




Campbell Elementary School
2016-2017
Grade Span 01-04

23-3120-060
MIDDLESEX
METUCHEN BORO
24 DURHAM AVENUE
METUCHEN, NJ 08840

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
1	154	154	173
2	151	161	164
3	154	161	165
4	184	164	155
Ungraded	16	3	1
Total	659	643	658

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	45%
Male	54%	53%	55%
Economically Disadvantaged Students	6%	8%	6%
Students with Disabilities	14%	16%	15%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	54.7%
Asian	20.4%
Hispanic	13.1%
Black or African American	2.7%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	9.0%

Enrollment by Home Language

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

Home Language	% of Students
English	81.2%
Chinese	4.3%
Spanish	2.1%
Korean	1.2%
Gujarati	1.1%
Other	10.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	303	98.5	71.30	77.40	54.90	71.3	66.3	Met Target
White	180	98.4	67.30	75.90	63.90	67.3	62.5	Met Target
Hispanic	41	100.0	65.90	73.60	39.80	65.9	64.2	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	52	100.0	86.50	86.50	80.70	86.5	80	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	26	96.8	80.70	82.30	54.90	80.7	N	N
Female	145	98.7	80.00	84.10	62.20	80		
Male	158	98.2	63.30	71.30	48.10	63.3		
Economically Disadvantaged Students	22	100.0	54.50	49.10	36.20	54.5	29.9	Met Target
Non-Economically Disadvantaged Students	281	98.3	72.60	80.10	65.80	72.6		
Students with Disabilities	41	91.3	29.20	37.30	20.50	28	30.9	Met Target†
Students without Disabilities	262	99.6	77.80	84.70	61.90	77.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	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		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	756	756	749	9%	*	20%	59%	*	63%	50%
White	93	753	753	759	14%	*	20%	52%	*	58%	61%
Hispanic	21	748	748	734	*	*	*	52%	0%	52%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	30	768	768	775	*	*	*	80%	*	83%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	19	760	760	751	0%	*	*	68%	0%	68%	52%
Female	70	765	765	754	*	*	*	73%	*	76%	55%
Male	94	749	749	745	*	*	*	48%	*	53%	46%
Economically Disadvantaged Students	14	741	741	731	*	*	*	*	*	50%	31%
Non-Economically Disadvantaged Students	150	757	757	762	*	*	*	*	*	64%	63%
Students with Disabilities	21	716	716	720	*	*	*	*	*	24%	24%
Students without Disabilities	143	762	762	755	*	*	*	*	*	69%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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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	153	772	772	753	*	*	16%	50%	29%	78%	56%
White	93	768	768	762	*	*	17%	48%	26%	74%	67%
Hispanic	23	777	777	740	0%	0%	*	48%	*	78%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	23	777	777	777	*	0%	*	57%	*	91%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	11	788	788	755	0%	0%	*	*	*	91%	56%
Female	80	778	778	758	*	*	*	45%	38%	83%	61%
Male	73	766	766	749	*	*	*	55%	19%	74%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	20	734	734	725	*	*	*	*	*	30%	25%
Students without Disabilities	133	778	778	759	*	*	*	*	*	86%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

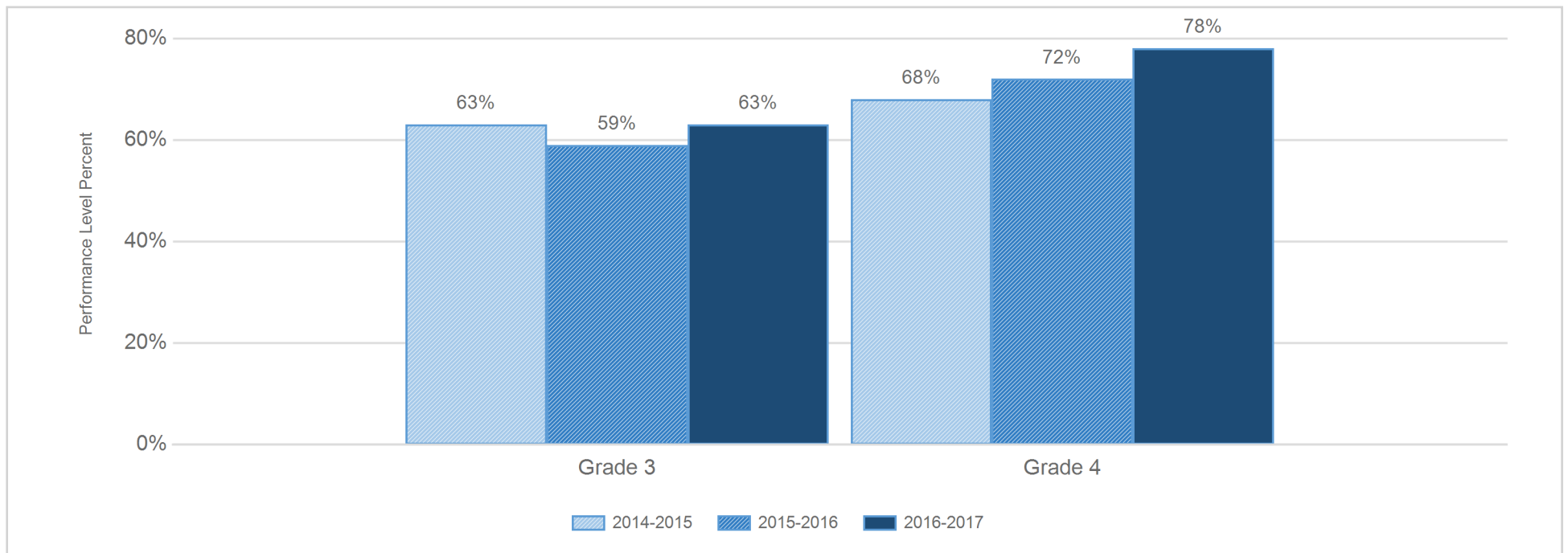


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	302	98.1	70.60	61.90	43.50	70.6	67.1	Met Target
White	179	97.9	67.10	58.60	52.40	67.1	62.2	Met Target
Hispanic	41	100.0	61.00	54.80	27.60	61	67.4	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	52	100.0	84.60	78.40	75.60	84.6	80	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	26	96.8	84.60	76.40	44.90	84.6	N	N
Female	145	98.7	77.20	65.20	44.10	77.2		
Male	157	97.6	64.40	58.90	42.90	64.4		
Economically Disadvantaged Students	22	100.0	45.40	34.20	25.10	45.4	37.1	Met Target
Non-Economically Disadvantaged Students	280	98.0	72.50	64.40	54.30	72.5		
Students with Disabilities	40	89.1	32.50	25.80	16.50	30.4	30.9	Met Target†
Students without Disabilities	262	99.6	76.30	68.50	48.80	76.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	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		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	766	766	751	*	*	16%	45%	26%	71%	53%
White	93	764	764	759	*	*	14%	42%	27%	69%	63%
Hispanic	21	752	752	738	*	*	*	*	*	52%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	30	779	779	779	0%	*	*	57%	33%	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	19	769	769	751	*	0%	*	*	*	74%	53%
Female	70	771	771	751	*	*	*	51%	29%	80%	52%
Male	94	761	761	751	*	*	*	39%	25%	64%	53%
Economically Disadvantaged Students	14	739	739	736	*	*	*	*	0%	57%	34%
Non-Economically Disadvantaged Students	150	768	768	761	*	*	*	*	29%	72%	65%
Students with Disabilities	21	727	727	729	*	*	*	*	0%	29%	29%
Students without Disabilities	143	771	771	755	*	*	*	*	30%	77%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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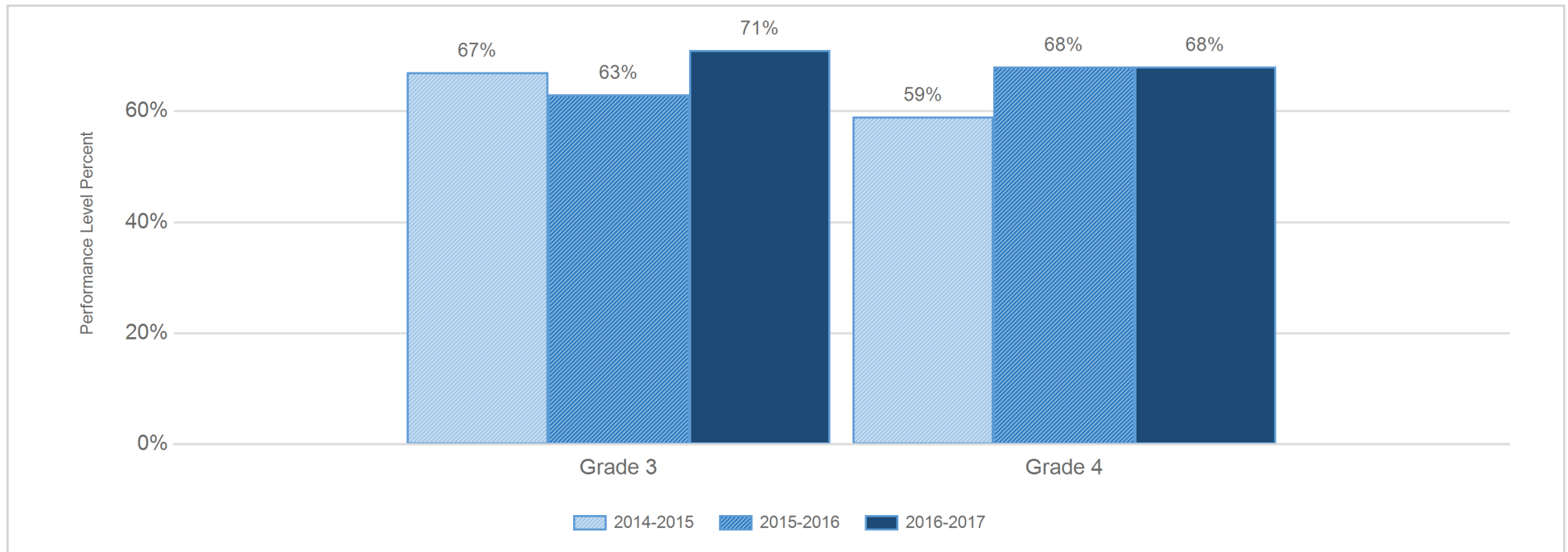
Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	152	765	765	747	*	*	18%	49%	19%	68%	47%
White	92	762	762	755	*	*	22%	49%	15%	64%	59%
Hispanic	23	767	767	734	0%	*	*	*	*	65%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	23	768	768	774	0%	*	*	57%	*	78%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	11	780	780	747	0%	0%	*	*	*	91%	48%
Female	80	768	768	747	*	*	*	51%	23%	74%	47%
Male	72	762	762	747	*	*	*	47%	15%	63%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	19	736	736	724	*	*	*	*	0%	37%	22%
Students without Disabilities	133	769	769	751	*	*	*	*	22%	73%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

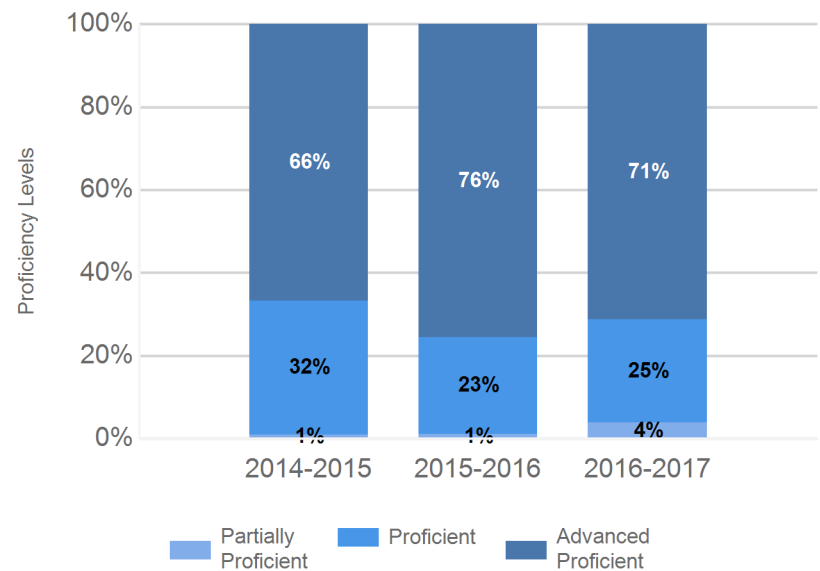
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	71%	25%	4%
White	70%	27%	3%
Hispanic	73%	27%	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	70%	17%	13%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	55%	36%	9%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	66	65	50	Exceeds Target	60	58	50	Exceeds Target
White	62	64	50	Exceeds Target	57	56	52	Met Target
Hispanic	64	65	49	Exceeds Target	59	54.5	47	Met Target
Black or African American	*	61	45	**	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	72.5	66.5	60	Exceeds Target	66	65.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	72.5	51	**	*	70	52	**
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	53	56	41	Met Target	75	69	43	**
English Learners	N	N	N	N	*	*	51	**

