate nutrition and activity to reinforce healthy behaviors throughout the day.</p>
 <p>Parent and Community Involvement:</p>	<p>Jefferson School has a very active and well organized PTA (Parent Teacher Association) that supports the school and students to achieve many different goals. The PTA plans many engaging activities throughout the year such as a Walk-a-thon, Farmer's Market, various cultural arts assemblies and artist/writer in residency programs that integrate into content area instruction.</p>




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School Narrative

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 <p>Facilities:</p>	<p>Jefferson students are fortunate to have a state of the art library and a computer lab.</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.

Character education is a vital part of the fabric of Jefferson School. The acronym GREAT KIDS spells out character traits that will aid our students as they grow to become compassionate, caring and resilient young men and women. Each month we highlight a different character trait and each class engages in lessons about that trait.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	288	231	251
7	265	279	238
8	255	258	288
Ungraded	0	0	1
Total	808	768	778

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%	52%	49%
Male	50%	48%	51%
Economically Disadvantaged Students	25%	22%	22%
Students with Disabilities	15%	15%	13%
English Learners	2%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	51.8%
Black or African American	33.9%
Hispanic	7.1%
Asian	3.3%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	3.6%

Enrollment by Home Language

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

Home Language	% of Students
English	95.2%
Spanish	1.4%
Haitian	1.3%
<i>Other</i>	1.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	699	94.0	60.30	66.60	54.90	59.5	55.9	Met Target
White	372	92.9	78.50	81.80	63.90	76.8	71.5	Met Target
Hispanic	27	100.0	40.70	43.10	39.80	40.7	51.7	Met Target†
Black or African American	231	94.8	30.70	41.30	35.20	30.5	30.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.60	80.70	57.4	52.2	N
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	49	100.0	71.40	75.20	54.90	71.4	N	N
Female	331	92.7	71.90	74.50	62.20	69.7		
Male	368	95.3	49.70	59.30	48.10	49.7		
Economically Disadvantaged Students	158	93.9	29.70	35.70	36.20	*	30.3	Met Target†
Non-Economically Disadvantaged Students	541	94.0	69.10	73.70	65.80	*		
Students with Disabilities	107	93.2	17.80	25.30	20.50	17.4	18.6	Met Target†
Students without Disabilities	592	94.1	67.90	74.20	61.90	67.2		
English Learners	11	91.7	*	24.70	25.20	*	**	**
Non-English Learners	688	94.0	*	67.60	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
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.



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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	243	754	758	752	6%	16%	20%	42%	17%	58%	54%
White	124	768	769	758	*	*	18%	53%	24%	77%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	78	731	738	736	*	32%	23%	22%	*	30%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	26	755	763	753	*	*	*	46%	*	62%	56%
Female	115	762	765	758	*	*	17%	44%	24%	68%	61%
Male	128	746	751	746	*	*	22%	40%	10%	50%	46%
Economically Disadvantaged Students	49	732	733	737	*	*	*	27%	*	33%	34%
Non-Economically Disadvantaged Students	194	759	763	761	*	*	*	45%	*	65%	65%
Students with Disabilities	34	726	725	722	*	*	*	*	*	27%	17%
Students without Disabilities	209	758	764	758	*	*	*	*	*	64%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	*	*	*	722	*	*	*	*	*	*	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	220	758	761	756	14%	7%	18%	31%	31%	61%	59%
White	117	780	777	764	*	*	14%	39%	45%	84%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	79	725	734	737	32%	*	24%	19%	*	28%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	15	765	776	757	0%	*	*	*	*	73%	59%
Female	105	769	773	764	*	*	14%	29%	42%	71%	68%
Male	115	748	749	749	*	*	21%	33%	20%	53%	51%
Economically Disadvantaged Students	53	721	727	739	*	*	*	21%	*	28%	40%
Non-Economically Disadvantaged Students	167	770	769	766	*	*	*	34%	*	72%	70%
Students with Disabilities	37	713	718	719	*	*	27%	*	0%	14%	19%
Students without Disabilities	183	767	770	763	*	*	16%	*	37%	71%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	266	760	762	757	9%	14%	17%	38%	22%	60%	59%
White	135	776	779	764	*	*	13%	41%	36%	76%	68%
Hispanic	14	751	*	742	*	*	*	*	*	50%	44%
Black or African American	93	734	736	738	*	26%	25%	27%	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	10	782	774	786	0%	*	*	*	*	80%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	13	765	759	758	*	0%	0%	77%	*	85%	60%
Female	131	773	775	766	*	*	15%	41%	31%	73%	68%
Male	135	746	749	749	*	*	20%	34%	13%	47%	50%
Economically Disadvantaged Students	60	731	729	739	22%	27%	*	30%	*	32%	40%
Non-Economically Disadvantaged Students	206	768	769	766	5%	11%	*	40%	*	68%	69%
Students with Disabilities	32	716	721	718	41%	*	*	*	0%	16%	18%
Students without Disabilities	234	766	768	764	4%	*	*	*	25%	66%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	266	760	*	759	9%	14%	17%	38%	22%	60%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

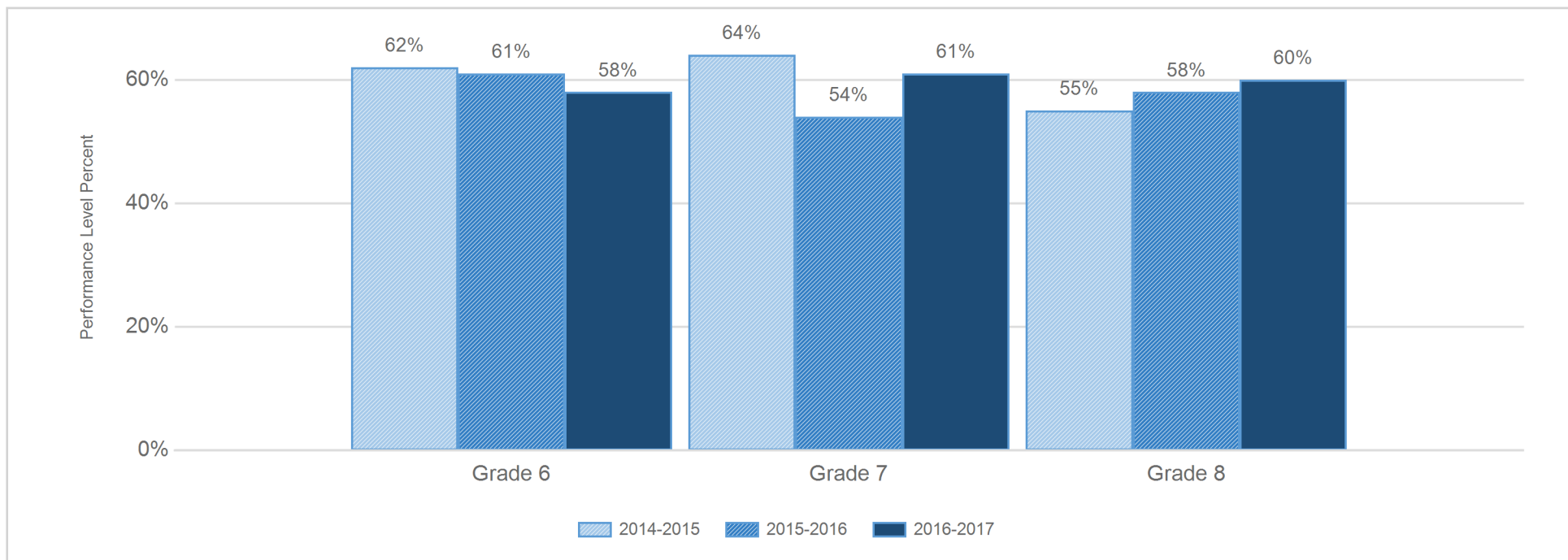


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	700	94.1	57.30	57.30	43.50	56.6	55.1	Met Target
White	372	93.1	76.90	74.30	52.40	75.3	70.8	Met Target
Hispanic	28	100.0	42.90	36.00	27.60	42.9	50.6	Met Target†
Black or African American	231	94.8	24.20	27.60	21.70	24	28.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.20	75.60	67	67	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	49	100.0	67.40	67.90	44.90	67.4	N	N
Female	331	92.7	61.10	58.60	44.10	59.2		
Male	369	95.5	53.90	56.00	42.90	53.9		
Economically Disadvantaged Students	158	93.9	21.60	22.90	25.10	*	27.7	Not Met
Non-Economically Disadvantaged Students	542	94.2	67.70	65.10	54.30	*		
Students with Disabilities	106	93.2	16.90	19.50	16.50	16.6	15.6	Met Target
Students without Disabilities	594	94.3	64.50	64.00	48.80	63.8		
English Learners	13	93.7	15.40	27.10	23.30	15	**	**
Non-English Learners	687	94.1	58.10	58.00	45.20	57.4		
Homeless Students	N	N	N	*	16.40	N		
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.



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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	244	751	752	743	7%	15%	21%	45%	13%	58%	44%
White	124	767	765	751	*	*	18%	60%	21%	81%	54%
Hispanic	10	731	*	731	*	*	*	*	0%	30%	27%
Black or African American	78	727	731	724	18%	33%	27%	*	*	22%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	26	750	754	745	*	*	*	58%	*	65%	46%
Female	115	754	755	745	*	*	22%	48%	15%	63%	45%
Male	129	748	750	742	*	*	19%	42%	12%	54%	43%
Economically Disadvantaged Students	50	725	726	728	*	*	28%	*	*	20%	24%
Non-Economically Disadvantaged Students	194	758	758	752	*	*	19%	*	*	68%	56%
Students with Disabilities	34	720	721	717	*	*	*	*	*	18%	13%
Students without Disabilities	210	756	758	748	*	*	*	*	*	64%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	*	708	*	*	*	*	*	*	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	170	744	743	741	*	17%	34%	37%	*	42%	40%
White	76	758	755	748	*	*	30%	54%	*	65%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	78	729	730	726	*	30%	39%	21%	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	86	746	748	743	*	17%	34%	35%	*	44%	41%
Male	84	741	738	740	*	16%	35%	39%	*	41%	38%
Economically Disadvantaged Students	51	729	729	729	*	29%	41%	*	*	18%	22%
Non-Economically Disadvantaged Students	119	750	747	749	*	11%	31%	*	*	53%	50%
Students with Disabilities	36	721	720	716	*	33%	33%	*	*	14%	11%
Students without Disabilities	134	750	749	746	*	12%	34%	*	*	50%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	728	727	728	28%	*	26%	30%	*	30%	28%
White	41	740	743	736	*	*	29%	42%	*	44%	35%
Hispanic	12	728	*	721	*	*	*	*	0%	42%	21%
Black or African American	81	717	715	715	36%	22%	25%	17%	0%	17%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	66	732	731	730	23%	*	*	35%	*	35%	30%
Male	82	724	723	725	32%	*	*	26%	*	27%	26%
Economically Disadvantaged Students	59	722	717	719	32%	*	25%	24%	*	24%	19%
Non-Economically Disadvantaged Students	89	732	731	734	25%	*	26%	34%	*	35%	34%
Students with Disabilities	28	700	709	705	*	*	*	*	*	*	*
Students without Disabilities	120	734	732	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	777	755	743	0%	*	8%	85%	*	91%	42%
White	111	778	769	751	*	*	10%	85%	*	90%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	71	774	755	744	0%	*	*	83%	*	89%	43%
Male	69	779	756	741	0%	*	*	87%	*	93%	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	140	777	*	745	0%	*	8%	85%	*	91%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	771	746	734	0%	0%	*	84%	*	97%	30%
White	24	772	759	740	*	*	*	92%	*	100%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	15	771	747	735	*	*	*	93%	*	100%	31%
Male	16	772	745	733	*	*	*	75%	*	94%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	31	771	750	740	0%	0%	*	84%	*	97%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	31	771	746	735	0%	0%	*	84%	*	97%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

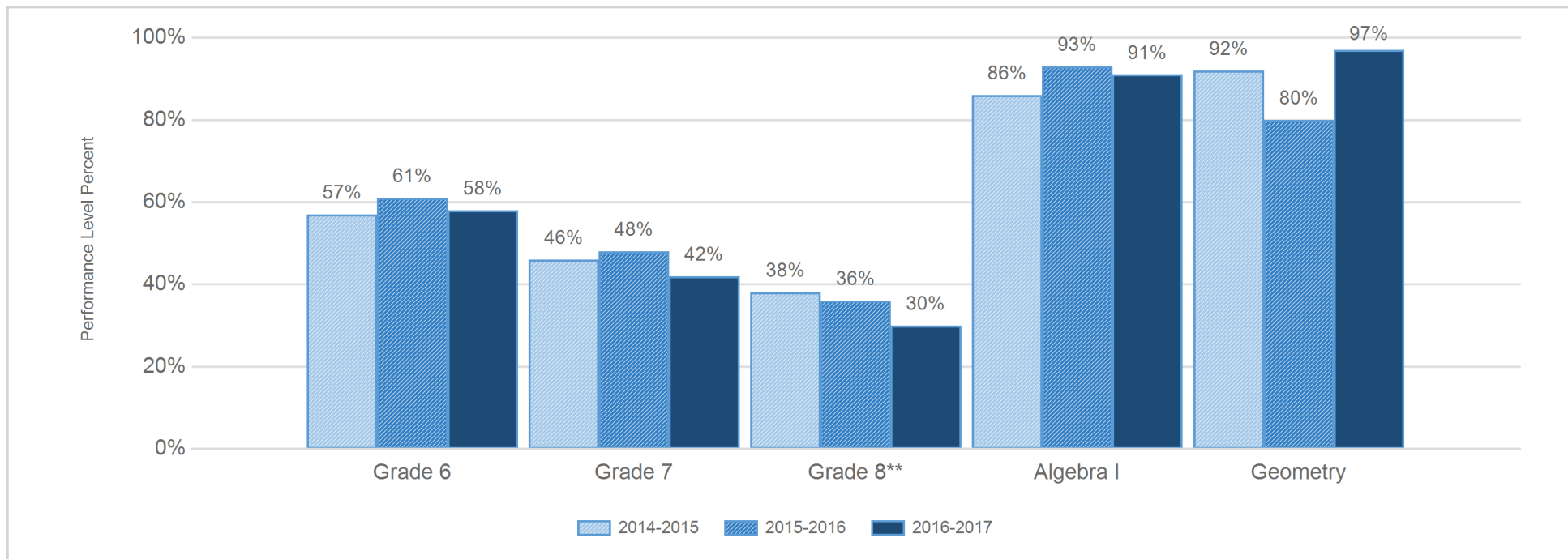


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
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	*	*	*
4	*	*	*
5+	N	N	N



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

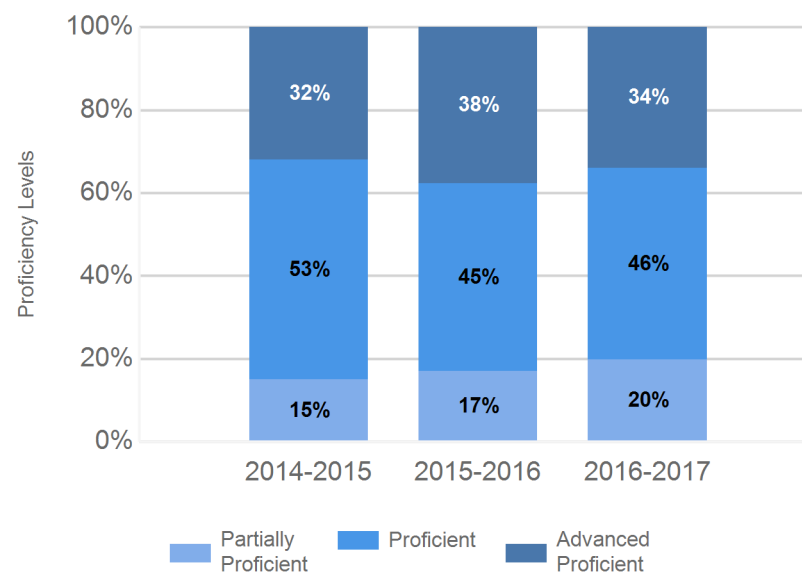
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	34%	46%	20%
White	52%	44%	5%
Hispanic	14%	62%	24%
Black or African American	11%	47%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	*
Two or More Races	*	*	N
Economically Disadvantaged Students	6%	55%	39%
Students with Disabilities	8%	38%	55%
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	35	42	50	Not Met	46	48	50	Met Target
White	38.5	45	50	Not Met	55	51	52	Met Target
Hispanic	45.5	*	49	Met Target	32	45	47	**
Black or African American	29	39	45	Not Met	30.5	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	31	*	51	Not Met	51	*	52	Met Target
Economically Disadvantaged	24	35	47	Not Met	28	39	46	Not Met
Students with Disabilities	31	34	41	Not Met	40	44	43	Met Target
English Learners	42	48	53	**	*	49.5	51	**

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



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

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

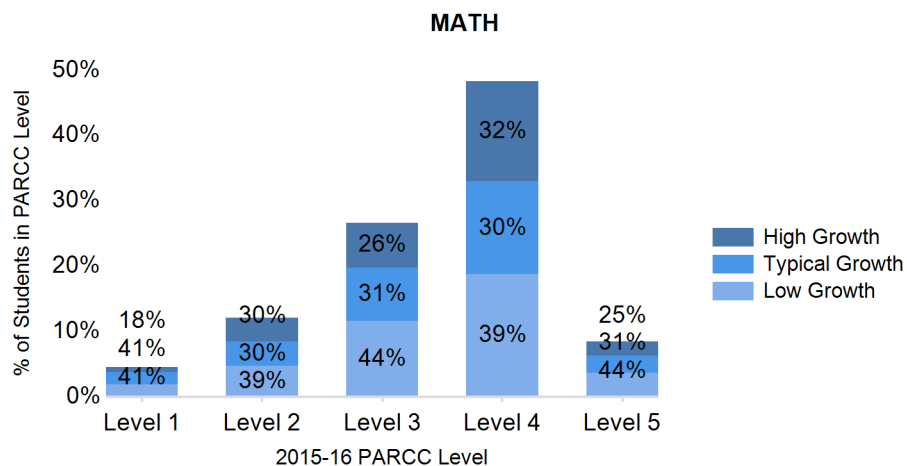
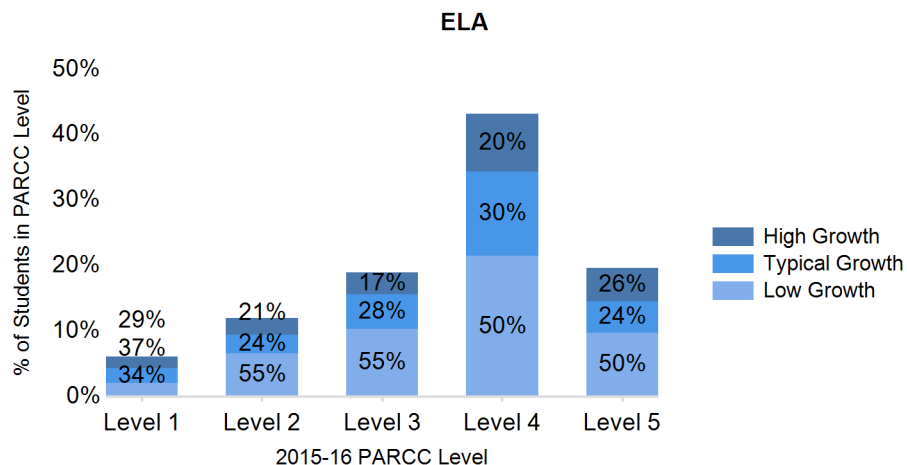
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

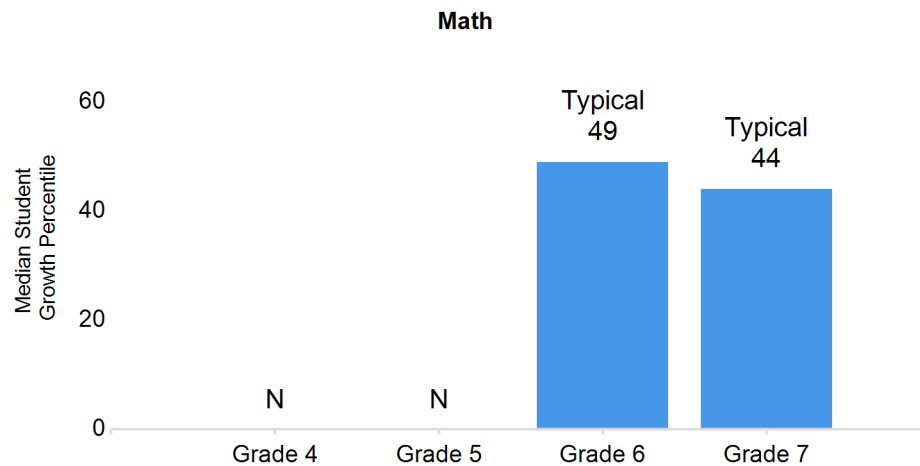
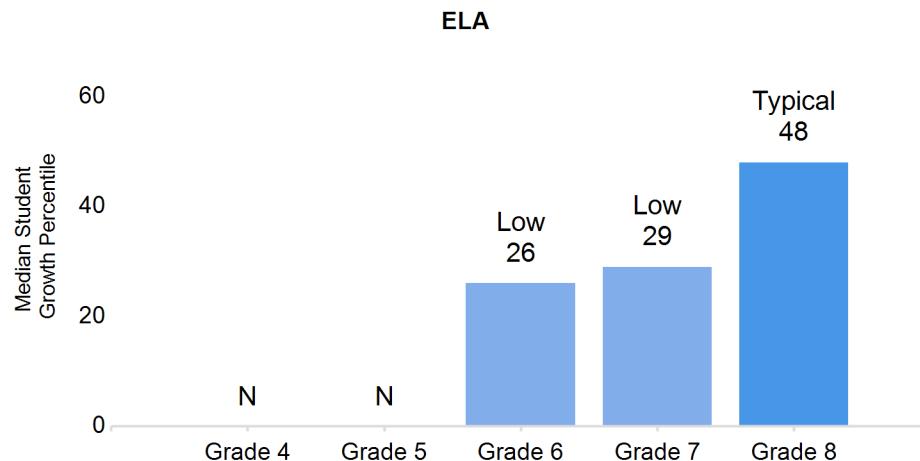
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	251
7	53	0	184
8	92	36	161
Schoolwide	145	36	596

