




Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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.



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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	23	18	19
KG	146	84	65
1	116	96	102
2	100	97	103
3	105	113	104
Ungraded	1	0	0
Total	491	408	393

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	51%	50%
Male	50%	49%	50%
Economically Disadvantaged Students	0%	0%	0%
Students with Disabilities	12%	15%	15%
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	94.1%
Hispanic	2.8%
Asian	1.5%
Black or African American	0.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	18	18	19
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	83	84	65

Enrollment by Home Language

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

Home Language	% of Students
English	99.7%
Other	0.3%



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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	96	100.0	93.80	90.60	54.90	93.8	80	Met Goal
White	95	100.0	93.70	90.50	63.90	93.7	80	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	100.00	35.20	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	88.90	80.70	N	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	100.00	54.90	N	**	**
Female	46	100.0	93.40	91.80	62.20	93.4		
Male	50	100.0	94.00	89.20	48.10	94		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	10	100.0	80.00	57.50	20.50	80	**	**
Students without Disabilities	86	100.0	95.30	95.20	61.90	95.3		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	96	100.0	93.80	90.60	57.40	93.8		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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	104	804	804	749	*	*	*	46%	48%	94%	50%
White	103	805	805	759	*	*	*	46%	49%	94%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	51	809	809	754	*	*	*	37%	57%	94%	55%
Male	53	800	800	745	*	*	*	55%	40%	94%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	10	780	780	720	*	*	*	*	*	80%	24%
Students without Disabilities	94	807	807	755	*	*	*	*	*	96%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	104	804	804	752	*	*	*	46%	48%	94%	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%

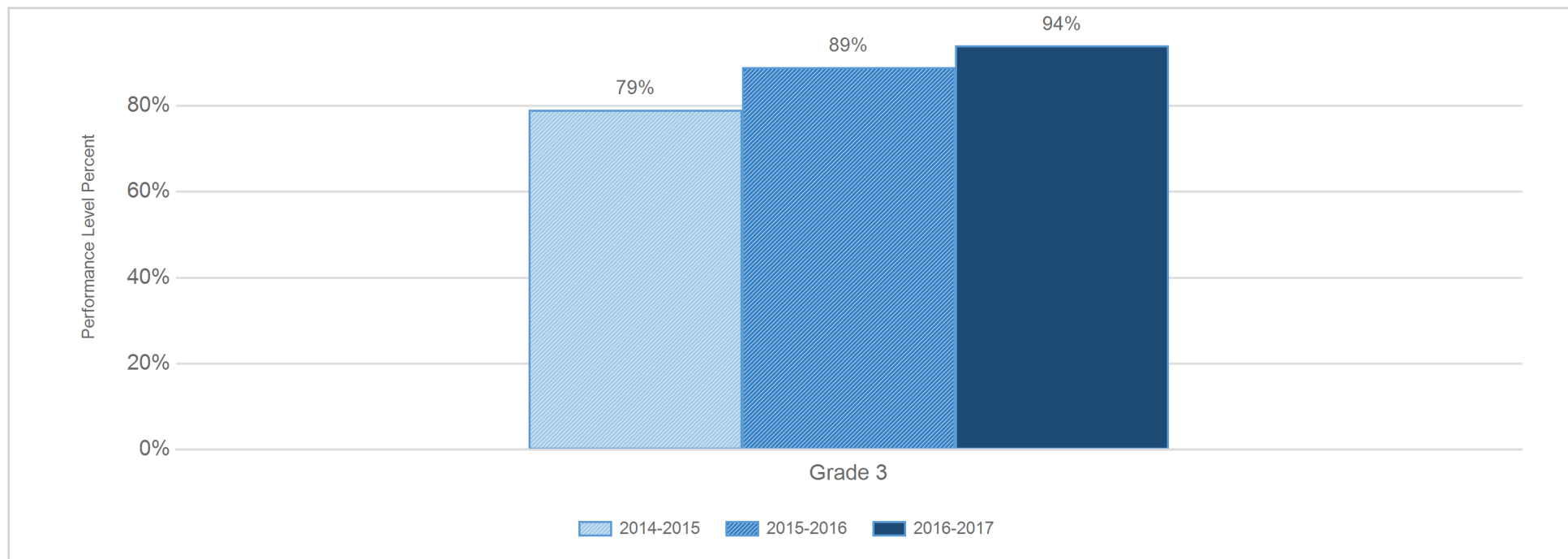


Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

English Language Arts/Literacy Assessment - Performance Trends

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





Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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	96	100.0	100.00	83.90	43.50	100	80	Met Goal
White	95	100.0	100.00	84.00	52.40	100	80	Met Goal
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	100.00	21.70	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.80	75.60	N	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	100.00	44.90	N	**	**
Female	46	100.0	100.00	83.70	44.10	100		
Male	50	100.0	100.00	84.10	42.90	100		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	10	100.0	100.00	50.10	16.50	100	**	**
Students without Disabilities	86	100.0	100.00	88.50	48.80	100		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	96	100.0	100.00	*	45.20	100		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Deane-Porter Elementary School
2016-2017

Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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	104	798	798	751	0%	0%	0%	39%	62%	100%	53%
White	103	798	798	759	0%	0%	0%	38%	62%	100%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	51	796	796	751	0%	0%	0%	39%	61%	100%	52%
Male	53	800	800	751	0%	0%	0%	38%	62%	100%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	10	795	795	729	0%	0%	0%	*	*	100%	29%
Students without Disabilities	94	798	798	755	0%	0%	0%	*	*	100%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	104	798	798	753	0%	0%	0%	39%	62%	100%	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%