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



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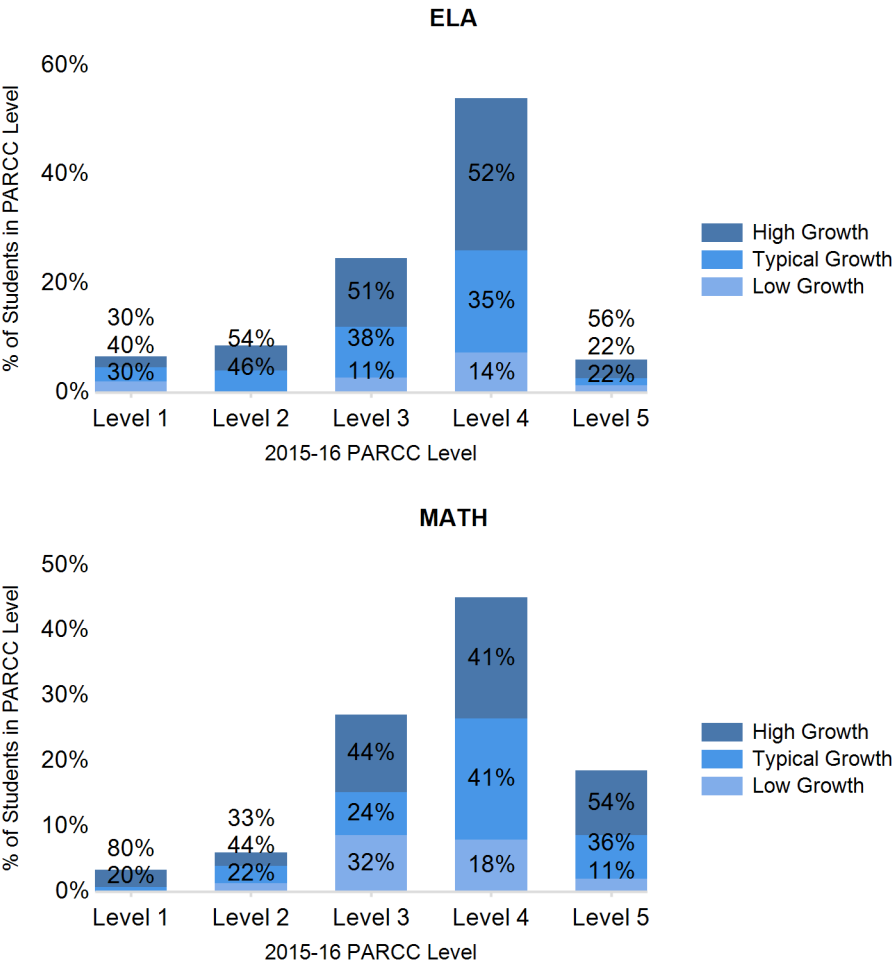
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

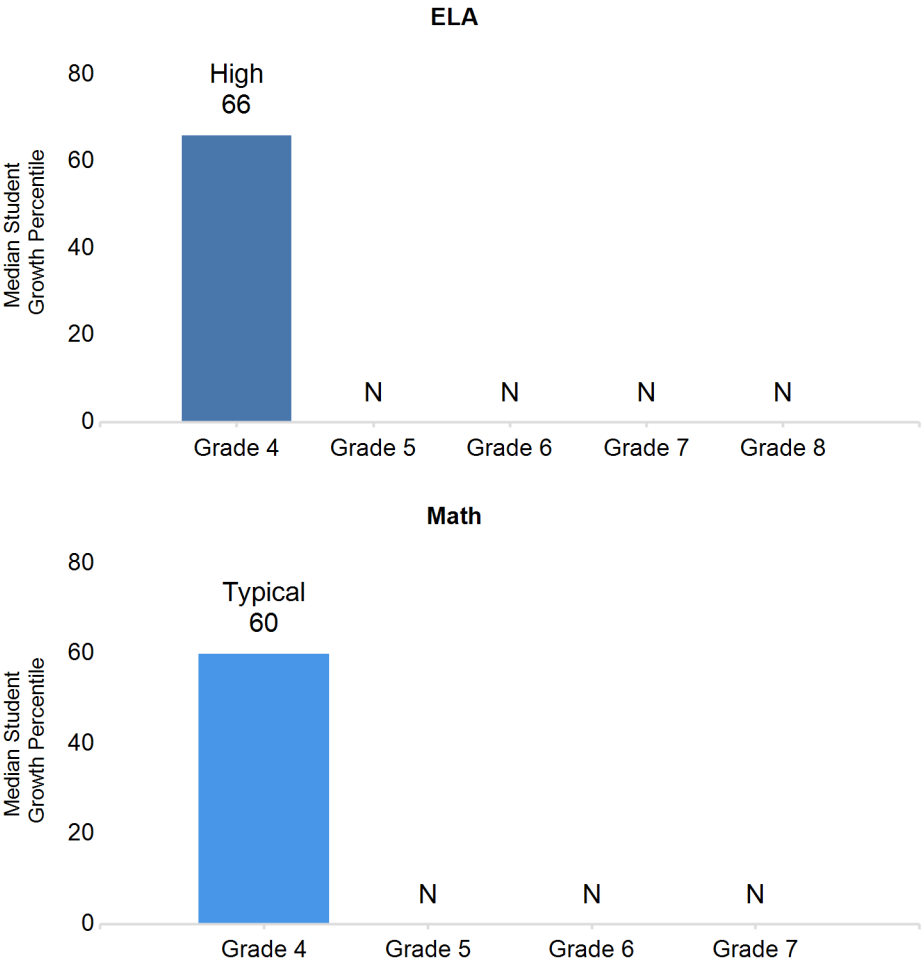
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

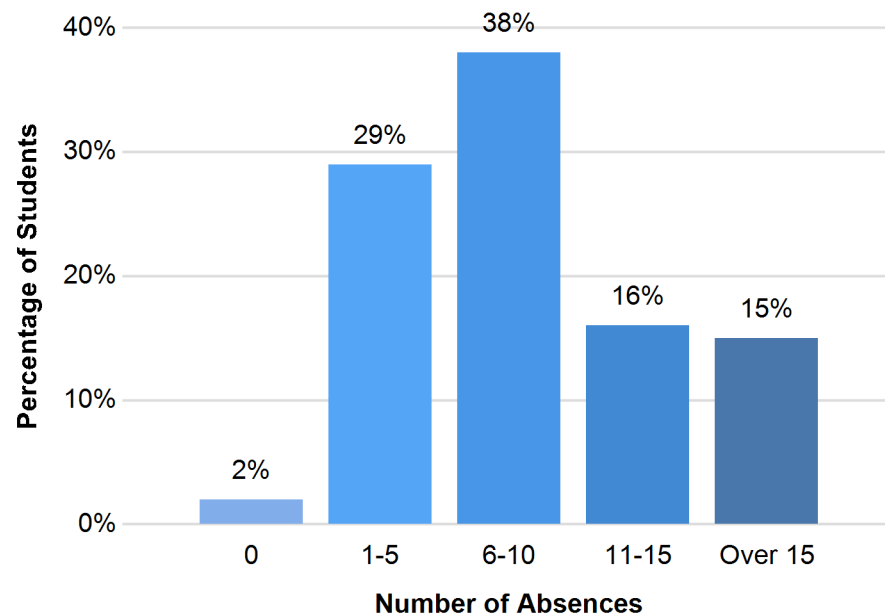
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.40	7.80	Not Met
White	8.30	7.80	Not Met
Hispanic	12.80	7.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.10	7.80	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	10.20	7.80	Not Met
Economically Disadvantaged Students	22.00	7.80	Not Met
Students with Disabilities	9.80	7.80	Not Met
English Learners	N	**	**

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

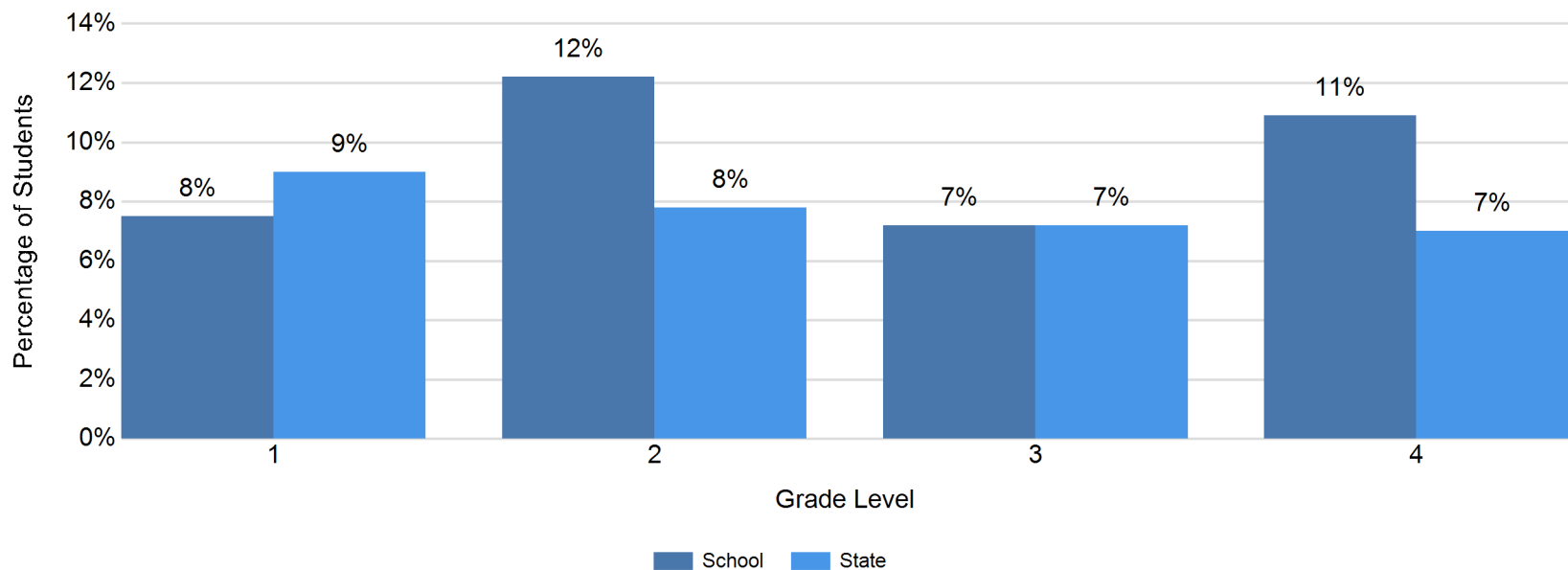
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.76

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.4:1	90.0 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$393	\$13,148	\$13,541



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	51	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	21.9	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	329:1	139:1
Librarian/Media Specialists		740:1
Nurses		555:1
Counselors		370:1
Child Study Team		278:1



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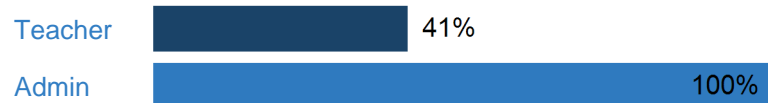
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	75.2	17.5%
Mathematics Proficiency	86.8	17.5%
English Language Arts Growth	91.1	25.0%
Mathematics Growth	78.5	25.0%
Chronic Absenteeism	23.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.2
Summative Rating: Percentile rank of Summative Score		84.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	74.2	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
White	64.7	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	79.8	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	63.0	11.9	No	Met Goal	Met Goal	Not Met	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	Not Met	**	**	No
Students with Disabilities	75.1	11.9	No	Met Target†	Met Target†	Not Met	Met Target	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Porowski	Email Address:	eporowski@metboe.k12.nj.us
Address:	24 DURHAM AVENUE METUCHEN, NJ 08840	Website:	http://www.metuchenschools.org/metuchen/Schools/Campbell%20Elementary%20School/
Phone:	(732)321-8777		

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"> • 2017 National and New Jersey School of Character • 2017 Safe Routes to School Gold Award Recipient • 2016-2019 NJ Sustainable Schools Bronze Award Recipient
 Mission, Vision, Theme:	The Campbell Family grows and thrives because we work together, learn together, and support one another. We empower each other with a rainbow of opportunities to make the seemingly impossible, possible by fostering risk-taking, problem solving, and creativity. Campbell educates the whole child by attending to the needs of the individual. Students experience success because we value the school climate, the vast learning experiences that will be encountered, and most importantly, the child.
 Awards, Recognition, Accomplishments:	2017 National School of Character; 2017 New Jersey School of Character; 2017 National Promising Practices Award Recipient for Identity Day; 2017 New Jersey Safe Routes to School Gold Level Award Recipient; 2016 New Jersey Safe Routes to School Bronze Level Award Recipient; 2017 New Jersey Sustainable Schools Bronze Level Award Recipient; 2016 New Jersey Sustainable Schools Bronze Level Award Recipient






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 Courses, Curriculum, Instruction:	<p>All instruction is standards-based. Classes are heterogeneous, with the exception of math in Gr. 3 & 4. ELA & Math uses a workshop approach with both online and traditional learning experiences. Science and Social Studies is inquiry-based. Students participate in Enrichment, Art, Music, PE/Health, Library/research skills, Technology, and Spanish. Gr. 3&4 also engages in a science lab class. Fourth graders can opt to participate in the instrumental strings or band program.</p>
 Clubs and Activities:	<p>Several activities and clubs are offered to provide diverse experiences at Campbell. These include The Campbell Scoop (newspaper club), Chorus, Band, Orchestra, Physical Development Gym Club, Student Council, Chess Club, Homework Helpers Club, the School Store, Drama Club, Art Club, Computers Club, and the Robotics/Lego Club. Outreach programs include Campbell's Breaking the Chain Club. Gr. 3 & 4 participates in a variety of competitions throughout the year.</p>
 Before and After School Programs:	<p>Campbell offers introductory Chinese Language & Culture classes to first graders after school. This program is supported by the district with collaboration with a local Chinese School. Better Than Broadway is a whole-school, grant supported, program that is open to all students and provides them with the opportunity to participate in a full-scale play over the course of a school week.</p>