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	0	0	0	0	0	0	237
7	0	0	0	0	0	0	223
8	216	0	0	0	0	0	0
Schoolwide	216	0	0	0	0	0	460
Enrolled in Level 3 or Higher	0	0	0	0	0	0	460



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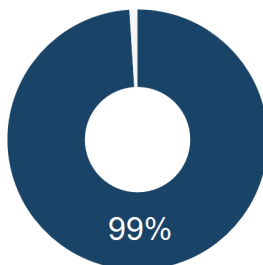
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Visual and Performing Arts – Course Participation

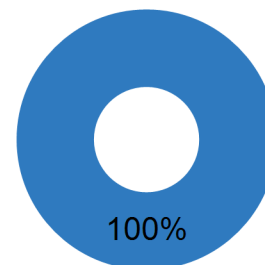
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

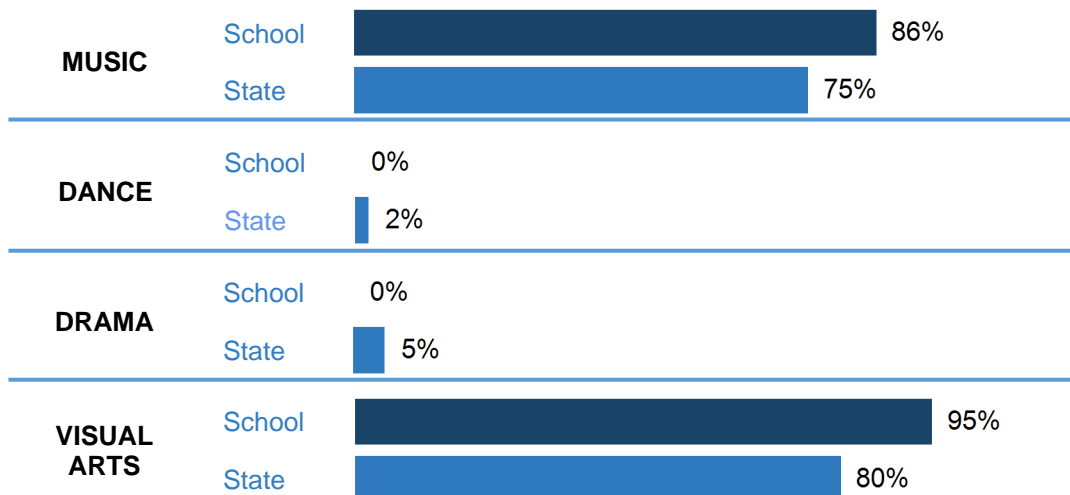


School



State

Students enrolled in one or more classes by discipline:





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

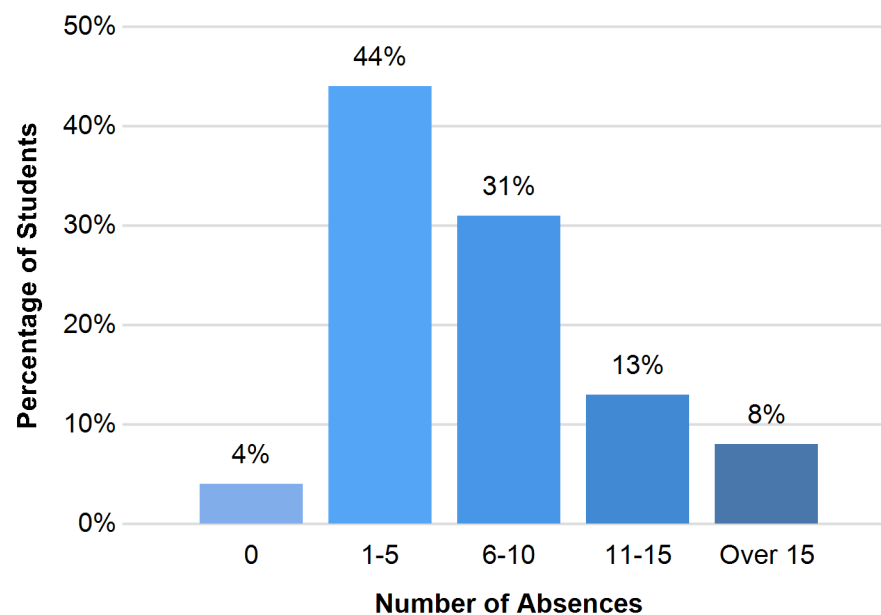
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	8.70	Met Target
White	4.60	8.70	Met Target
Hispanic	3.40	8.70	Met Target
Black or African American	7.10	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.70	Met Target
Economically Disadvantaged Students	8.60	8.70	Met Target
Students with Disabilities	12.60	8.70	Not Met
English Learners	N	**	**

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.



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



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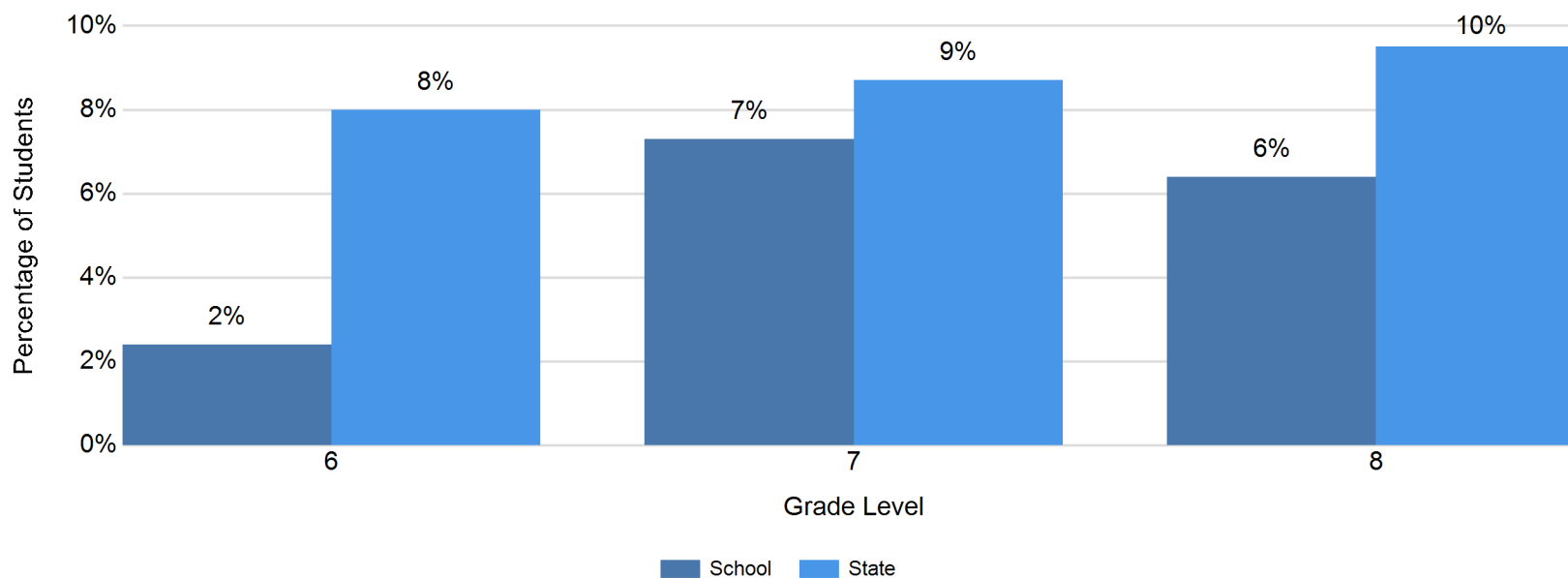
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.03

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	1.2%
Out-of-School Suspensions	4.4%
Any Suspension	5.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	144.1 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)	\$352	\$14,125	\$14,477



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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	67	120,724
Average years experience in public schools	8.2	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	57%	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	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	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	13:1
Administrators	389:1	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	64%	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	44.1	17.5%
Mathematics Proficiency	58.8	17.5%
English Language Arts Growth	6.2	25.0%
Mathematics Growth	29.3	25.0%
Chronic Absenteeism	62.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		36.3
Summative Rating: Percentile rank of Summative Score		28.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	36.3	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	57.1	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Hispanic	57.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	**	No
Black or African American	32.6	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	51.7	11.9	No	N	N	Met Target	Not Met	Met Target	No
Economically Disadvantaged Students	20.5	11.9	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
Students with Disabilities	37.4	11.9	No	Met Target†	Met Target	Not Met	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. Gronau	Email Address:	dgronau@somsd.k12.nj.us
Address:	7 BURNETT ST MAPLEWOOD, NJ 07040-2620	Website:	https://www.somsd.k12.nj.us/mms
Phone:	(973)378-7660		

School Narrative

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

	<p>Highlights:</p> <ul style="list-style-type: none"> • First class Music and Fine Arts program with a thriving band, orchestra, chorus, and all-school musical. • We have a 1:1 Google chromebook technology initiative to support research and inquiry-based learning. • Innovative Phys. Ed. program implements lifelong approach to fitness as supported by our awarded national PEP grant.
	<p>Mission, Vision, Theme:</p> <p>The vision for Maplewood Middle School, along with our other district middle school, is to empower and inspire each student to explore and imagine, to pursue personal passions, and to collectively create a better future by creating a learner-centered environment through multiple pathways; reimagined structures, systems and supports; innovative teaching; partnering with families; and maximizing community expertise and resources.</p>





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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>English Language Arts, Mathematics, Science and Social Studies, Spanish, Physical Education. Google chromebook technology initiative to support research and inquiry-based learning. This year all sixth, seventh, and eighth grade science, social studies, and ELA classrooms have Google chrome books for instruction, research, and presentations. Mathematics teachers have access to either an ELMO projector or SMARTBoards as tools for learning.</p>
 <p>Before and After School Programs:</p>	<p>The Hub, The Achieve Foundation, and YouthNet, provide support and enrichment to students during the school day, and after school. We also offer art clubs where the students create projects to help beautify the school.</p>






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School Narrative

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

 <p>Student Supports and Services:</p>	<p>Additional support in English Language Arts, Mathematics, Science, and Social Studies is provided for students in need during our extension period in 6th and 7th grade. 8th graders in need of additional support are enrolled in Mathematics and English Language Arts intervention classes.</p>
 <p>Student Health and Wellness:</p>	<p>Our innovative Physical Education program implements lifelong approach to fitness as supported by our awarded national PEP grant.</p>
 <p>Parent and Community Involvement:</p>	<p>Additionally, we have community partnerships with The Hub, The Achieve Foundation, and YouthNet, who provide support and enrichment to students during the school day and after school. Our Home and School Association (HSA) provides us with both financial and human resources to enhance our school offerings, support teacher learning, and extend the learning of our students through assistance for field trips, assemblies, and materials for classrooms.</p>



Marshall Elementary School
2016-2017


Grade Span KG-02

13-4900-100
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SOUTH ORANGE-MAPLEWOOD
262 GROVE RD
S ORANGE, NJ 07079-2367

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.
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**Marshall Elementary School
2016-2017**

Grade Span KG-02

**13-4900-100
ESSEX
SOUTH ORANGE-MAPLEWOOD
262 GROVE RD
S ORANGE, NJ 07079-2367**

Footnotes

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	178	155	171
1	163	190	148
2	164	168	193
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	20	18	18
Total	525	531	530

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	180	155	171

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	44%	45%
Male	56%	57%	55%
Economically Disadvantaged Students	10%	9%	7%
Students with Disabilities	9%	13%	10%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	62.8%
Black or African American	17.9%
Hispanic	6.6%
Asian	4.0%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	8.3%

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	97.2%
Spanish	1.1%
Other	1.8%



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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.

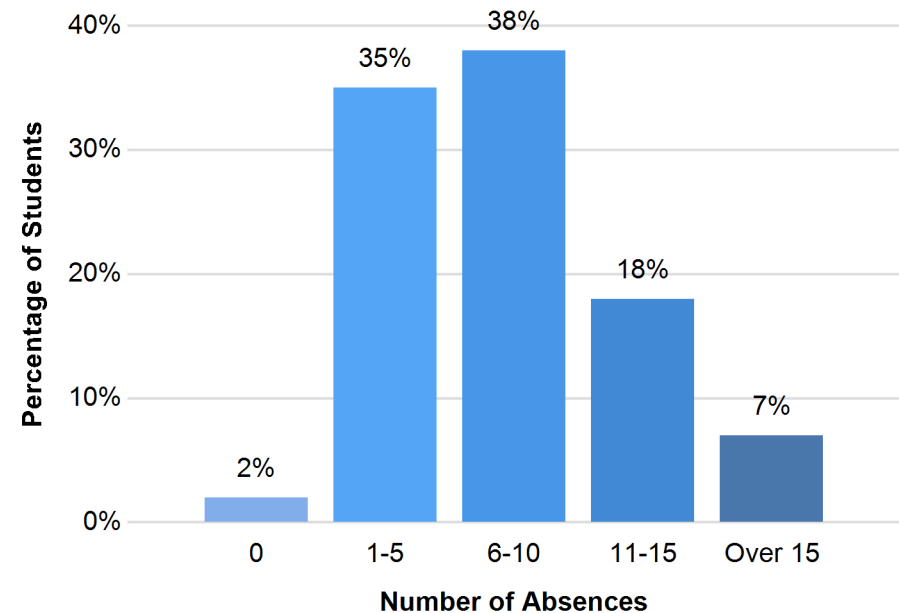
Chronic Absenteeism

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	4.10	9.80	Met Target
White	4.20	9.80	Met Target
Hispanic	0	9.80	Met Target
Black or African American	4.20	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.70	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.40	9.80	Met Target
Economically Disadvantaged Students	10.50	9.80	Not Met
Students with Disabilities	10.70	9.80	Not Met
English Learners	N	**	**

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.



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



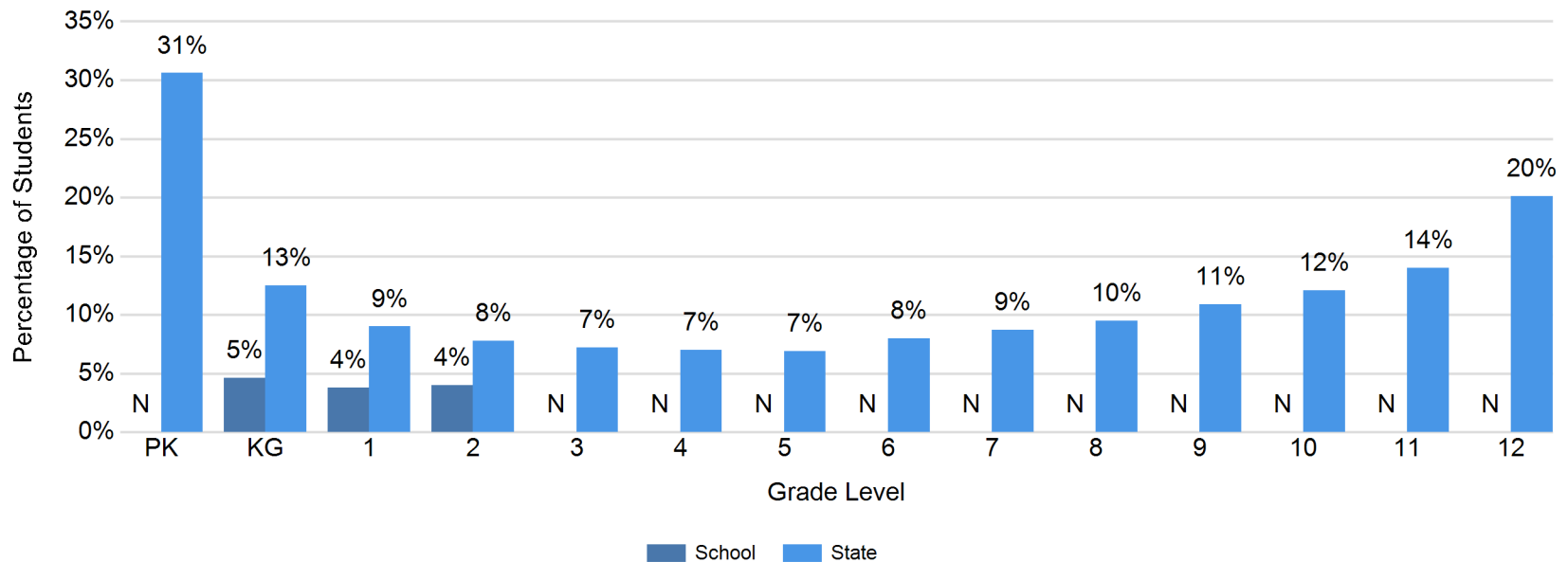
**Marshall Elementary School
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Chronic Absenteeism by Grade

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.





Marshall Elementary School
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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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 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	0.2%
Out-of-School Suspensions	0.2%
Any Suspension	0.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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)	\$352	\$14,125	\$14,477



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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	39	120,724
Average years experience in public schools	8.2	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	69%	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	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	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	13:1
Administrators	265:1	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	64%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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School General Info

Principal:	Ms. Samuels	Email Address:	bsamuels@somsd.k12.nj.us
Address:	262 GROVE RD S ORANGE, NJ 07079-2367	Website:	www.Marshall-pta.org
Phone:	(973)378-7698	Twitter:	https://twitter.com/marshallows

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"> • 2016 Let's Move! Active Schools Award Winners. 2014 and 2017 Chamion Creatively Alive Children (Crayola/NAESP) Grant. • At Marshall, we believe in the benefits of child-centered, play-based, movement-defined, fine arts infused instruction. • We provide a continuum of Special Education services as well as many nontraditional learning configurations.
 Mission, Vision, Theme:	At Marshall, we believe in the benefits of child-centered, play-based, movement-defined, fine arts infused instruction. We provide rigorous and innovative opportunities in all content areas. We use Developmentally Appropriate Practices and NJDOE Birth – 3rd Grade Guidelines, as well as District curriculum, as our guides.
 Awards, Recognition, Accomplishments:	2016 Let's Move! Active Schools Award Winners. We have also received grants from Crayola, Foundation for Educational Administration, Montclair State University, Goldman Sachs, The Achieve Foundation, Young Audiences and others.





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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Child-centered, play-based, movement-defined, fine arts infused instruction. We use Developmentally Appropriate Practices and NJDOE Birth – 3rd Grade Guidelines, as well as district curriculum, as our guides. Classroom teachers work closely with art, music, physical education, library and health instructors to ensure the promotion of literacy and math movement across content areas. Music education consists of learning to read music, instrumental, voice, movement and technology in every class.</p>
 <p>Clubs and Activities:</p>	<p>Cultural Arts programming provides opportunities for students to learn while participating in the performing arts and appreciating the talents of others. Together we attend whole school theater trips, host resident artists, invite petting zoos, and enjoy our celebrated Groove on Grove lunchtime musicians.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional Learning Opportunities include: Anti-Bias Framework, Universal Design for Learning, STEAM, Coordinated Approach to Child Health, Arts Integration and Literacy/Math development.</p>
 <p>Student Supports and Services:</p>	<p>Marshall School provides a continuum of Special Education services as well as many nontraditional learning configurations. We offer Self-Contained Special Education classes, co-taught classes at each grade level, looping 1st - >2nd grade classes, and several 1st/2nd grade multiage classrooms. We also have traditional class configurations where students and teachers remain a unit for one year. In each setting, students use a variety of innovative technology.</p>
 <p>Student Health and Wellness:</p>	<p>Various genres of music can be heard on our overhead system all day, interspersed with tunes that promote and invite jumps, hops and wiggles. Our floors are purposefully designed to promote movement and are used as extensions of the classroom for "whole body learning". We use CATCH (Coordinated Approach to Child Health) and SPARK PE as our guides for health and wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Family Engagement opportunities include: Monthly PTA meetings, Arts Integration Night, "Marshall Reads" Family Literacy Night, "Reducing the Summer Slide" Spring Fair, Incoming Kindergarten Day of Play, Family Storytelling Night, Music Festival, Art Show, Ice Cream Social, Kids' Night Out, Field Day and much more...</p>




Seth Boyden Elementary Demonstration School
2016-2017
Grade Span KG-05

13-4900-130
ESSEX
SOUTH ORANGE-MAPLEWOOD
274 BOYDEN AVE
MAPLEWOOD, NJ 07040-3010

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.
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Seth Boyden Elementary Demonstration School
2016-2017
Grade Span KG-05

13-4900-130
ESSEX
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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
KG	110	76	76
1	101	99	87
2	91	93	99
3	92	86	97
4	79	91	90
5	79	73	94
Ungraded	0	0	0
Total	552	518	543

Student Group	2014-15	2015-16	2016-17
Female	49%	46%	48%
Male	51%	54%	52%
Economically Disadvantaged Students	43%	45%	45%
Students with Disabilities	8%	10%	11%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	63.9%
White	22.5%
Hispanic	7.4%
Asian	1.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	4.8%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	105	76	76

Home Language	% of Students
English	95.9%
Creoles and pidgins, French-based	1.7%
Spanish	1.3%
Other	1.2%



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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	259	96.9	54.40	66.60	54.90	54.4	54.8	Met Target†
White	62	95.5	83.90	81.80	63.90	83.9	80	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	172	97.9	44.20	41.30	35.20	44.2	44.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	33.40	53.70	N	**	**
Two or More Races	14	88.2	50.00	75.20	54.90	46.1	**	**
Female	119	97.8	62.20	74.50	62.20	62.2		
Male	140	96.0	47.90	59.30	48.10	47.9		
Economically Disadvantaged Students	111	97.6	44.10	35.70	36.20	44.1	44.6	Met Target†
Non-Economically Disadvantaged Students	148	96.4	62.10	73.70	65.80	62.1		
Students with Disabilities	42	97.7	21.40	25.30	20.50	21.4	14.4	Met Target
Students without Disabilities	217	96.7	60.80	74.20	61.90	60.8		
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.