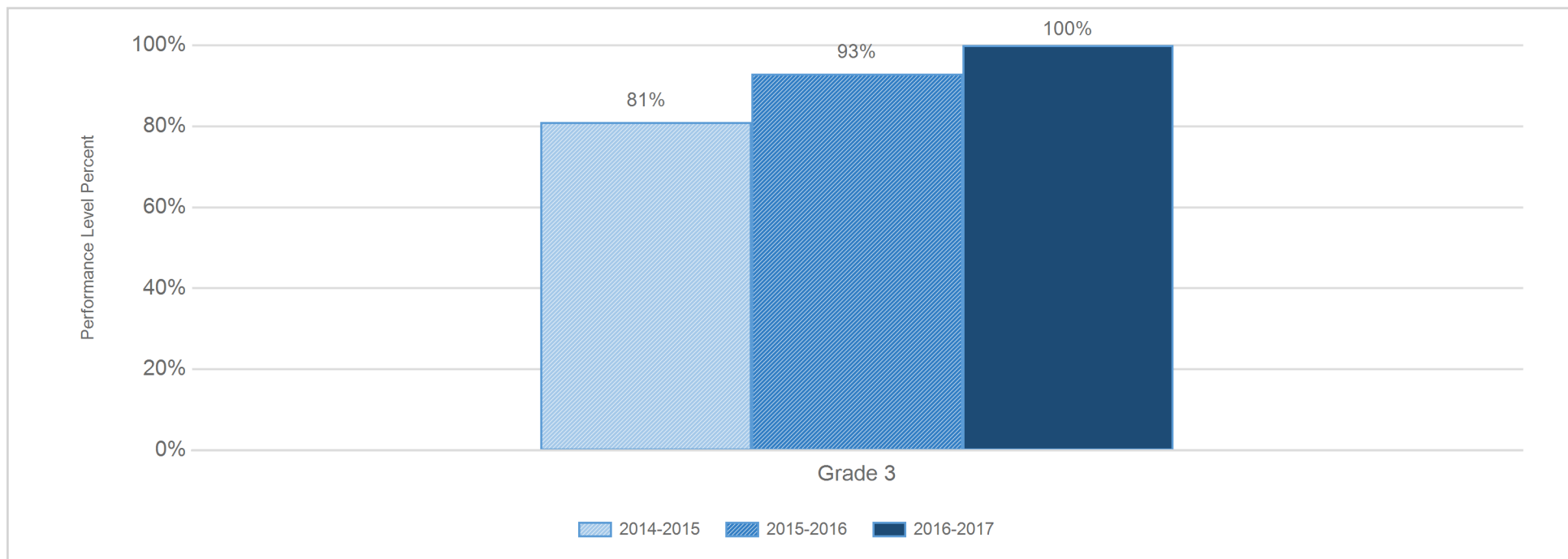


Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

Mathematics Assessment – Performance Trends

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





Deane-Porter Elementary School
2016-2017

Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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

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



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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

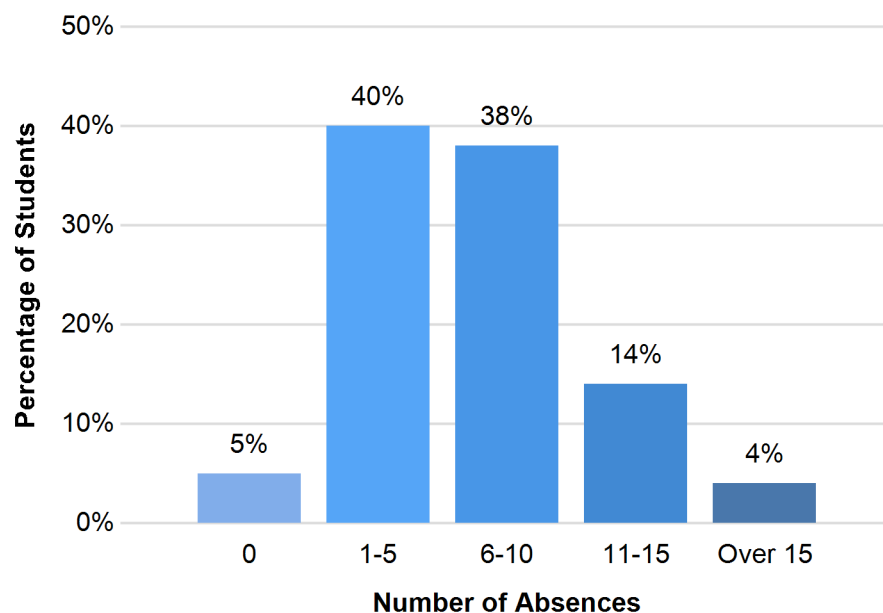
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.60	9.10	Met Target
White	1.40	9.10	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	3.80	9.10	Met Target
English Learners	N	**	**

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

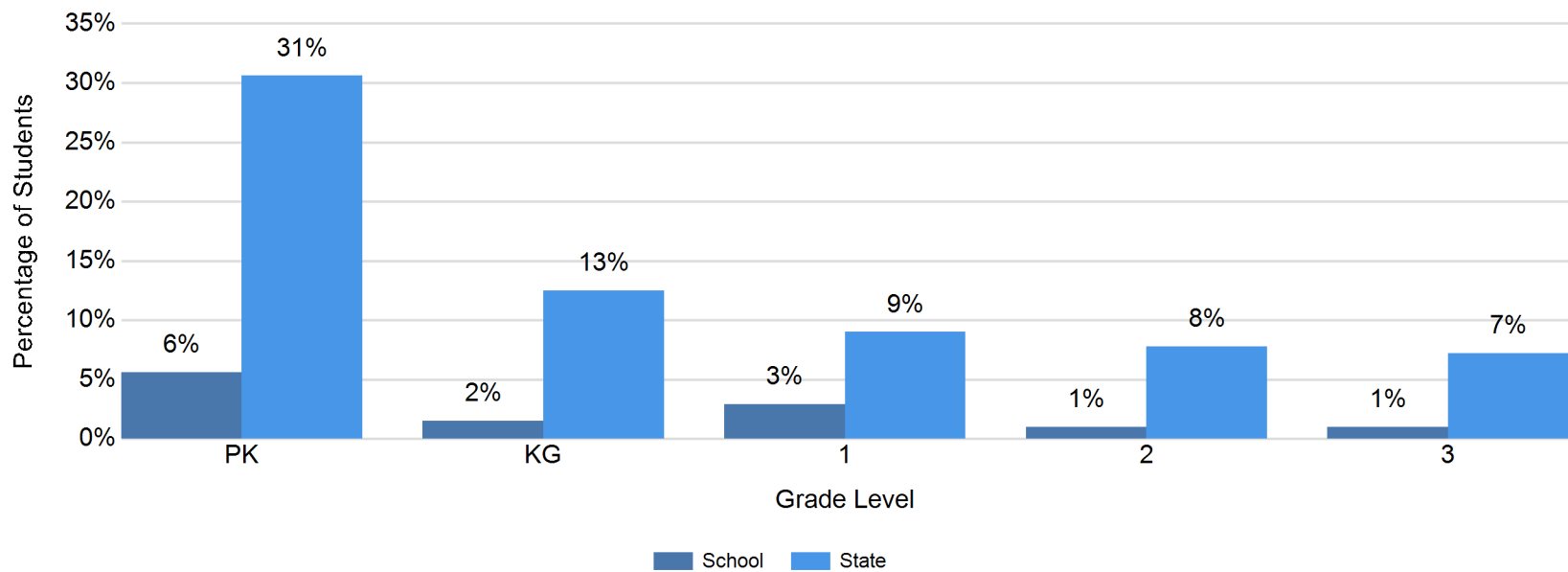
Days Absent

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



Chronic Absenteeism by Grade

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





Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Deane-Porter Elementary School

2016-2017

Grade Span PK-03

25-4570-040

MONMOUTH

RUMSON BORO

50 BLACKPOINT ROAD

RUMSON, NJ 07760-1592

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	2.6:1	503.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$374	\$13,837	\$14,211



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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	38	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	87%	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	6	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	6.2	11.6
Administrators in district for 4 or more years	33%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	98:1	166:1
Librarian/Media Specialists		993:1
Nurses		497:1
Counselors		497:1
Child Study Team		331:1



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	60%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Deane-Porter Elementary School

2016-2017

Grade Span PK-03

25-4570-040

MONMOUTH

RUMSON BORO

50 BLACKPOINT ROAD

RUMSON, NJ 07760-1592

Accountability Indicator Scores and Summative Rating

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

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

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

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



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

** 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.



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

School General Info

Principal:	Ms. FEENEY	Email Address:	sfeeney@rumsonschool.org
Address:	50 BLACKPOINT ROAD RUMSON, NJ 07760-1592	Website:	www.rumsonschool.org
Phone:	(732)842-0330	Facebook:	https://www.facebook.com/rumson schooldistrict/
		Twitter:	https://twitter.com/rumsonbulldawgs?lang=en