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School Narrative

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 Staff and Professional Learning:	<p>All staff members have the opportunity to self-select professional learning experiences based upon their assignment and interest. Campbell's Professional Development Plan supported professional learning goals through whole school trainings and PLCs focusing upon problem-solving methods, employment of mindfulness techniques, Social Emotional Learning, instructional technology, and realignment of math curriculum initiatives. Additional training was provided in the area of school safety.</p>
 Student Supports and Services:	<p>Campbell offers instruction for students in need of assistance or acceleration in the curriculum through a three-tiered Response to Intervention Program and Gifted & Talented Programming. The I&RS Committee supports identified students and assists with 504 Plan development. Programs are available for children with an IEP (Individual Education Plan), ESLs (Eligible for Speech Language Services), ELL (English Language Learners), Resource Center Instruction, and In-Class Support.</p>
 Student Health and Wellness:	<p>Campbell provides all students with a 30-minute recess period, daily. New water-bottle filling stations were installed. The Walking Wednesdays initiative was instituted to reinforce walking/biking to school. A Bike Rodeo Event was held in June to aid in bike safety education practices. Wellness initiatives include guidelines for class parties, ensuring the focus on fun instead of food. Employment of Mindfulness and "Brain Breaks" throughout each day to support movement throughout the day.</p>
 Parent and Community Involvement:	<p>Campbell School is fortunate to have a very active and supportive PTO. With their assistance, the students learn from and enjoy a variety of curriculum enriching/cultural arts assembly programs. SEPAC is a district-level committee and is prevalent throughout all schools while also providing support for parents. The TOPS (Teaching Our Parents & Students) program provides parents with opportunities to be trained as teacher assistants and volunteer to assist in classrooms throughout the school.</p>



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Climate Surveys:

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

Two surveys were given during the school year – Campbell School Climate and District Whole Child Survey. The School Climate Survey gathered information regarding perceptions about student safety, extracurricular offerings, communication practices, teacher practices and expectations for learning, satisfaction in academic performance, student conduct, and staff responsiveness. The Whole Child Survey provided school and district level insight into strengths and areas for improvement.



Facilities:

The school opened in 1951. Since then, there have been two major construction/expansion projects. In 2014, Campbell continued its' expansion with two additional modular classrooms. Facilities include an instructional library, art room, science lab, gym/multipurpose room, and music room. The facilities also house two enclosed courtyards – one available for outdoor instruction and one available for gardening instruction. Campbell's fields include soccer, baseball, and playground space.




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School Narrative

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<div>Other Information:</div>	<p>During the 2016-17 school year, Campbell housed 659 students in grades one through four. Campbell's schedule consists of daily instruction in English language arts, math, science, social studies, and health. Campbell functions on a six-day cycle for special area classes which include art, music, physical education, science lab (grades 3 & 4), Spanish, computer technology, enrichment, and library/research skills. Campbell School has increased the technology use within the classrooms over the past four years with additional laptop and Chromebook carts available for teacher use. Online instructional resources are readily available for students and staff. Campbell School believes that education should be provided in an environment where each child is afforded the chance to learn and grow to the best of his or her ability in a climate where caring and respect are shown by and for everyone. It is the goal of the school community to work together with shared expectations in an effort to create a safe, positive, nurturing, and cooperative learning environment dedicated to educating the whole child, thus making Campbell "A Great Place to Learn".</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	187	190	175
6	184	196	187
7	177	194	189
8	148	179	192
Ungraded	27	8	8
Total	723	767	751

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	46%	46%
Male	51%	54%	54%
Economically Disadvantaged Students	9%	9%	8%
Students with Disabilities	14%	13%	16%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	59.3%
Asian	23.8%
Hispanic	11.5%
Black or African American	4.5%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

Enrollment by Home Language

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

Home Language	% of Students
English	83.0%
Chinese	2.9%
Spanish	2.8%
Hindi	1.2%
Other	9.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	720	98.8	79.80	77.40	54.90	79.8	75.2	Met Target
White	435	98.9	78.40	75.90	63.90	78.4	73.3	Met Target
Hispanic	79	98.8	77.20	73.60	39.80	77.2	70.2	Met Target
Black or African American	29	94.1	51.70	*	35.20	50.9	48.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	173	99.4	89.00	86.50	80.70	89	80	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	330	98.6	87.00	84.10	62.20	87		
Male	390	99.0	73.80	71.30	48.10	73.8		
Economically Disadvantaged Students	64	95.6	45.30	49.10	36.20	45.3	45.7	Met Target†
Non-Economically Disadvantaged Students	656	99.1	83.20	80.10	65.80	83.2		
Students with Disabilities	123	98.4	41.50	37.30	20.50	41.5	38.3	Met Target
Students without Disabilities	597	98.9	87.80	84.70	61.90	87.8		
English Learners	11	100.0	45.50	50.00	25.20	45.5	**	**
Non-English Learners	709	98.8	80.40	77.80	57.40	80.4		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	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.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	775	775	756	*	*	*	52%	28%	80%	59%
White	95	772	772	763	*	*	*	59%	22%	81%	69%
Hispanic	22	767	767	743	0%	*	*	50%	*	73%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	44	790	790	779	0%	*	*	41%	48%	89%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	85	780	780	761	*	*	*	54%	31%	85%	66%
Male	85	770	770	750	*	*	*	49%	26%	75%	53%
Economically Disadvantaged Students	12	745	745	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	158	777	777	765	*	*	*	*	*	83%	71%
Students with Disabilities	33	737	737	725	*	*	*	*	*	33%	22%
Students without Disabilities	137	784	784	762	*	*	*	*	*	91%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance 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	182	779	779	752	*	*	8%	51%	36%	87%	54%
White	104	780	780	758	*	*	*	55%	35%	89%	63%
Hispanic	29	771	771	740	*	*	*	48%	*	79%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	37	785	785	776	0%	*	*	46%	46%	92%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	86	785	785	758	*	*	*	45%	47%	92%	61%
Male	96	773	773	746	*	*	*	55%	27%	82%	46%
Economically Disadvantaged Students	11	742	742	737	*	*	*	*	0%	46%	34%
Non-Economically Disadvantaged Students	171	781	781	761	*	*	*	*	39%	90%	65%
Students with Disabilities	25	743	743	722	*	*	*	48%	0%	48%	17%
Students without Disabilities	157	785	785	758	*	*	*	51%	42%	93%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	182	779	779	753	*	*	8%	51%	36%	87%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	192	774	774	756	*	*	15%	37%	40%	76%	59%
White	121	770	770	764	*	*	17%	46%	31%	76%	69%
Hispanic	18	777	777	742	*	*	*	*	56%	72%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	47	787	787	784	*	*	*	21%	62%	83%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	85	783	783	764	*	*	*	34%	51%	85%	68%
Male	107	767	767	749	*	*	*	38%	31%	69%	51%
Economically Disadvantaged Students	12	750	750	739	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	180	776	776	766	*	*	*	*	*	79%	70%
Students with Disabilities	29	745	745	719	*	*	*	41%	*	55%	19%
Students without Disabilities	163	779	779	763	*	*	*	36%	*	80%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	191	779	779	757	*	*	13%	45%	35%	80%	59%
White	115	774	774	764	*	*	16%	46%	30%	76%	68%
Hispanic	15	773	773	742	0%	0%	*	*	*	80%	44%
Black or African American	10	763	763	738	0%	*	*	*	*	70%	39%
Asian, Native Hawaiian, or Pacific Islander	51	793	793	786	0%	*	*	41%	51%	92%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	83	784	784	766	*	*	*	53%	36%	89%	68%
Male	108	774	774	749	*	*	*	39%	34%	73%	50%
Economically Disadvantaged Students	18	755	755	739	*	*	*	61%	*	67%	40%
Non-Economically Disadvantaged Students	173	781	781	766	*	*	*	43%	*	82%	69%
Students with Disabilities	25	731	731	718	*	*	*	*	0%	32%	18%
Students without Disabilities	166	786	786	764	*	*	*	*	40%	87%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	191	779	779	759	*	*	13%	45%	35%	80%	*
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	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

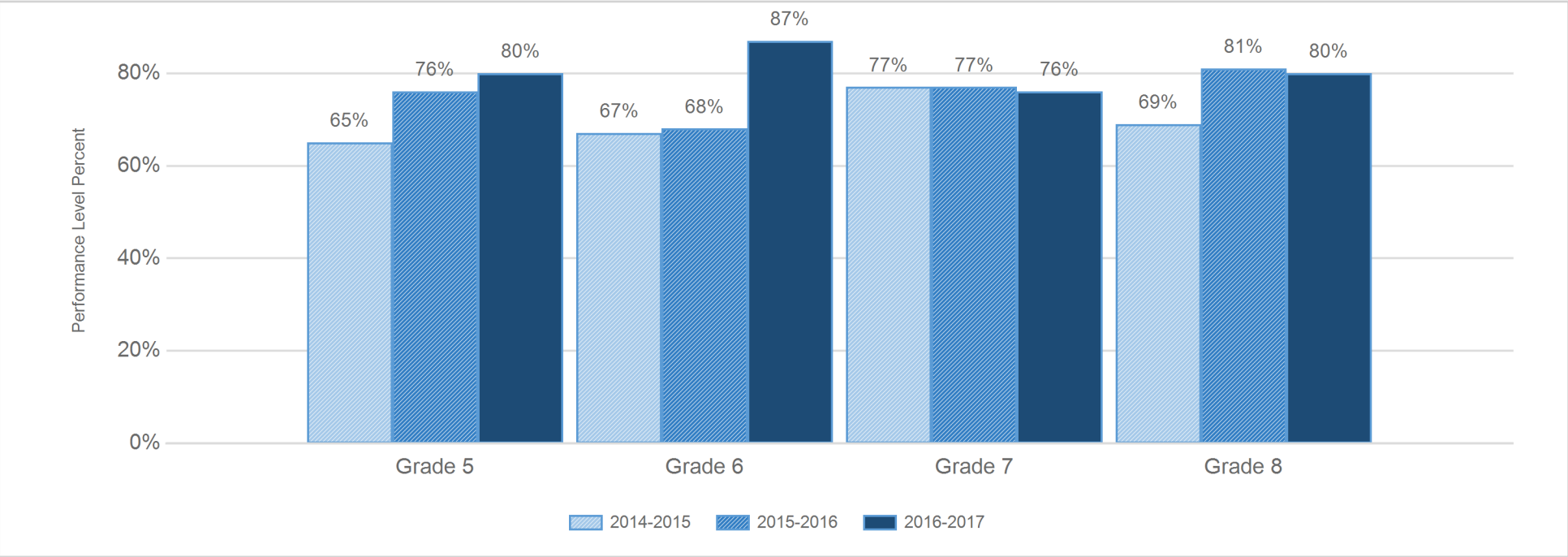


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	711	98.8	61.40	61.90	43.50	61.4	59.2	Met Target
White	431	98.9	57.50	58.60	52.40	57.5	55.9	Met Target
Hispanic	78	98.8	51.30	54.80	27.60	51.3	49.6	Met Target
Black or African American	29	94.1	27.60	*	21.70	27.1	39.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	169	99.4	81.70	78.40	75.60	81.7	74.5	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	328	98.5	64.30	65.20	44.10	64.3		
Male	383	99.0	59.00	58.90	42.90	59		
Economically Disadvantaged Students	63	95.5	28.60	34.20	25.10	28.6	36.2	Met Target†
Non-Economically Disadvantaged Students	648	99.1	64.60	64.40	54.30	64.6		
Students with Disabilities	123	98.4	26.80	25.80	16.50	26.8	26.3	Met Target
Students without Disabilities	588	98.9	68.70	68.50	48.80	68.7		
English Learners	11	100.0	45.50	50.00	23.30	45.5	**	**
Non-English Learners	700	98.8	61.70	62.00	45.20	61.7		
Homeless Students	N	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.