Seth Boyden Elementary Demonstration School
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Grade Span KG-05

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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	93	755	766	749	*	18%	24%	44%	*	52%	50%
White	22	784	779	759	0%	*	0%	59%	*	86%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	56	741	741	731	*	21%	29%	38%	*	39%	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	45	757	769	754	*	*	24%	51%	*	58%	55%
Male	48	753	764	745	*	*	23%	38%	*	46%	46%
Economically Disadvantaged Students	34	742	736	731	*	*	29%	35%	*	38%	31%
Non-Economically Disadvantaged Students	59	762	771	762	*	*	20%	49%	*	59%	63%
Students with Disabilities	13	716	*	720	*	*	*	*	*	15%	24%
Students without Disabilities	80	761	*	755	*	*	*	*	*	58%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	761	776	753	*	*	19%	46%	18%	64%	56%
White	27	781	784	762	0%	0%	*	56%	*	85%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	58	749	752	737	*	24%	21%	45%	*	52%	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	47	767	782	758	*	*	*	53%	*	72%	61%
Male	44	754	769	749	*	*	*	39%	*	55%	51%
Economically Disadvantaged Students	40	745	749	737	*	*	*	48%	*	50%	36%
Non-Economically Disadvantaged Students	51	773	781	764	*	*	*	45%	*	75%	69%
Students with Disabilities	13	745	*	725	*	*	*	*	*	46%	25%
Students without Disabilities	78	763	*	759	*	*	*	*	*	67%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	91	761	776	755	*	*	19%	46%	18%	64%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	751	768	756	*	19%	27%	42%	*	50%	59%
White	15	777	779	763	0%	0%	*	*	*	80%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	70	745	750	740	*	24%	26%	39%	*	44%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	42	757	775	761	*	*	*	41%	*	57%	66%
Male	52	747	762	750	*	*	*	42%	*	44%	53%
Economically Disadvantaged Students	45	746	*	740	*	*	29%	42%	*	47%	40%
Non-Economically Disadvantaged Students	49	756	*	765	*	*	25%	41%	*	53%	71%
Students with Disabilities	16	722	732	725	*	*	*	*	*	13%	22%
Students without Disabilities	78	757	775	762	*	*	*	*	*	58%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	94	751	768	757	*	19%	27%	42%	*	50%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

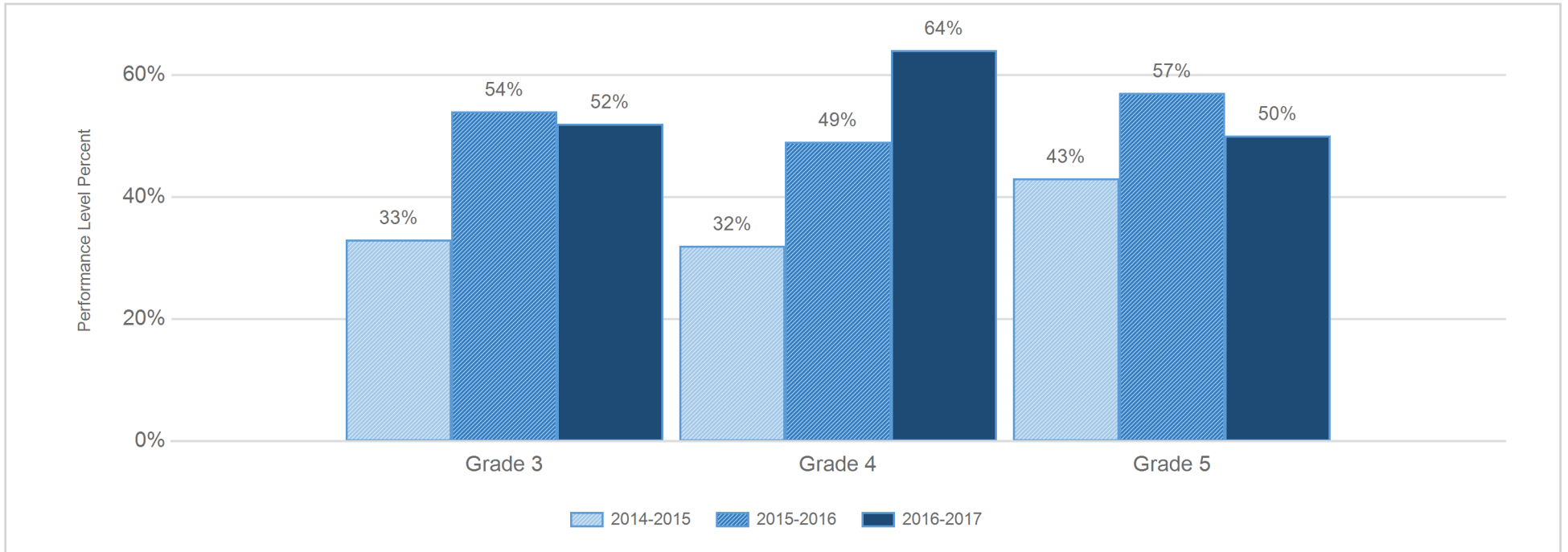


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	259	96.9	45.50	57.30	43.50	45.5	46.7	Met Target†
White	62	95.5	80.60	74.30	52.40	80.6	79.5	Met Goal
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	172	97.9	32.00	27.60	21.70	32	34.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	33.40	42.50	N	**	**
Two or More Races	14	88.2	50.00	67.90	44.90	46	**	**
Female	119	97.8	45.30	58.60	44.10	45.3		
Male	140	96.0	45.70	56.00	42.90	45.7		
Economically Disadvantaged Students	111	97.6	29.70	22.90	25.10	29.7	32.6	Met Target†
Non-Economically Disadvantaged Students	148	96.4	57.40	65.10	54.30	57.4		
Students with Disabilities	42	97.7	21.40	19.50	16.50	21.4	14.4	Met Target
Students without Disabilities	217	96.7	50.20	64.00	48.80	50.2		
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	93	748	761	751	*	22%	26%	27%	*	44%	53%
White	22	778	773	759	0%	*	*	*	*	77%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	56	734	738	733	*	27%	30%	25%	*	30%	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	45	745	758	751	*	*	*	*	*	42%	52%
Male	48	750	764	751	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	34	734	733	736	*	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	59	755	766	761	*	*	*	*	*	58%	65%
Students with Disabilities	13	709	*	729	*	*	*	*	*	*	29%
Students without Disabilities	80	754	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	754	761	747	*	19%	23%	45%	*	55%	47%
White	27	778	770	755	0%	0%	*	63%	*	89%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	58	740	737	729	*	29%	29%	36%	*	36%	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	47	756	761	747	*	*	*	49%	*	57%	47%
Male	44	752	761	747	*	*	*	41%	*	52%	48%
Economically Disadvantaged Students	40	737	735	732	*	*	25%	28%	*	33%	27%
Non-Economically Disadvantaged Students	51	767	766	757	*	*	22%	59%	*	73%	61%
Students with Disabilities	13	743	*	724	*	*	*	*	*	46%	22%
Students without Disabilities	78	755	*	751	*	*	*	*	*	56%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	91	754	761	749	*	19%	23%	45%	*	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%



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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	94	743	753	747	*	18%	37%	33%	*	38%	46%
White	15	764	762	754	0%	0%	*	*	*	73%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	70	736	737	729	*	24%	37%	27%	*	30%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	42	742	752	747	*	*	36%	29%	*	38%	47%
Male	52	743	753	746	*	*	39%	37%	*	39%	46%
Economically Disadvantaged Students	45	735	*	732	*	*	31%	31%	*	33%	27%
Non-Economically Disadvantaged Students	49	750	*	756	*	*	43%	35%	*	43%	59%
Students with Disabilities	16	729	726	725	*	*	*	*	*	19%	19%
Students without Disabilities	78	745	757	751	*	*	*	*	*	42%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	94	743	753	748	*	18%	37%	33%	*	38%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

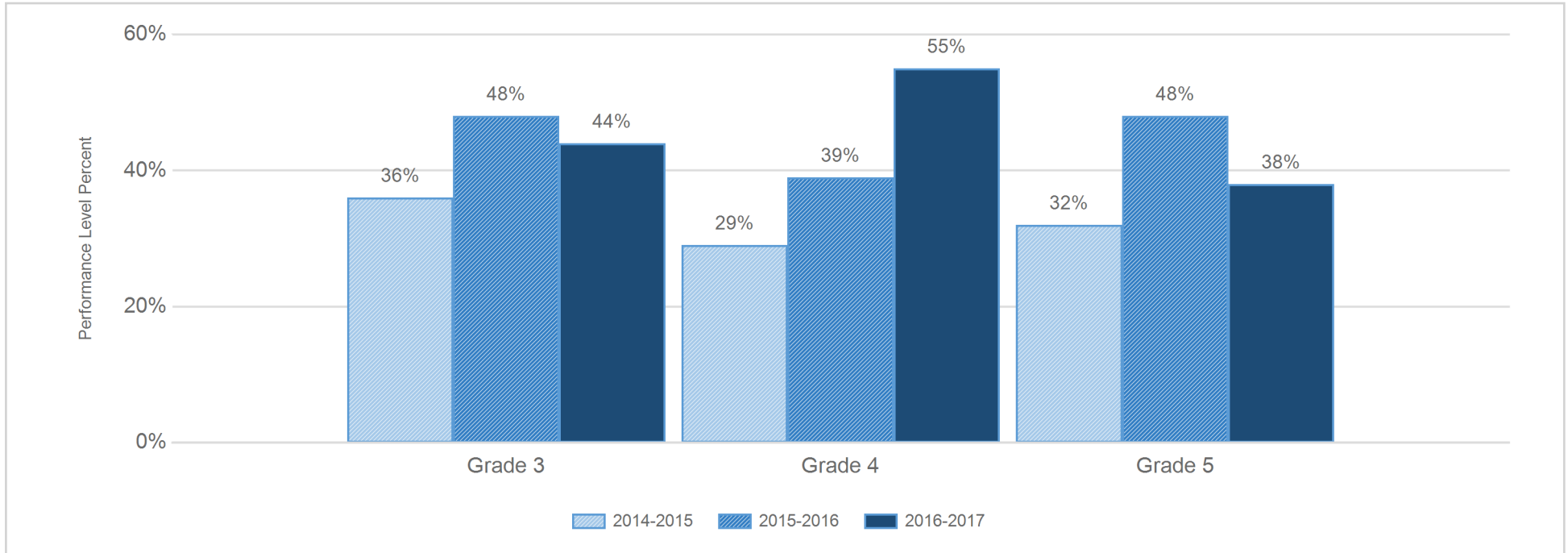


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

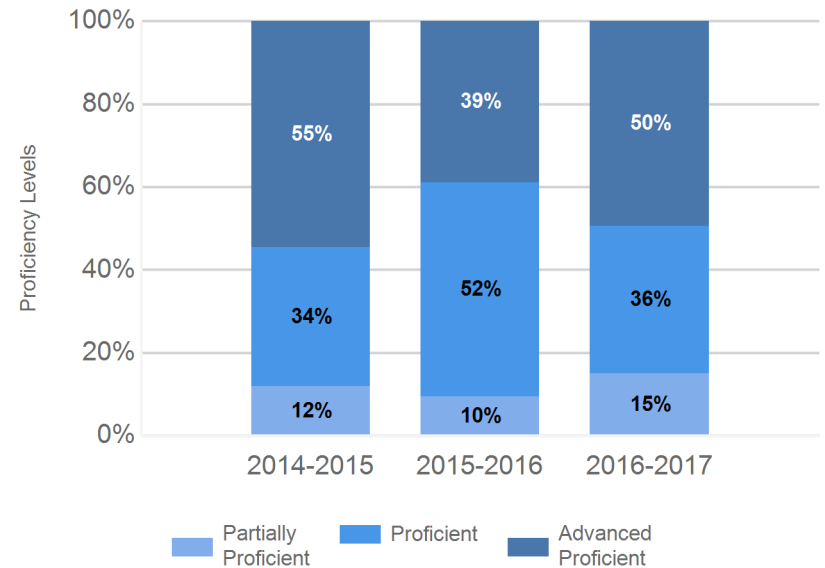
NJASK Science Assessment Performance: Grade 4

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	50%	36%	15%
White	96%	4%	N
Hispanic	*	*	N
Black or African American	29%	48%	23%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	30%	47%	23%
Students with Disabilities	27%	36%	36%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	42	50	Met Target	56	48	50	Met Target
White	53	45	50	Met Target	68	51	52	Exceeds Target
Hispanic	*	*	49	**	*	45	47	**
Black or African American	43.5	39	45	Met Target	50.5	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	48.5	35	47	Met Target	47.5	39	46	Met Target
Students with Disabilities	34	34	41	Not Met	73	44	43	Exceeds Target
English Learners	*	48	53	**	*	49.5	51	**

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



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

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

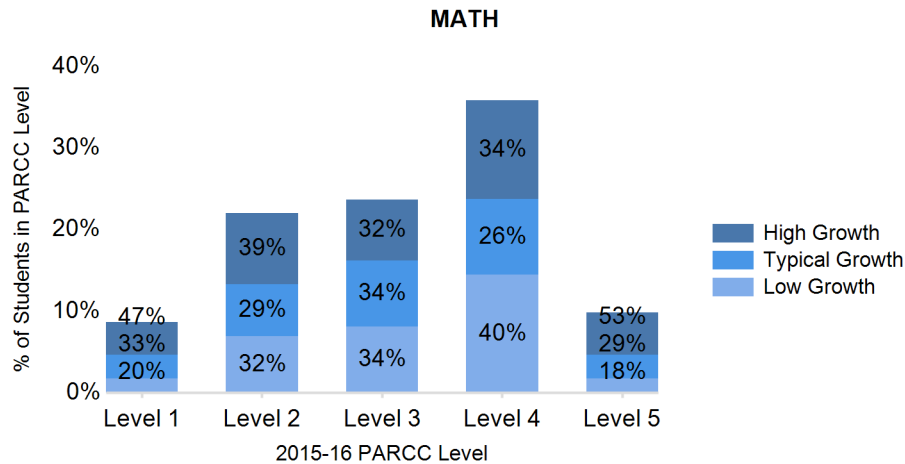
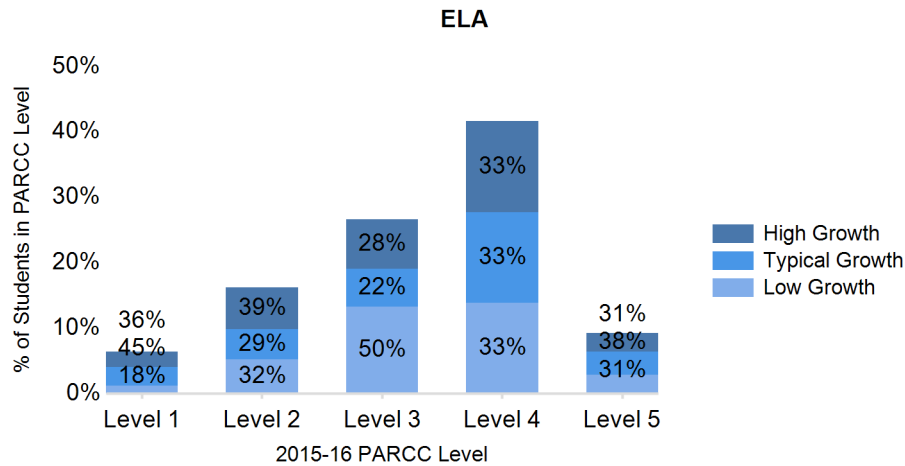
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

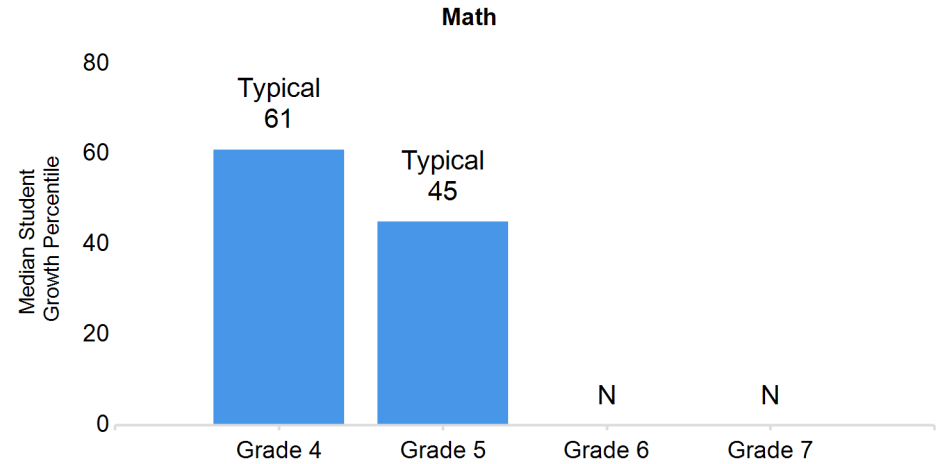
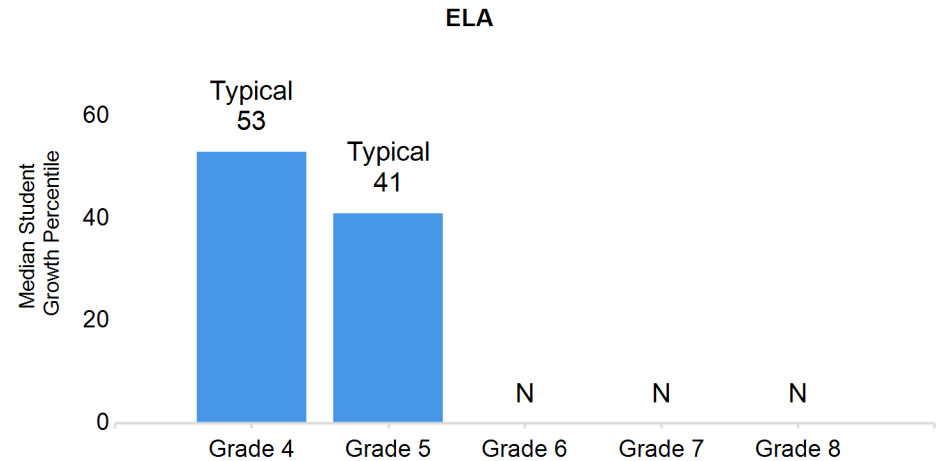
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

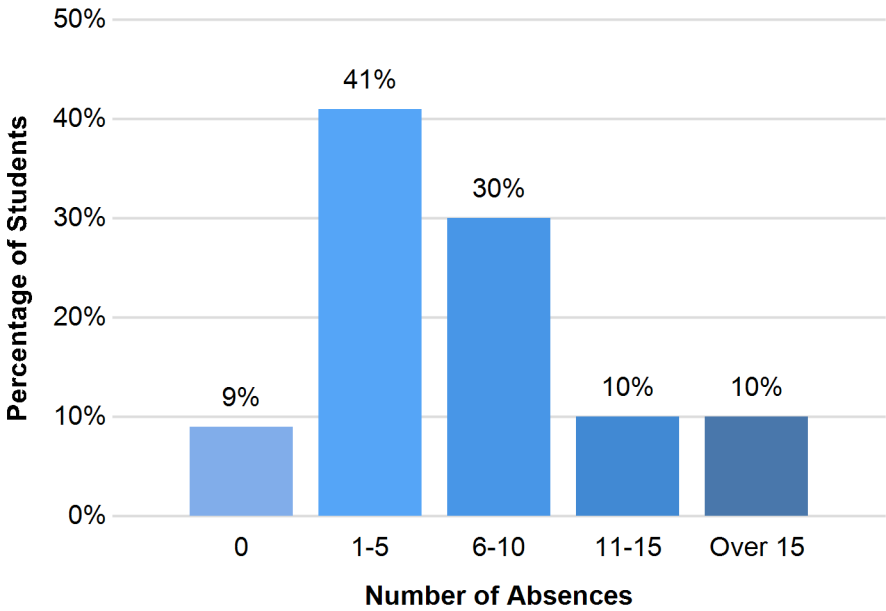
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	8.40	Met Target
White	5.70	8.40	Met Target
Hispanic	7.50	8.40	Met Target
Black or African American	7.40	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	11.50	8.40	Not Met
Economically Disadvantaged Students	10.60	8.40	Not Met
Students with Disabilities	7.50	8.40	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.