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"> • Deane-Porter has a Makerspace/STEM classroom and a certified science teacher teaching students Pre-K-3rd grade. • Deane-Porter has 1:1 technology devices in grades K-3 as a learning tool to promote inquiry and innovation. • Students participate in daily Morning Meetings in order to connect socially, emotionally and respectfully.
Mission, Vision, Theme:	<p>The Rumson School District ignites the potential of its learners by growing, inspiring, and cultivating personal excellence academically, socially, and emotionally. We are committed to a tradition of academic excellence, respect and social responsibility. The Deane-Porter staff is a talented group of early childhood educators who work tirelessly to create high quality classroom experiences for their students. They are lifelong learners who are committed to our Mission and model its merits daily</p>
Awards, Recognition, Accomplishments:	<p>Visitors often comment on the beauty and uniqueness of Deane-Porter's campus which houses a beautiful butterfly garden courtyard and is adjacent to a tranquil duck pond surrounded by towering birch and locust trees. The Rumson School District was awarded Bronze for Sustainable Schools in it's efforts to go green, conserve resources, and steps to create a smaller Global Footprint.</p>

School Narrative

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

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>The Deane-Porter staff takes advantage of the many staff development opportunities offered by the district. We are implementing various curricular programs in our district; Tools of the Mind (Pre-Kindergarten), Framing Your Thoughts (Grades 1 and 2), Reading and Writing Workshop (Kindergarten-Grade 3), Math Workshop (Kindergarten), Touch Math and Fountas and Pinnell leveled Literacy Intervention, and Wilson Foundations spelling and phonics program (Kindergarten-Grade 2).</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>There are a variety of extra-curricular opportunities abound at Deane-Porter. These popular programs, held before and after school, allow students the opportunity to try new things in a low pressure, supportive environment. Our Drama Club inspires young thespians to enjoy performing before a live audience. Gardening, Active Bulldogs, Ceramics, Math, Yearbook and STEM clubs round out Deane-Porter's impressive selection of extra-curricular activities.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>The district offers an after care program facilitated by teachers.tools.</p>







Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592



School Narrative

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

 Staff and Professional Learning:	<p>The Deane-Porter grade level teams meet in Professional Learning Communities to analyze student data, plan data driven, rigorous, relevant, targeted instruction to engage students. Staff are involved in various Professional Development; Math Workshop, Balanced Literacy, Digital Citizenship, Project Based learning, and Art Integration. Professional learning is ongoing and revolves around the needs of our students and our goal of academic excellence.</p>
 Student Supports and Services:	<p>English Language Arts in grades Pre K- 3 grade is an integrated curriculum which is designed to build comprehensive literacy in reading, writing, speaking and listening, and language. Students receive one hundred twenty minutes of daily English Language Arts instruction with a focus and emphasis on all interdisciplinary connections, the program integrates phonics, reading and writing fluency, vocabulary, grammar, spelling and comprehension, provides opportunities for success at various levels.</p>
 Student Health and Wellness:	<p>A wellness committee is made up of administrators, staff and parents. Wellness week is held once a year, with local health and fitness organizations participating.</p>
 Parent and Community Involvement:	<p>The Rumson Education Foundation have purchased cutting edge technology, assisted in transforming our Markerspace/STEM classroom, and assisted in our Google campus through funding 1:1 Chromebooks. Our PTO sponsors a variety of school events such as the Family Night, the Student Art Show, Field Day, Fall Festival, Rumson Education Week, and Lunch with a Loved One. The PTO Liaison Program links innovating educational programs to grade level curriculum for unique enrichment experiences.</p>

School Narrative

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

 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Deane-Porter students participate daily in Morning Meetings. These 20 minute meetings are centered on the pillars of character education. Students practice social skills while establishing a climate of trust. They share their plans for the day, learn to respect one another and their surroundings. School-wide meetings are held to discuss upcoming events, and reflect on character education themes. It's an opportunity for our school community to connect socially, emotionally and respectfully.</p>
 <div>Facilities:</div>	<p>The school facility is uniquely configured with approximately 20 classrooms, 8 of which are in an open space area that encourages collaboration and collegiality among staff. Deane-Porter contains a Markerspace/STEM classroom, a modern art and music suite, a science classroom, and a colorfully painted gymnasium that supports a climbing wall and other physically challenging centers. The walls of our spacious cafeteria and Makerspace/STEM classroom have beautifully painted wall murals.</p>



Deane-Porter Elementary School
2016-2017
Grade Span PK-03

25-4570-040
MONMOUTH
RUMSON BORO
50 BLACKPOINT ROAD
RUMSON, NJ 07760-1592

School Narrative

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



Other Information:

Several distinctive programs set Deane-Porter apart from other elementary schools. English Language Arts in grades Pre-Kindergarten through third grade is an integrated curriculum which is designed to build comprehensive literacy in reading, writing, speaking and listening, and language. With a focus and emphasis on all interdisciplinary connections, the program integrates phonics, reading and writing fluency, vocabulary, grammar, spelling and comprehension. Deane-Porter offers a rigorous, yet developmentally appropriate standards-based curriculum with a strong focus on literacy. Students are encouraged to develop a lifelong love for reading and writing beginning in our full day Kindergarten program. In each Deane-Porter classroom, the flexible English Language Arts time provides a structure in which teachers set and teach to daily objectives that can be met at a variety of levels. We believe this model readily lends itself to the ability to meet our goal of differentiating instruction so that all students are presented unique challenges. Math classes at Deane-Porter are lively, animated, and engaging. Teachers motivate their students to learn math concepts through hands-on activities, projects, games and specific software programs. All students in kindergarten through third grade receive math instruction each day. Kindergarten is implementing Math Workshop this year. Deane-Porter's therapy dog, Boomer, is transitioning well into the Rumson School District. His presence benefits students, staff and administration. Lastly, parent volunteers are the quiet heroes of Deane-Porter School. Whether in the media center assisting teachers or chaperoning a class trip, these loyal and hardworking parents help to keep Deane-Porter running smoothly and efficiently each year.




Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
 MONMOUTH
 RUMSON BORO
 60 FORREST AVENUE
 RUMSON, NJ 07760-1681

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



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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.



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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
4	14	99	120
5	125	114	101
6	117	122	125
7	109	117	136
8	117	107	117
Ungraded	1	1	1
Total	483	560	600

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%	51%
Male	50%	48%	49%
Economically Disadvantaged Students	0%	0%	0%
Students with Disabilities	13%	12%	11%
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	96.3%
Asian	1.5%
Hispanic	1.0%
Black or African American	0.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

Enrollment by Home Language

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

Home Language	% of Students
English	99.8%
Other	0.2%



Forrestdale School

2016-2017

Grade Span 04-08

25-4570-050

MONMOUTH

RUMSON BORO

60 FORREST AVENUE

RUMSON, NJ 07760-1681

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	560	99.8	90.00	90.60	54.90	90	80	Met Goal
White	540	99.8	90.00	90.50	63.90	90	80	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	285	100.0	91.60	91.80	62.20	91.6		
Male	275	99.7	88.40	89.20	48.10	88.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	70	100.0	54.30	57.50	20.50	54.3	41.7	Met Target
Students without Disabilities	490	99.8	95.10	95.20	61.90	95.1		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	560	99.8	90.00	90.60	57.40	90		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Forrestdale School
2016-2017

Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	792	792	753	*	*	*	36%	58%	93%	56%
White	115	791	791	762	*	*	*	37%	57%	93%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	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	65	796	796	758	*	*	*	32%	62%	94%	61%
Male	53	786	786	749	*	*	*	40%	53%	93%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	118	792	792	764	*	*	*	36%	58%	93%	69%
Students with Disabilities	19	775	775	725	*	*	*	*	*	79%	25%
Students without Disabilities	99	795	795	759	*	*	*	*	*	96%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	118	792	792	755	*	*	*	36%	58%	93%	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%



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	793	793	756	*	*	*	42%	50%	91%	59%
White	100	792	792	763	*	*	*	42%	49%	91%	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	45	801	801	761	*	*	*	36%	60%	96%	66%
Male	56	786	786	750	*	*	*	46%	41%	88%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	101	793	793	765	*	*	*	42%	50%	91%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	101	793	793	757	*	*	*	42%	50%	91%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Forrestdale School

2016-2017

Grade Span 04-08

25-4570-050

MONMOUTH

RUMSON BORO

60 FORREST AVENUE

RUMSON, NJ 07760-1681

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	125	783	783	752	*	*	10%	45%	43%	88%	54%
White	116	784	784	758	*	*	10%	43%	45%	88%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	68	785	785	758	*	*	*	47%	43%	90%	61%
Male	57	782	782	746	*	*	*	42%	44%	86%	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	125	783	783	761	*	*	10%	45%	43%	88%	65%
Students with Disabilities	12	747	747	722	*	*	*	*	*	50%	17%
Students without Disabilities	113	787	787	758	*	*	*	*	*	92%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	125	783	783	753	*	*	10%	45%	43%	88%	*
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%



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	135	795	795	756	*	*	*	23%	70%	93%	59%
White	131	794	794	764	*	*	*	24%	69%	92%	69%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	N	N	N	757	N	N	N	N	N	N	59%
Female	63	805	805	764	*	*	*	*	84%	98%	68%
Male	72	786	786	749	*	*	*	*	57%	88%	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	135	795	795	766	*	*	*	23%	70%	93%	70%
Students with Disabilities	11	741	741	719	*	*	*	*	*	36%	19%
Students without Disabilities	124	799	799	763	*	*	*	*	*	98%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	135	795	795	758	*	*	*	23%	70%	93%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	116	795	795	757	*	*	*	33%	57%	90%	59%
White	111	795	795	764	*	*	*	32%	57%	89%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	N	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	62	797	797	766	*	*	*	31%	57%	87%	68%
Male	54	793	793	749	*	*	*	35%	57%	93%	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	116	795	795	766	*	*	*	33%	57%	90%	69%
Students with Disabilities	16	743	743	718	*	*	*	*	0%	44%	18%
Students without Disabilities	100	804	804	764	*	*	*	*	66%	97%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	116	795	795	759	*	*	*	33%	57%	90%	*
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%

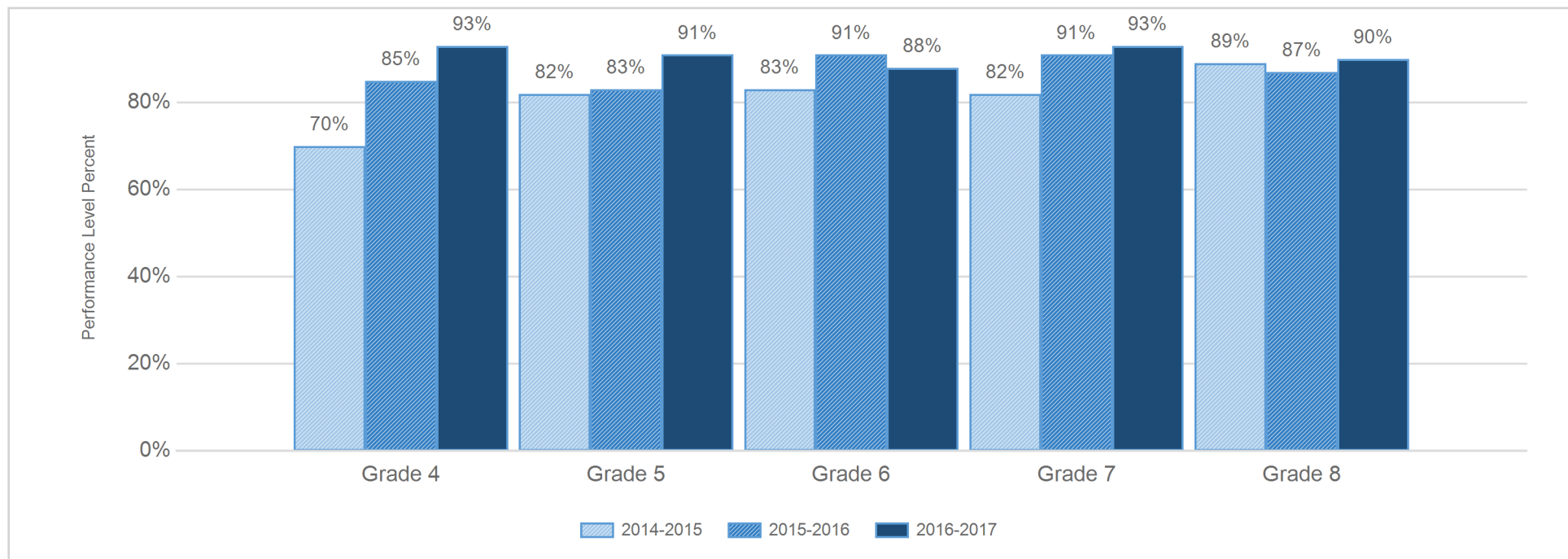


Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

English Language Arts/Literacy Assessment - Performance Trends

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





Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	561	99.8	81.10	83.90	43.50	81.1	76.9	Met Goal
White	541	99.8	81.10	84.00	52.40	81.1	76.5	Met Goal
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	285	100.0	81.10	83.70	44.10	81.1		
Male	276	99.7	81.10	84.10	42.90	81.1		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	70	100.0	42.90	50.10	16.50	42.9	25.5	Met Target
Students without Disabilities	491	99.8	86.50	88.50	48.80	86.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	777	777	747	*	*	14%	60%	24%	84%	47%
White	115	776	776	755	*	*	14%	61%	23%	84%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	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	65	774	774	747	*	*	*	57%	22%	79%	47%
Male	53	780	780	747	*	*	*	64%	26%	91%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	118	777	777	757	*	*	14%	60%	24%	84%	61%
Students with Disabilities	19	769	769	724	*	*	*	*	*	74%	22%
Students without Disabilities	99	778	778	751	*	*	*	*	*	86%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	118	777	777	749	*	*	14%	60%	24%	84%	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%



Forrestdale School

2016-2017

Grade Span 04-08

25-4570-050

MONMOUTH

RUMSON BORO

60 FORREST AVENUE

RUMSON, NJ 07760-1681

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	101	782	782	747	0%	*	*	48%	40%	87%	46%
White	100	782	782	754	0%	*	*	48%	39%	87%	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	45	784	784	747	0%	*	*	51%	40%	91%	47%
Male	56	781	781	746	0%	*	*	45%	39%	84%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	101	782	782	756	0%	*	*	48%	40%	87%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	101	782	782	748	0%	*	*	48%	40%	87%	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%



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	125	775	775	743	*	*	18%	48%	32%	80%	44%
White	116	775	775	751	*	*	16%	48%	33%	81%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	68	774	774	745	*	*	16%	52%	28%	79%	45%
Male	57	775	775	742	*	*	19%	44%	37%	81%	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	125	775	775	752	*	*	18%	48%	32%	80%	56%
Students with Disabilities	12	749	749	717	*	*	*	*	0%	50%	13%
Students without Disabilities	113	778	778	748	*	*	*	*	35%	83%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	125	775	775	745	*	*	18%	48%	32%	80%	*
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.