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	764	764	747	*	*	21%	47%	21%	67%	46%
White	95	761	761	754	*	*	26%	48%	15%	63%	57%
Hispanic	22	751	751	735	0%	*	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	44	784	784	774	0%	*	*	50%	43%	93%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	85	767	767	747	*	*	24%	53%	18%	71%	47%
Male	85	760	760	746	*	*	18%	40%	24%	64%	46%
Economically Disadvantaged Students	12	740	740	732	*	*	*	*	0%	50%	27%
Non-Economically Disadvantaged Students	158	766	766	756	*	*	*	*	22%	68%	59%
Students with Disabilities	33	739	739	725	*	*	39%	*	*	27%	19%
Students without Disabilities	137	770	770	751	*	*	16%	*	*	77%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance 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	172	757	757	743	*	*	27%	56%	9%	65%	44%
White	99	757	757	751	*	*	26%	60%	*	67%	54%
Hispanic	28	750	750	731	0%	*	*	57%	0%	57%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	33	766	766	771	0%	*	*	46%	*	70%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	83	758	758	745	*	*	30%	58%	*	65%	45%
Male	89	756	756	742	*	*	25%	54%	*	64%	43%
Economically Disadvantaged Students	11	730	730	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	161	759	759	752	*	*	*	*	*	*	56%
Students with Disabilities	25	738	738	717	*	*	*	*	*	32%	13%
Students without Disabilities	147	760	760	748	*	*	*	*	*	70%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	172	757	757	745	*	*	27%	56%	9%	65%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	177	751	751	741	*	15%	30%	43%	*	53%	40%
White	116	749	749	748	*	14%	33%	46%	*	51%	49%
Hispanic	17	749	749	730	*	*	*	*	*	53%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	39	761	761	764	0%	*	26%	46%	*	64%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	81	756	756	743	*	16%	22%	48%	*	62%	41%
Male	96	747	747	740	*	15%	37%	39%	*	45%	38%
Economically Disadvantaged Students	11	733	733	729	*	*	*	*	*	18%	22%
Non-Economically Disadvantaged Students	166	752	752	749	*	*	*	*	*	55%	50%
Students with Disabilities	29	733	733	716	*	*	*	*	*	31%	11%
Students without Disabilities	148	755	755	746	*	*	*	*	*	57%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	733	733	728	16%	18%	39%	26%	0%	26%	28%
White	64	729	729	736	17%	19%	47%	17%	0%	17%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	45	738	738	730	*	*	49%	27%	0%	27%	30%
Male	54	729	729	725	*	*	32%	26%	0%	26%	26%
Economically Disadvantaged Students	15	727	727	719	*	*	*	*	0%	20%	19%
Non-Economically Disadvantaged Students	84	734	734	734	*	*	*	*	0%	27%	34%
Students with Disabilities	26	713	713	705	*	*	*	*	*	15%	*
Students without Disabilities	73	740	740	734	*	*	*	*	*	30%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	99	733	733	729	16%	18%	39%	26%	0%	26%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	792	764	743	*	*	*	68%	30%	98%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	38	801	785	774	0%	0%	0%	61%	40%	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	41	785	757	744	*	*	*	78%	*	98%	43%
Male	62	797	770	741	*	*	*	61%	*	98%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	103	792	771	747	*	*	*	68%	30%	98%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	103	792	764	745	*	*	*	68%	30%	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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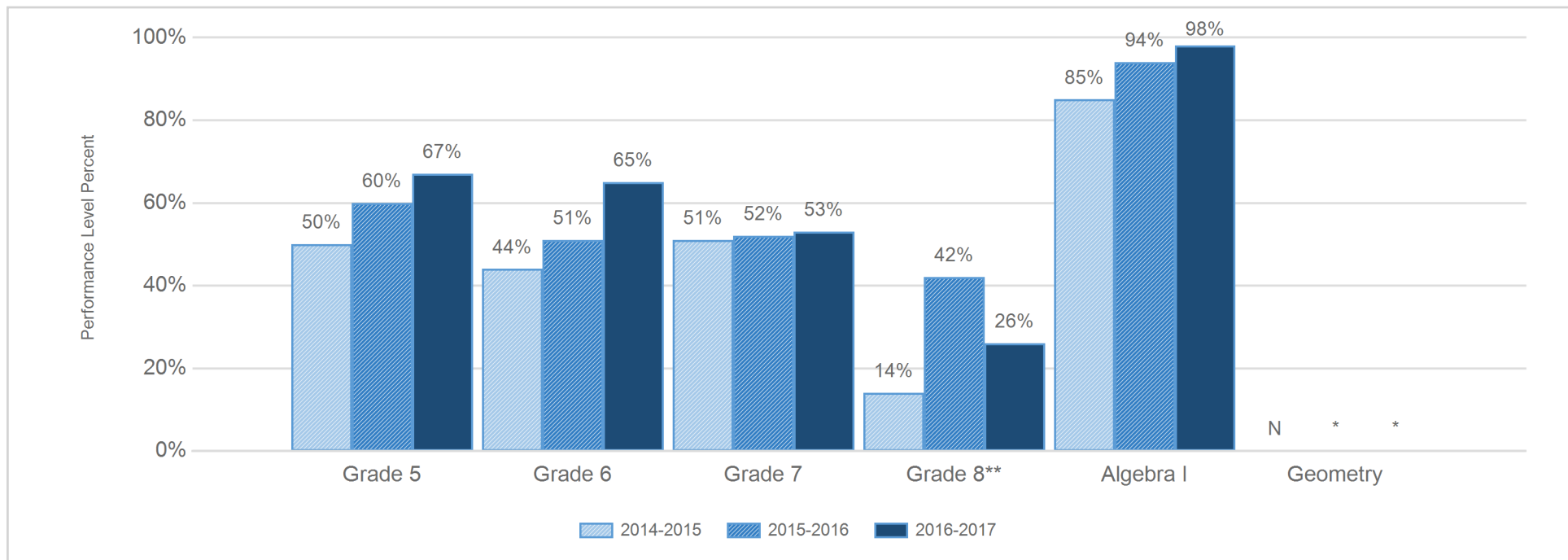
Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
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	*

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

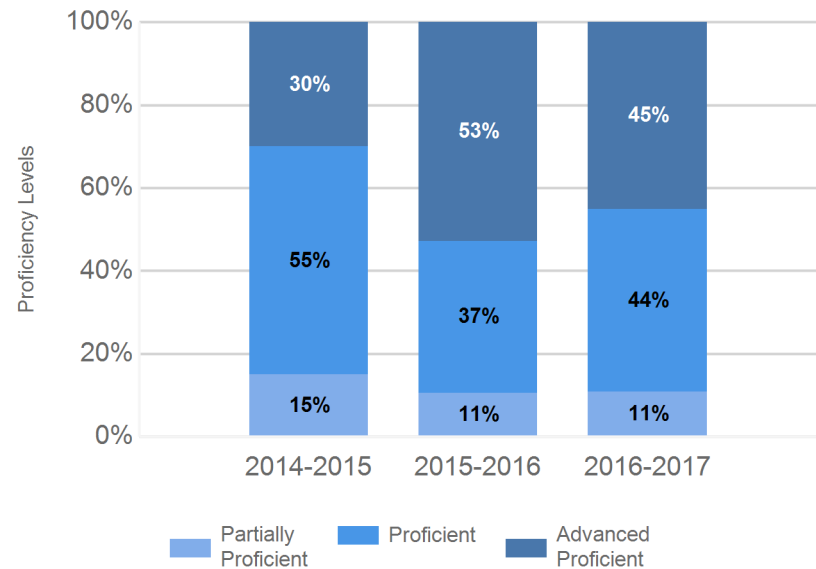
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	45%	44%	11%
White	40%	47%	14%
Hispanic	40%	53%	7%
Black or African American	18%	*	18%
Asian, Native Hawaiian, or Pacific Islander	65%	31%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	22%	56%	22%
Students with Disabilities	8%	40%	52%
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.





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	64	65	50	Exceeds Target	57	58	50	Met Target
White	64.5	64	50	Exceeds Target	54	56	52	Met Target
Hispanic	66	65	49	Exceeds Target	54	54.5	47	Met Target
Black or African American	*	61	45	Exceeds Target	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	64.5	66.5	60	Exceeds Target	65	65.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	72.5	51	**	*	70	52	**
Economically Disadvantaged	50	*	47	Met Target	57	*	46	Met Target
Students with Disabilities	56	56	41	Met Target	69	69	43	Exceeds Target
English Learners	*	*	53	**	67	*	51	**

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



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

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

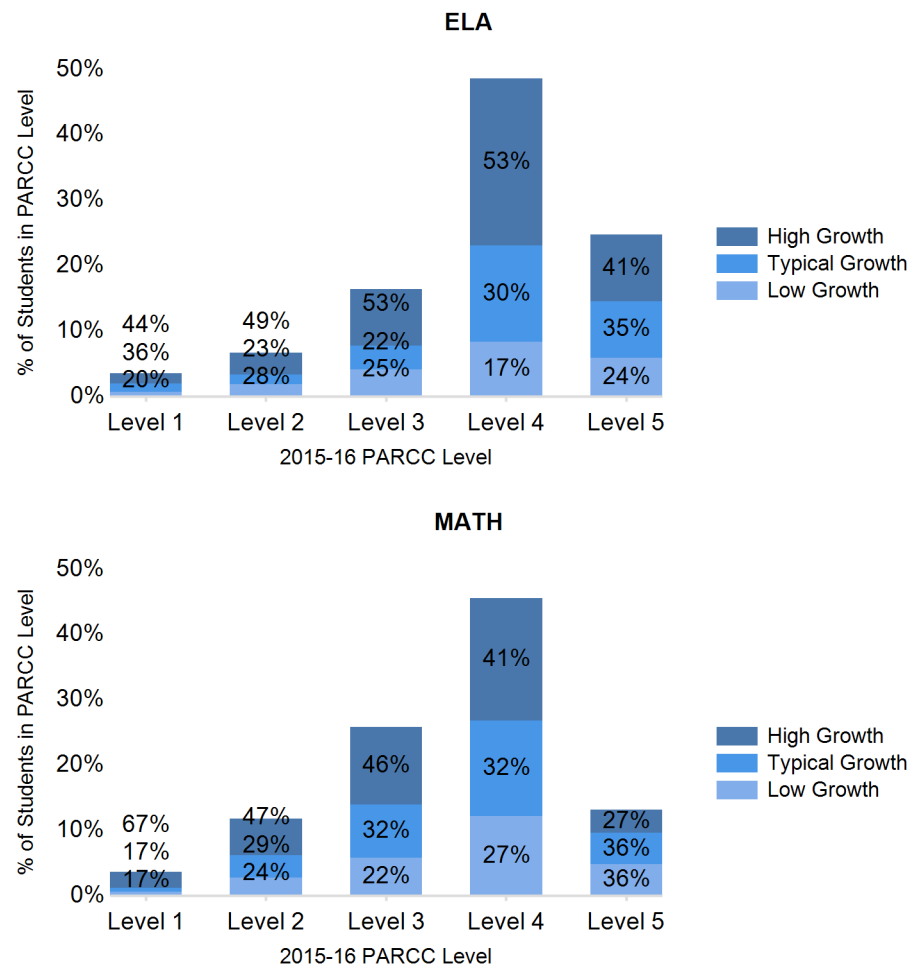
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

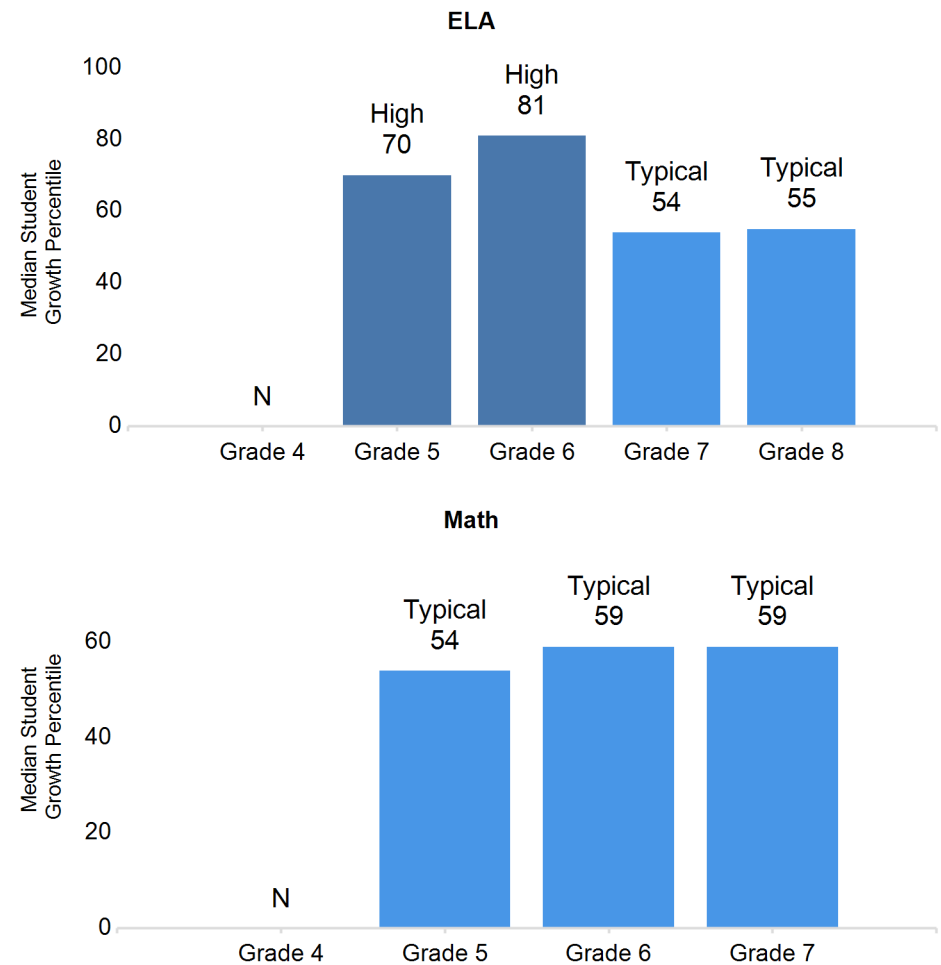
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	189
7	15	0	182
8	93	0	106
Schoolwide	108	0	477

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	178	0	0	0	0	0	0
7	189	0	0	0	0	0	0
8	114	44	0	0	15	0	0
Schoolwide	481	44	0	0	15	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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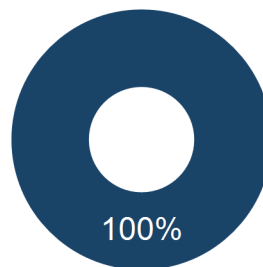
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Visual and Performing Arts – Course Participation