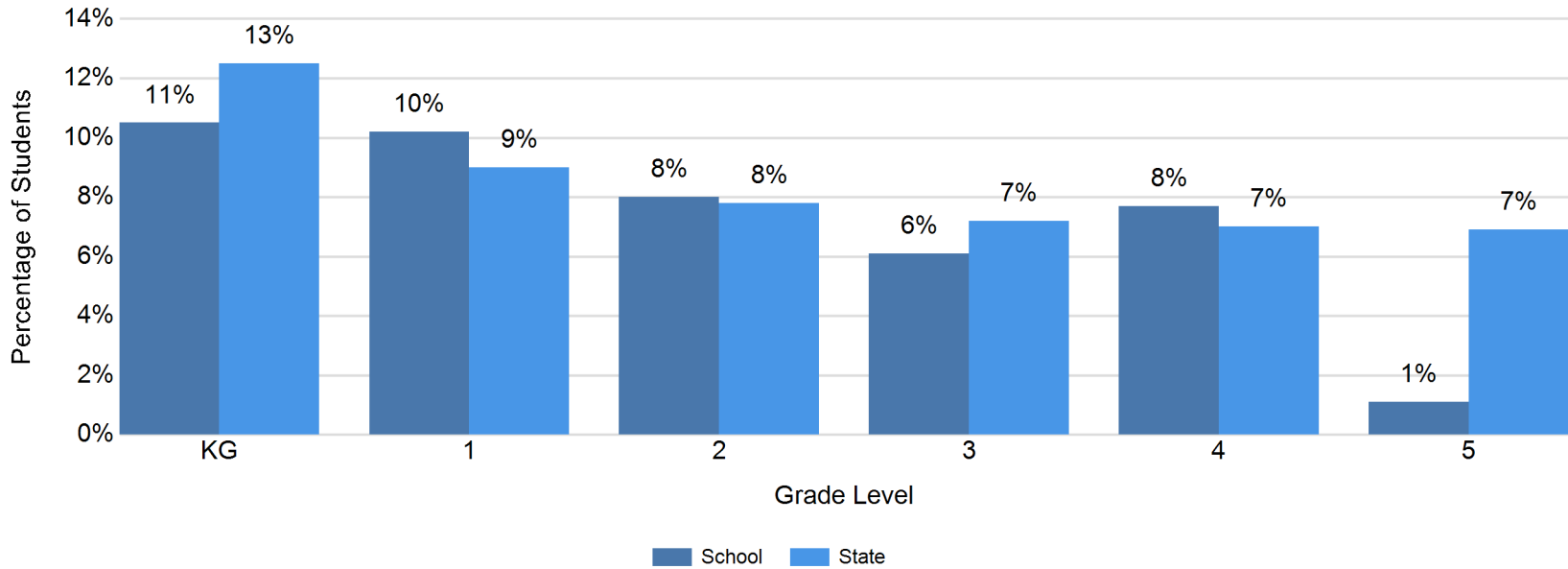
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Chronic Absenteeism by Grade

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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 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	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.55

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	0.6%
Out-of-School Suspensions	2.2%
Any Suspension	2.6%

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	1.9:1	144.1 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)	\$352	\$14,125	\$14,477



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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	8.1	11.8
Average years experience in district	8.1	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	272:1	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	64%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	53.7	17.5%
Mathematics Proficiency	56.3	17.5%
English Language Arts Growth	39.7	25.0%
Mathematics Growth	80.1	25.0%
Chronic Absenteeism	49.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.7
Summative Rating: Percentile rank of Summative Score		60.5
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	56.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	78.0	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	66.0	11.9	No	Met Target†	Met Target†	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	**	**	Not Met	**	**	No
Economically Disadvantaged Students	57.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	62.1	11.9	No	Met Target	Met Target	Met Target	Not Met	Exceeds 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:	Mr. Frye	Email Address:	dfrye@somsd.k12.nj.us
Address:	274 BOYDEN AVE MAPLEWOOD, NJ 07040-3010	Website:	https://www.somsd.k12.nj.us/site/Default.aspx?PageID=2424
Phone:	(973)378-5209		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Seth Boyden received national attention for its participation with PBS on its Learning Child Series. • Seth Boyden applies the “multiple intelligences” philosophy developed by Harvard University's Howard Gardner. • Our Knitting Program has become and integral part of our school culture and has received national attention .
 <p>Mission, Vision, Theme:</p>	<p>The Seth Boyden Demonstration School’s program is based on the belief that there are numerous ways to achieve excellence. The school’s philosophy supports the belief that each child has their own talents and strengths that need to be developed to attain educational and personal excellence. This grows out of the theory of “multiple intelligences” developed by Harvard University's Howard Gardner.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our Knitting program has received national attention through Knitting Magazine, The New York Times and The Star-Ledger, as well as many local media outlets. Our school has also received national attention through an article in the Wall Street Journal and our participation with PBS and its Learning Child Series, "When Children Learn Naturally."</p>



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School Narrative

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Before and After School Programs:

The Parent Teacher Association (PTA) provides a dynamic after-school enrichment program for students to explore their interests and develop their talents in sports, cooking, science, and fine and performing arts.






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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>We launched professional planning time as we introduced a model of co-teaching in math for our multi-age classrooms.</p>
 <p>Student Supports and Services:</p>	<p>Many programs have been designed to develop students' social and emotional intelligences, build character and enhance the climate of the school. These include new student groups and friendship circles, class meetings, and several opportunities for mentoring, community outreach and service learning. Examples of these programs include lunch buddies, reading buddies, tutors, and the Boyden Ambassadors who provide tours and lead assemblies, and a 10-week social development dance program.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA also subsidizes field trips and assembly programs such as dance troupes, visiting musicians, regular artist-in-residence partnerships and author visits. Volunteers also contribute as individuals and as members of committees that provide staff and students a wonderful opportunity to engage in the continual exploration of new ideas.</p>




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School Narrative

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 <p>Facilities:</p>	<p>Seth Boyden's playground is being transformed into an outdoor learning center. The two and a half acres have allowed for the establishment of both educational and recreational areas and include natural habitats, music gardens, quiet areas, a walking/jogging trail, picnic area, story-telling center, outdoor chess tables, climbing equipment, playing fields, teaching gardens and outdoor classroom.</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.

As an outgrowth of the existing Multiple Intelligences approach, the Seth Boyden Demonstration School has embarked on a Character Education initiative. The focus is on creating a school that fosters ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values. As a school, we concluded the year with training in Responsive Classroom. "Responsive Classroom is a research-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate."



Other Information:




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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
PK	16	0	0
KG	82	106	98
1	90	89	106
2	107	96	83
3	108	105	95
4	99	107	108
5	95	100	105
Ungraded	1	0	0
Total	598	603	595

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	50%
Male	53%	52%	50%
Economically Disadvantaged Students	7%	5%	6%
Students with Disabilities	9%	10%	12%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	63.7%
Black or African American	16.0%
Hispanic	7.1%
Asian	4.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
<i>Two or More Races</i>	8.4%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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.

Grade	2014-15	2015-16	2016-17
PK - Half Day	12	0	0
PK - Full Day	2	0	0
KG - Half Day	0	0	0
KG - Full Day	81	106	98

Home Language	% of Students
English	98.0%
<i>Other</i>	2.2%



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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	289	94.1	77.90	66.60	54.90	76.9	77.5	Met Target†
White	182	94.9	84.00	81.80	63.90	83.9	80	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	48	93.0	52.10	41.30	35.20	50.6	50.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	16	100.0	87.60	78.60	80.70	87.6	**	**
American Indian or Alaska Native	*	*	*	33.40	53.70	N	**	**
Two or More Races	36	92.5	83.30	75.20	54.90	80.8	80	Met Goal
Female	155	95.3	80.70	74.50	62.20	80.7		
Male	134	92.7	74.60	59.30	48.10	72.6		
Economically Disadvantaged Students	18	85.7	44.50	35.70	36.20	*	N	N
Non-Economically Disadvantaged Students	271	94.6	80.10	73.70	65.80	*		
Students with Disabilities	37	92.9	45.90	25.30	20.50	44.7	26.7	Met Target
Students without Disabilities	252	94.2	82.50	74.20	61.90	81.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	33.30	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	94	762	766	749	*	11%	20%	62%	*	67%	50%
White	56	768	779	759	0%	*	20%	70%	*	75%	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	21	740	741	731	*	*	*	*	0%	38%	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	51	759	769	754	*	*	*	59%	*	63%	55%
Male	43	766	764	745	*	*	*	65%	*	72%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



**SOUTH MOUNTAIN ELEMENTARY SCHOOL
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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	109	782	776	753	*	*	*	51%	38%	88%	56%
White	74	785	784	762	0%	*	*	53%	39%	92%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	11	749	752	737	*	*	*	*	*	64%	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	15	802	789	755	*	*	*	*	67%	100%	56%
Female	56	792	782	758	*	*	*	46%	50%	96%	61%
Male	53	771	769	749	*	*	*	55%	25%	79%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	15	752	*	725	*	*	*	*	*	67%	25%
Students without Disabilities	94	787	*	759	*	*	*	*	*	92%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	771	768	756	*	*	16%	60%	18%	78%	59%
White	56	777	779	763	*	*	*	64%	20%	84%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	19	755	750	740	*	*	*	*	*	63%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	53	779	775	761	*	*	*	57%	*	81%	66%
Male	42	760	762	750	*	*	*	64%	*	74%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	14	736	732	725	*	*	*	*	0%	50%	22%
Students without Disabilities	81	777	775	762	*	*	*	*	21%	83%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	95	771	768	757	*	*	16%	60%	18%	78%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



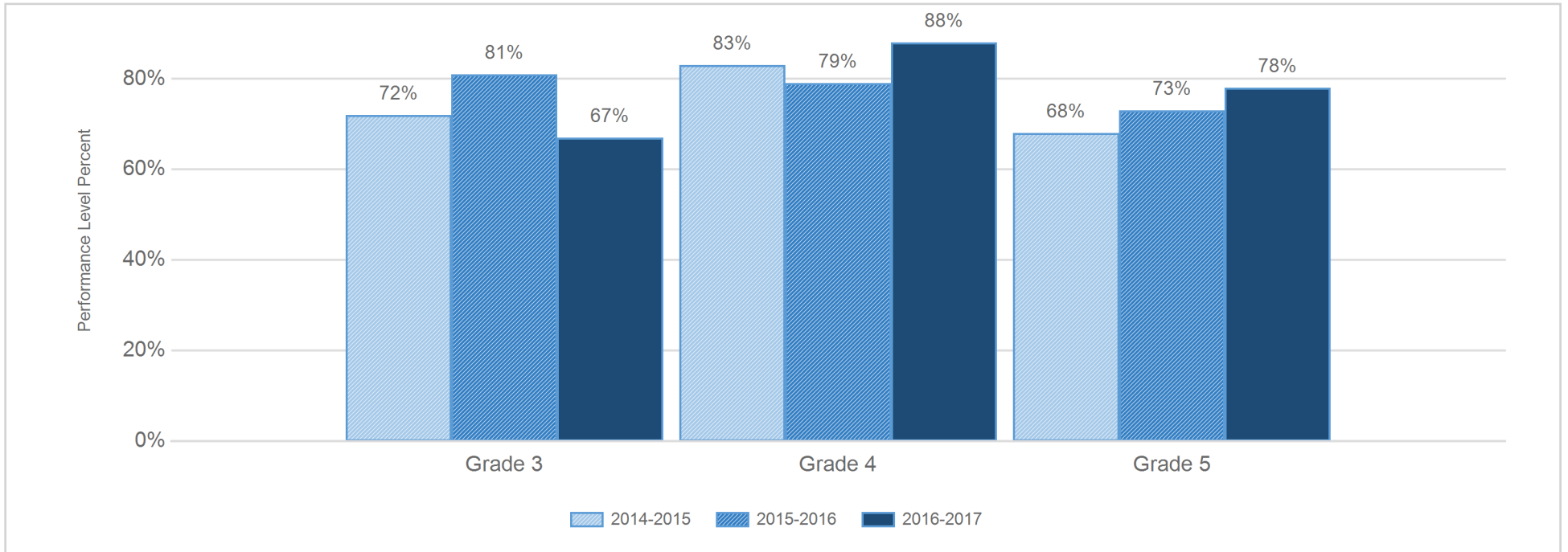
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	289	94.4	63.60	57.30	43.50	63	70.7	Not Met
White	182	95.4	71.40	74.30	52.40	71.4	78.2	Not Met
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	48	93.0	35.50	27.60	21.70	34.4	41.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.10	72.20	75.60	75.1	**	**
American Indian or Alaska Native	*	*	*	33.40	42.50	N	**	**
Two or More Races	36	92.5	66.60	67.90	44.90	64.7	80	Not Met
Female	155	95.8	62.60	58.60	44.10	62.6		
Male	134	92.7	64.90	56.00	42.90	63.2		
Economically Disadvantaged Students	18	85.7	22.20	22.90	25.10	20	N	N
Non-Economically Disadvantaged Students	271	95.0	66.40	65.10	54.30	66.4		
Students with Disabilities	37	92.9	21.60	19.50	16.50	21	26.7	Met Target†
Students without Disabilities	252	94.6	69.80	64.00	48.80	69.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	14.30	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	94	756	761	751	*	*	25%	52%	*	62%	53%
White	56	760	773	759	*	*	25%	59%	*	68%	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	21	738	738	733	*	*	*	*	*	43%	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	51	750	758	751	*	*	*	49%	*	53%	52%
Male	43	763	764	751	*	*	*	56%	*	72%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	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	109	761	761	747	*	*	17%	64%	*	72%	47%
White	74	766	770	755	*	*	16%	72%	*	80%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	11	724	737	729	*	*	*	*	0%	27%	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	15	772	769	747	0%	0%	*	67%	*	80%	48%
Female	56	763	761	747	*	*	*	70%	*	75%	47%
Male	53	758	761	747	*	*	*	59%	*	68%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	15	731	*	724	*	*	*	*	*	33%	22%
Students without Disabilities	94	766	*	751	*	*	*	*	*	78%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	757	753	747	*	*	27%	43%	15%	58%	46%
White	56	763	762	754	0%	*	30%	52%	*	64%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	19	741	737	729	*	*	*	*	*	37%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	53	758	752	747	*	*	26%	47%	*	60%	47%
Male	42	757	753	746	*	*	29%	38%	*	55%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	14	731	726	725	*	*	*	*	*	21%	19%
Students without Disabilities	81	762	757	751	*	*	*	*	*	64%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	95	757	753	748	*	*	27%	43%	15%	58%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



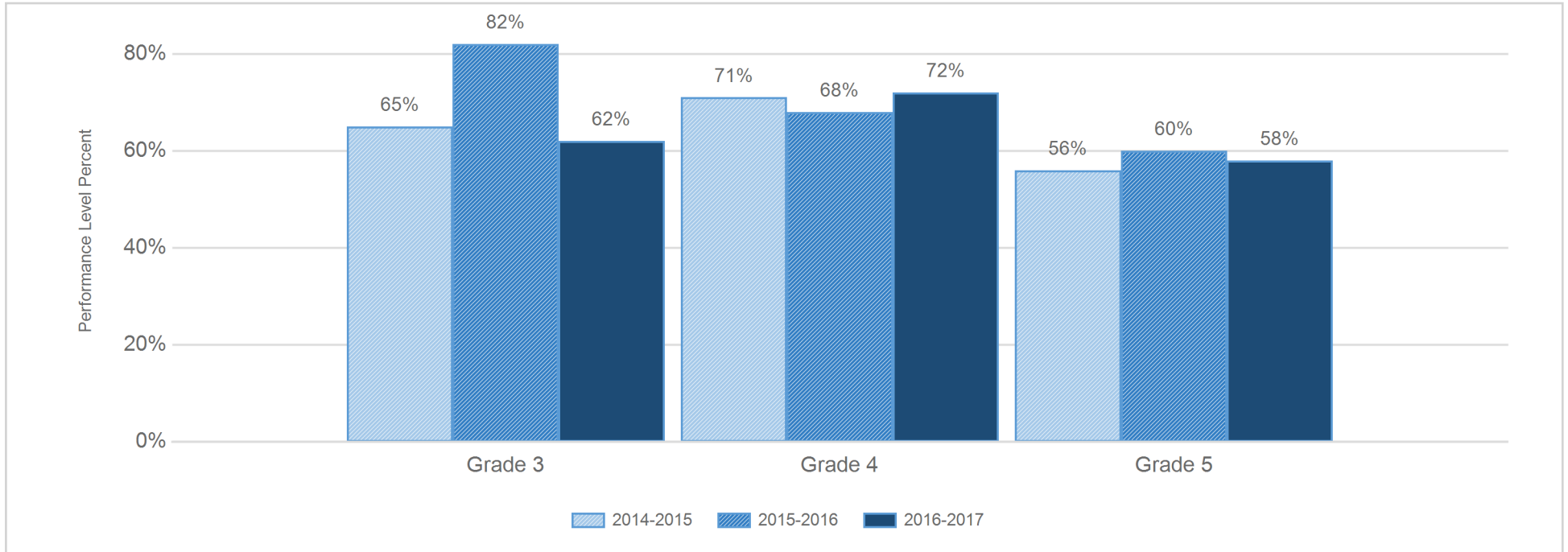
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	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.

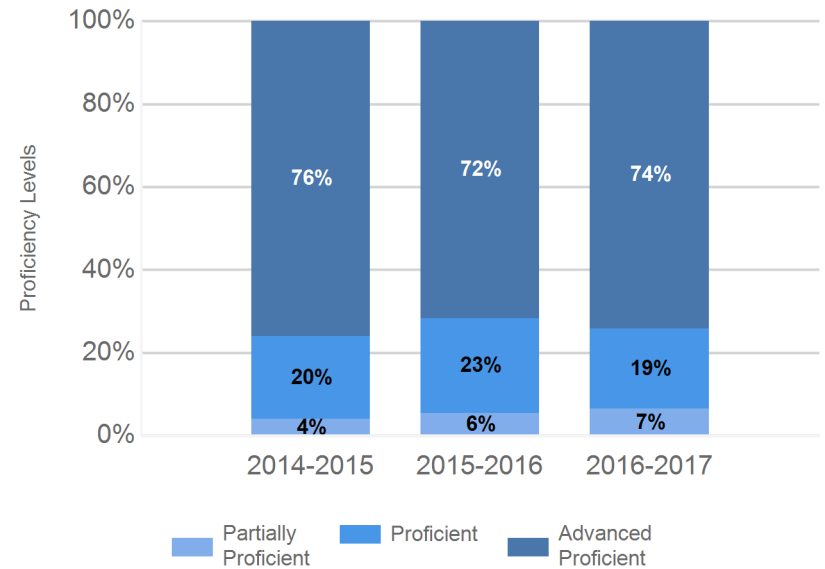
NJASK Science Assessment Performance: Grade 4

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	74%	19%	7%
White	78%	19%	3%
Hispanic	*	*	*
Black or African American	27%	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	100%	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	40%	30%	30%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45.5	42	50	Met Target	43	48	50	Met Target
White	46	45	50	Met Target	43	51	52	Met Target
Hispanic	*	*	49	**	*	45	47	**
Black or African American	43.5	39	45	Met Target	37	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	43	*	51	Met Target	28	*	52	Not Met
Economically Disadvantaged	32.5	35	47	**	29	39	46	**
Students with Disabilities	44	34	41	Met Target	30	44	43	Not Met
English Learners	*	48	53	**	*	49.5	51	**

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



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

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

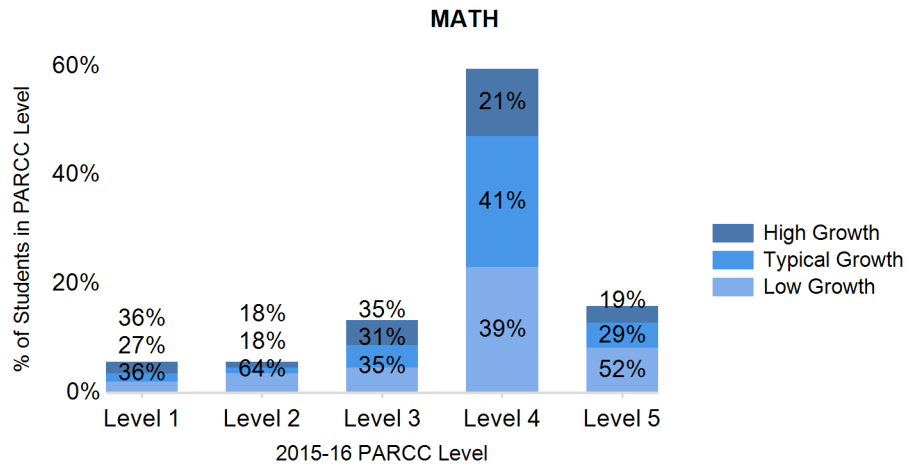
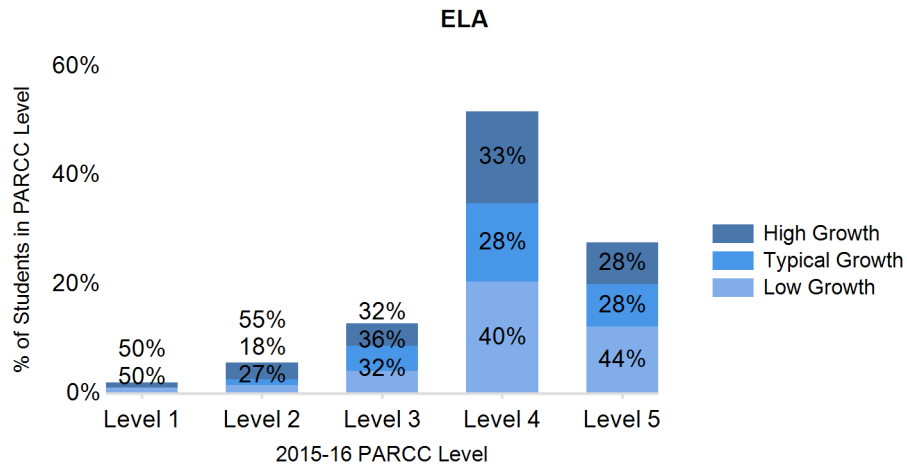
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