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	122	764	764	741	*	*	16%	62%	15%	76%	40%
White	121	764	764	748	*	*	17%	62%	14%	76%	49%
Hispanic	N	N	N	730	N	N	N	N	N	N	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	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	N	N	N	740	N	N	N	N	N	N	39%
Female	56	767	767	743	*	*	*	70%	*	84%	41%
Male	66	761	761	740	*	*	*	55%	*	70%	38%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	22%
Non-Economically Disadvantaged Students	122	764	764	749	*	*	16%	62%	15%	76%	50%
Students with Disabilities	11	724	724	716	*	*	*	*	*	18%	11%
Students without Disabilities	111	768	768	746	*	*	*	*	*	82%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	41	741	741	728	*	*	32%	39%	0%	39%	28%
White	39	740	740	736	*	*	33%	39%	0%	39%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	28	741	741	730	*	*	*	*	0%	39%	30%
Male	13	739	739	725	*	*	*	*	0%	39%	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	41	741	741	734	*	*	32%	39%	0%	39%	34%
Students with Disabilities	16	718	718	705	*	*	*	*	0%	19%	*
Students without Disabilities	25	755	755	734	*	*	*	*	0%	52%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	41	741	741	729	*	*	32%	39%	0%	39%	*
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.



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	68	795	795	743	*	*	*	71%	28%	99%	42%
White	62	794	794	751	*	*	*	71%	27%	98%	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	34	792	792	744	0%	0%	*	74%	*	97%	43%
Male	34	797	797	741	0%	0%	*	68%	*	100%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	68	795	795	751	*	*	*	71%	28%	99%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	68	795	795	747	*	*	*	71%	28%	99%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	68	795	795	745	*	*	*	71%	28%	99%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	21	788	788	734	*	*	*	*	67%	100%	30%
White	21	788	788	740	*	*	*	*	67%	100%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	21	788	788	740	*	*	*	*	67%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	21	788	788	738	*	*	*	*	67%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	21	788	788	735	*	*	*	*	67%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

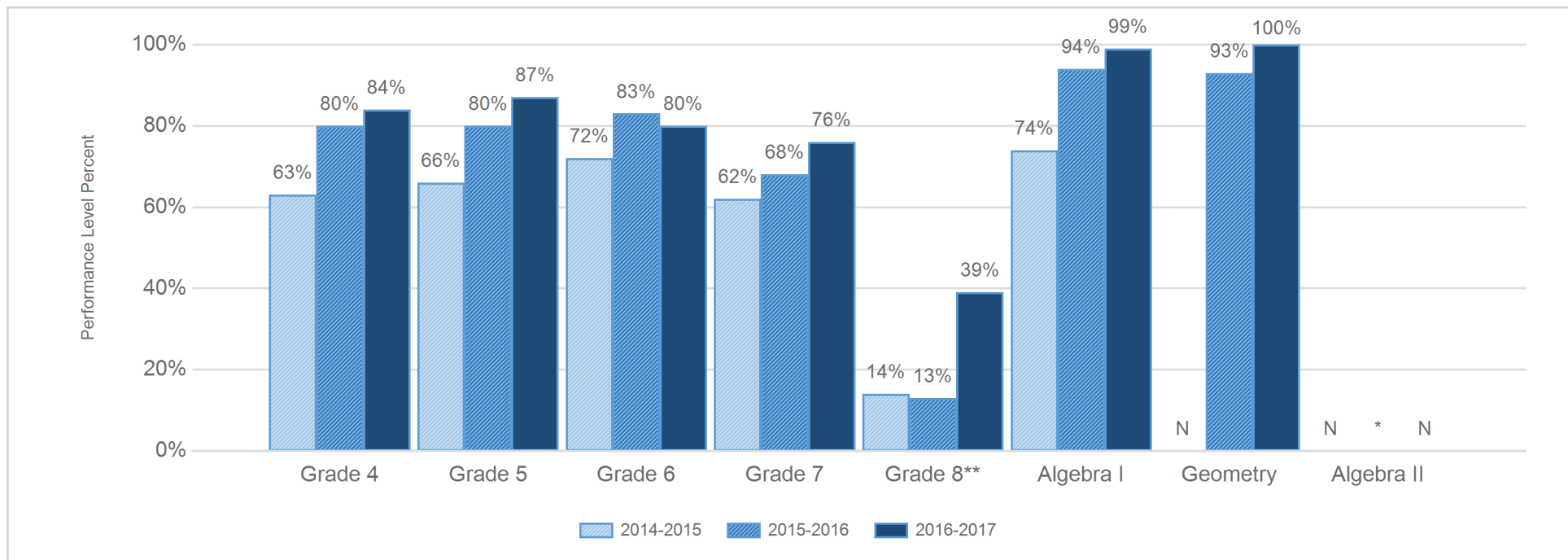
Mathematics Assessment - Performance by Test: Algebra II

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

Mathematics Assessment – Performance Trends

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



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



Forrestdale School
2016-2017

Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

Alternate Assessments - Participation

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

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



Forrestdale School
2016-2017

Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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.

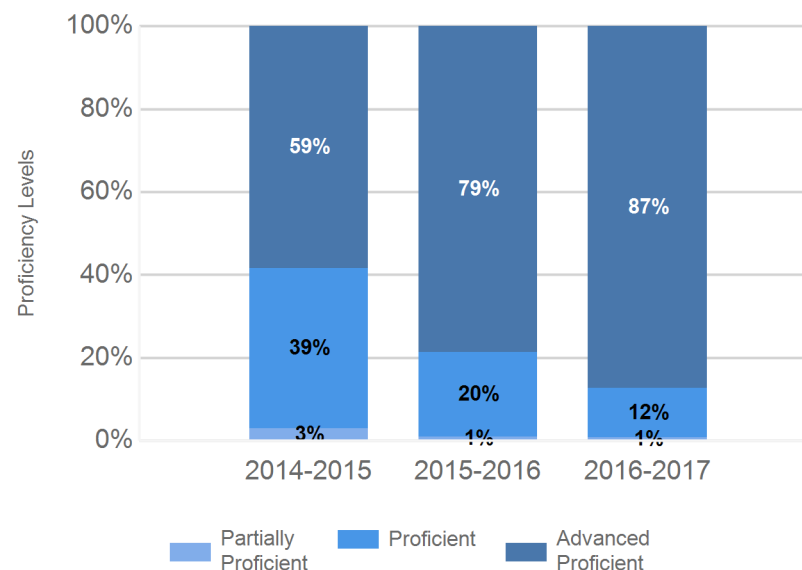
NJASK Science Assessment Performance: Grade 4

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	87%	12%	1%
White	87%	12%	1%
Hispanic	*	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	67%	28%	6%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