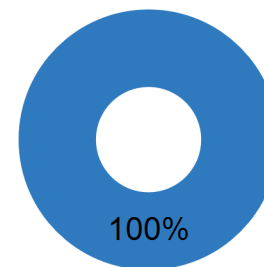
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

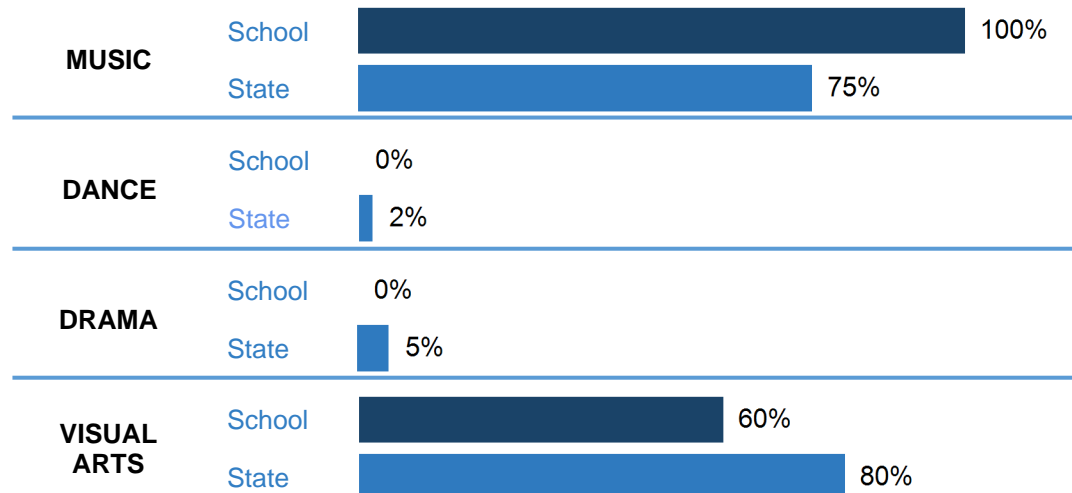


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

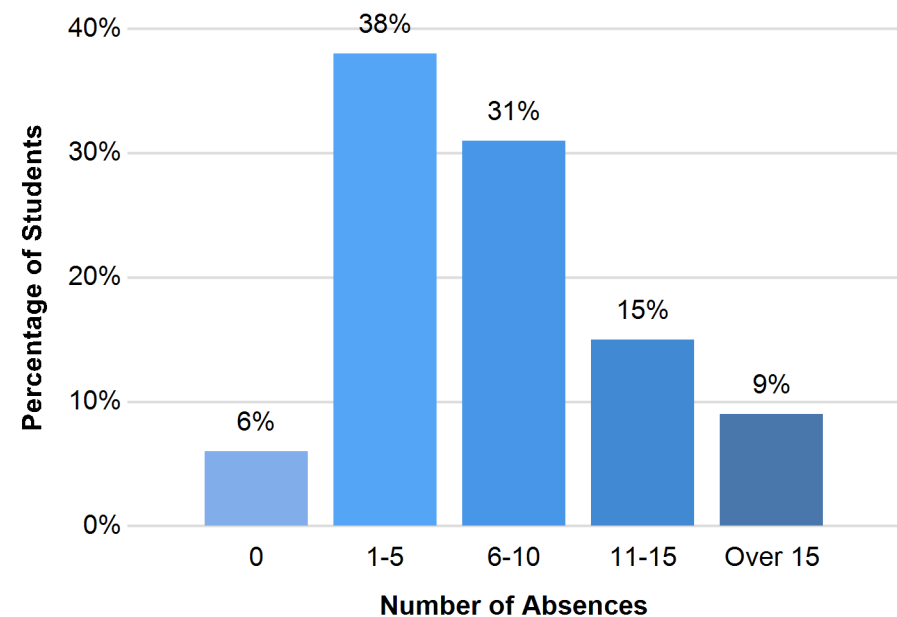
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.30	Met Target
White	9.70	8.30	Not Met
Hispanic	4.50	8.30	Met Target
Black or African American	5.90	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.10	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.70	8.30	Not Met
Students with Disabilities	13.40	8.30	Not Met
English Learners	N	**	**

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

Days Absent

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



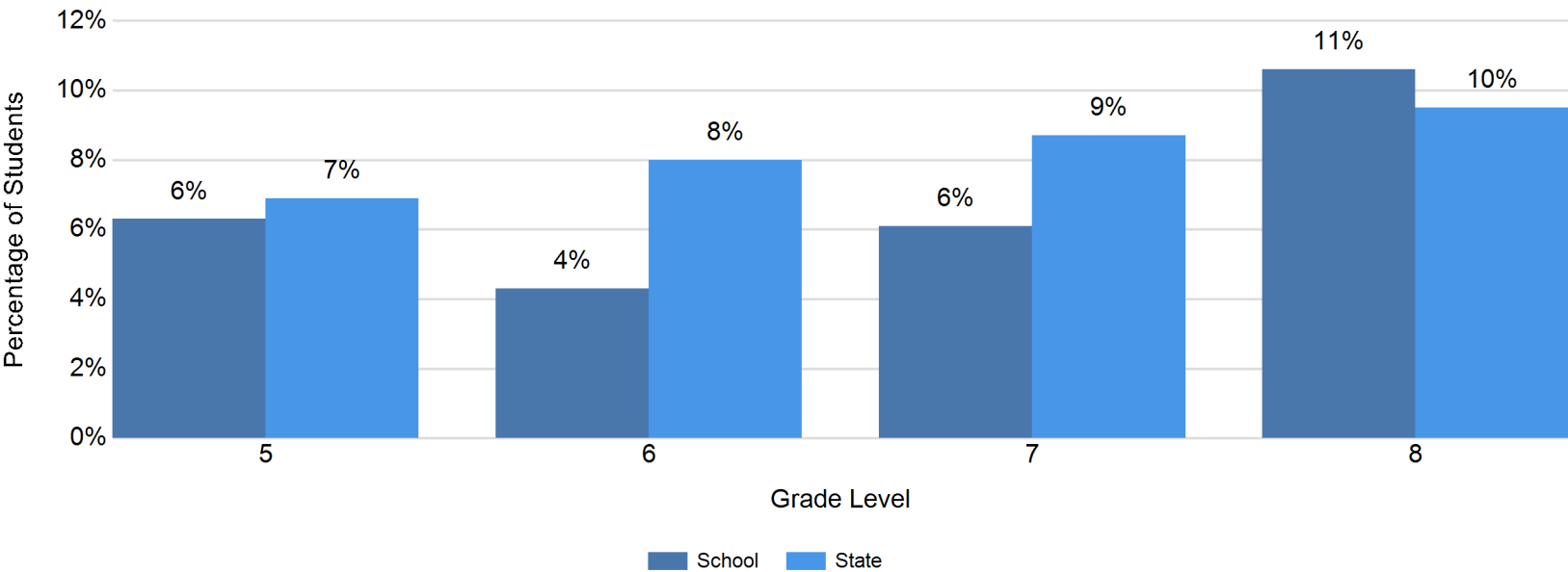


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 48 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)	10
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.33

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.8%
Any Suspension	2.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	90.0 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$393	\$13,148	\$13,541



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	66	120,724
Average years experience in public schools	11.9	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	21.9	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	376:1	139:1
Librarian/Media Specialists		740:1
Nurses		555:1
Counselors		370:1
Child Study Team		278:1



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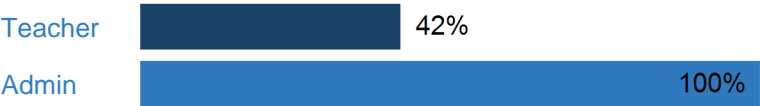
Teachers and Administrators - Level of Education

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

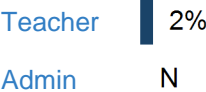
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	86.9	17.5%
Mathematics Proficiency	66.8	17.5%
English Language Arts Growth	89.3	25.0%
Mathematics Growth	76.9	25.0%
Chronic Absenteeism	45.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75.3
Summative Rating: Percentile rank of Summative Score		85.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75.3	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
White	62.7	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	85.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Black or African American	80.9	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	**	No
Asian, Native Hawaiian, or Pacific Islander	67.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	59.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	80.5	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.



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School General Info

Principal:	Mr. McPeck	Email Address:	kmcpeek@metboe.k12.nj.us
Address:	49 BRUNSWICK AVENUE METUCHEN, NJ 08840	Website:	http://www.metuchenschools.org/ems/
Phone:	(732)321-8770		

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"> • 1 to 1 Chromebook initiative in 5th grade • Exit from Focus Designation • New Courses for 17-18: French 7, German 7, and Plane & Solid Geometry
 Mission, Vision, Theme:	Edgar Middle School's focus is centered on our students' academic and social/emotional growth. EMS offers its students a challenging and enriching educational experience. The overall school program has been developed to support academic achievement and promote social development. Within the classroom and beyond, we challenge all students to recognize their talents and maximize their potential.
 Awards, Recognition, Accomplishments:	Edgar Middle School was recognized this year with a Sustainable Jersey for Schools Bronze certificate; Safe Route to Schools – Gold Level Recognition







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School Narrative

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

 Courses, Curriculum, Instruction:	<p>The academic program presents a challenging learning experience in core subject which include ELS, Math, Science, Social Studies and World Language. The core subjects are enhanced with a cycle program which offers enriching courses in areas such as Art, Music, Computers/Technology, Industrial Arts and Life Sciences.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys), Track and Field - Spring (Co-ed)</p>
 Clubs and Activities:	<p>Several activities and clubs are offered to provide enriched experiences at Campbell. These include Art Club, Breaking the Chain, Chess Club, Newspaper Club, Yearbook Club, 5&6 Student Council, 7&8 Student Council, Digital Photography, Drama Club, Environmental Club, Writers Club, Math Club, Student Wellness Club, Science/Stem Club, Woodworking Club, Battle of the Books, Guitar Club and Intramural Sports.</p>
 Before and After School Programs:	<p>The Zone, is an after-school program offered by the Metuchen Board of Education exclusively for students in grades 5 through 8 at Edgar Middle School. We turn unsupervised afternoons into time well spent. The program offers a variety of fun and safe activities, a healthy snack plus quiet homework time.</p>






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School Narrative

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

 <div>Student Supports and Services:</div>	To provide all of our students with the opportunity to succeed. Edgar Middle School has an extensive I&RS process which includes all stakeholders and works to find meaningful strategies which support our students. Reading support is further implement using LLI, Wilson Reading and Project Read. Our ESL students are also supported through a daily ELL program.
 <div>Student Health and Wellness:</div>	Edgar Middle School students participate in a comprehensive Health and Physical Education program which meets every day throughout the year. Students can also participate in our Wellness Club focuses on a healthy lifestyle. Each year EMS also participates in Walk to School Day. Edgar Middle School also implements various age-appropriate programs to support goal setting, SEL and conflict resolution through our Advisory Sessions.
 <div>Parent and Community Involvement:</div>	The Edgar Middle School PTO provides our teachers and students with wonderful resources which enhance our educational program. They hold various fundraisers throughout the year and actively support the EMS vision.



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Currently, Edgar Middle School consists of grades 5 thru 8. A majority of the current facility was constructed and re-dedicated September 2000. Some of the original stonework from the first Edgar School was used on the front facade and entrances to the gym. The school has science labs, a computer lab, a technology lab, an industrial arts shop, an art room, a gymnasium, nurse's suite, media center, classrooms and office suites. Additionally there is an all-purpose room, and a football field.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	166	159	167
10	138	171	161
11	159	138	169
12	129	171	146
Ungraded	50	7	7
Total	641	646	650

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	51%
Male	50%	51%	49%
Economically Disadvantaged Students	8%	11%	10%
Students with Disabilities	14%	14%	12%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	65.5%
Asian	19.9%
Hispanic	8.2%
Black or African American	5.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.9%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	648
Shared Time Students	2
Full Time Equivalent	649

Enrollment by Home Language

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

Home Language	% of Students
English	84.7%
Spanish	2.2%
Chinese	1.7%
Russian	1.5%
Korean	1.4%
Other	8.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	305	98.5	77.70	77.40	54.90	77.7	69.7	Met Target
White	194	98.6	78.30	75.90	63.90	78.3	74.5	Met Target
Hispanic	20	100.0	75.00	73.60	39.80	75	40.3	Met Target
Black or African American	16	89.5	62.60	*	35.20	58.4	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	80.30	86.50	80.70	80.3	80	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	156	98.2	82.10	84.10	62.20	82.1		
Male	149	98.7	73.20	71.30	48.10	73.2		
Economically Disadvantaged Students	28	100.0	53.60	49.10	36.20	53.6	31.9	Met Target
Non-Economically Disadvantaged Students	277	98.3	80.10	80.10	65.80	80.1		
Students with Disabilities	40	97.7	32.50	37.30	20.50	32.5	19.7	Met Target
Students without Disabilities	265	98.6	84.50	84.70	61.90	84.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
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.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	783	783	749	*	*	9%	47%	42%	89%	52%
White	108	781	781	757	*	*	*	51%	39%	90%	62%
Hispanic	11	778	778	733	0%	*	*	*	*	82%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	38	792	792	777	0%	*	*	32%	58%	90%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	87	788	788	756	*	*	*	40%	52%	92%	60%
Male	76	777	777	741	*	*	*	54%	32%	86%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	16	748	748	714	*	*	*	*	*	50%	13%
Students without Disabilities	147	787	787	754	*	*	*	*	*	93%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	163	783	783	752	*	*	9%	47%	42%	89%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	160	760	760	743	9%	11%	16%	43%	21%	64%	46%
White	96	761	761	749	*	*	16%	43%	23%	66%	52%
Hispanic	13	752	752	728	*	*	*	*	*	62%	34%
Black or African American	12	744	744	725	*	*	*	*	*	50%	31%
Asian, Native Hawaiian, or Pacific Islander	36	767	767	774	*	*	*	42%	*	67%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	79	768	768	752	*	*	*	44%	25%	70%	54%
Male	81	753	753	734	*	*	*	42%	17%	59%	39%
Economically Disadvantaged Students	20	734	734	726	*	*	*	*	*	35%	32%
Non-Economically Disadvantaged Students	140	764	764	751	*	*	*	*	*	69%	54%
Students with Disabilities	26	721	721	704	*	*	*	*	*	19%	12%
Students without Disabilities	134	768	768	749	*	*	*	*	*	73%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	160	760	760	745	9%	11%	16%	43%	21%	64%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