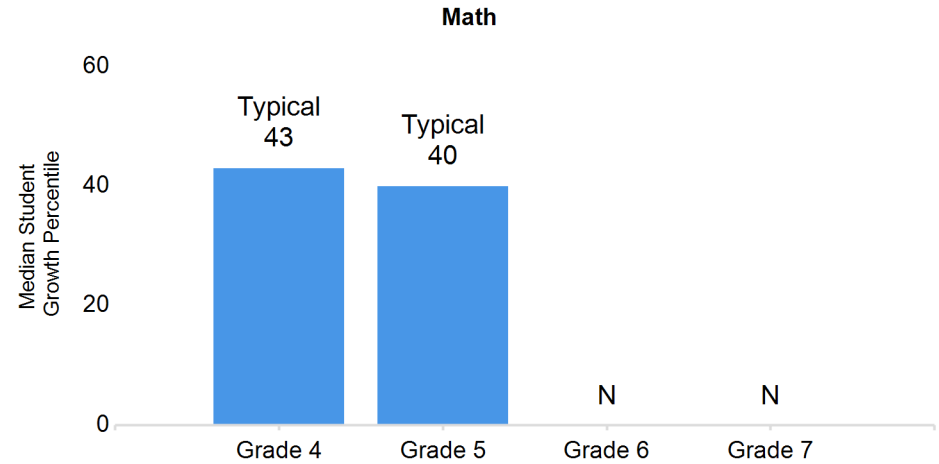
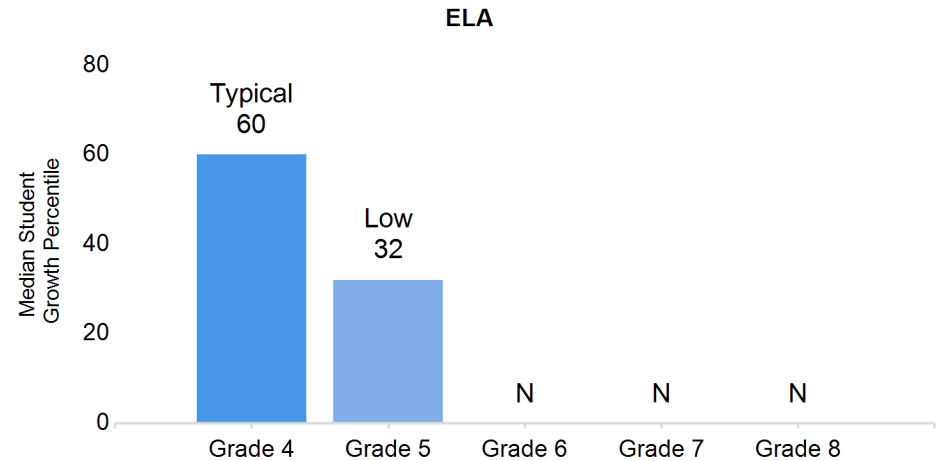
Student Growth by Performance Level

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



Student Growth by Grade

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





**SOUTH MOUNTAIN ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

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ESSEX
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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

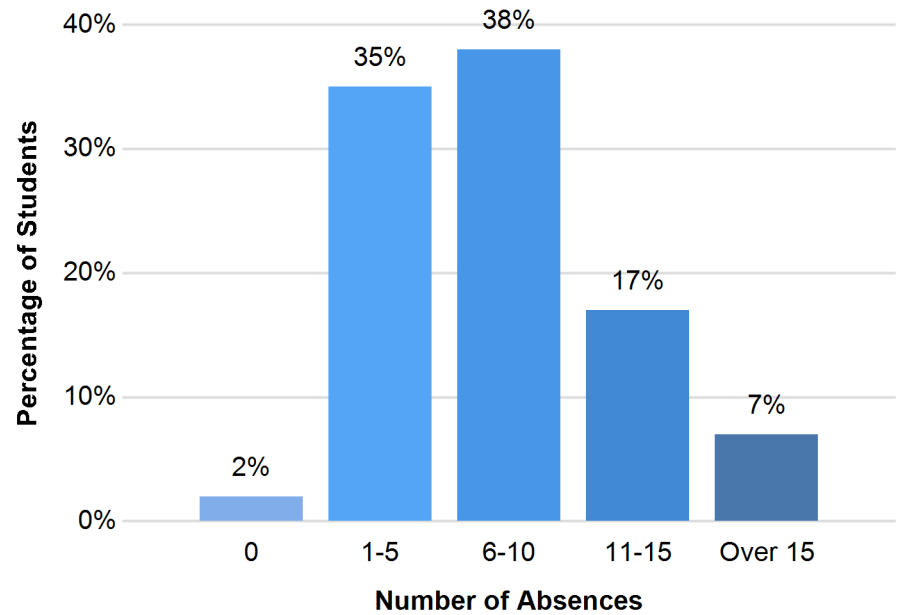
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	8.40	Met Target
White	3.90	8.40	Met Target
Hispanic	2.40	8.40	Met Target
Black or African American	8.10	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.00	8.40	Met Target
Economically Disadvantaged Students	14.70	8.40	Not Met
Students with Disabilities	4.20	8.40	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.





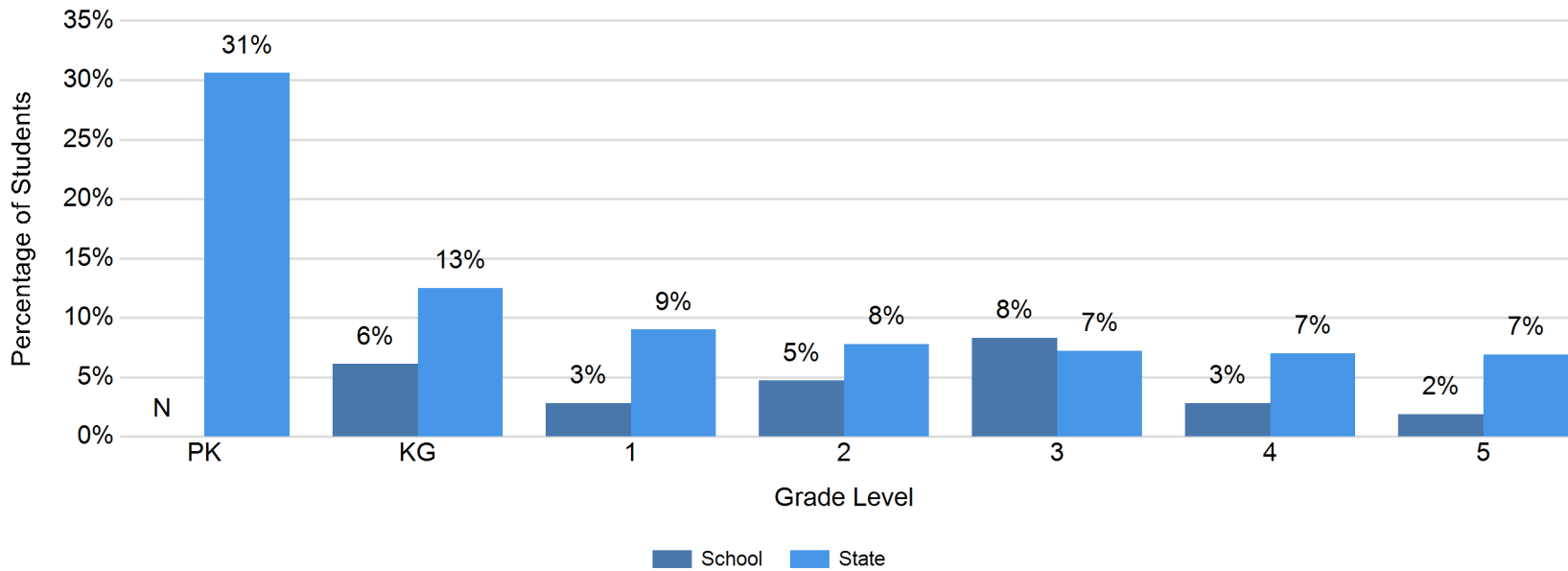
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Chronic Absenteeism by Grade

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	2:40PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.34

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	0.3%
Any Suspension	0.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0

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



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	144.1 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)	\$352	\$14,125	\$14,477



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	10.7	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	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	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	13:1
Administrators	298:1	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	64%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	83.9	17.5%
Mathematics Proficiency	68.7	17.5%
English Language Arts Growth	33.2	25.0%
Mathematics Growth	16.8	25.0%
Chronic Absenteeism	76.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.7
Summative Rating: Percentile rank of Summative Score		51.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	50.7	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	55.5	11.9	No	Met Goal	Not Met	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	57.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	42.9	11.9	No	Met Goal	Not Met	Met Target	Met Target	Not Met	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	58.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Jacobs	Email Address:	ajacobs@somsd.k12.nj.us
Address:	444 WEST SOUTH ORANGE AVE S ORANGE, NJ 07079-1234	Website:	https://www.somsd.k12.nj.us/site/Default.aspx?PageID=2471
Phone:	(973)378-5216		

School Narrative

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

<p>Highlights:</p>	<ul style="list-style-type: none"> • South Mountain is a CATCH school, committed to healthy eating and physical exercise in and out of the classroom. • We use the Responsive Classroom approach to instill strong character traits and personal responsibility in every child. • We are a Teacher’s College Reading & Writing Project School.
<p>Mission, Vision, Theme:</p>	<p>The mission of South Mountain School is to ensure that every child whose life we have the opportunity to touch receives the highest quality instruction, resources and support to discover their passions and interests, expand their potential, and ultimately achieve their ambitions. We seek to understand the complexity that each student represents and invest the time it takes to get to know every student we serve.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>South Mountain School will be honored at the 2017 Sustainable Jersey for Schools Awards Ceremony on October 24, 2017 (New Jersey School Boards Association - Atlantic City).</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our curriculum consists of the four main content areas: ELA, Math, Science and Social Studies. In addition to these we also offer Physical Education, Arts and Music programs. The Language Arts curriculum emphasizes a literature-based workshop approach to reading and writing. Our program fuses phonics into the Language Arts instruction, using Foundations, Word Study and the Fountas and Pinnell Literacy curriculum in the younger grades. We use the Math in Focus curriculum throughout the school.</p>
 <p>Clubs and Activities:</p>	<p>We have an annual school musical, musical concert and art show. We host after school enrichment programs for students in all grades, including sports, arts and STEAM.</p>
 <p>Before and After School Programs:</p>	<p>We have a Before Care and After Care program that is operated by the YMCA for our students and families who need an extended day. Our PTA organizes our Beyond the Bell Program which gives our students the opportunity to participate in and/or explore an activity, such as cooking, writing, sports, Lego building etc.</p>







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 <p>Staff and Professional Learning:</p>	<p>We are a Teacher’s College Reading & Writing Project School and work with their on-site staff developers. We also have meetings with Professional Learning Communities that discuss data, content and pedagogy, as well as several professional book studies on teaching and learning. This year, we are reading the book, "A Mindset for Learning," which supports teachers in developing the mindsets of flexibility, resilience, persistence, empathy and optimism.</p>
 <p>Student Supports and Services:</p>	<p>'We have an I&RS committee, 504 Coordinator, Academic Intervention Program, Achieve Tutoring and Social Work Interns, and work with high school mentors to support struggling students. Under our Special Services Department we work closely with our Child Study Team and provide inclusion classes, resource center, evidenced based reading, and related services for students with IEPs.</p>
 <p>Student Health and Wellness:</p>	<p>South Mountain is a CATCH school, committed to healthy eating and physical exercise in and out of the classroom. Teachers provide frequent “Brain Interventions” that provide physical breaks throughout the day. Our PE teachers sponsor a year long recess running club in which the students keep a record of the distance they run in a year. In addition, several times during the year we have special days that celebrate the physical development of our students.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA helps to sponsor assemblies, special student activities, fundraisers, and parent information meetings. The PTA also offers mini grants to teachers to support our curriculum. Parents and staff members are encouraged to contribute to our online newsletter. Evening parent workshops with the principal give all parents the opportunity to ask questions, and bring up topics for discussion, as well as giving the principal an opportunity to share information directly with the parent community.</p>



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School Narrative

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Facilities:

State of the art broadcast booths and televisions in each classroom. Our building is wireless. Smart Boards are located in every third, fourth and fifth-grade classroom, and ELMOs are located in the K-2 classrooms. In partnership with our PTA, teachers and parent volunteers, we have begun to transform the landscape of the Annex to develop more interactive, natural play and teaching spaces.



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School Narrative

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Other Information:

We are committed to ensuring that students are engaged in meaningful and complex work that not only provides opportunities to engage in real-world problem solving and productive struggle, but also nurtures flexible thinkers who can learn from and with each other. South Mountain is a place where we strive to instill in our children a love of learning and a deep respect for each other. The school uses the Responsive Classroom approach to instill strong character traits and personal responsibility in every child. Every morning begins with a Morning Meeting, during which time the children develop their interpersonal and intrapersonal intelligences. We have a trained group of fourth-and fifth-grade students who are our Peer Mediators. Under the supervision of a trained staff member, they mediate many conflicts between peers. The children also vote for their student council. The process helps them understand our democratic process in a very real way. The council takes their responsibility very seriously. We have a student run newspaper, The Scoop, which is published several times a year. South Mountain has successfully launched a flexible seating pilot in twelve classrooms, transforming the traditional "desk and chair" model into one that promotes student choice, independence, and alternative options such as floor seating, standing desks, and furniture that permits physical movement. One of our priorities at South Mountain is the search for and hiring of new staff. It is our goal to hire excellent teachers who are highly qualified in their field. We have a strong, diverse teaching staff who are life-long learners, willing to take on new challenges in curriculum and instruction. They are committed to helping every single student in their classrooms reach their full potential.



South Orange Middle School

2016-2017

Grade Span 06-08

13-4900-050

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SOUTH ORANGE-MAPLEWOOD


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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	259	272	281
7	264	252	272
8	256	266	254
Ungraded	11	6	7
Total	790	796	814

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	50%	49%
Male	48%	50%	51%
Economically Disadvantaged Students	18%	17%	14%
Students with Disabilities	15%	16%	19%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	51.7%
Black or African American	29.9%
Hispanic	7.6%
Asian	3.9%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	6.8%

Enrollment by Home Language

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

Home Language	% of Students
English	95.2%
Spanish	1.5%
<i>Other</i>	3.0%



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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	730	91.2	65.60	66.60	54.90	62.9	60.8	Met Target
White	384	92.0	78.10	81.80	63.90	75.5	74.3	Met Target
Hispanic	33	84.6	33.40	43.10	39.80	29.7	32	Met Target†
Black or African American	210	91.5	43.30	41.30	35.20	41.7	42.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	32	91.4	71.90	78.60	80.70	69	62.8	Met Target
American Indian or Alaska Native	N	N	N	33.40	53.70	N	**	**
Two or More Races	71	89.3	76.00	75.20	54.90	71	72.4	Met Target†
Female	356	91.8	75.60	74.50	62.20	72.8		
Male	374	90.7	56.20	59.30	48.10	53.5		
Economically Disadvantaged Students	102	87.7	26.50	35.70	36.20	*	38.1	Not Met
Non-Economically Disadvantaged Students	628	91.8	71.90	73.70	65.80	*		
Students with Disabilities	127	86.1	18.90	25.30	20.50	17.1	21.8	Met Target†
Students without Disabilities	603	92.4	75.40	74.20	61.90	73.2		
English Learners	18	90.0	16.70	24.70	25.20	15.8	N	N
Non-English Learners	712	91.3	66.90	67.60	57.40	64		
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.



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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	267	761	758	752	5%	11%	18%	48%	18%	66%	54%
White	136	770	769	758	*	*	17%	54%	22%	77%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	82	744	738	736	*	22%	24%	35%	*	44%	32%
Asian, Native Hawaiian, or Pacific Islander	10	779	*	776	0%	0%	*	*	*	80%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	32	770	763	753	*	*	*	56%	*	84%	56%
Female	128	768	765	758	*	*	16%	49%	*	74%	61%
Male	139	755	751	746	*	*	21%	47%	*	59%	46%
Economically Disadvantaged Students	37	735	733	737	*	*	*	27%	*	32%	34%
Non-Economically Disadvantaged Students	230	766	763	761	*	*	*	51%	*	72%	65%
Students with Disabilities	48	725	725	722	*	*	33%	*	*	17%	17%
Students without Disabilities	219	769	764	758	*	*	15%	*	*	77%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	267	761	*	753	5%	11%	18%	48%	18%	66%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	258	763	761	756	5%	10%	20%	33%	32%	65%	59%
White	129	774	777	764	*	*	19%	36%	40%	75%	69%
Hispanic	15	724	*	742	*	*	*	*	*	33%	44%
Black or African American	69	744	734	737	*	20%	25%	32%	*	46%	38%
Asian, Native Hawaiian, or Pacific Islander	12	765	*	784	0%	*	*	*	*	67%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	33	781	776	757	0%	*	*	*	49%	76%	59%
Female	126	777	773	764	*	*	14%	32%	45%	77%	68%
Male	132	751	749	749	*	*	26%	34%	19%	53%	51%
Economically Disadvantaged Students	40	735	727	739	*	*	45%	*	*	25%	40%
Non-Economically Disadvantaged Students	218	769	769	766	*	*	16%	*	*	72%	70%
Students with Disabilities	46	722	718	719	*	*	*	*	*	22%	19%
Students without Disabilities	212	772	770	763	*	*	*	*	*	74%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	*	*	*	708	*	*	*	*	*	*	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	227	765	762	757	7%	9%	18%	41%	25%	66%	59%
White	126	782	779	764	*	*	12%	49%	36%	85%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	70	740	736	738	*	19%	29%	31%	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	10	766	774	786	0%	*	*	*	*	70%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	10	750	759	758	*	*	*	*	*	40%	60%
Female	115	776	775	766	*	*	17%	37%	37%	74%	68%
Male	112	753	749	749	*	*	19%	44%	13%	57%	50%
Economically Disadvantaged Students	23	723	729	739	*	*	*	*	*	22%	40%
Non-Economically Disadvantaged Students	204	769	769	766	*	*	*	*	*	71%	69%
Students with Disabilities	29	726	721	718	*	*	35%	*	*	21%	18%
Students without Disabilities	198	770	768	764	*	*	16%	*	*	72%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	*	*	*	721	*	*	*	*	*	*	21%

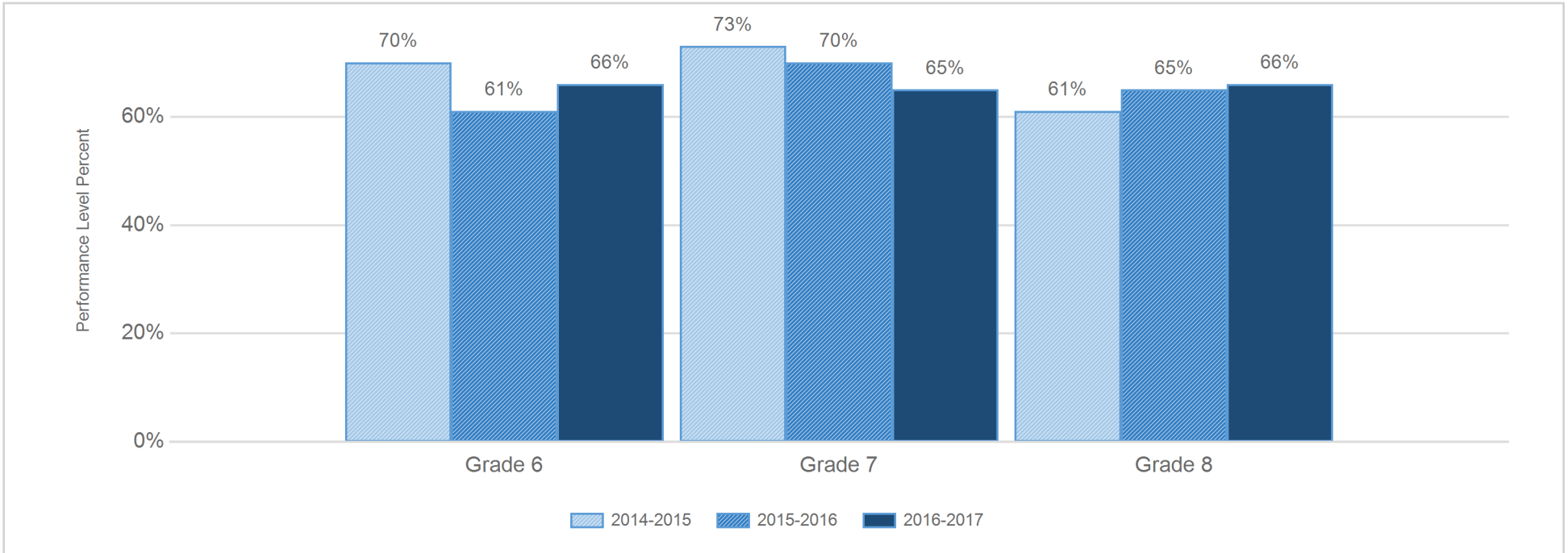


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English Language Arts/Literacy Assessment - Performance Trends

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	732	91.8	59.50	57.30	43.50	57.3	55.9	Met Target
White	384	92.2	73.20	74.30	52.40	70.9	70.2	Met Target
Hispanic	34	87.2	29.40	36.00	27.60	27	25.1	Met Target
Black or African American	210	91.9	30.50	27.60	21.70	29.4	35.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	32	91.4	78.20	72.20	75.60	75.1	59.9	Met Target
American Indian or Alaska Native	N	N	N	33.40	42.50	N	**	**
Two or More Races	72	91.6	76.40	67.90	44.90	73.2	72.4	Met Target
Female	355	91.8	64.50	58.60	44.10	62.1		
Male	377	91.8	54.70	56.00	42.90	52.8		
Economically Disadvantaged Students	100	87.5	23.00	22.90	25.10	*	34.9	Not Met
Non-Economically Disadvantaged Students	632	92.5	65.20	65.10	54.30	*		
Students with Disabilities	126	86.6	19.90	19.50	16.50	18	16.7	Met Target
Students without Disabilities	606	92.9	67.60	64.00	48.80	66.1		
English Learners	19	95.0	36.90	27.10	23.30	36.9	N	N
Non-English Learners	713	91.7	60.10	58.00	45.20	57.8		
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.