Forrestdale School
2016-2017

Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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

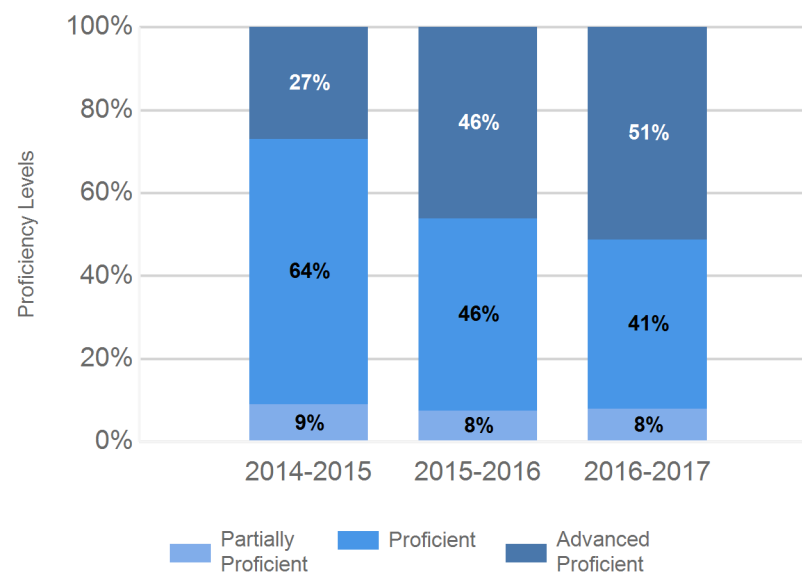
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	51%	41%	8%
White	51%	*	8%
Hispanic	N	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	55%	46%
English Learners	N	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.





Forrestdale School
2016-2017

Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	66	66	50	Exceeds Target	66	66	50	Exceeds Target
White	66	66	50	Exceeds Target	64.5	64.5	52	Exceeds Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	*	45	**	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	58.5	58.5	41	Met Target	63.5	63.5	43	Exceeds Target
English Learners	N	N	N	N	N	N	N	N

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



Forrestdale School
2016-2017

Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

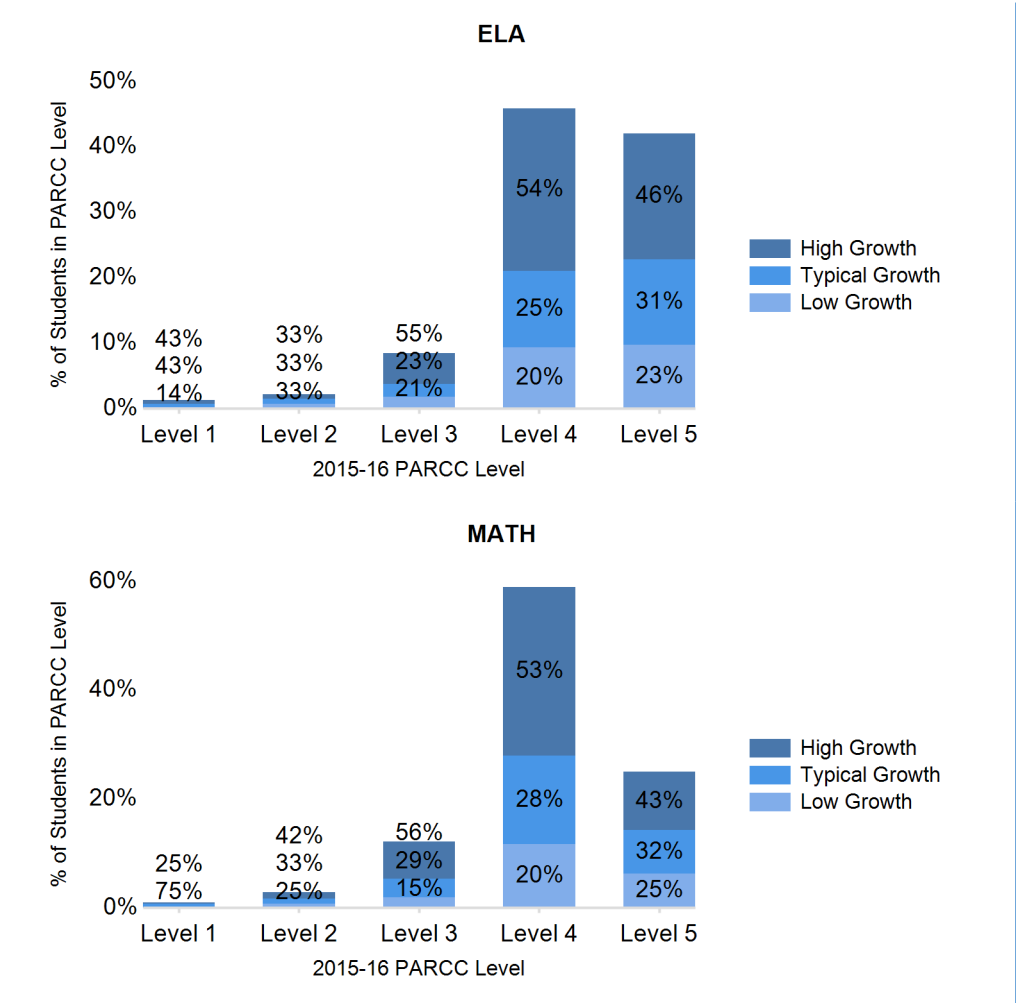
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