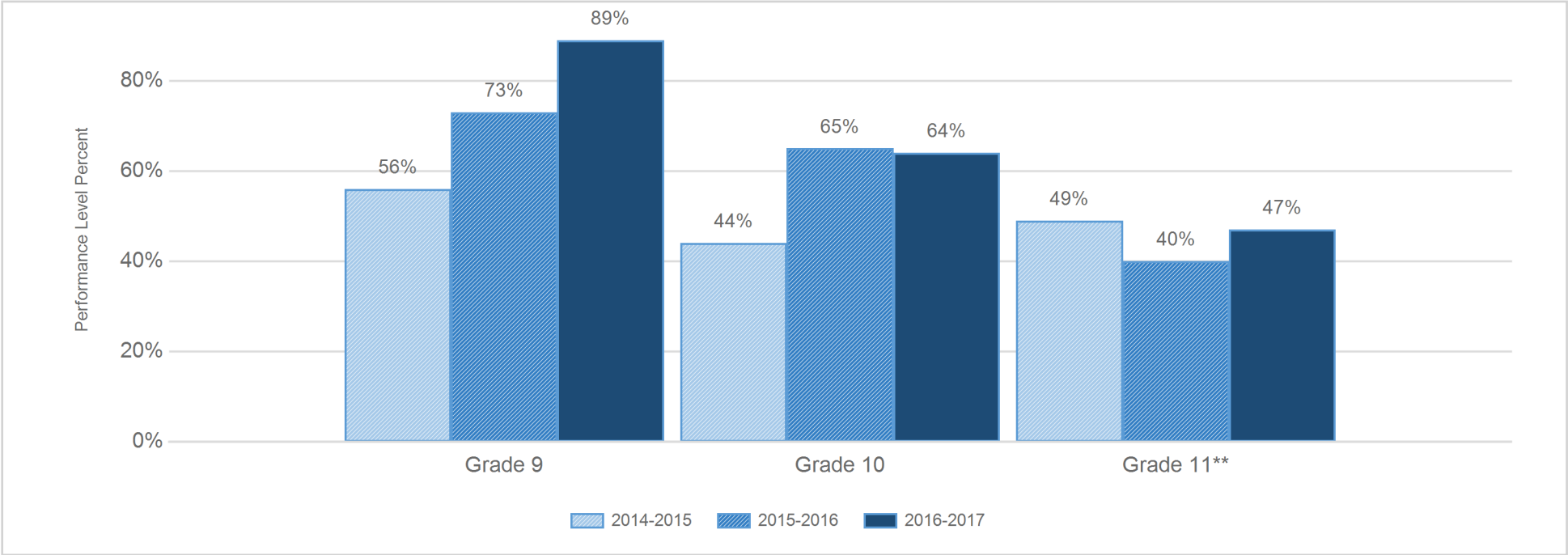
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	741	741	736	18%	*	24%	39%	*	47%	38%
White	68	740	740	738	22%	*	21%	40%	*	47%	40%
Hispanic	20	732	732	731	*	*	*	*	*	40%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	17	759	759	756	*	0%	*	*	*	59%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	46	753	753	744	*	*	30%	44%	*	57%	46%
Male	65	733	733	729	*	*	20%	35%	*	40%	31%
Economically Disadvantaged Students	10	736	736	729	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	101	742	742	740	*	*	*	*	*	48%	42%
Students with Disabilities	24	713	713	709	*	*	*	*	*	*	12%
Students without Disabilities	87	749	749	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	302	98.5	54.30	61.90	43.50	54.3	50.5	Met Target
White	194	99.0	53.10	58.60	52.40	53.1	50.2	Met Target
Hispanic	18	95.7	55.60	54.80	27.60	55.6	N	N
Black or African American	16	89.5	25.00	*	21.70	23.4	**	**
Asian, Native Hawaiian, or Pacific Islander	70	100.0	65.70	78.40	75.60	65.7	65.5	Met Target
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	155	98.8	55.50	65.20	44.10	55.5		
Male	147	98.1	53.00	58.90	42.90	53		
Economically Disadvantaged Students	26	96.3	38.40	34.20	25.10	38.4	15.5	Met Target
Non-Economically Disadvantaged Students	276	98.6	55.80	64.40	54.30	55.8		
Students with Disabilities	39	97.6	15.40	25.80	16.50	15.4	6.9	Met Target
Students without Disabilities	263	98.6	60.00	68.50	48.80	60		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	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.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	735	764	743	*	29%	30%	33%	*	33%	42%
White	62	735	*	751	*	24%	34%	32%	*	32%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	12	728	*	724	0%	*	*	*	0%	25%	19%
Asian, Native Hawaiian, or Pacific Islander	14	742	785	774	*	*	*	*	0%	43%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	49	735	757	744	*	31%	29%	35%	*	35%	43%
Male	48	735	770	741	*	27%	31%	31%	*	31%	40%
Economically Disadvantaged Students	15	735	*	727	*	*	*	*	*	40%	23%
Non-Economically Disadvantaged Students	82	735	*	751	*	*	*	*	*	32%	52%
Students with Disabilities	31	728	728	714	*	36%	32%	*	*	19%	10%
Students without Disabilities	66	738	771	747	*	26%	29%	*	*	39%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	97	735	764	745	*	29%	30%	33%	*	33%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	746	748	734	*	19%	31%	37%	*	45%	30%
White	108	744	*	740	*	19%	33%	39%	*	44%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	35	760	*	758	*	*	*	43%	*	66%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	85	748	*	735	*	17%	29%	42%	*	51%	31%
Male	78	743	*	733	*	22%	33%	32%	*	40%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	22	717	717	711	*	*	*	*	*	*	*
Students without Disabilities	141	750	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	745	745	725	15%	15%	20%	43%	7%	50%	28%
White	86	745	745	731	15%	*	19%	48%	*	52%	33%
Hispanic	15	735	735	710	*	*	*	*	*	33%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	33	755	755	761	*	*	*	39%	*	55%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	65	745	745	725	*	*	*	46%	*	51%	27%
Male	75	745	745	725	*	*	*	40%	*	49%	29%
Economically Disadvantaged Students	10	702	702	708	*	*	*	*	0%	20%	13%
Non-Economically Disadvantaged Students	130	749	749	733	*	*	*	*	8%	52%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	140	745	745	726	15%	15%	20%	43%	7%	50%	*
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%

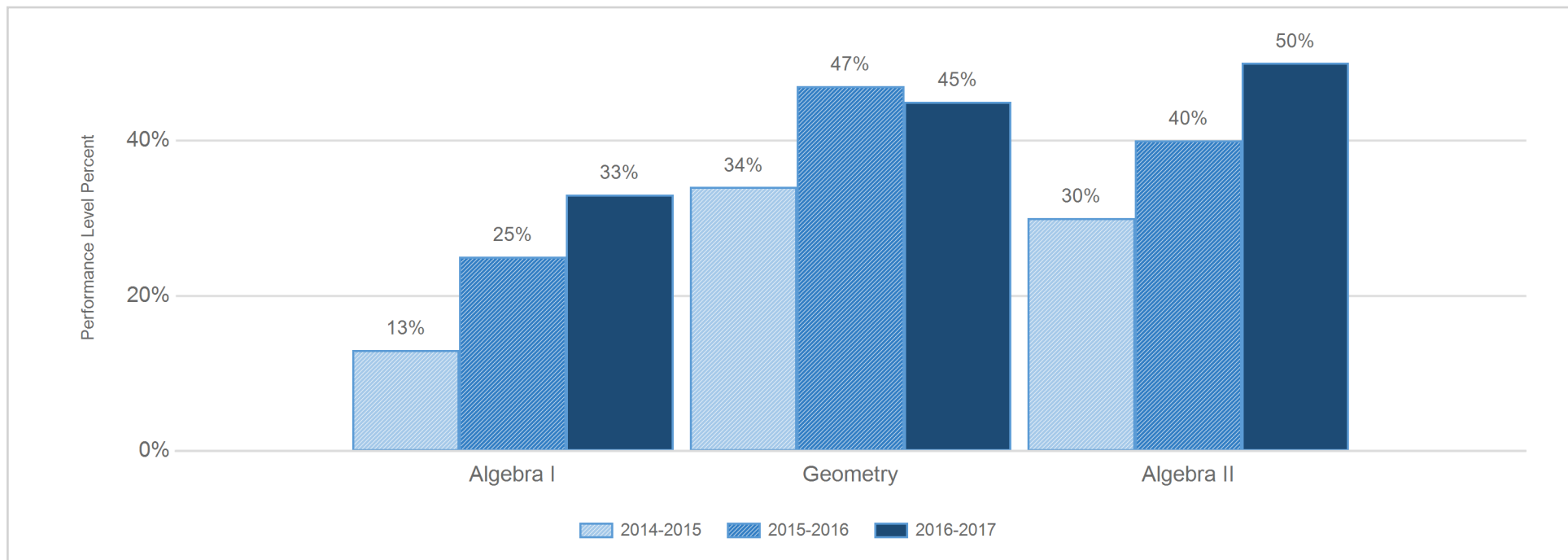


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

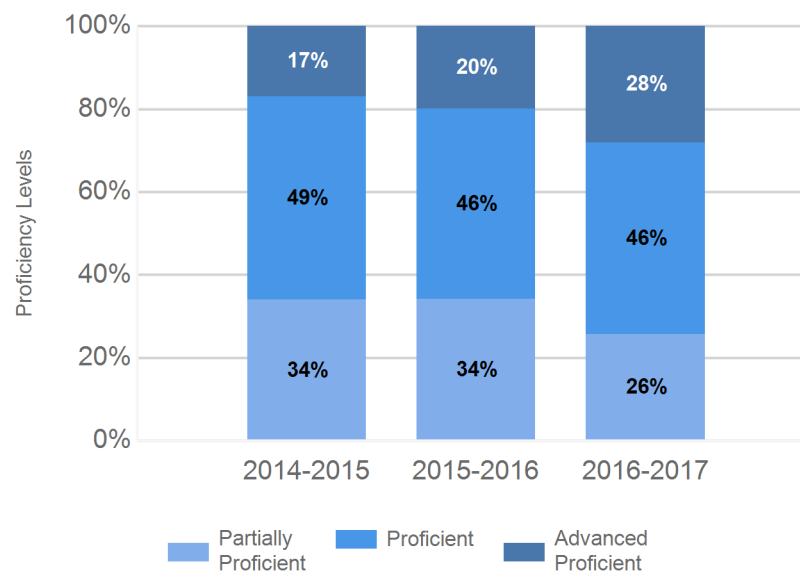
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	28%	46%	26%
White	N	N	N
Hispanic	N	N	*
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	28%	47%	25%
Economically Disadvantaged Students	N	*	*
Students with Disabilities	N	41%	59%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	85.3%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	48.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	531	481	Varies By Grade	86%	67%
PSAT - Math	523	483	Varies By Grade	64%	49%
SAT - Reading and Writing	594	551	480	88%	77%
SAT - Math	583	552	530	73%	58%
ACT - Reading	25	24	22	70%	65%
ACT - English	26	24	18	81%	79%
ACT - Math	25	24	22	71%	65%
ACT - Science	24	23	23	57%	54%



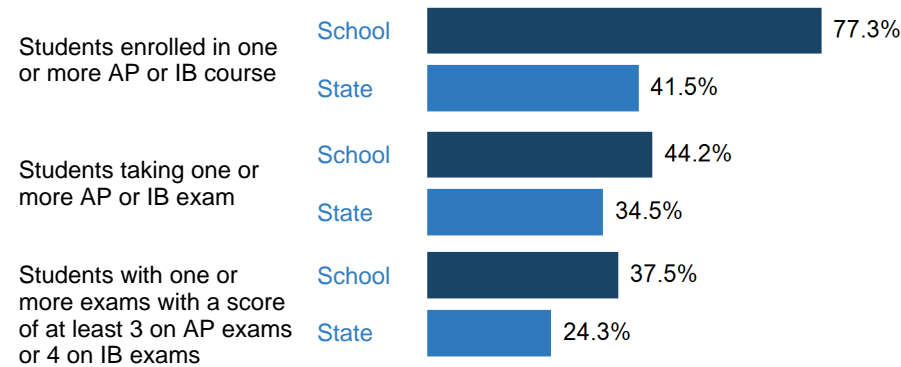
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

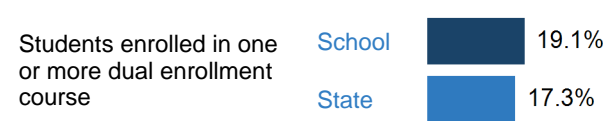
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	9
AP Biology	49	36
AP Calculus AB	23	14
AP Calculus BC	19	13
AP Chemistry	15	11
AP Computer Science A	8	5
AP English Language and Composition	60	56
AP English Literature and Composition	35	20
AP Environmental Science	48	27
AP European History	17	16
AP French Language and Culture	1	1
AP Human Geography	1	3
AP Macroeconomics	3	2
AP Physics 1	24	21
AP Physics 2	10	8
AP Physics B	3	0
AP Physics C: Mechanics	0	2
AP Psychology	1	0
AP Spanish Language	0	5
AP Spanish Literature	3	2



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	51	30
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	15	11
AP U.S. History	123	58
Total Exams Taken		354
Exams with scores of at least 3 on AP exams or 4 on IB exams		276



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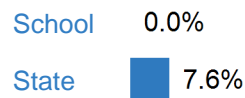
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

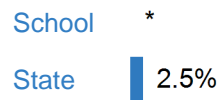
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	80	94	5	0	0	0	0
10	25	69	74	2	0	0	1
11	0	17	68	67	3	20	16
12	0	0	17	9	52	31	58
Schoolwide	105	188	164	78	55	51	75
Enrolled in AP/IB Course					40	51	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	175	0	0	0	0	0
10	4	145	0	11	0	3
11	29	22	0	50	64	22
12	20	7	0	52	25	12
Schoolwide	228	174	0	113	89	37
Enrolled in AP/IB Course	49	15		48	37	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	175	0	0	0	0	0
10	4	155	72	0	0	4
11	3	166	54	30	14	10
12	0	11	18	43	35	39
Schoolwide	182	332	144	73	49	53
Enrolled in AP/IB Course	0	123	3	1	0	31

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

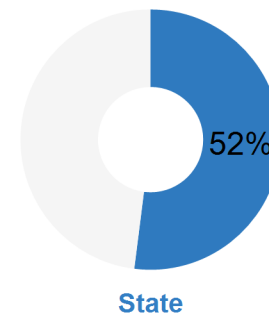
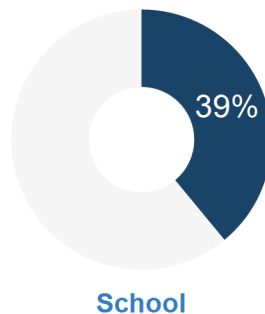
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	107	42	0	0	27	0	0
10	127	13	0	0	20	0	5
11	62	26	0	0	7	0	11
12	27	16	0	0	3	0	3
Schoolwide	323	97	0	0	57	0	19
Enrolled in AP/IB Course	3	1	0	0	0	0	0
Enrolled in Level 3 or Higher	126	51	0	0	29	0	0
Earned Seal of Biliteracy	*	*	0	0	*	*	0

Visual and Performing Arts – Course Participation

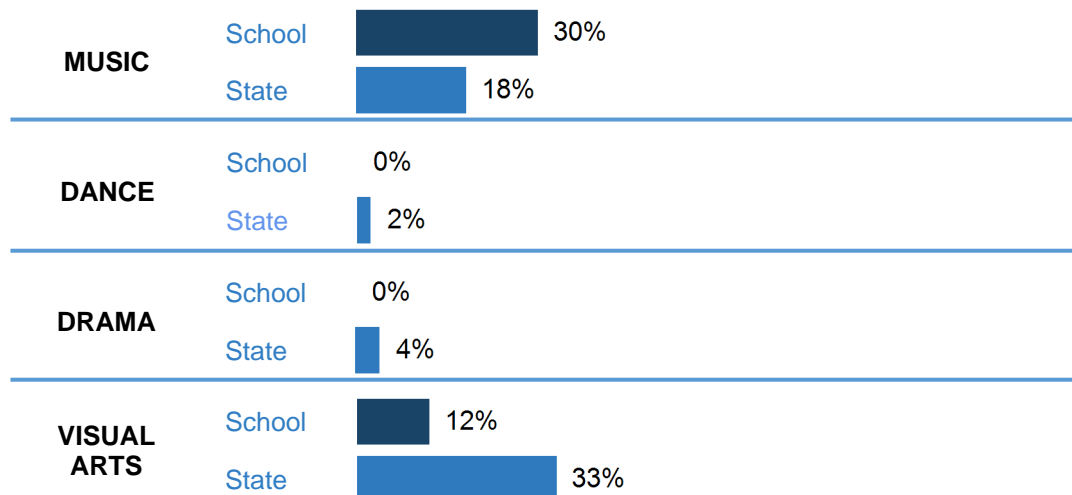
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.9%	90.5%	94.7%	91.8%	95.7%	N	Met Goal	93.3%	96.0%	Not Met
White	98.2%	94.5%	94.6%	95.1%	95.3%	N	Met Goal	91.6%	96.0%	Not Met
Hispanic	*	84.3%	94.1%	86.3%	88.9%	**	**	93.3%	**	**
Black or African American	92.3%	83.4%	*	85.3%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	97.0%	97.5%	100.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	**	**
Economically Disadvantaged Students	94.7%	83.9%	88.9%	85.6%	100.0%	**	**	83.3%	**	**
Students with Disabilities	84.2%	78.8%	79.2%	82.1%	75.0%	95.0%	Not Met	87.1%	N	N
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.9%	-
2016	95.7%	94.7%
2015	96.2%	93.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.2%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	83.3%	16.8%	83.2%
White	84.6%	14.8%	85.2%
Hispanic	*	*	*
Black or African American	84.6%	18.2%	81.8%
Asian, Native Hawaiian, or Pacific Islander	90.9%	20%	80%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	68.2%	53.3%	46.7%
Students with Disabilities	38.5%	60%	40%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	90.4%	19.9%	80.1%	69.5%	30.5%	53%	47%
White	91.2%	19.2%	80.8%	67.3%	32.7%	45.2%	54.8%
Hispanic	93.8%	26.7%	73.3%	73.3%	26.7%	53.3%	46.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.3%	14.3%	85.7%	75%	25%	78.6%	21.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72.2%	30.8%	69.2%	61.5%	38.5%	69.2%	30.8%
Students with Disabilities	70.6%	41.7%	58.3%	83.3%	16.7%	83.3%	16.7%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

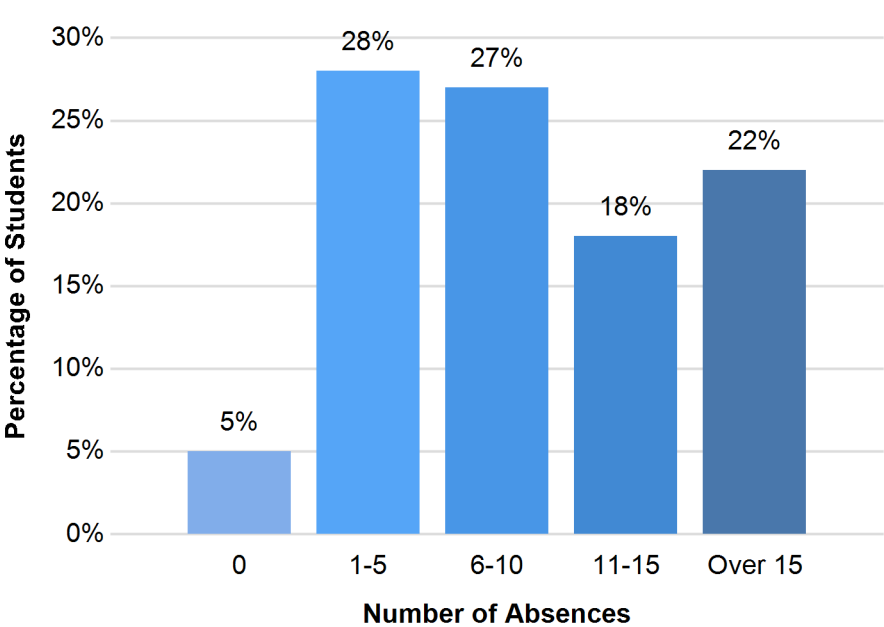
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.30	14.30	Not Met
White	16.70	14.30	Not Met
Hispanic	23.60	14.30	Not Met
Black or African American	15.40	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	38.70	14.30	Not Met
Students with Disabilities	28.10	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



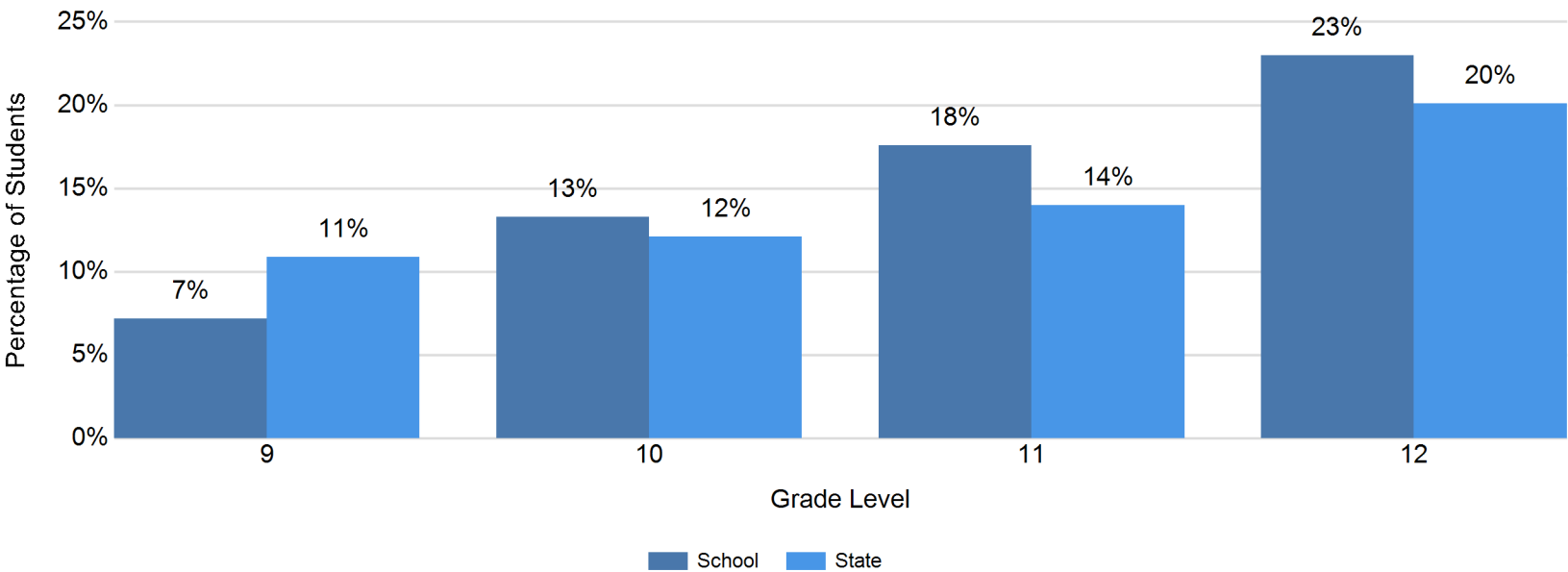


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:45PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 36 Mins.
Shared Time - Instructional Time	2 Hrs. 17 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Vandalism	2
Weapons	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	3.08

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	4.2%
Out-of-School Suspensions	4.5%
Any Suspension	8.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	90.0 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$393	\$13,148	\$13,541



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	59	120,724
Average years experience in public schools	14.3	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	73%	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	16	9,506
Average years experience in public schools	21.9	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	81:1	139:1
Librarian/Media Specialists		740:1
Nurses		555:1
Counselors		370:1
Child Study Team		278:1



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

Teachers and Administrators - Level of Education

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

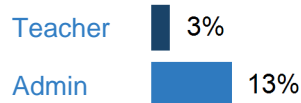
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	91.8	17.5%
Mathematics Proficiency	88.4	17.5%
Graduation - 4-Year	54.7	25.0%
Graduation - 5-Year	35.3	25.0%
Chronic Absenteeism	27.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.2
Summative Rating: Percentile rank of Summative Score		59.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	58.2	6.2	No	Met Target	Met Target	Not Met	Met Goal	Not Met	No
White	51.8	6.2	No	Met Target	Met Target	Not Met	Met Goal	Not Met	No
Hispanic	**	**	No	Met Target	N	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	63.8	6.2	No	Met Goal	Met Target	Met Target	Met Goal	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	Not Met	**	**	No
Students with Disabilities	57.2	6.2	No	Met Target	Met Target	Not Met	Not Met	N	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.



Metuchen High School
2016-2017
Grade Span 09-12




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METUCHEN BORO
400 GROVE AVE
METUCHEN, NJ 08840-1104

School General Info

Principal:	Mr. Peragallo	Email Address:	bperagallo@metboe.k12.nj.us
Address:	400 GROVE AVE METUCHEN, NJ 08840-1104	Website:	http://www.metuchenschools.org/mhs/
Phone:	(732)321-8744		

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"> • Included in the curriculum are 18 Honors courses, and 19 Educational Testing Service (ETS) Advanced Placement offerings • Over 90% of the senior class moves on to two and four year colleges and universities in the country • MHS has a very successful Inclusion Program and offers online courses through the Virtual High School Global Consortium
 Mission, Vision, Theme:	<p>Technology-rich instruction and diverse curricular offerings are an integral part of an evolving program that meets each student's intellectual, social, and emotional needs. Our school encourages all students to discover their talents, develop their strengths, and become global citizens with a strong moral compass. We achieve this through exceptional classroom instruction, data-driven decision-making, and emphasis on developing students' 21st Century skills.</p>
 Awards, Recognition, Accomplishments:	<p>Metuchen High School received Bronze Certification from Sustainable Jersey Schools. We look forward to continuing our efforts to go greener, conserve resources, and take steps to create a brighter future. Metuchen High School had eight seniors who received recognition in the 2017 National Merit Scholarship Program as Commended Scholars and one senior who was awarded Finalist status in the National Merit Scholarship Program.</p>



Metuchen High School
2016-2017
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School Narrative

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



Courses, Curriculum, Instruction:

Metuchen High School offers an individualized curriculum of more than 130+ courses, including several Virtual High School course offerings. Students must satisfy the state and local requirements for graduation in grades 9 through 12, and successfully complete a minimum of 120 credits. The academic program is a traditional schedule with seven 45-minute class periods that meet once per day. 17.5 credits per semester and 35 credits per year is the standard course load.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)

Metuchen High School had another outstanding year in 2016-2017. We had 3 GMC Blue Division Champion Teams, 5 NJSIAA Sectional Championship Teams and 6 Divisional Championship Teams. There were 52 of our athletes chosen to the All Blue Division Teams. Ice Hockey is offered through a co-op agreement between Metuchen High School, Edison High School and J. P. Stevens High School. Approximately 61% of our students athletes were on the honor roll and 15% were High Honor students.



Clubs and Activities:

Metuchen High School offers an extensive, diverse co-curricular activities program. The interscholastic athletics program consists of 21 varsity sports in 3 seasons with a majority of the student body participating. In addition, there are 18 school organizations and 35 clubs. Activities include marching band, student government, class organizations, academic teams, honor societies, school publications, vocal and instrumental music groups, exciting drama productions, and a variety of clubs.







Metuchen High School
2016-2017
Grade Span 09-12

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School Narrative

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

 <p>Postsecondary Information:</p>	<p>92% percent of the Class of 2017 will be attending a two-year or four-year college or university. The School Counseling office holds parent information sessions. Financial Aid Information Night explains to parents the college financial aid process and timeline for applying for federal/state aid. Making the Most of High School: The School Counseling Team shares information and tips on how parents can help students maximize their high school experience and plan for college and career pursuits.</p>
 <p>Student Supports and Services:</p>	<p>The High School has a Special Services Department with its own Child Study Team. The team consists of a learning consultant, school psychologist, school social worker, speech therapist and vocational coordinator. The Intervention & Referral Services (I&RS) Team is a school-based team charged with planning and monitoring the implementation of strategies designed to assist regular education students who are experiencing academic, behavioral or emotional difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>School Health Services include all school activities and procedures which affect the health status of students. This encompasses appraisal of student health, prevention and control of disease, prevention and correction of physical defects, health guidance, and emergency care. The following services are available: Yearly vision screenings, hearing screenings, bi-yearly scoliosis screening and students have their blood pressure checked yearly. Sports Physicals are completed twice a year.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are encouraged to attend PTO and PT Council meetings. The Booster Club, Project Graduation Committee and the MMEDO (Metuchen Music Parents) are examples of some of the many clubs parents can become involved. Parents are encouraged to visit the Metuchen School District Website as well as the high school website often for important information regarding organizations, resources from our Community Partners, Anti-Bullying information, and notification of Standardized Assessments, etc.</p>

School Narrative

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



Climate Surveys:

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

Metuchen High School uses the School Climate Survey provided by the State Department of Education and the survey is given every one to two years. We use the data to set objectives for Middle States and HIB prevention. Results of the survey are reported at key meetings and staff meetings.



Facilities:

Metuchen High School is the only public secondary school located in Metuchen. The current high school building opened in September 1958 with additions built in 1964, 1970, 2000, and 2007. There have been 2 significant renovation projects (four science labs/music rooms/locker rooms in 2000 and the current, construction that started in 2006 and was completed in the summer of 2008). The existing facility consists of 43 classrooms, auditorium, gymnasium, cafeteria, and library/media center.



Mildred B. Moss Elementary School
2016-2017


Grade Span PK-KG

23-3120-090
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



Mildred B. Moss Elementary School
2016-2017

Grade Span PK-KG

23-3120-090
MIDDLESEX
METUCHEN BORO
16 SIMPSON PLACE
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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	12	12
KG	104	130	113
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	18	39	38
Total	122	181	163

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	9	10
PK - Full Day	0	3	2
KG - Half Day	98	120	104
KG - Full Day	7	10	9

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	42%	37%
Male	54%	58%	63%
Economically Disadvantaged Students	0%	0%	0%
Students with Disabilities	19%	27%	31%
English Learners	2%	1%	3%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	49.1%
Asian	23.9%
Hispanic	11.7%
Black or African American	5.5%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	8.6%

Enrollment by Home Language

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

Home Language	% of Students
English	77.9%
Spanish	3.7%
Chinese	3.7%
Korean	2.5%
Japanese	1.8%
Other	10.2%



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

Chronic Absenteeism

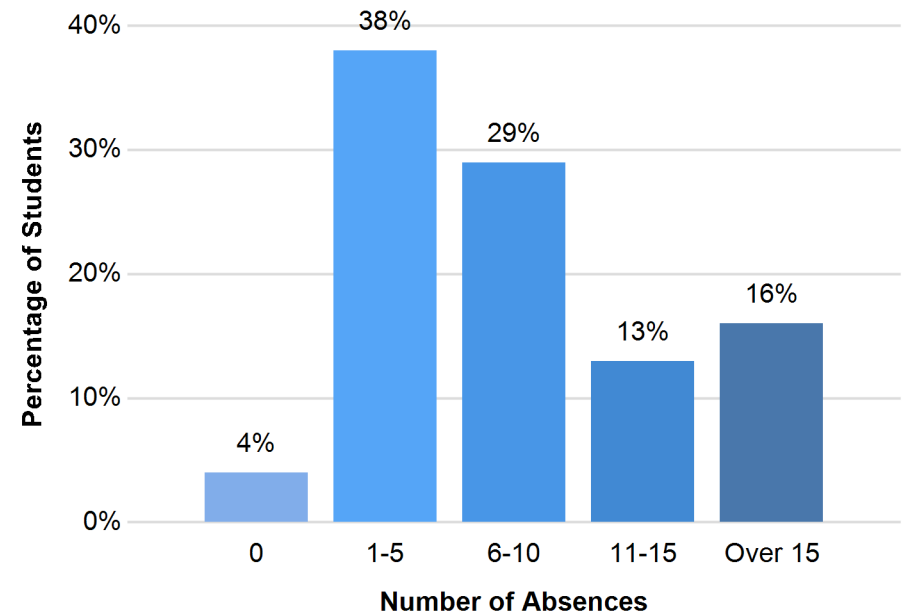
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.80	12.50	Met Target
White	1.60	12.50	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	26.90	12.50	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	N	**	**
English Learners	N	**	**

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

Days Absent

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





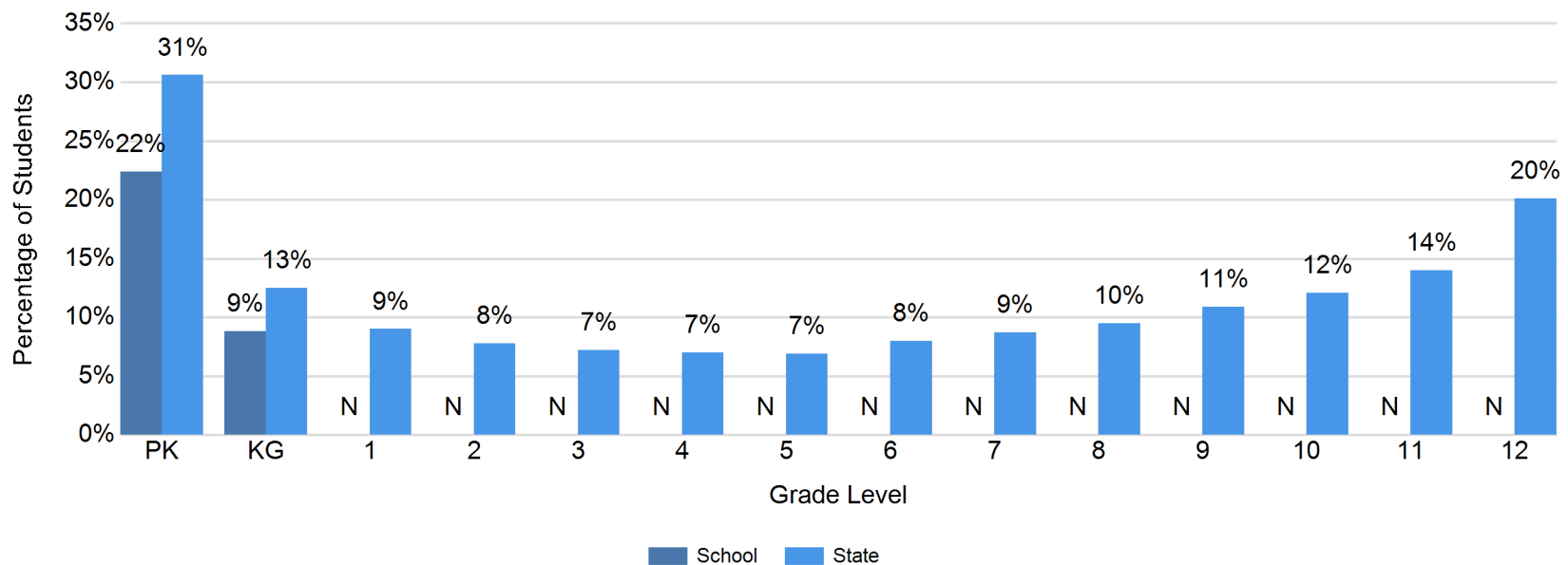
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	3 Hrs. 5 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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)	\$393	\$13,148	\$13,541

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	13	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	7.7	10.5
Teachers in district for 4 or more years	62%	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	16	9,506
Average years experience in public schools	21.9	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	69%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	82:1	139:1
Librarian/Media Specialists		740:1
Nurses		555:1
Counselors		370:1
Child Study Team		278:1

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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School General Info

Principal:	Mr. Cohen	Email Address:	rcohen@metboe.k12.nj.us
Address:	16 SIMPSON PLACE METUCHEN, NJ 08840	Website:	http://www.metuchenschools.org/metuchen/MOSS/
Phone:	(732)321-8700		

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"> • School of Character Award Application year “Teaching the Behaviors of Moss School Values” • Integrating SEL: Revised ELA and Math Curriculum includes Responsible Decision-Making, Self and Social Awareness • Two SEL Interns from Rutgers University
 Mission, Vision, Theme:	<p>Moss School houses high-quality kindergarten programming, special needs pre-school and an integrated pre-school program. Children at Moss School enjoy a safe environment where academic achievement and a cheerful atmosphere open the door to a successful launch to a Whole Child Education.</p>
 Awards, Recognition, Accomplishments:	<p>Moss School was published in NJEA's Great Ideas column in April of 2014 for its innovative approach to teaching both academic and social problem solving at the same time.</p>



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Courses, Curriculum, Instruction:

Moss School's curriculum was designed thoughtfully to develop all students as self-reflective and self-regulating individuals with high levels of academic, social and emotional intelligence. The curriculum was written by Moss teachers to teach students the habits of mind of intelligent thinking and problem solving across academic, social and emotional (SEL) contexts.







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 <p>Staff and Professional Learning:</p>	<p>Moss School PD goal for this year is Empathy. Staff are working through a collaborative inquiry: "What are the behaviors of Empathy and how can we most effectively teach our students those behaviors and reinforce their demonstration of those specific behaviors?"</p>
 <p>Student Supports and Services:</p>	<p>Moss School houses the Metuchen Intervention Pre-School Program (MIPP). This program is for children between the ages of 3 and 5 who have been identified as having specific needs that can be corrected or lessened when addressed at an early age. A half-day Resource Room is offered to children who moved up to kindergarten from the MIPP program and need additional help in early learning foundations. The school also offers an Integrated Pre-school class.</p>
 <p>Student Health and Wellness:</p>	<p>The main focal points of the Health and Social Studies program are the Social Studies NJSL standards in which students develop their health, wellness and social problem solving skills. This is accomplished through the teaching and learning of the common core problem solving approach and attempting to apply to social situations and academic problems as well. Moss School also teaches all students the behaviors of Moss Schools' Values: Community, Empathy, Perseverance, Respect and Honesty.</p>
 <p>Parent and Community Involvement:</p>	<p>The Moss PTO plans a variety of assemblies which enrich our curriculum and their financial support enables us to purchase additional supplies and equipment for the classrooms, such as the school's iPads Lab. Giving all of our young students a nurturing environment and "A Great Place to Grow." is the focus of the combined efforts of our staff, students, parents, community members and community organizations to ensure that all students maximize their potential.</p>



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Climate Surveys:

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

Each year, Moss School conducted ASCD's School Improvement Survey for staff and parents to provide their input on the school's climate. Moss utilizes this feedback each year to identify areas of strength and areas targeted for development to ensure that our climate is most conducive to Whole Child Education and constantly improving.



Facilities:

Although Moss School is a small school of only 170 students approximately, we are fortunate to provide the full school experience through our facilities. In addition to the 9 homerooms, Moss offers a gym and library. It is truly a great place for children to learn and grow.