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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	267	754	752	743	6%	14%	21%	45%	15%	60%	44%
White	136	763	765	751	*	*	17%	52%	21%	73%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	82	735	731	724	*	27%	29%	29%	*	33%	20%
Asian, Native Hawaiian, or Pacific Islander	10	777	*	771	0%	0%	*	*	*	80%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	32	757	754	745	*	*	*	63%	*	75%	46%
Female	128	755	755	745	*	*	21%	48%	15%	63%	45%
Male	139	752	750	742	*	*	20%	42%	15%	58%	43%
Economically Disadvantaged Students	37	727	726	728	*	*	32%	*	*	27%	24%
Non-Economically Disadvantaged Students	230	758	758	752	*	*	19%	*	*	65%	56%
Students with Disabilities	48	723	721	717	*	*	23%	23%	*	23%	13%
Students without Disabilities	219	760	758	748	*	*	20%	50%	*	68%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	267	754	*	745	6%	14%	21%	45%	15%	60%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	742	743	741	*	15%	35%	39%	*	43%	40%
White	89	752	755	748	*	*	38%	47%	*	54%	49%
Hispanic	16	720	*	730	*	*	*	*	0%	25%	23%
Black or African American	58	731	730	726	*	24%	36%	26%	*	26%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	15	746	*	740	*	*	*	*	*	47%	39%
Female	90	749	748	743	*	*	32%	47%	*	54%	41%
Male	97	736	738	740	*	*	37%	32%	*	32%	38%
Economically Disadvantaged Students	37	729	729	729	*	27%	38%	*	*	22%	22%
Non-Economically Disadvantaged Students	150	745	747	749	*	12%	34%	*	*	48%	50%
Students with Disabilities	43	718	720	716	*	*	*	*	*	12%	11%
Students without Disabilities	144	749	749	746	*	*	*	*	*	52%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

**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	114	726	727	728	25%	24%	23%	28%	0%	28%	28%
White	41	746	743	736	*	*	32%	51%	0%	51%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	55	712	715	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	58	731	731	730	21%	17%	*	33%	*	33%	30%
Male	56	721	723	725	30%	30%	*	23%	*	23%	26%
Economically Disadvantaged Students	20	703	717	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	94	731	731	734	*	*	*	*	*	*	34%
Students with Disabilities	27	719	709	705	*	48%	*	*	0%	11%	*
Students without Disabilities	87	728	732	734	*	16%	*	*	0%	33%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	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	145	774	755	743	*	*	8%	78%	12%	90%	42%
White	88	775	769	751	0%	*	*	81%	11%	92%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	22	785	772	741	*	*	*	77%	*	100%	41%
Female	77	773	755	744	0%	*	*	86%	*	92%	43%
Male	68	776	756	741	0%	*	*	69%	*	87%	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	145	774	*	745	*	*	8%	78%	12%	90%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance 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	43	770	746	734	0%	0%	*	84%	*	98%	30%
White	38	770	759	740	*	*	*	87%	*	100%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	16	775	747	735	*	*	*	75%	*	100%	31%
Male	27	767	745	733	*	*	*	89%	*	96%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	43	770	750	740	0%	0%	*	84%	*	98%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	43	770	746	735	0%	0%	*	84%	*	98%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

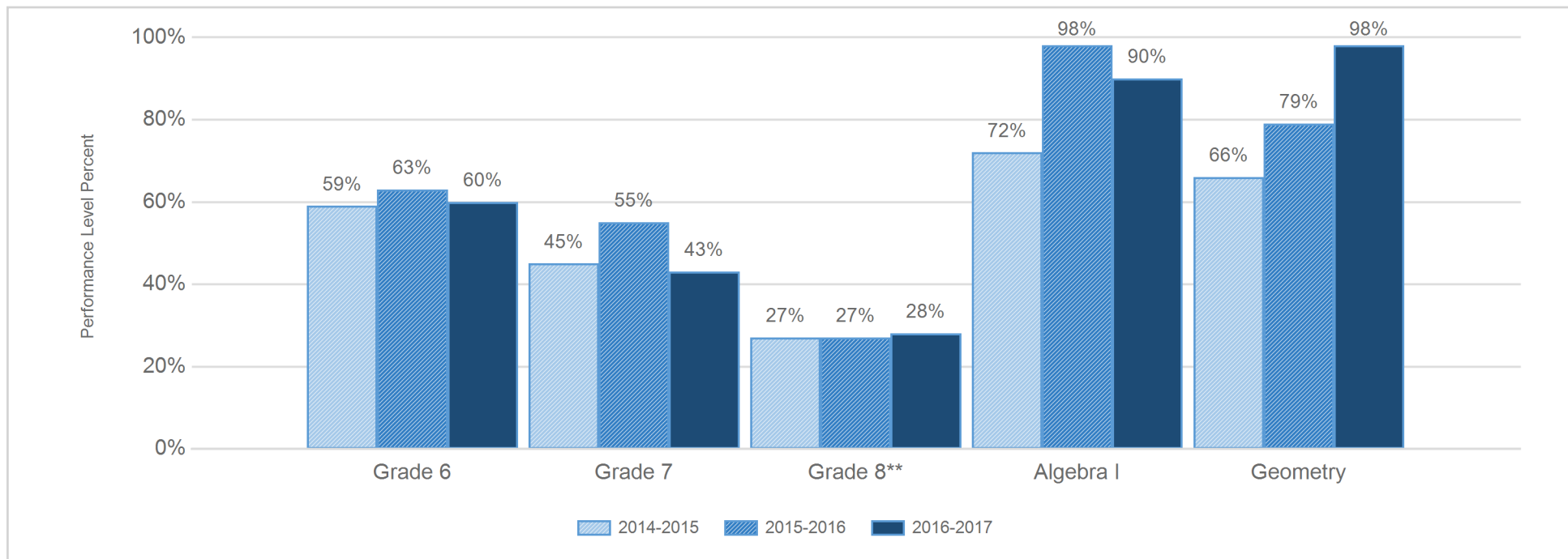


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	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.

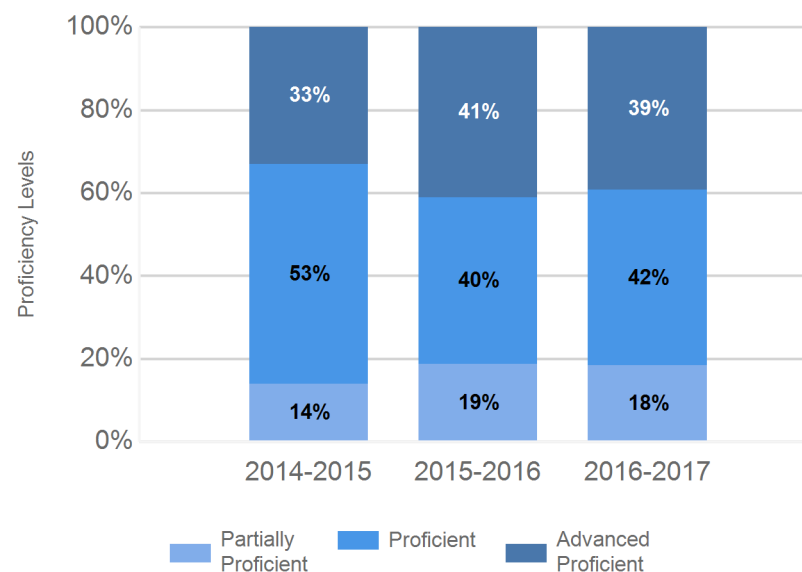
NJASK Science Assessment Performance: Grade 8

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	39%	42%	18%
White	56%	40%	4%
Hispanic	24%	35%	41%
Black or African American	15%	48%	37%
Asian, Native Hawaiian, or Pacific Islander	50%	40%	10%
American Indian or Alaska Native	N	N	N
Two or More Races	30%	40%	30%
Economically Disadvantaged Students	12%	52%	36%
Students with Disabilities	10%	33%	57%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	37	42	50	Not Met	54	48	50	Met Target
White	35	45	50	Not Met	57	51	52	Met Target
Hispanic	35	*	49	Not Met	55	45	47	**
Black or African American	32	39	45	Not Met	40.5	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	50	*	60	Met Target	70	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	50.5	*	51	Met Target	57	*	52	Met Target
Economically Disadvantaged	34	35	47	Not Met	40	39	46	Met Target
Students with Disabilities	29.5	34	41	Not Met	47	44	43	Met Target
English Learners	51	48	53	**	59	49.5	51	**

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



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

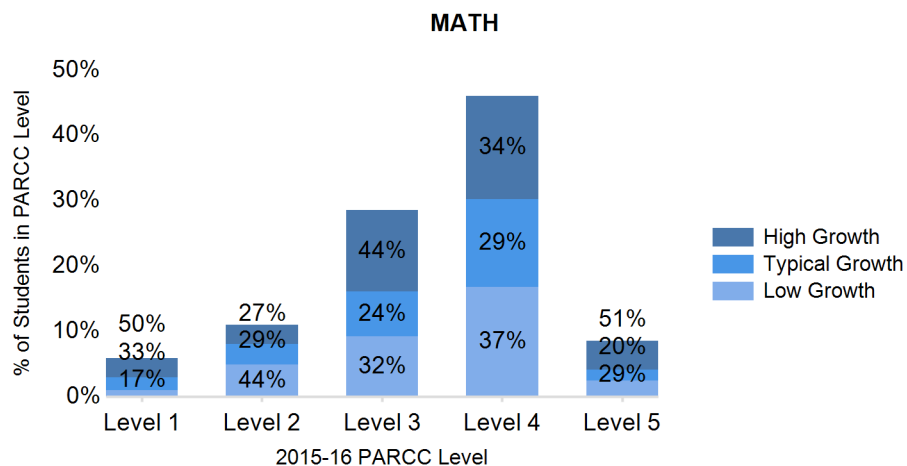
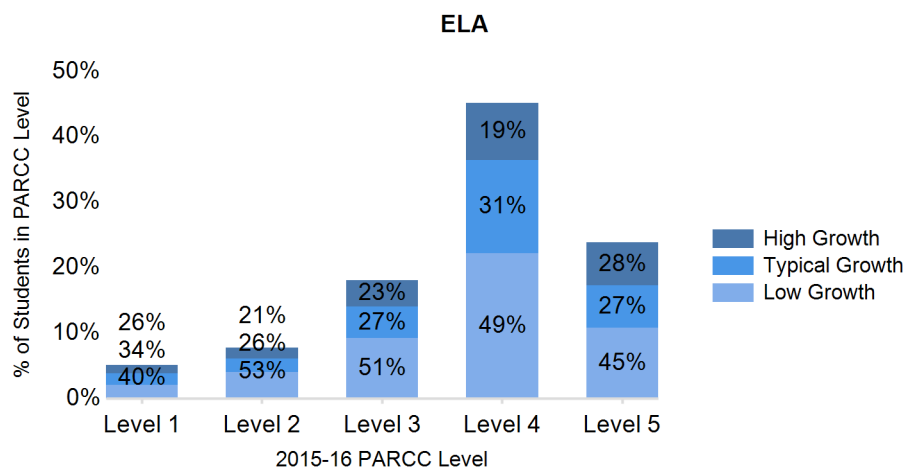
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High Growth: Greater than 65

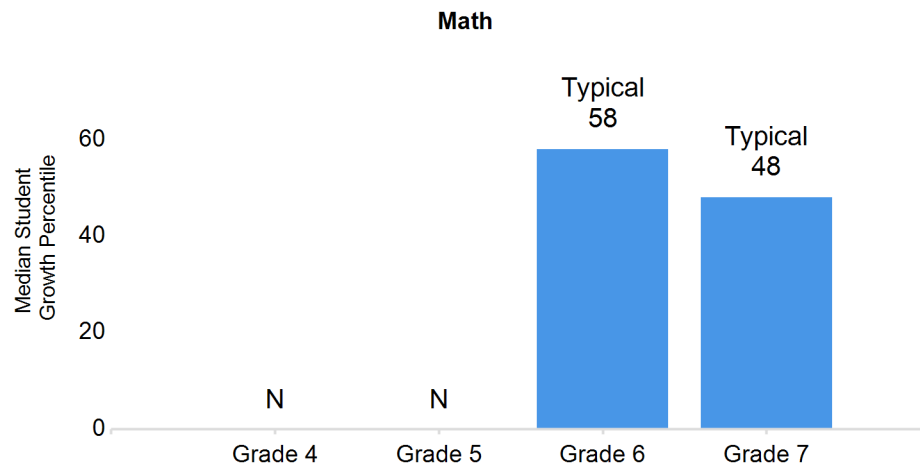
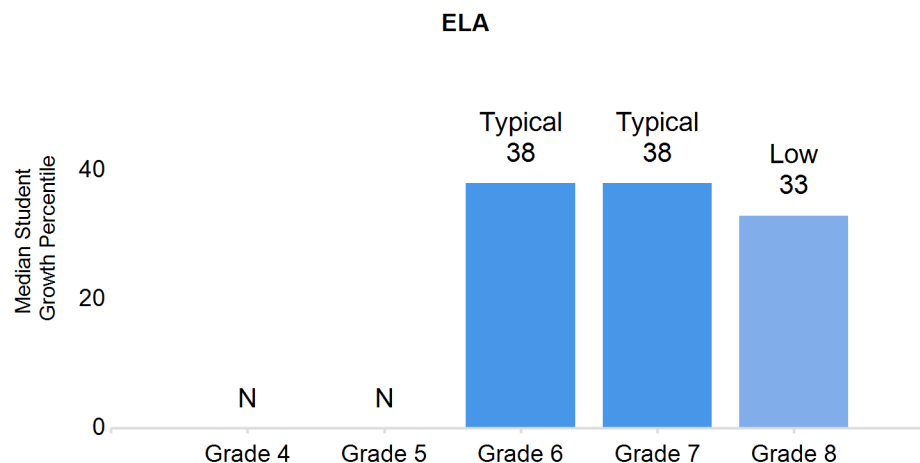
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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	283
7	75	0	200
8	79	0	134
Schoolwide	154	0	617

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	0	0	0	0	0	0	265
7	0	0	0	0	0	0	258
8	233	0	0	0	0	0	0
Schoolwide	233	0	0	0	0	0	523
Enrolled in Level 3 or Higher	0	0	0	0	0	0	523



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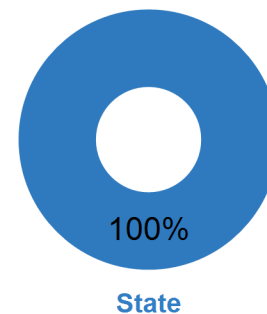
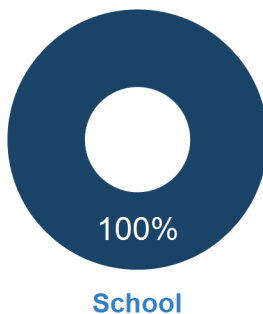
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Visual and Performing Arts – Course Participation

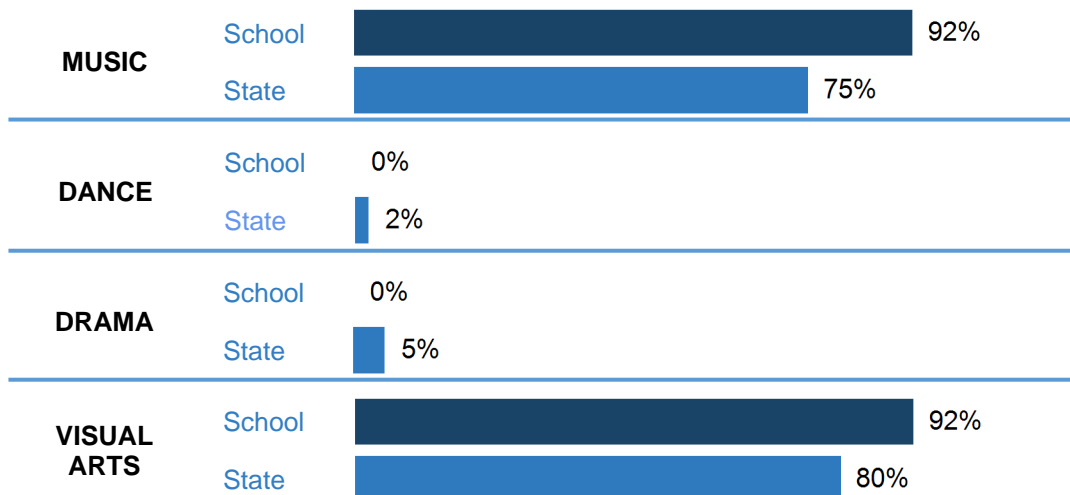
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

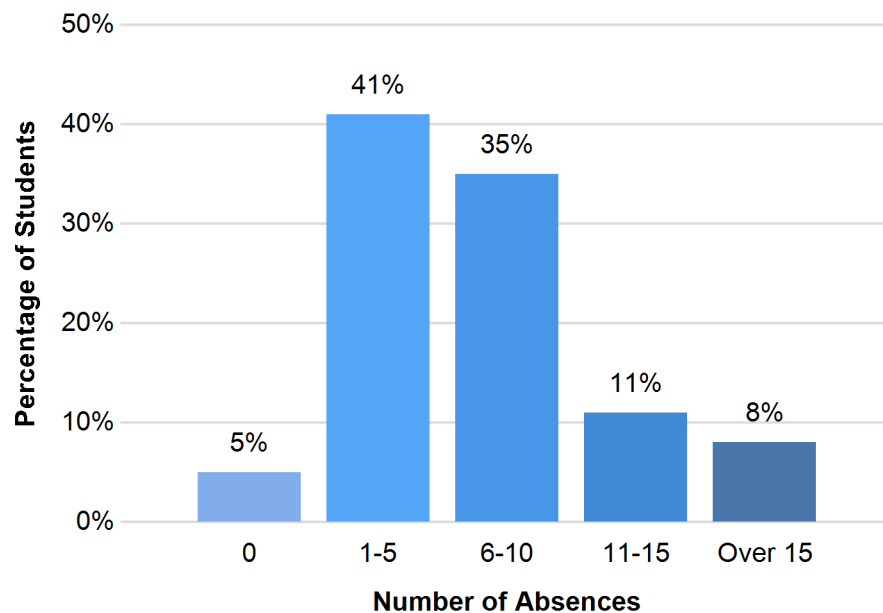
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	8.70	Met Target
White	4.70	8.70	Met Target
Hispanic	15.40	8.70	Not Met
Black or African American	4.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.40	8.70	Met Target
Economically Disadvantaged Students	8.10	8.70	Met Target
Students with Disabilities	8.00	8.70	Met Target
English Learners	N	**	**

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.



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



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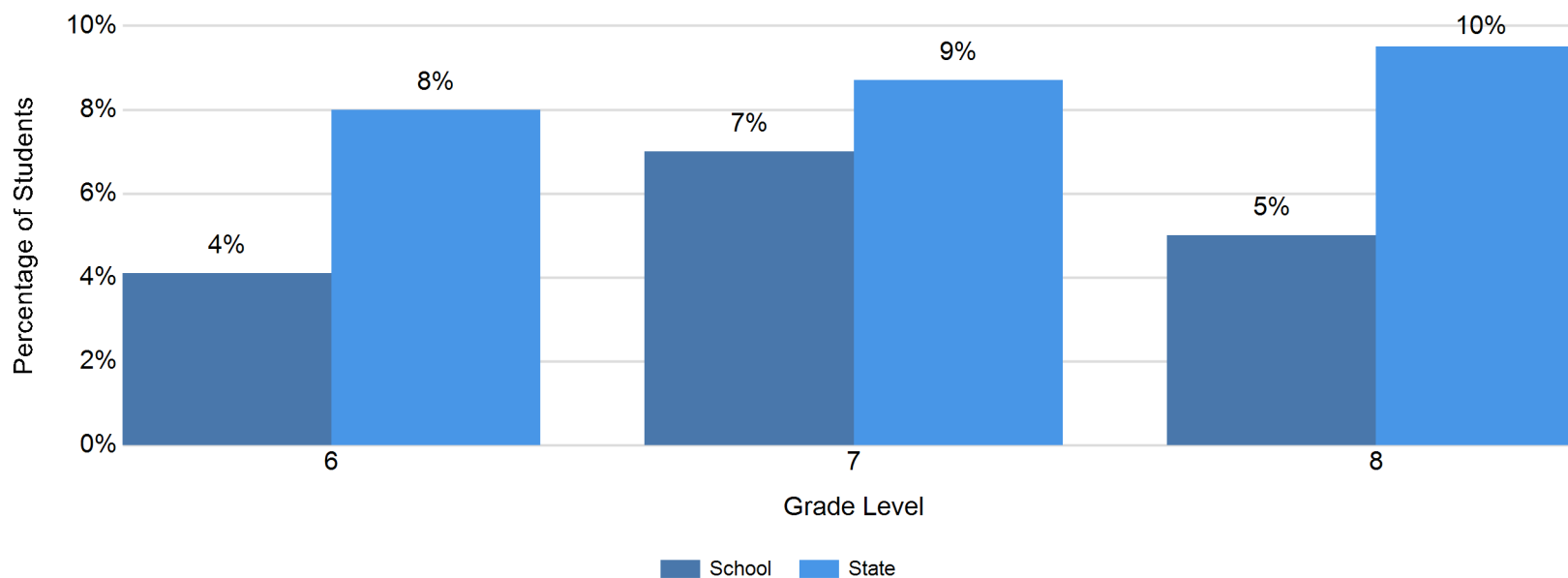
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 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	10
Vandalism	3
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.95

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.0%
Out-of-School Suspensions	5.2%
Any Suspension	5.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	144.1 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)	\$352	\$14,125	\$14,477



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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	64	120,724
Average years experience in public schools	8.6	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	58%	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	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	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	13:1
Administrators	163:1	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	64%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	47.6	17.5%
Mathematics Proficiency	59.8	17.5%
English Language Arts Growth	9.8	25.0%
Mathematics Growth	56.8	25.0%
Chronic Absenteeism	62.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.8
Summative Rating: Percentile rank of Summative Score		41.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	44.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	55.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Hispanic	20.7	11.9	No	Met Target†	Met Target	Not Met	Not Met	**	No
Black or African American	49.8	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	25.9	11.9	No	Met Target	Met Target	Met Target	Met Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	64.7	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Economically Disadvantaged Students	27.2	11.9	No	Not Met	Not Met	Met Target	Not Met	Met Target	No
Students with Disabilities	46.1	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
English Learners	**	**	No	N	N	**	**	**	No

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

† Target was met within a confidence interval.