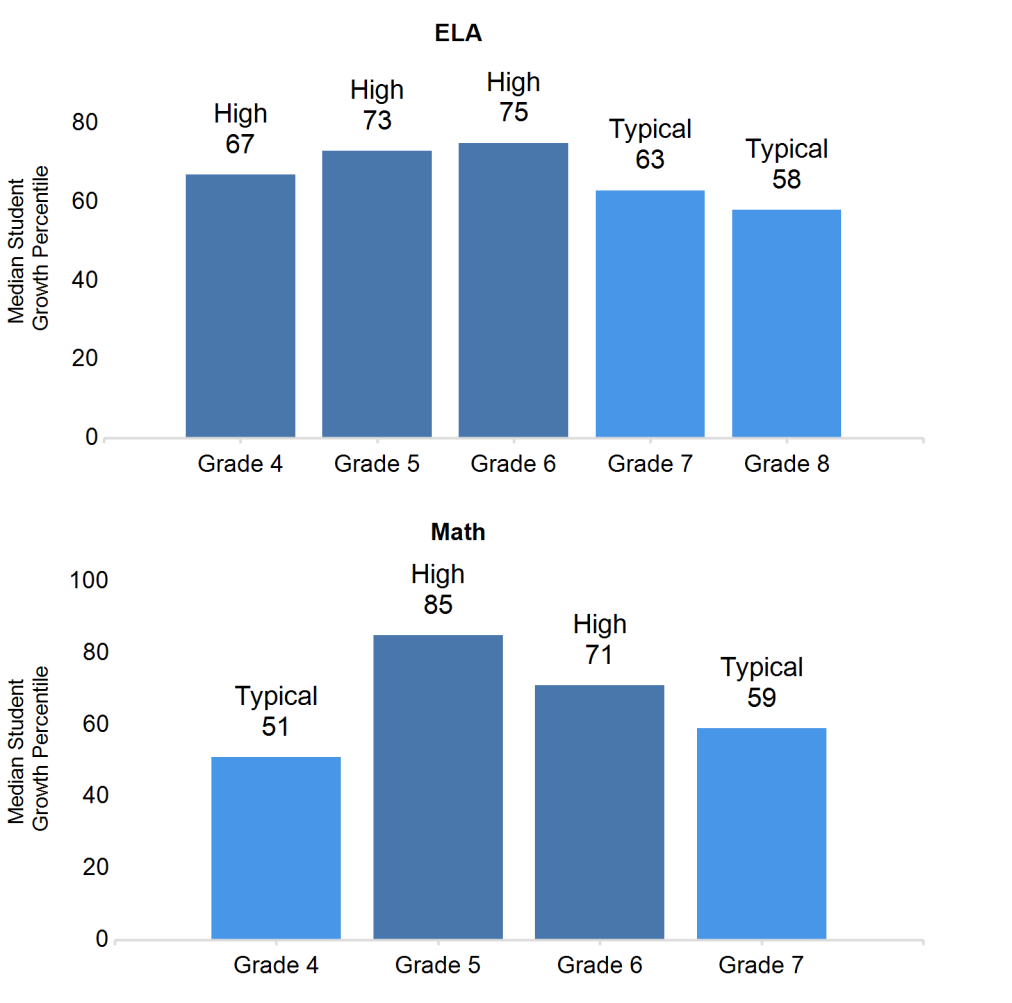
Student Growth by Performance Level

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.





Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	126
7	13	1	122
8	56	20	41
Schoolwide	69	21	289

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).

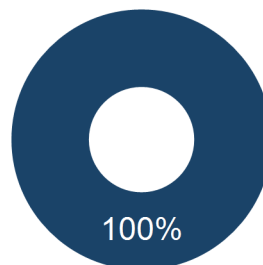
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	71	55	0	0	0	0	0
7	88	47	0	0	0	0	0
8	77	40	0	0	0	0	0
Schoolwide	236	142	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

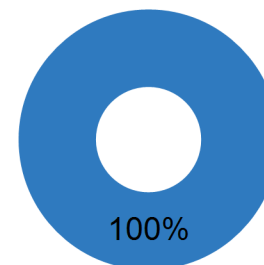
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

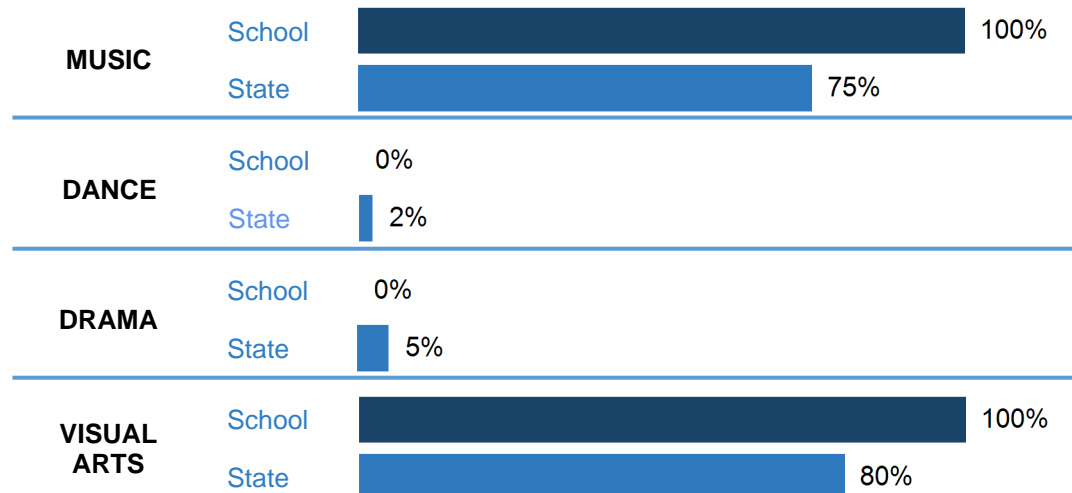


School



State

Students enrolled in one or more classes by discipline:





Forrestdale School
2016-2017

Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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

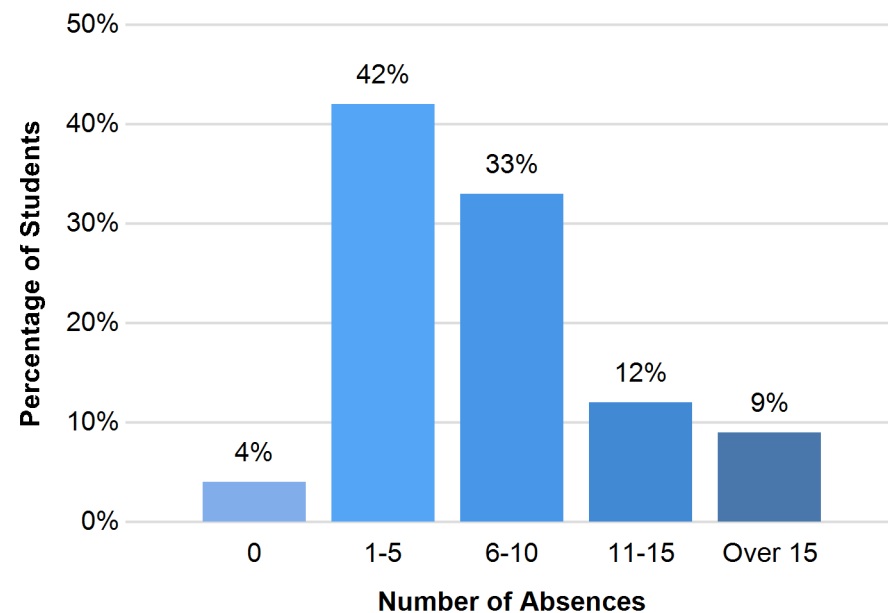
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.00	Met Target
White	5.10	8.00	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	14.10	8.00	Not Met
English Learners	N	**	**

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

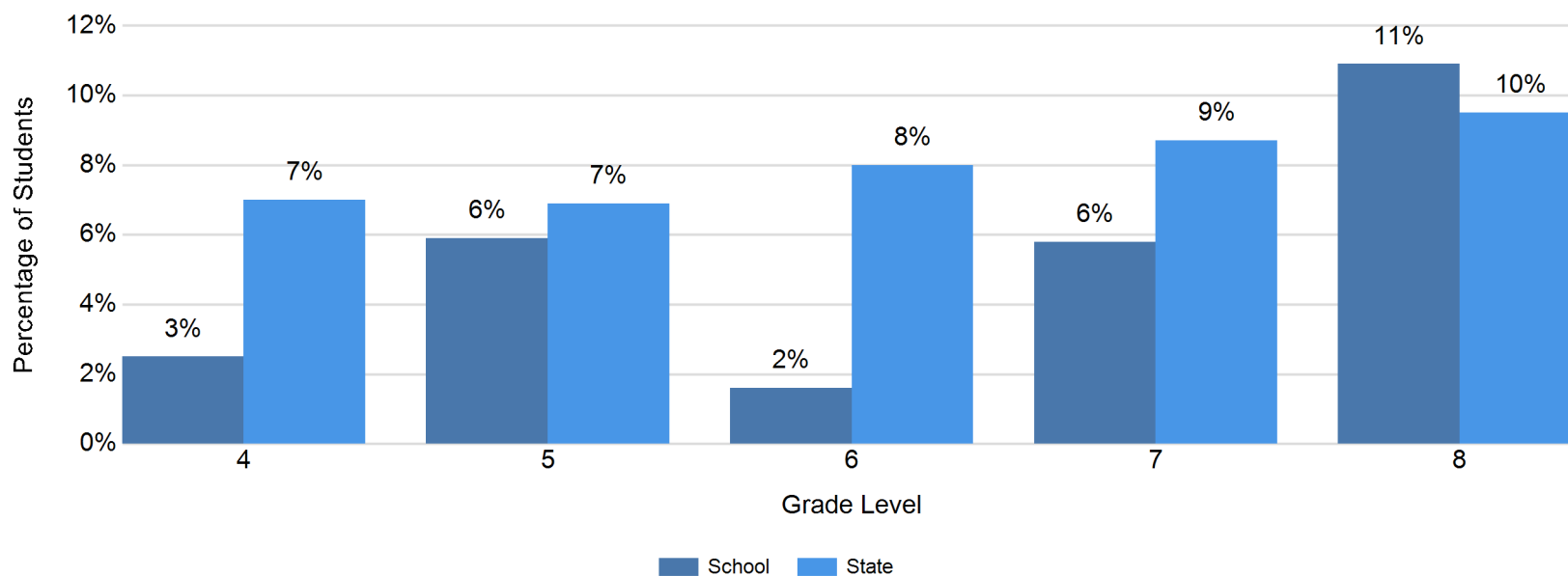
Days Absent

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



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.





Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
 MONMOUTH
 RUMSON BORO
 60 FORREST AVENUE
 RUMSON, NJ 07760-1681

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	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.17

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	503.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$374	\$13,837	\$14,211



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	50	120,724
Average years experience in public schools	15.1	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	82%	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	6	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	6.2	11.6
Administrators in district for 4 or more years	33%	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	11:1
Administrators	120:1	166:1
Librarian/Media Specialists		993:1
Nurses		497:1
Counselors		497:1
Child Study Team		331:1



Forrestdale School

2016-2017

Grade Span 04-08

25-4570-050

MONMOUTH

RUMSON BORO

60 FORREST AVENUE

RUMSON, NJ 07760-1681

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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

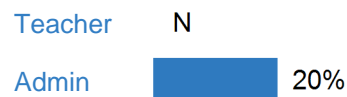
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	60%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Forrestdale School

2016-2017

Grade Span 04-08

25-4570-050

MONMOUTH

RUMSON BORO

60 FORREST AVENUE

RUMSON, NJ 07760-1681

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	98.8	17.5%
Mathematics Proficiency	96.5	17.5%
English Language Arts Growth	93.1	25.0%
Mathematics Growth	91.3	25.0%
Chronic Absenteeism	56.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		88.7
Summative Rating: Percentile rank of Summative Score		97.9
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.



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

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	88.7	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
White	86.9	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	85.4	11.9	No	Met Target	Met Target	Not Met	Met Target	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.



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

School General Info

Principal:	Mrs. Gibbons	Email Address:	jgibbons@rumsonschool.org
Address:	60 FORREST AVENUE RUMSON, NJ 07760-1681	Website:	www.rumsonschool.org
Phone:	(732)842-0383	Facebook:	https://www.facebook.com/rumson schooldistrict/
		Twitter:	https://twitter.com/rumsonbulldawgs?lang=en

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"> • Language Arts program that promotes balanced literacy using a workshop model; accelerated ELA courses in Grades 6 - 8. • enVision Math in Grades 4 and 5 and accelerated pathways through Algebra I and Geometry in Grades 6 - 8. • College and career readiness through use of technology through Google campus and 1:1 chromebooks and STEM programming.
Mission, Vision, Theme:	<p>Our primary goal is to ignite students' potential by growing, inspiring, and cultivating personal excellence academically, socially, and emotionally. Embracing academic rigor and the desire to create life-long learners our staff is committed to providing students with authentic learning experiences combined with cross-curricular units of study and independent project based learning opportunities.</p>
Awards, Recognition, Accomplishments:	<p>The district has achieved the Bronze Award for the Sustainable Schools Program in NJ. Forrestdale has earned a "Spirit of Giving" Award from the Monmouth County Food Bank for their work with them and service learning projects. Forrestdale was named an Honorable Mention for a National School of Character for NJ.</p>







Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
 MONMOUTH
 RUMSON BORO
 60 FORREST AVENUE
 RUMSON, NJ 07760-1681

School Narrative

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

 Courses, Curriculum, Instruction:	<p>Forrestdale utilizes multiple means of assessment to personalize learning and meet the needs of students at their individual levels. This includes placement of students in the enrichment (JET) program in Grades 4 and 5 and accelerated ELA and Math courses in Grades 6 - 8. Data driven instruction is also utilized for flexible grouping in all classrooms, through Achieve 3000, SRI, SMI, and F & P Reading Levels.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)</p> <p>Forrestdale's sports teams are offered to students in Grades 6 - 8, with non-cut sports in the Fall (Cross Country) and Spring (Track & Field). Our teams play in our conference as well as competitive tournaments, such as the Kettle Cup and the Run for the Roses Tournament.</p>
 Clubs and Activities:	<p>Clubs are diverse in nature and offered to students at all grades, including: STEM, Newspaper, Yearbook, Chess, Debate, Broadcasting, Yoga, Drama, Instrumental Music, Choir, and Environmental Club. Student Leadership groups have been established including: Peer Leadership, Student Government, and the National Junior Honors Society.</p>
 Before and After School Programs:	<p>Forrestdale offers an after school program for identified students, "Homework Club" and is facilitated by certified teachers and subject area specialists.</p>







Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

School Narrative

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

 Staff and Professional Learning:	Our staff participates in ongoing in-district and out of district professional development. They also partake in twice weekly Professional Learning Communities . Focus of these PLCs is directly related to district goals including: data driven instruction, rigor, relevance and backwards design, and classroom climate.
 Student Supports and Services:	General education students are serviced through the I & RS Team and through Homework Club, Basic Skills Instruction and counseling supports. Special Education students participate in programming in the LLD setting, resource rooms, and in-class resource classrooms.
 Student Health and Wellness:	Health and wellness is promoted not only through Physical Education classes, daily recess, and health courses at all grade levels, but also through the district's wellness Committee. Healthy choices are promoted and offered in the Cafeteria on a daily basis by our food service. The School Nurse sends weekly newsletters to families with health and wellness guidance as well.
 Parent and Community Involvement:	The district is supported through the PTO and the Rumson Education Foundation. Parents access students grades through the parent portal, Genesis. The school has forged a relationship with community organizations such as the American Littoral Society.



Forrestdale School
2016-2017
Grade Span 04-08

25-4570-050
MONMOUTH
RUMSON BORO
60 FORREST AVENUE
RUMSON, NJ 07760-1681

School Narrative

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



Climate Surveys:

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

Students, staff and parents are survey as a part of the climate survey. Results of this help to develop the agenda and plans for the School Safety Team. This has included a rewritten code of conduct and school-wide expectations for Grades 6 - 8.



Facilities:

The school building includes a functioning greenhouse, a newly renovated Gymnasium, broadcasting studio, and a Professional Development Suite for staff.