South Orange Middle School
2016-2017
Grade Span 06-08




13-4900-050
 ESSEX
 SOUTH ORANGE-MAPLEWOOD
 70 NORTH RIDGEWOOD ROAD
 S ORANGE, NJ 07079-1518

School General Info

Principal:	Ms. Irby	Email Address:	lirby@somsd.k12.nj.us
Address:	70 NORTH RIDGEWOOD ROAD S ORANGE, NJ 07079-1518	Website:	https://www.somsd.k12.nj.us/site/Default.aspx?PageID=1928
Phone:	(973)378-2772		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Nationally recognized as a No Place for Hate School through the Anti-Defamation League. • First class Music and Fine Arts program with a thriving band, orchestra, chorus, select choir, and Art 2D and 3D classes • SOMS staff and students regularly utilize technology on a daily basis.
 <p>Mission, Vision, Theme:</p>	<p>The vision for South Orange Middle School, along with our other district middle school, is to become the top-performing middle level system in the nation by focusing on academic excellence, responsiveness to student needs, and social equity.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In June 2017 South Orange Middle School was recognized nationally as a No Place for Hate School through the Anti-Defamation League.</p>






**South Orange Middle School
2016-2017
Grade Span 06-08**

13-4900-050
ESSEX
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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>We offer exciting elective choices such as Creative Computing and Design and SOMS Investigates, that develop the knowledge, understanding, and skills students need to compete with their global peers.</p>
 <p>Clubs and Activities:</p>	<p>In 16-17 SOMS teachers offered over 15 after school clubs for all students, including Shakespeare Club, Chess, MindCraft, Homework Patrol, Sports, The Green Team, Computer Coding, Dance, Fitness, Yoga, Club Entrepreneur, and LGQBT.</p>
 <p>Before and After School Programs:</p>	<p>Our after-school program includes four well-attended, year-long, competitive enrichment programs that were open to all students: National History Day, Students for Social change, and the Science Fair.</p>



South Orange Middle School
2016-2017
Grade Span 06-08

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School Narrative

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Parent and Community Involvement:

The teaching and learning at South Orange Middle School is supported by an entire community. Our Home and School Association provides us with both financial and human resources to enhance our school offerings, support teacher learning, and extend the learning of our students through assistance for field trips, assemblies, and materials for classrooms.



The Montrose Early Childhood Center
2016-2017


Grade Span PK-PK

13-4900-300
ESSEX
SOUTH ORANGE-MAPLEWOOD
358 CLARK STREET
SOUTH ORANGE, NJ 07079

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.
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- 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](#)
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**The Montrose Early Childhood Center
2016-2017**

Grade Span PK-PK

13-4900-300
ESSEX
SOUTH ORANGE-MAPLEWOOD
358 CLARK STREET
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Footnotes

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**The Montrose Early Childhood Center
2016-2017**

Grade Span PK-PK

13-4900-300
ESSEX
SOUTH ORANGE-MAPLEWOOD
358 CLARK STREET
SOUTH ORANGE, NJ 07079

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	73	105
KG	0	1	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	7	8
Total	0	81	113

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	0%	43%	38%
Male	0%	57%	62%
Economically Disadvantaged Students	0%	26%	15%
Students with Disabilities	0%	52%	52%
English Learners	0%	0%	0%
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	42.5%
Black or African American	28.3%
Hispanic	13.3%
Asian	4.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	11.5%

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	1	5
PK - Full Day	0	72	100
KG - Half Day	0	0	0
KG - Full Day	0	1	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	95.6%
Spanish	1.8%
Other	2.7%



The Montrose Early Childhood Center
2016-2017

Grade Span PK-PK

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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.

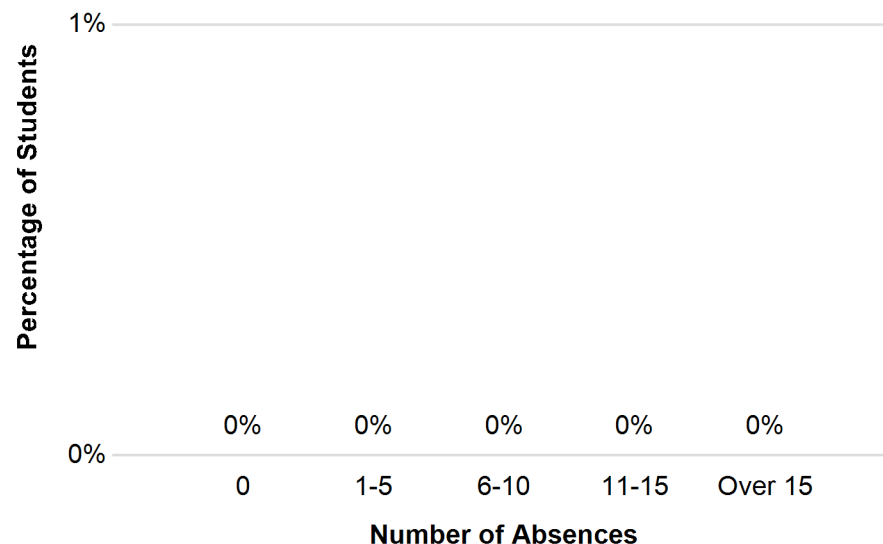
Chronic Absenteeism

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	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

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.



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



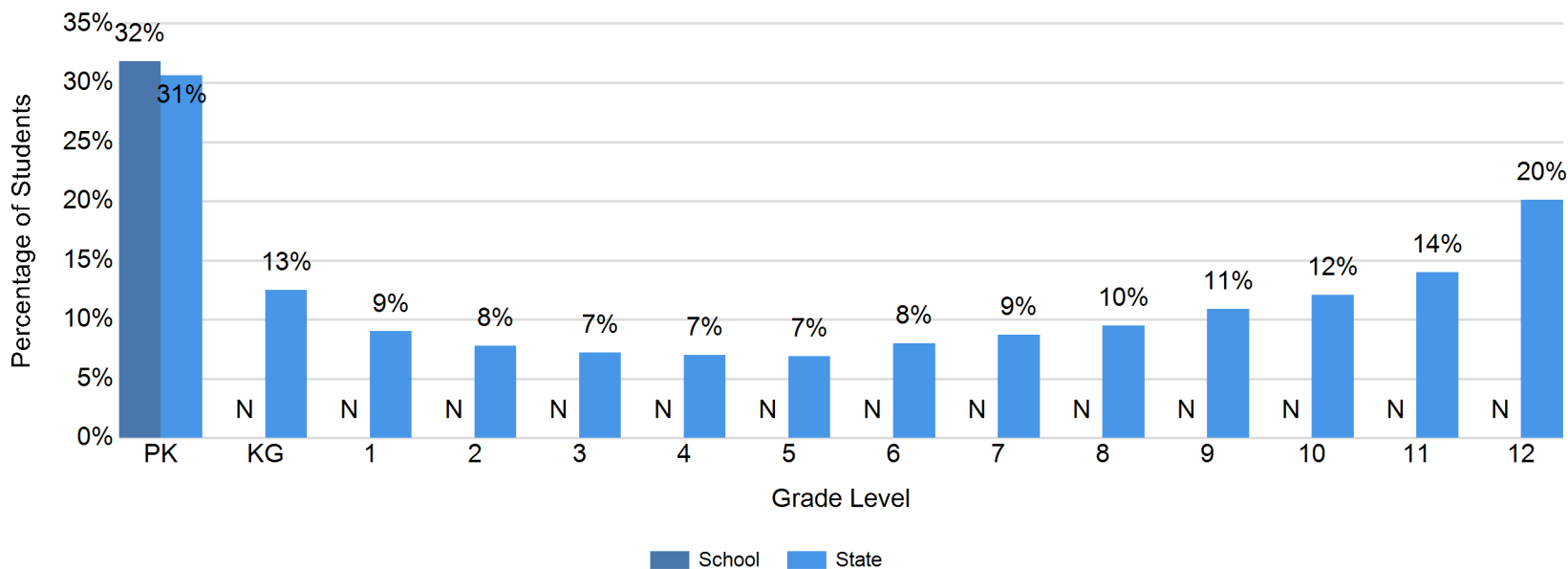
The Montrose Early Childhood Center
2016-2017

Grade Span PK-PK

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ESSEX
SOUTH ORANGE-MAPLEWOOD
358 CLARK STREET
SOUTH ORANGE, NJ 07079

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	9:00AM
Typical End Time	2:00PM
Length of School Day	5 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 0 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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)	\$352	\$14,125	\$14,477



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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	N	120,724
Average years experience in public schools	N	11.8
Average years experience in district	N	10.5
Teachers in district for 4 or more years	N	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	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	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	N	13:1
Administrators	N	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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

Teacher	N
Admin	N/A

Master's Degree

Teacher	N
Admin	N

Doctoral Degree

Teacher	N
Admin	N

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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	64%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



**The Montrose Early Childhood Center
2016-2017**

Grade Span PK-PK



13-4900-300
ESSEX
SOUTH ORANGE-MAPLEWOOD
358 CLARK STREET
SOUTH ORANGE, NJ 07079

School General Info

Principal:	Ms. Joyce	Email Address:	rjoyce@somsd.k12.nj.us
Address:	358 CLARK STREET SOUTH ORANGE, NJ 07079		
Phone:	(973)762-5600		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • MECC uses a "Tools of the Mind" curriculum which help students develop self-regulation skills. • Highly active PTA and close partnerships with various community organizations and groups. • MECC's Social Work Internship program offers child & family counseling.
 <p>Mission, Vision, Theme:</p>	<p>We work to establish an environment where students model respect, responsibility, caring, honesty and citizenship for each other. Every student is empowered to become a leader and actively influence his/her school. Our faculty and staff are committed to the ideals of a professional learning community: The belief that all children can learn the establishment of a collaborative environment, and a focus on results rather than intentions.</p>





**The Montrose Early Childhood Center
2016-2017**

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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>MECC uses the "Tools of the Mind" curriculum which is based on the educational theories of Lev Vygotsky. "Play is the central teaching tool of the curriculum which focuses on giving children the mental tools they need to develop academic and self-regulation skills (Bodrova & Leong, 1996)." Since all of the classrooms are multi-age, the curriculum allows each student to develop at his or her own pace while still being taught the needed skills to become life-long learners.</p>
 <p>Before and After School Programs:</p>	<p>After school services are provided through a partnership with the community agency of the local YMCA. With help and support from our faculty, they have been able to support even our most challenging preschool students in a safe and loving setting. The program is housed in our preschool building which makes transitions easier for our young learners.</p>






**The Montrose Early Childhood Center
2016-2017**

Grade Span PK-PK

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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Our faculty and staff are committed to the ideals of a professional learning community: the belief that all children can learn the establishment of a collaborative environment, and a focus on results rather than intentions. Our intentions are always to engage every student in rigorous relevant learning experiences.</p>
 <p>Student Supports and Services:</p>	<p>The Social Work Internship Program, staffed by a social work intern and supervised by the MECC Director, provides a variety of services within the school setting. Services include child and family counseling, as well as social skills groups. The Intern also has some oversight in providing the Bucket Filler Program, which is the Anti-Bullying program utilized at the Montrose Early Childhood Center.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA provides donation of materials and resources, volunteerism, school beautification projects, cultural assemblies, and social events for our families. This year the PTA is sponsoring a parent education program called STEP (Systematic Training for Effective Parenting.) They also sponsored a program in collaboration with the Community Coalition on Race that was opened to all preschool parents from both communities.</p>



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Other Information:

Essential to the success of the overall instructional program is the active involvement, close collaboration and support provided by the MECC families. The PTA diligently works with the school to enhance academic offerings for students through the donation of materials and resources, volunteerism, school beautification projects, cultural assemblies, and social events for our families. This year the PTA is sponsoring a parent education program called STEP (Systematic Training for Effective Parenting,) which will run a seven-week session during the school year and facilitated by our clinical staff. They also sponsored a program in collaboration with the Community Coalition on Race that was opened to all preschool parents from both communities. The topic was "Speaking to your Preschooler about Race." Additionally, the PTA co-sponsored an evening on Gun Safety in the home with a local group of parent activists who promote gun safety practices in the home and of homes where young children visit. The MECC opens its doors to any family with a preschooler with many of our events helping to make it a hub for spreading good educational and sharing practice with our whole community.




Tuscan Elementary
2016-2017
Grade Span KG-05

13-4900-150
ESSEX
SOUTH ORANGE-MAPLEWOOD
25 HARVARD AVE
MAPLEWOOD, NJ 07040-3109

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Tuscan Elementary
2016-2017
Grade Span KG-05

13-4900-150
ESSEX
SOUTH ORANGE-MAPLEWOOD
25 HARVARD AVE
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Tuscan Elementary
2016-2017

Grade Span KG-05

13-4900-150
ESSEX
SOUTH ORANGE-MAPLEWOOD
25 HARVARD AVE
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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	88	109	105
1	110	95	106
2	124	112	92
3	101	118	106
4	99	104	112
5	85	101	103
Ungraded	0	0	0
Total	607	639	624

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	47%	46%
Male	56%	53%	54%
Economically Disadvantaged Students	11%	10%	10%
Students with Disabilities	9%	10%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	68.1%
Black or African American	14.7%
Hispanic	8.3%
Asian	2.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	87	109	105

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	97.3%
Spanish	1.3%
Other	1.7%



Tuscan Elementary
2016-2017
Grade Span KG-05

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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	302	94.5	78.40	66.60	54.90	78	75.2	Met Target
White	204	94.1	87.70	81.80	63.90	86.8	80	Met Goal
Hispanic	13	86.7	53.90	43.10	39.80	49	**	**
Black or African American	44	95.7	43.10	41.30	35.20	43.1	52.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.90	78.60	80.70	90.9	**	**
American Indian or Alaska Native	N	N	N	33.40	53.70	N	**	**
Two or More Races	30	97.0	73.30	75.20	54.90	73.3	N	N
Female	142	98.6	85.90	74.50	62.20	85.9		
Male	160	91.0	71.90	59.30	48.10	68.7		
Economically Disadvantaged Students	28	93.7	32.20	35.70	36.20	*	44.6	Met Target†
Non-Economically Disadvantaged Students	274	94.5	83.20	73.70	65.80	*		
Students with Disabilities	49	79.0	28.50	25.30	20.50	23.8	29	Met Target†
Students without Disabilities	253	98.1	88.20	74.20	61.90	88.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	33.30	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	102	767	766	749	*	*	20%	53%	16%	69%	50%
White	67	775	779	759	*	*	*	60%	21%	81%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	16	733	741	731	*	*	*	*	*	19%	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	42	778	769	754	*	*	*	62%	*	81%	55%
Male	60	760	764	745	*	*	*	47%	*	60%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	13	714	*	720	*	*	*	*	*	*	24%
Students without Disabilities	89	775	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	782	776	753	*	*	9%	46%	40%	86%	56%
White	79	790	784	762	0%	*	*	48%	47%	95%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	14	743	752	737	*	*	*	*	*	43%	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	58	786	782	758	*	*	*	43%	45%	88%	61%
Male	49	777	769	749	*	*	*	49%	35%	84%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	17	746	*	725	*	*	*	*	*	47%	25%
Students without Disabilities	90	789	*	759	*	*	*	*	*	93%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	107	782	776	755	*	*	9%	46%	40%	86%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	773	768	756	*	*	13%	64%	18%	82%	59%
White	58	776	779	763	*	*	*	69%	19%	88%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	14	761	750	740	0%	*	*	71%	0%	71%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	46	783	775	761	*	*	*	59%	*	87%	66%
Male	49	764	762	750	*	*	*	69%	*	78%	53%
Economically Disadvantaged Students	11	744	*	740	*	*	*	*	0%	46%	40%
Non-Economically Disadvantaged Students	84	777	*	765	*	*	*	*	20%	87%	71%
Students with Disabilities	16	735	732	725	*	*	*	*	0%	31%	22%
Students without Disabilities	79	781	775	762	*	*	*	*	22%	92%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

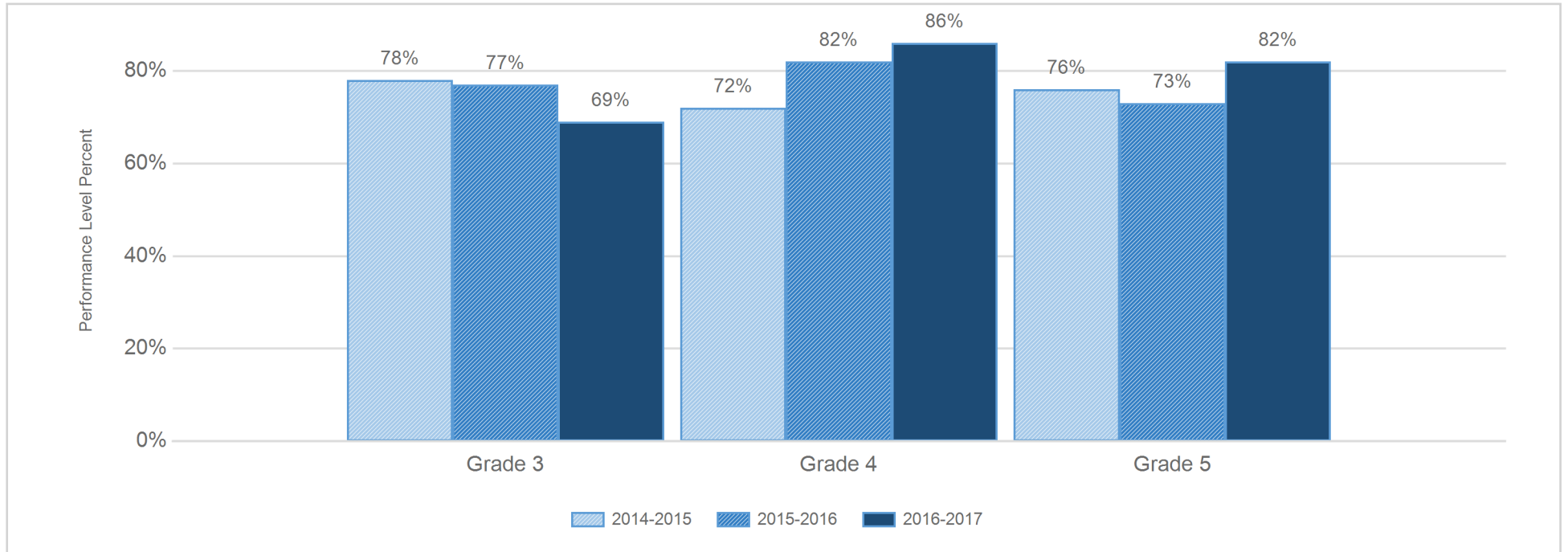


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	302	94.5	68.50	57.30	43.50	68.1	61.9	Met Target
White	204	94.1	77.40	74.30	52.40	76.6	70.4	Met Target
Hispanic	13	86.7	53.80	36.00	27.60	49	**	**
Black or African American	44	95.7	27.30	27.60	21.70	27.3	28.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.90	72.20	75.60	90.9	**	**
American Indian or Alaska Native	N	N	N	33.40	42.50	N	**	**
Two or More Races	30	97.0	66.60	67.90	44.90	66.6	N	N
Female	142	98.6	65.50	58.60	44.10	65.5		
Male	160	91.0	71.30	56.00	42.90	68.2		
Economically Disadvantaged Students	28	93.7	28.60	22.90	25.10	*	14.8	Met Target
Non-Economically Disadvantaged Students	274	94.5	72.70	65.10	54.30	*		
Students with Disabilities	49	79.0	26.50	19.50	16.50	22.1	20.1	Met Target
Students without Disabilities	253	98.1	76.70	64.00	48.80	76.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	14.30	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	102	766	761	751	*	*	19%	49%	23%	72%	53%
White	67	775	773	759	0%	0%	22%	51%	27%	78%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	16	738	738	733	*	*	*	*	*	38%	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	42	767	758	751	*	*	*	55%	*	71%	52%
Male	60	766	764	751	*	*	*	45%	*	72%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	13	727	*	729	*	*	*	*	0%	23%	29%
Students without Disabilities	89	772	*	755	*	*	*	*	26%	79%	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	107	768	761	747	*	*	20%	58%	15%	73%	47%
White	79	776	770	755	*	*	15%	63%	19%	82%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	14	734	737	729	0%	*	*	*	0%	21%	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	58	767	761	747	*	*	*	52%	*	69%	47%
Male	49	770	761	747	*	*	*	65%	*	78%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	17	733	*	724	*	*	*	*	0%	18%	22%
Students without Disabilities	90	775	*	751	*	*	*	*	18%	83%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	107	768	761	749	*	*	20%	58%	15%	73%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	756	753	747	*	*	33%	55%	*	61%	46%
White	58	762	762	754	*	*	22%	66%	*	72%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	14	737	737	729	*	*	*	*	0%	14%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	46	756	752	747	*	*	35%	48%	*	57%	47%
Male	49	757	753	746	*	*	31%	61%	*	65%	46%
Economically Disadvantaged Students	11	736	*	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	84	759	*	756	*	*	*	*	*	66%	59%
Students with Disabilities	16	736	726	725	*	*	*	*	*	31%	19%
Students without Disabilities	79	761	757	751	*	*	*	*	*	67%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

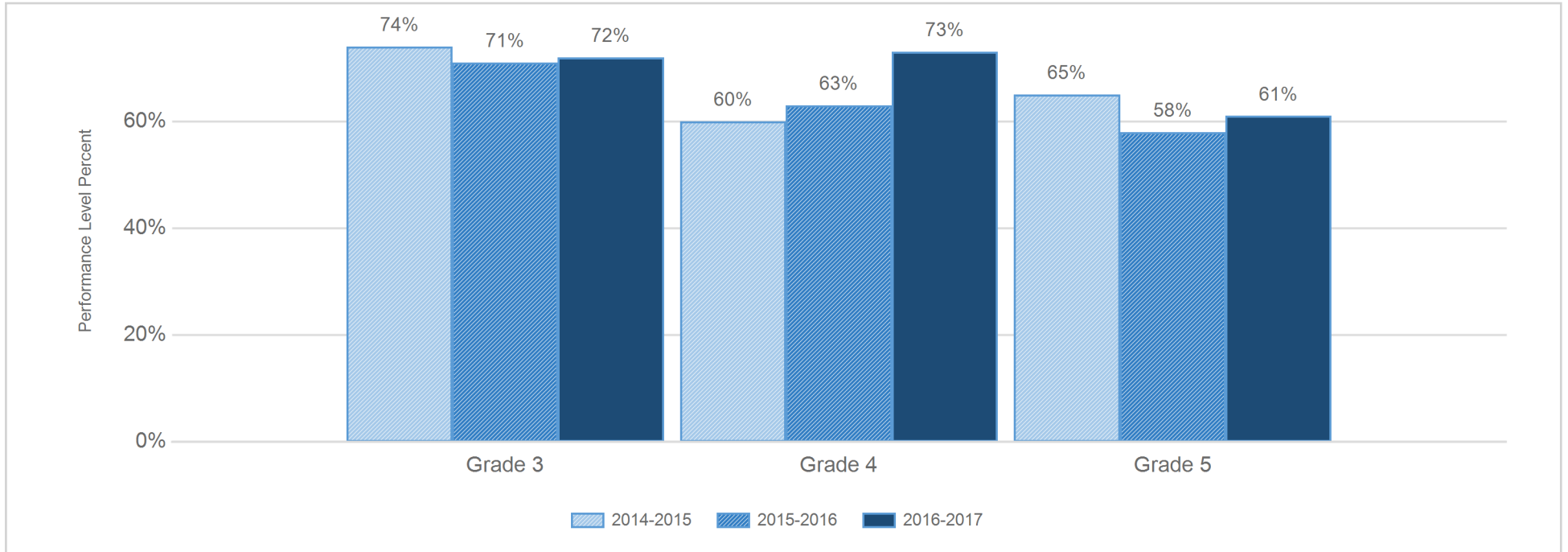


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	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.

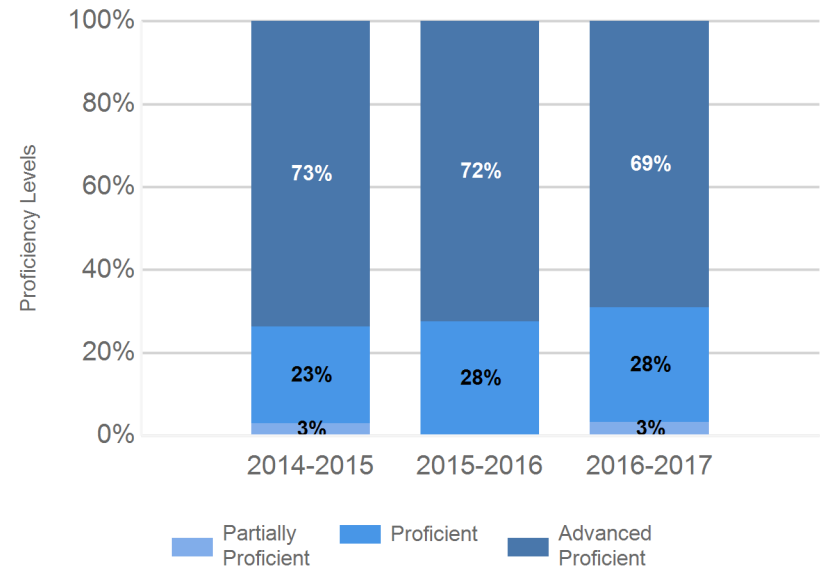
NJASK Science Assessment Performance: Grade 4

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	69%	28%	3%
White	82%	16%	2%
Hispanic	*	*	N
Black or African American	16%	74%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	17%	67%	17%
Students with Disabilities	38%	54%	8%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	42	50	Met Target	47	48	50	Met Target
White	58	45	50	Met Target	54	51	52	Met Target
Hispanic	*	*	49	**	*	45	47	**
Black or African American	38	39	45	Not Met	30	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	59	*	51	**	41	*	52	**
Economically Disadvantaged	42	35	47	**	46	39	46	**
Students with Disabilities	30	34	41	Not Met	44	44	43	Met Target
English Learners	*	48	53	**	*	49.5	51	**

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



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

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

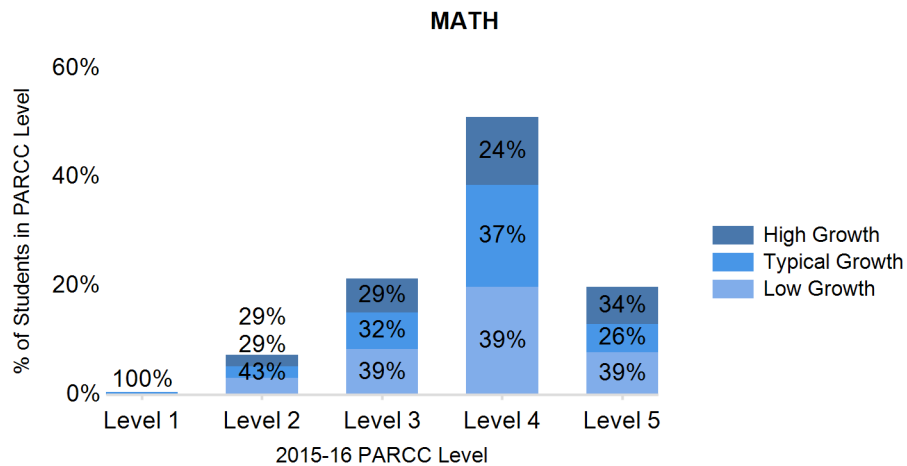
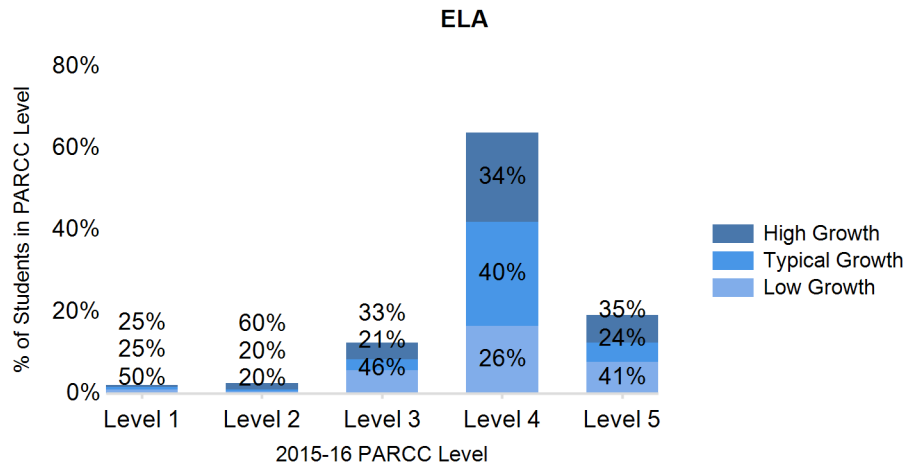
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

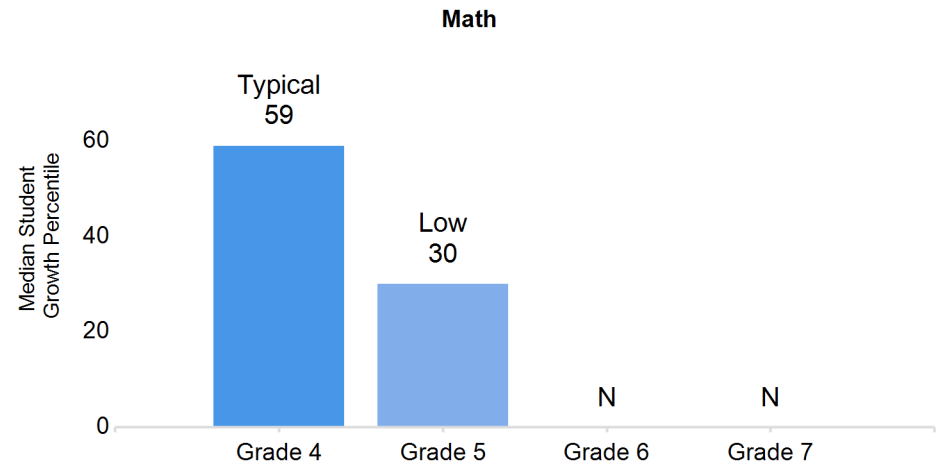
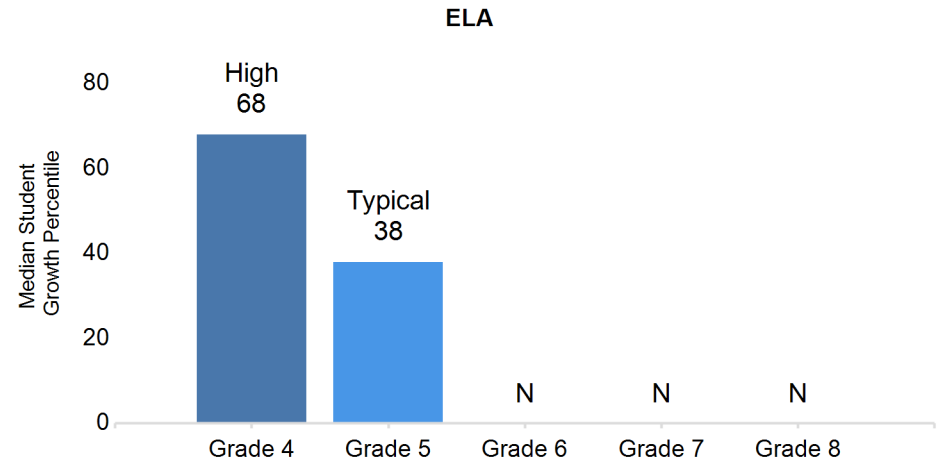
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

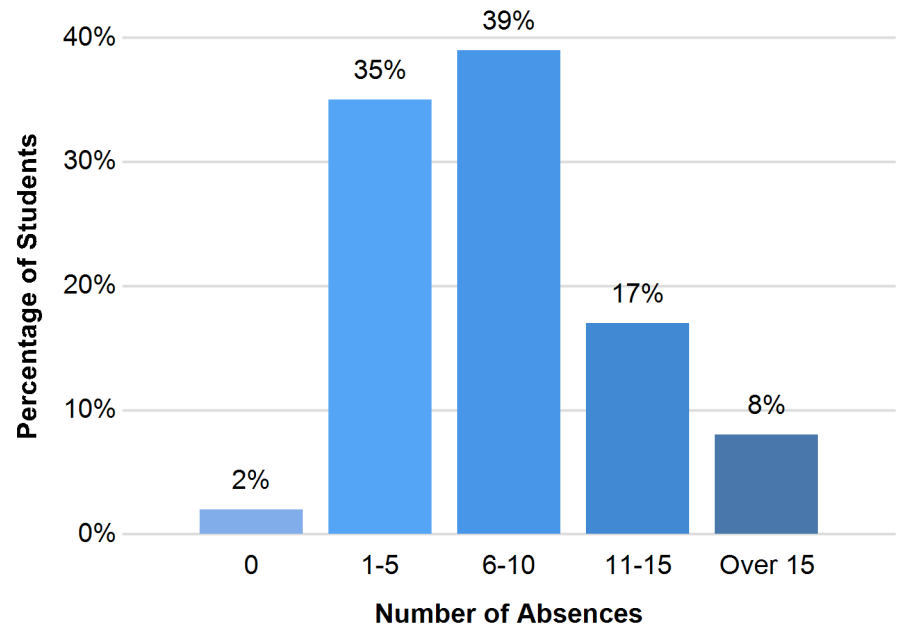
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.40	Met Target
White	5.30	8.40	Met Target
Hispanic	5.80	8.40	Met Target
Black or African American	2.10	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	2.60	8.40	Met Target
Economically Disadvantaged Students	3.40	8.40	Met Target
Students with Disabilities	7.80	8.40	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.



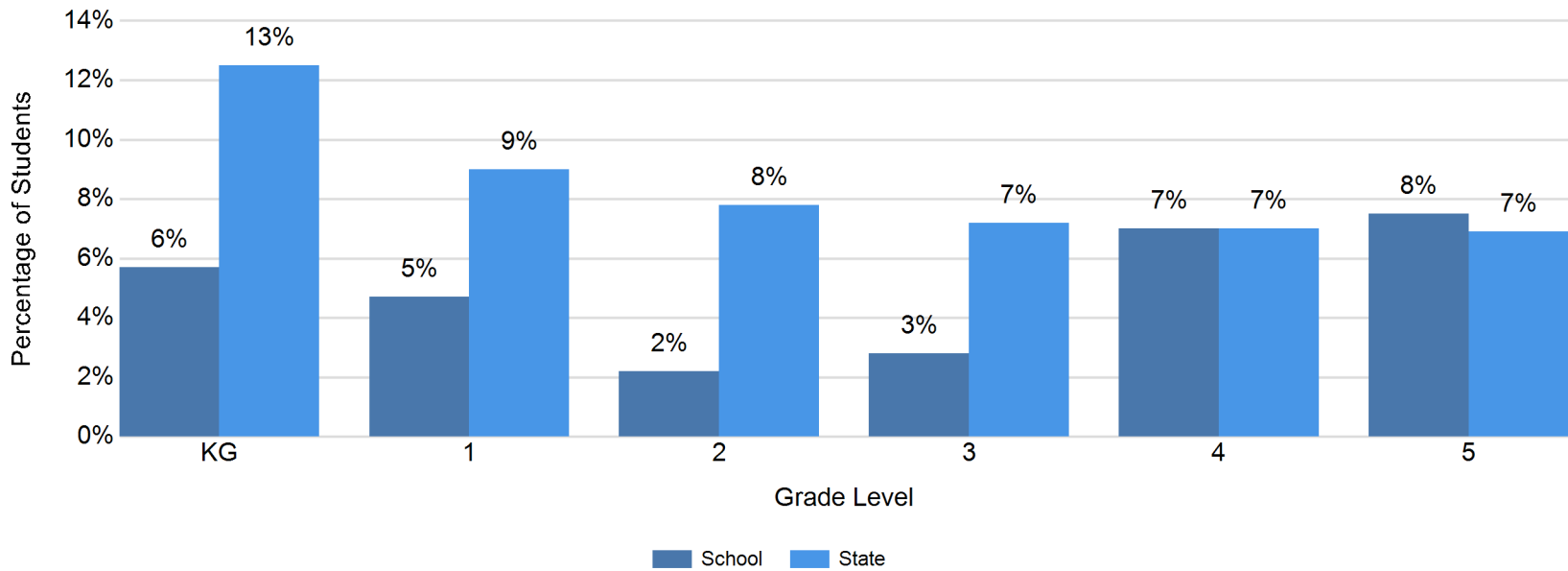


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Chronic Absenteeism by Grade

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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.16

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	144.1 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)	\$352	\$14,125	\$14,477



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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	10.4	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,506
Average years experience in public schools	8.5	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	59%	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	13:1
Administrators	312:1	178:1
Librarian/Media Specialists		991:1
Nurses		578:1
Counselors		578:1
Child Study Team		198:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	64%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	76.3	17.5%
Mathematics Proficiency	75.0	17.5%
English Language Arts Growth	49.1	25.0%
Mathematics Growth	36.6	25.0%
Chronic Absenteeism	77.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.5
Summative Rating: Percentile rank of Summative Score		64.9
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	59.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	73.9	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	48.5	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Students with Disabilities	49.0	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. Majeed	Email Address:	mmajeed@somsd.k12.nj.us
Address:	25 HARVARD AVE MAPLEWOOD, NJ 07040-3109	Website:	https://www.somsd.k12.nj.us/Page/2564
Phone:	(973)378-5221		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Teaching and learning are enhanced by our engagement in Professional Learning Communities (PLCs). • Tuscan teachers design enriching learning experiences with meaningful connections to the arts and physical education. • Parent involvement and volunteerism play a vitally important role in our students' Tuscan School experience.
 <p>Mission, Vision, Theme:</p>	<p>Our goal is to continue our focus on meeting the diverse needs of all of our students. Through high expectations, differentiated and small group instruction, we are dedicated to developing, nurturing and advancing the intellectual, social, emotional, and behavioral growth of all learners.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Tuscan teachers consistently strive to demonstrate excellence in teaching by skillfully implementing Teachers College Reading and Writing Units of Study, Math in Focus®: Singapore Math® and the Gradual Release of Responsibility Model as a framework for the effective delivery of differentiated instruction.</p>
 <p>Clubs and Activities:</p>	<p>Co-curricular activities include: trips to The Maplewood Firehouse, Paper Mill Playhouse, South Orange Performing Arts Center, New Jersey Performing Arts Center Trailside Museum, Sterling Mineral Mine, Franklin Mineral Museum, The Newark Museum’s in-school Planetarium and a trip to Sandy Hook. 5th grade: The Montclair Art Museum, The State Theater, Lincoln Center, The Metropolitan Museum of Art or The Museum of Modern Art, Central Park, art galleries.</p>






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 <p>Staff and Professional Learning:</p>	<p>Through ongoing professional learning, we continue to enhance our professional practices and expand our repertoire of instructional and assessment strategies to positively impact student learning. Teaching and learning are enhanced by our engagement in Professional Learning Communities (PLCs).</p>
 <p>Student Supports and Services:</p>	<p>Through the thoughtful implementation of highly effective instructional strategies, early interventions, modifications and accommodations, the needs of our Special Education students are met in inclusive classrooms as well as in small group instructional settings when appropriate. Our Columbia HS students also help our students through programs like: CHS Reading Buddies, CHS Recess Elementors and CHS MAC (Minority Achievement Committee) and Read Across America Celebrity Readers.</p>
 <p>Parent and Community Involvement:</p>	<p>Dedicated parents contribute through their generous financial support and immeasurable volunteer hours spent in our library and classrooms. The Tuscan Parent Teacher Association sponsors fabulous in-school Cultural Arts assemblies, Book Fairs, the student newspaper Tuscan Tiger Times, Ice Cream Socials, Annual Farmer's Markets, Family Movie Night, Family Night at Bowcraft, and our most popular Tuscan Show and Tuscan Fair.</p>



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School Narrative

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Our outstanding programs, community service projects and celebrations vary from year to year and include our Fall Field Day, TV Turn-off, ROAR Book in a Bag Project, Twilight Tiger Parent/Child Evening Reading Enrichment Program, School Spirit Days, Reading Trains, Tuscan Thinkmark/Bookmark of the Month Project, Thanksgiving Assembly, Thanksgiving Food Drive, Snowflake Spectacular Winter Sing-A-Long, Coin Collections, Pajama Day (Pajamas & Books Drives), Toy Drives, 100th Day of School Food Drive, Dr. Martin Luther King Jr. Peacemaker Assembly and Peace Train, Mix It-up Day, Project ACES, Tuscan's Curious Garden, Spring Concert and Art Show, and Clap Out. Tuscan's Reading Buddies, Safety Patrol, Student Council and TV Turnoff Ambassadors contribute greatly to sustaining the well-established positive culture and climate of Tuscan School. Columbia High School students are a valued resource for Tuscan School. CHS Reading Buddies, Read Across America Celebrity Readers, CHS Recess Elementors and CHS MAC (Minority Achievement Committee) Scholars all receive enthusiastic support from Tuscan students, staff, and parents.



Other Information: