



Albio Sires Elementary School  
2016-2017  
Grade Span PK-06

17-5670-080  
HUDSON  
WEST NEW YORK TOWN  
6300 PALISADE AVE  
WEST NEW YORK, NJ 07093-2318

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	145	146	108
1	137	134	150
2	127	108	116
3	97	114	95
4	79	94	114
5	80	73	94
6	94	71	72
Ungraded	17	17	23
Total	776	757	772

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	80%	87%	85%
Students with Disabilities	11%	10%	13%
English Learners	8%	7%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	89.6%
White	8.7%
Black or African American	0.9%
Asian	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	141	146	108

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
Spanish	67.1%
English	30.8%
Other	2.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	425	99.8	42.40	41.20	54.90	42.4	33.1	Met Target
White	24	100.0	37.50	*	63.90	37.5	38.6	Met Target†
Hispanic	391	99.8	42.40	40.30	39.80	42.4	32	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	200	100.0	47.00	47.60	62.20	47		
Male	225	99.6	38.20	35.30	48.10	38.2		
Economically Disadvantaged Students	324	100.0	41.40	40.00	36.20	41.4	30.4	Met Target
Non-Economically Disadvantaged Students	101	99.1	45.50	43.90	65.80	45.5		
Students with Disabilities	71	100.0	11.30	13.30	20.50	11.3	10	Met Target
Students without Disabilities	354	99.7	48.60	46.40	61.90	48.6		
English Learners	60	100.0	21.60	10.40	25.20	21.6	27.1	Met Target†
Non-English Learners	365	99.7	45.80	47.50	57.40	45.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	50.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	737	737	749	*	20%	32%	32%	*	35%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	100	737	733	734	*	22%	31%	33%	*	35%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	58	740	739	754	*	*	26%	33%	*	36%	55%
Male	51	734	734	745	*	*	39%	31%	*	33%	46%
Economically Disadvantaged Students	89	739	735	731	*	*	*	*	*	36%	31%
Non-Economically Disadvantaged Students	20	731	741	762	*	*	*	*	*	30%	63%
Students with Disabilities	15	701	*	720	*	*	0%	*	*	13%	24%
Students without Disabilities	94	743	*	755	*	*	37%	*	*	38%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	746	743	753	*	9%	35%	45%	*	49%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	117	746	743	740	*	9%	36%	45%	*	49%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	57	749	747	758	*	*	33%	47%	*	54%	61%
Male	70	744	740	749	*	*	37%	43%	*	44%	51%
Economically Disadvantaged Students	94	747	742	737	*	*	*	45%	*	48%	36%
Non-Economically Disadvantaged Students	33	745	746	764	*	*	*	46%	*	52%	69%
Students with Disabilities	12	717	720	725	*	*	*	*	*	17%	25%
Students without Disabilities	115	749	747	759	*	*	*	*	*	52%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	748	746	756	*	16%	28%	49%	*	52%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	100	747	745	743	*	16%	28%	49%	*	52%	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	53	753	752	761	*	*	30%	51%	*	57%	66%
Male	52	743	740	750	*	*	25%	46%	*	48%	53%
Economically Disadvantaged Students	67	748	744	740	*	*	*	48%	*	49%	40%
Non-Economically Disadvantaged Students	38	749	750	765	*	*	*	50%	*	58%	71%
Students with Disabilities	17	720	*	725	*	*	*	*	*	*	22%
Students without Disabilities	88	754	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	85	734	743	752	13%	20%	35%	32%	0%	32%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	77	734	743	740	13%	21%	35%	31%	0%	31%	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	38	734	748	758	*	*	37%	34%	*	34%	61%
Male	47	734	739	746	*	*	34%	30%	*	30%	46%
Economically Disadvantaged Students	67	734	743	737	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	18	734	743	761	*	*	*	*	*	28%	65%
Students with Disabilities	13	704	*	722	*	*	*	*	*	*	17%
Students without Disabilities	72	739	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

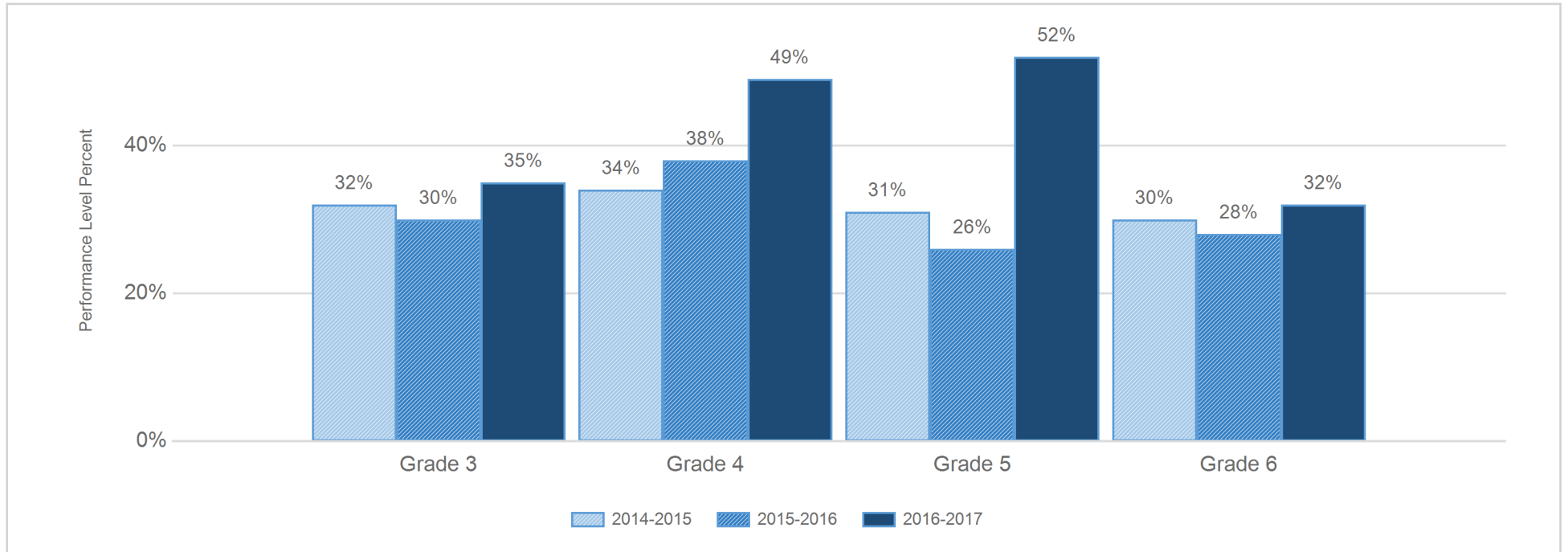


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**English Language Arts/Literacy Assessment - Performance Trends**

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	424	100.0	34.70	31.50	43.50	34.7	35.1	Met Target†
White	24	100.0	33.30	*	52.40	33.3	29.9	Met Target
Hispanic	390	100.0	34.30	30.40	27.60	34.3	34.1	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	200	100.0	38.00	32.90	44.10	38		
Male	224	100.0	31.70	30.20	42.90	31.7		
Economically Disadvantaged Students	323	100.0	34.30	31.30	25.10	34.3	33	Met Target
Non-Economically Disadvantaged Students	101	100.0	35.70	31.90	54.30	35.7		
Students with Disabilities	70	100.0	10.00	12.40	16.50	10	20.3	Not Met
Students without Disabilities	354	100.0	39.60	35.10	48.80	39.6		
English Learners	60	100.0	26.70	*	23.30	26.7	24.5	Met Target
Non-English Learners	364	100.0	36.00	*	45.20	36		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	100.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	111	741	743	751	*	21%	34%	36%	*	39%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	102	741	741	738	*	22%	34%	35%	*	38%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	59	742	744	751	*	22%	41%	32%	*	36%	52%
Male	52	740	742	751	*	19%	27%	40%	*	42%	53%
Economically Disadvantaged Students	91	742	743	736	*	*	*	*	*	43%	34%
Non-Economically Disadvantaged Students	20	733	745	761	*	*	*	*	*	20%	65%
Students with Disabilities	15	710	*	729	*	*	*	*	*	*	29%
Students without Disabilities	96	745	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	132	738	738	747	*	27%	41%	28%	*	29%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	121	737	737	734	*	27%	41%	27%	*	28%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	60	736	737	747	*	25%	38%	32%	*	32%	47%
Male	72	740	738	747	*	28%	43%	25%	*	26%	48%
Economically Disadvantaged Students	96	739	737	732	*	*	42%	27%	*	27%	27%
Non-Economically Disadvantaged Students	36	737	739	757	*	*	39%	31%	*	33%	61%
Students with Disabilities	12	732	721	724	*	*	*	*	*	25%	22%
Students without Disabilities	120	739	740	751	*	*	*	*	*	29%	52%
English Learners	12	723	723	716	*	*	*	*	*	*	12%
Non-English Learners	120	740	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	110	739	739	747	*	17%	38%	36%	*	37%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	105	739	739	735	*	17%	39%	35%	*	36%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	58	742	740	747	*	*	33%	41%	*	43%	47%
Male	52	735	739	746	*	*	44%	31%	*	31%	46%
Economically Disadvantaged Students	68	738	739	732	*	*	40%	35%	*	35%	27%
Non-Economically Disadvantaged Students	42	741	741	756	*	*	36%	38%	*	41%	59%
Students with Disabilities	17	723	*	725	*	*	*	*	*	12%	19%
Students without Disabilities	93	742	*	751	*	*	*	*	*	42%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	735	737	743	*	20%	38%	30%	*	31%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	78	735	737	731	*	21%	37%	31%	*	32%	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	38	731	739	745	*	*	32%	29%	*	29%	45%
Male	48	739	736	742	*	*	44%	31%	*	33%	43%
Economically Disadvantaged Students	67	737	737	728	*	*	*	*	*	33%	24%
Non-Economically Disadvantaged Students	19	730	737	752	*	*	*	*	*	26%	56%
Students with Disabilities	13	695	*	717	*	*	*	*	*	*	13%
Students without Disabilities	73	742	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

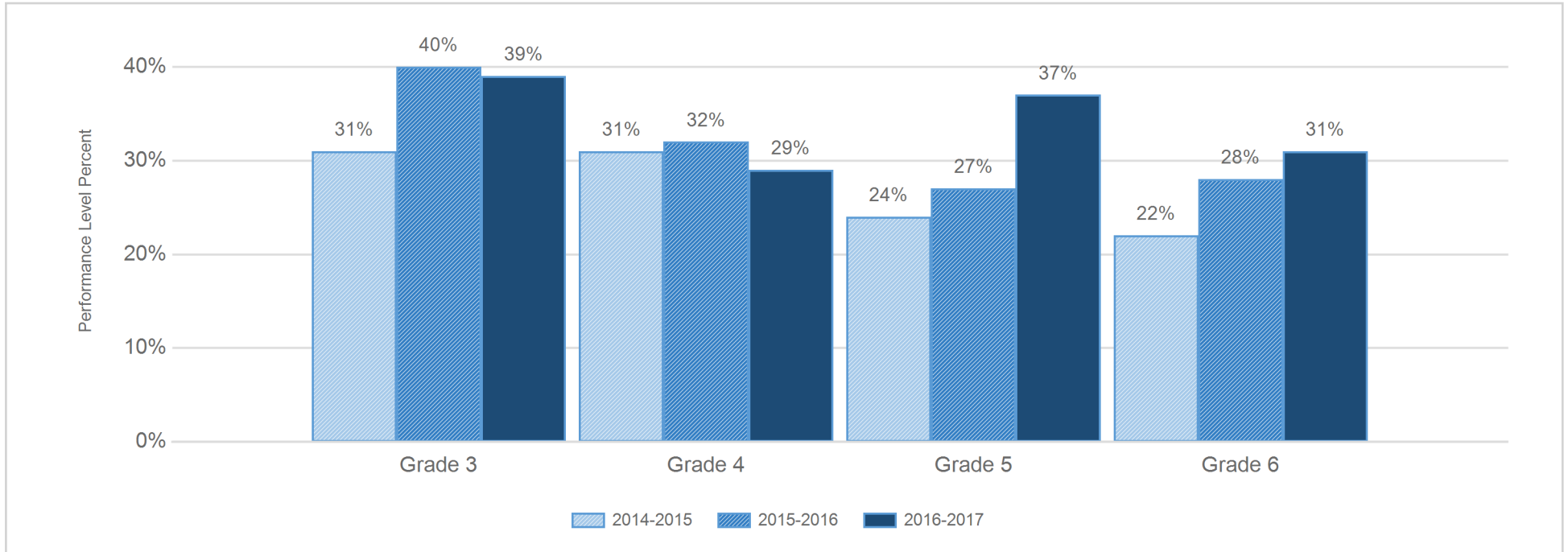


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**Mathematics Assessment – Performance Trends**

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
3	*	*
4	*	*
5	*	*
6	*	*

**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	11	*	*
2	18	*	*
3	15	*	*
4	*	*	*
5+	*	*	*



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

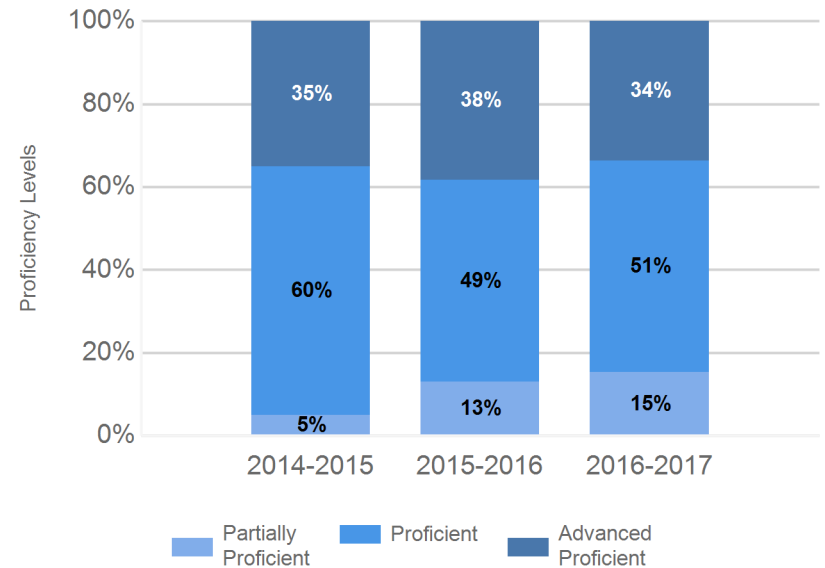
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	34%	51%	15%
White	*	*	N
Hispanic	31%	52%	17%
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	31%	56%	14%
Students with Disabilities	15%	54%	31%
English Learners	18%	36%	46%

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

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	49	50	Met Target	46	42	50	Met Target
White	44	39	50	**	27	27.5	52	**
Hispanic	49	49	49	Met Target	47	42	47	Met Target
Black or African American	*	56	45	**	*	33	43	**
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	51	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48	49	47	Met Target	46	42	46	Met Target
Students with Disabilities	43.5	44	41	Met Target	26.5	33	43	Not Met
English Learners	48	52.5	53	Met Target	26	48	51	Not Met

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



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

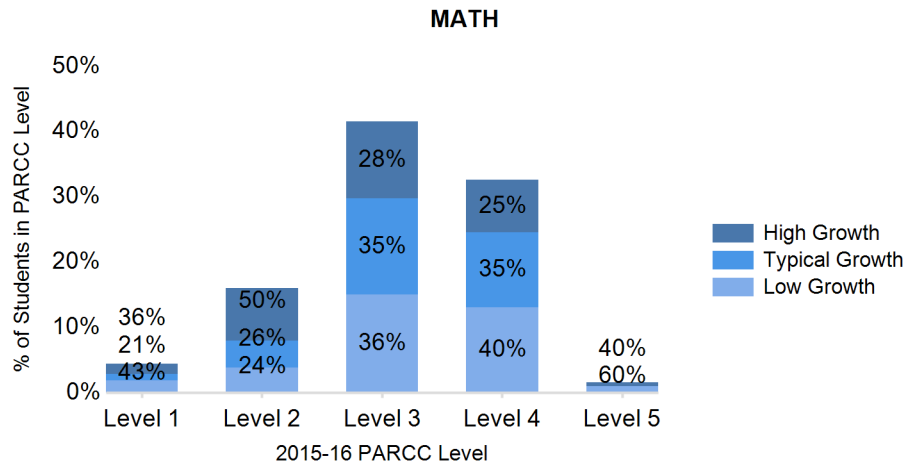
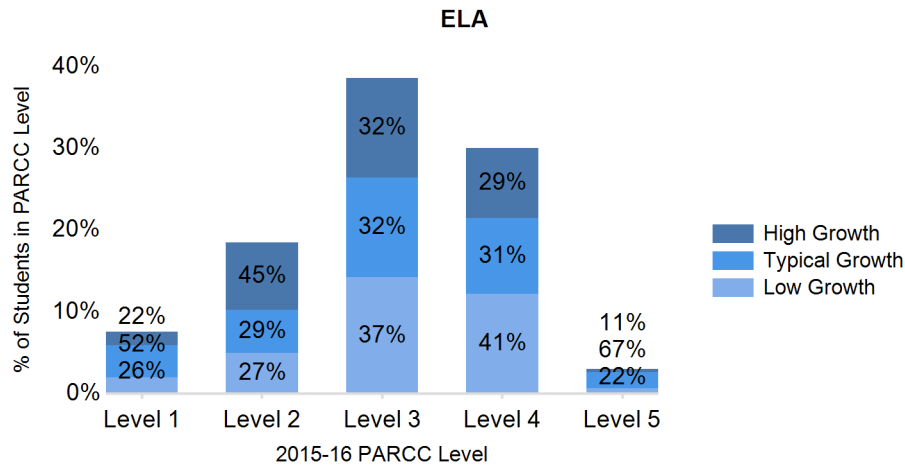
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

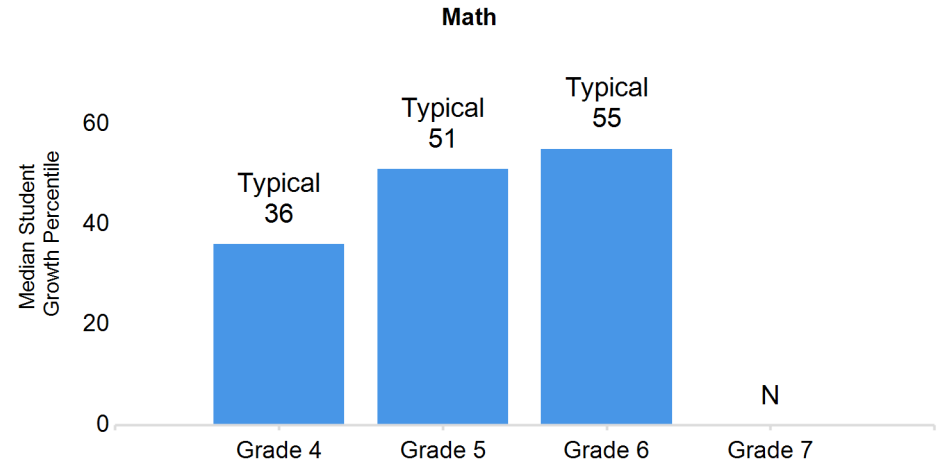
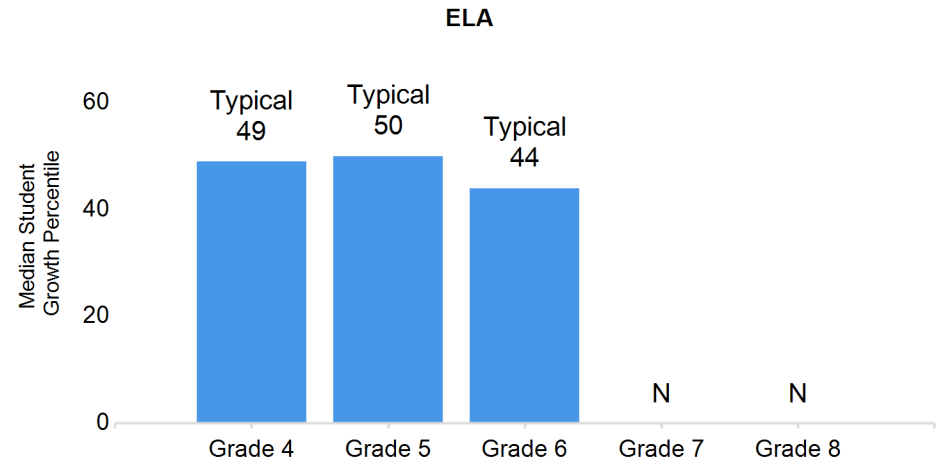
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

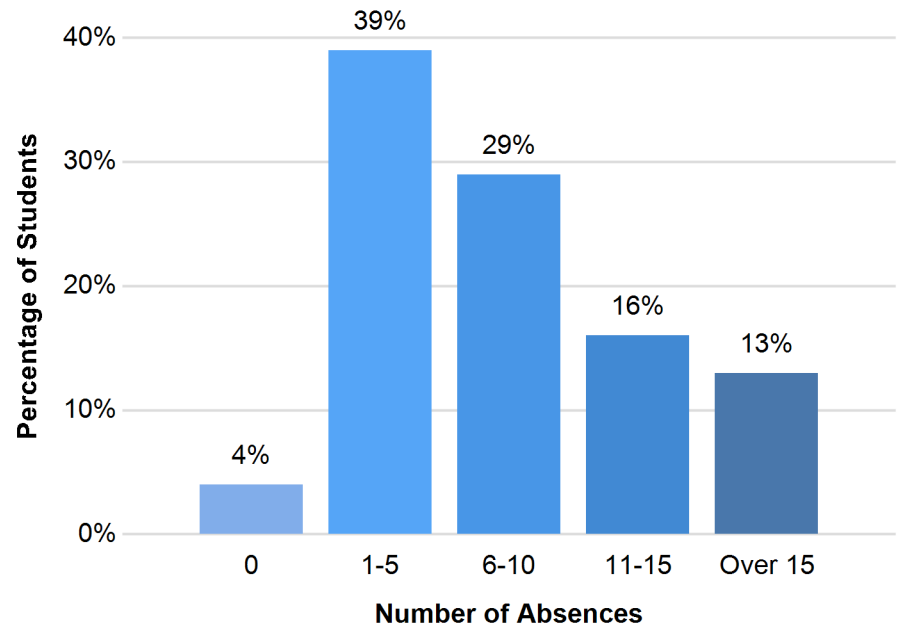
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.30	8.30	Met Target
White	5.90	8.30	Met Target
Hispanic	8.40	8.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.70	8.30	Met Target
Students with Disabilities	26.90	8.30	Not Met
English Learners	9.80	8.30	Not Met

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

**Days Absent**

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





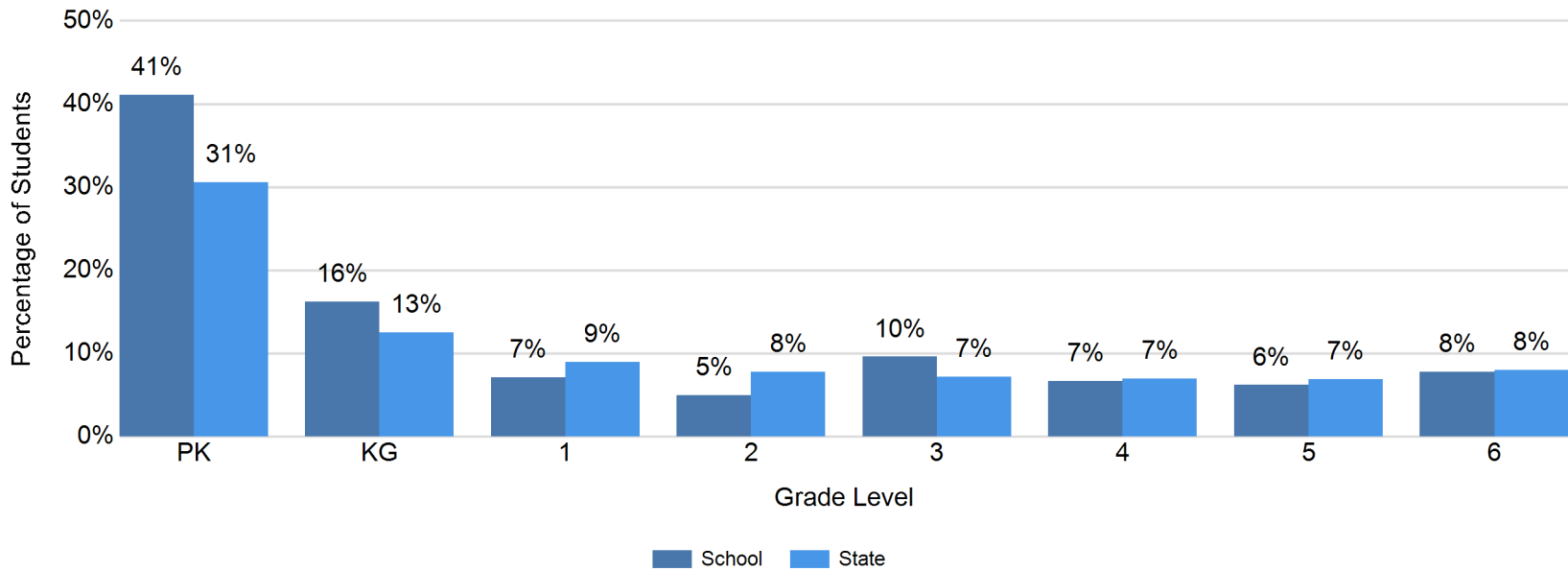
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Chronic Absenteeism by Grade

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	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 14 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.52

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	2.1%
Out-of-School Suspensions	2.6%
Any Suspension	4.7%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	116.8 kbps	100 kbps	Yes	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)	\$887	\$12,605	\$13,492



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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	54	120,724
Average years experience in public schools	14.7	11.8
Average years experience in district	14.5	10.5
Teachers in district for 4 or more years	85%	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	43	9,506
Average years experience in public schools	22.9	15.9
Average years experience in district	21.8	11.6
Administrators in district for 4 or more years	95%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	15:1
Administrators	386:1	199:1
Librarian/Media Specialists		1223:1
Nurses		778:1
Counselors		1070:1
Child Study Team		245:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	89%	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	22.9	17.5%
Mathematics Proficiency	29.4	17.5%
English Language Arts Growth	45.9	25.0%
Mathematics Growth	24.9	25.0%
Chronic Absenteeism	33.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		31.8
<b>Summative Rating:</b> Percentile rank of Summative Score		21.6
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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2016-2017**

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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	31.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Hispanic	51.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	59.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	27.4	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	32.1	11.9	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Cooney	<b>Email Address:</b>	<a href="mailto:bcooney@wnyschools.net">bcooney@wnyschools.net</a>
<b>Address:</b>	6300 PALISADE AVE WEST NEW YORK, NJ 07093-2318	<b>Website:</b>	<a href="http://www.wnyschools.net/district/ps4/">http://www.wnyschools.net/district/ps4/</a>
<b>Phone:</b>	(201)553-4070		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Technology is a part of each school day, with all students in grades 3 through 6 having access to Google Chromebooks.</li> <li>• New Implementation guidelines were introduced to Grades K through 3, emphasizing project based learning.</li> <li>• Enrichment programs such as Coding and CSI (Forensics) were offered in addition to ELA, Math, &amp; Science.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The vision of Public School Number 4 will strive to create an enriched learning community, which educates students of all ability levels, to ensure each and everyone will be well equipped to meet the challenges of education, work, and life in the 21st century. Our mission at PS 4 is to serve the individual academic, physical, social, &amp; emotional needs of students who are in a special and critical period in their lives, as they change from childhood to adolescents.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Summer counts program is offered to students in grades 2 and 3. Upon completion of reading assignments, all students are awarded with a Staples giftcard.</p>







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>PS 4 continues to use the GOLD model for Kindergarten students, using the NJKEA guidelines. Grades 1 and 2 began implementing Project-Based Learning (PBL) activities into lesson planning. Grades 3 through 6 increased the use of technology in preparation for PARCC readiness. Gifted &amp; Talented is offered to all qualifying students from grades K through 6. Digital learning is infused through the Language Arts curriculum, which presents all lessons in digital textbooks.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>The school offers Intramural teams, which compete district-wide against other elementary schools . Basketball and volleyball are offered to both boys and girls during separate seasons.</p>
 <p><b>Clubs and Activities:</b></p>	<p>All aspects of the school's organization, curricular, &amp; co-curricular activities are student centered and designed to accommodate individual learning styles, so that they all may experience success. The school also takes part in a district-wide Art Showcase for all grade levels. Selected winners' artwork is displayed for parents and community viewing. School Chorus was offered to grades 4 through 6 after school as well.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Extended Day programs were available for students in grades 3 through 6. Classes offered included Language Arts, Mathematics, &amp; Science. Enrichment classes were also available to recommended students. Classes such as Club Code (Computer Coding) and CSI (Forensics) were introduced to grades 4 and 5 as part of the S.T.E.A.M. Initiative. Classes are taught were taught by the Computers and G&amp;T teachers.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>The staff at PS4 engaged in monthly professional learning seminars, which consisted of various topics. The SciP (School Improvement Panel) Team proposed ideas for Professional Development opportunities. The 3rd and 4th grade teachers were trained with S.T.E.A.M. lessons and activities, and training was provided by the staff at Stevens Institute of Technology.</p>
 <p><b>Student Supports and Services:</b></p>	<p>PS 4 offers bilingual instruction for grades K and 1. ELL support is offered in grades K through 6. This building holds 4 autistic classrooms, 1 multiply disabled, and 3 resource replacement teachers who also offer consultation services. I&amp;RS team develops strategies to assist struggling students and aides in screening students who are later referred to CST. 504 Committee also develops plans to assist struggling students in both medical and non-medical situations.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Morning wakeup is a program which teaches students to develop a healthy body and mind through exercise and movement. PS4 received a grant from the USDA which provides all students with healthy fruits and vegetables three times per week.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Title 1 Parent Facilitator encourages parents to get involved in their child's education, by holding meetings on a variety of academic and non-academic topics. An active PTO including teachers, parents, and administration assisted parents with topics about their child's academic career. Parent Portal was used to keep parents abreast of their child's academic progress on a daily basis. Blackboard Connect service was established to provide important messages to the school community.</p>



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Facilities:

PS 4 is currently 10 years old. The building has central air conditioning, and 2 computer labs. There is a media center, gymnasium, art room, one science lab, auditorium, cafeteria, playground and blacktop for student use. There are 10 classrooms equipped with a student-use bathroom. There is also an elevator in the building.



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PS4 students are required to wear the district approved school uniform. Royal blue collared shirt with embroidered logo, along with black, navy blue or khaki colored chino pants are worn by the students everyday. Each grade level between 3rd and 6th grade had access to Google Chromebooks as well as media center access. The building also houses 2 classes of Pre-K 4, as part of the district Early Childhood Program. Albio Sires Elementary School was also successful in practicing the required fire and security drills as mandated by state law.



Other Information:



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

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

#### Navigating through the reports:

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

#### Other Resources:

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

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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	1205	507	511
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	25	40	38
Total	1230	547	549

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	45%	44%
Male	53%	54%	56%
Economically Disadvantaged Students	57%	73%	71%
Students with Disabilities	5%	15%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	89.3%
Asian	4.7%
White	3.6%
Black or African American	2.0%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	520	507	511
KG - Half Day	0	0	0
KG - Full Day	0	0	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
Spanish	66.1%
English	31.9%
Other	2.1%



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

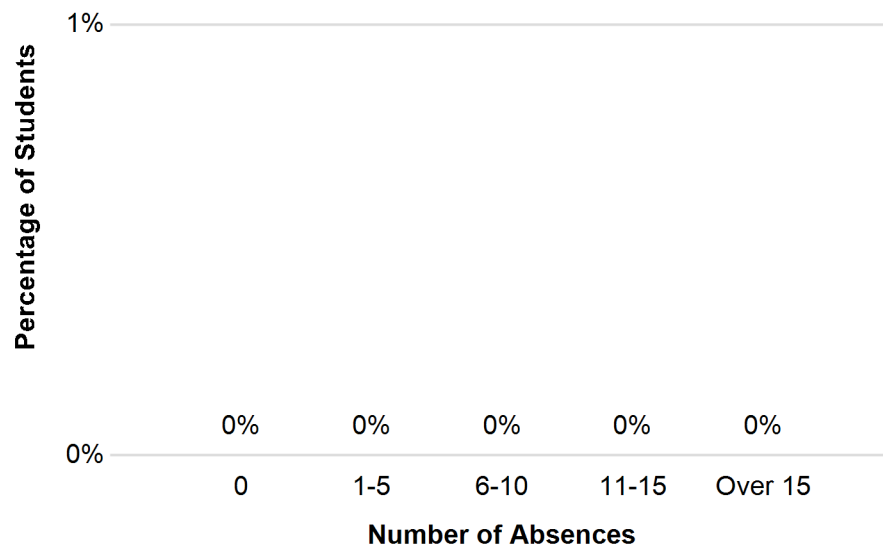
### Chronic Absenteeism

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

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

### Days Absent

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



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



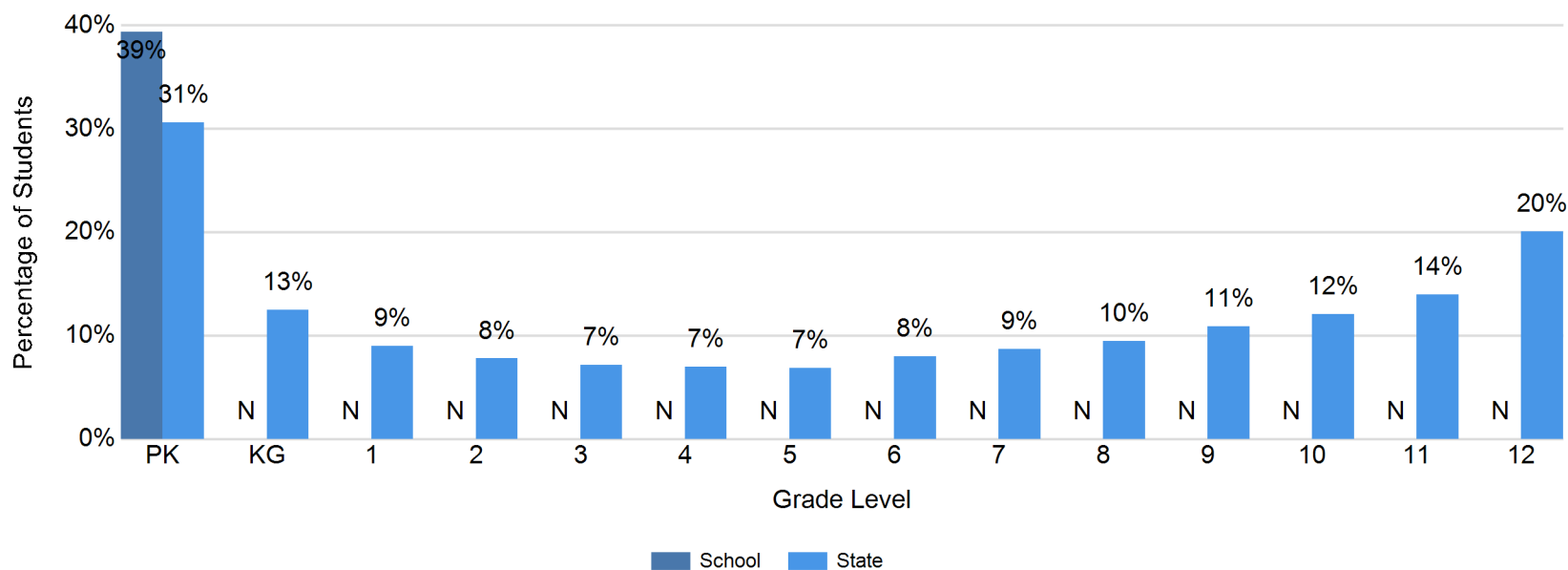
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### Chronic Absenteeism by Grade

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	8:30AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 14 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)	\$887	\$12,605	\$13,492



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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	26	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	81%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,506
Average years experience in public schools	22.9	15.9
Average years experience in district	21.8	11.6
Administrators in district for 4 or more years	95%	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	21:1	15:1
Administrators	137:1	199:1
Librarian/Media Specialists		1223:1
Nurses		778:1
Counselors		1070:1
Child Study Team		245:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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### School General Info

<b>Principal:</b>	Mrs. Zebrowski	<b>Email Address:</b>	<a href="mailto:czebrowski@wnyschools.net">czebrowski@wnyschools.net</a>
<b>Address:</b>	5204 HUDSON AVE WEST NEW YORK, NJ 07093-2614		
<b>Phone:</b>	(201)553-4035		

### 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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• The WNY Early Childhood Program is a high quality preschool program that offers a safe and active learning environment.</li> <li>• Students higher order thinking and reasoning skills are stimulated by communicating and exploring learning materials.</li> <li>• The curriculum implemented, Tools of the Mind, is researched-based and designed to provide a rich learning experience.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Our highly qualified and motivated staff at the WNY Early Childhood Program ensures an active learning environment. Their focus is to deliver a quality educational program that enables our young learners to become successful, innovative thinkers. Our Pre-K students are implementing STEAM at its best! Our inquisitive children, create, explore, observe, ask questions and predict. We foster the foundation for cognitive, emotional and physical development needed to succeed in the 21st century.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Throughout the school year, The Early Childhood Program commits not only to a safe, nurturing learning environment, but also provides various engaging, extra-curricular activities, such as “Week of Respect”, Monthly Multicultural Activities, “Read Across America” and “Week of the Young Child” honoring our young learners as well as diversity, respectfulness, and acceptance.</p>





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Tools of the Mind, is a researched-based educational curriculum designed to provide a rich, academic experience to foster the foundation for cognitive, emotional and physical development. Teaching Strategies GOLD, is an authentic, ongoing observational system for assessing children. The implementation of the assessment coupled with low teacher to student ratio assists to meet the individualized instruction needed for students to develop and achieve success in a rich supportive environment.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Catapult Learning and childcare providers offer before and after care services in ECS, Annex 4 and each of our Elementry Public Schools. Catapult Program is offered on all regular school days and selected half days from 7:30am - 8:20am and again from 2:45pm - 6:00pm. Preschool children are not transported outside of the school for childcare and are grouped according to their age. No mixing with older children. Snack is provided. Catapult Learning Accepts the Urban League.</p>







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### School Narrative

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

 <p><b>Staff and Professional Learning:</b></p>	<p>The preschool program carries out a professional development plan directly related to the district's mission and chosen curriculum, Tools of the Mind. It is based on the needs assessment using ECERS-3 and includes provision for systematic ongoing training. Professional development is an integrated part of the plan, focusing on helping children meet the preschool teaching and learning standards. The plan is specifically designed for instructional, non-instructional, and administrative staff.</p>
 <p><b>Student Supports and Services:</b></p>	<p>A team of teachers, paraprofessionals, family members, administrators and intervention professionals have an opportunity to successfully address potential learning difficulties and challenging behaviors of preschool children early on. Children with IEPs are included in general education classrooms with appropriate supports within the activities and routines of the preschool day. Also, all ELLs receive support for home and English language acquisition in their natural preschool environment.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The educational process is strengthened and facilitated by improving and protecting the health status of children. Safe and healthy early childhood programs are essential to a successful preschool program and prevent illness and accidents, as well as it educates children concerning safe and healthy practices (NAEYC, 1998). Children receive health screenings, and balanced, nutritious meals, and learn about safety and healthy eating habits within and outside of the classroom.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Early Childhood Program looks forward to working with families and the community to encourage a strong home/school connection to ensure that our students reach their highest potential. The Advisory Council is representative of the community and collaborates with various support groups to bring services and resources to our families. District-wide family involvement activities are also coordinated by the Community/Parent Involvement Specialist (CPIS), family workers and social workers.</p>



**Early Childhood School  
2016-2017**

**Grade Span PK-PK**

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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.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
KG	105	98	103
1	100	102	98
2	107	98	99
3	90	97	96
4	104	91	100
5	78	95	77
6	78	81	94
Ungraded	3	0	2
<b>Total</b>	<b>665</b>	<b>662</b>	<b>669</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	47%
Male	52%	54%	54%
Economically Disadvantaged Students	81%	81%	80%
Students with Disabilities	13%	16%	16%
English Learners	15%	15%	16%
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
Hispanic	86.8%
White	11.1%
Asian	1.0%
Black or African American	1.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	99	98	103

**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
Spanish	67.9%
English	30.6%
<i>Other</i>	1.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	346	100.0	42.80	41.20	54.90	42.8	43.6	Met Target†
White	37	100.0	56.70	*	63.90	56.7	N	N
Hispanic	301	100.0	40.90	40.30	39.80	40.9	42.9	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	166	100.0	50.00	47.60	62.20	50		
Male	180	100.0	36.10	35.30	48.10	36.1		
Economically Disadvantaged Students	255	100.0	40.80	40.00	36.20	40.8	42.3	Met Target†
Non-Economically Disadvantaged Students	91	100.0	48.40	43.90	65.80	48.4		
Students with Disabilities	58	100.0	13.80	13.30	20.50	13.8	11.9	Met Target
Students without Disabilities	288	100.0	48.60	46.40	61.90	48.6		
English Learners	68	100.0	20.60	10.40	25.20	20.6	30.6	Not Met
Non-English Learners	278	100.0	48.20	47.50	57.40	48.2		
Homeless Students	N	N	N	100.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	50.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	88	751	737	749	*	14%	25%	49%	*	53%	50%
White	24	766	751	759	*	*	*	54%	*	67%	61%
Hispanic	62	744	733	734	*	16%	27%	45%	*	47%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	47	752	739	754	*	*	*	49%	*	55%	55%
Male	41	750	734	745	*	*	*	49%	*	51%	46%
Economically Disadvantaged Students	57	750	735	731	*	*	*	51%	*	53%	31%
Non-Economically Disadvantaged Students	31	754	741	762	*	*	*	45%	*	55%	63%
Students with Disabilities	12	727	*	720	*	*	*	*	*	17%	24%
Students without Disabilities	76	755	*	755	*	*	*	*	*	59%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	91	737	743	753	*	19%	35%	33%	*	34%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	87	737	743	740	*	20%	37%	31%	*	32%	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	49	741	747	758	*	*	39%	33%	*	35%	61%
Male	42	733	740	749	*	*	31%	33%	*	33%	51%
Economically Disadvantaged Students	69	737	742	737	*	*	*	*	*	33%	36%
Non-Economically Disadvantaged Students	22	738	746	764	*	*	*	*	*	36%	69%
Students with Disabilities	19	713	720	725	*	*	*	*	*	16%	25%
Students without Disabilities	72	744	747	759	*	*	*	*	*	39%	62%
English Learners	10	709	706	711	*	*	*	*	*	*	10%
Non-English Learners	81	741	747	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	746	746	756	*	*	41%	43%	*	45%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	66	747	745	743	*	*	36%	47%	*	49%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	32	750	752	761	*	*	44%	44%	*	47%	66%
Male	42	743	740	750	*	*	38%	43%	*	43%	53%
Economically Disadvantaged Students	55	744	744	740	*	*	*	40%	*	42%	40%
Non-Economically Disadvantaged Students	19	752	750	765	*	*	*	53%	*	53%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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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	97	744	743	752	*	14%	35%	42%	*	43%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	89	744	743	740	*	12%	36%	43%	*	44%	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	43	752	748	758	*	*	23%	61%	*	63%	61%
Male	54	737	739	746	*	*	44%	28%	*	28%	46%
Economically Disadvantaged Students	71	743	743	737	*	*	34%	42%	*	44%	34%
Non-Economically Disadvantaged Students	26	746	743	761	*	*	39%	42%	*	42%	65%
Students with Disabilities	11	728	*	722	*	*	*	*	*	18%	17%
Students without Disabilities	86	746	*	758	*	*	*	*	*	47%	61%
English Learners	11	705	701	710	*	*	*	*	*	*	*
Non-English Learners	86	748	746	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

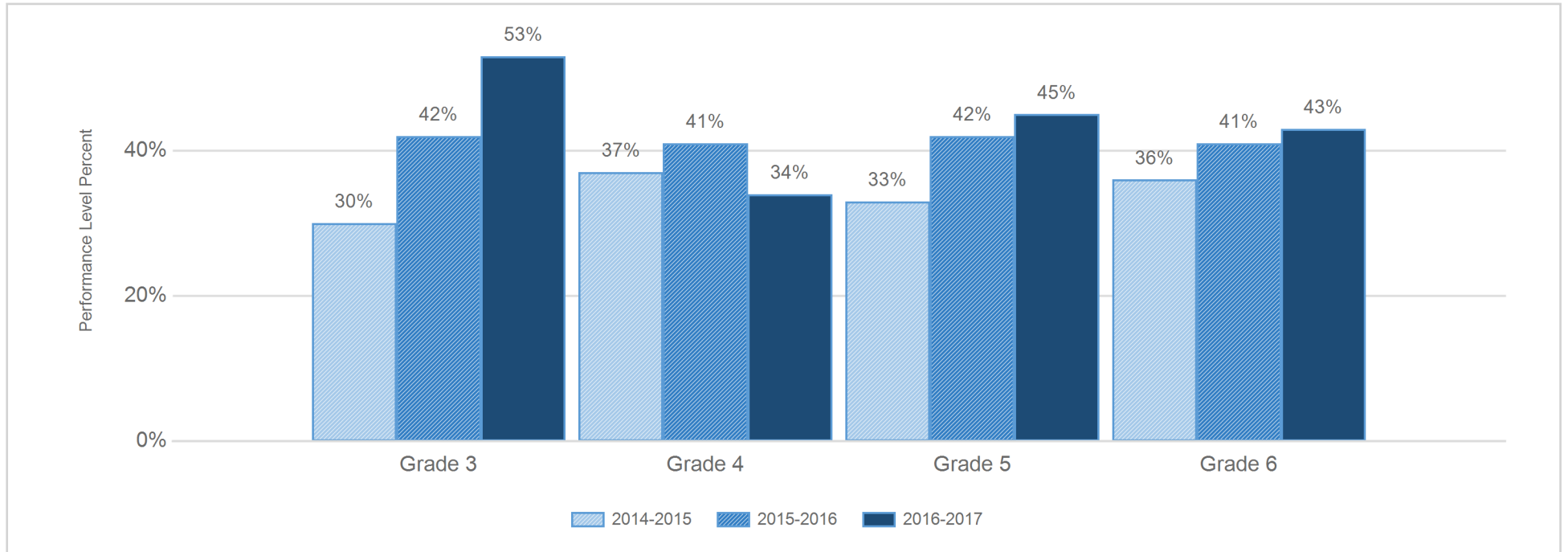


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**English Language Arts/Literacy Assessment - Performance Trends**

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	347	100.0	44.40	31.50	43.50	44.4	46.6	Met Target†
White	37	100.0	70.30	*	52.40	70.3	N	N
Hispanic	301	100.0	40.90	30.40	27.60	40.9	46.5	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	167	100.0	46.10	32.90	44.10	46.1		
Male	180	100.0	42.80	30.20	42.90	42.8		
Economically Disadvantaged Students	255	100.0	43.50	31.30	25.10	43.5	46.9	Met Target†
Non-Economically Disadvantaged Students	92	100.0	46.80	31.90	54.30	46.8		
Students with Disabilities	59	100.0	18.70	12.40	16.50	18.7	17.6	Met Target
Students without Disabilities	288	100.0	49.70	35.10	48.80	49.7		
English Learners	69	100.0	29.00	*	23.30	29	43.9	Not Met
Non-English Learners	278	100.0	48.20	*	45.20	48.2		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	100.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	90	759	743	751	*	*	21%	50%	17%	67%	53%
White	24	769	754	759	*	*	*	63%	*	83%	63%
Hispanic	64	754	741	738	*	*	27%	45%	*	59%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	48	759	744	751	*	*	*	50%	*	69%	52%
Male	42	759	742	751	*	*	*	50%	*	64%	53%
Economically Disadvantaged Students	58	757	743	736	*	*	*	59%	*	71%	34%
Non-Economically Disadvantaged Students	32	763	745	761	*	*	*	34%	*	59%	65%
Students with Disabilities	12	737	*	729	*	*	*	*	*	25%	29%
Students without Disabilities	78	763	*	755	*	*	*	*	*	73%	57%
English Learners	11	740	720	724	*	*	*	*	*	55%	21%
Non-English Learners	79	762	746	753	*	*	*	*	*	68%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	732	738	747	*	27%	39%	23%	*	24%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	91	732	737	734	*	29%	40%	22%	*	23%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	52	733	737	747	*	31%	39%	*	*	25%	47%
Male	43	730	738	747	*	23%	40%	*	*	23%	48%
Economically Disadvantaged Students	72	730	737	732	*	*	38%	*	*	24%	27%
Non-Economically Disadvantaged Students	23	737	739	757	*	*	44%	*	*	26%	61%
Students with Disabilities	19	715	721	724	*	*	*	*	*	16%	22%
Students without Disabilities	76	736	740	751	*	*	*	*	*	26%	52%
English Learners	14	727	723	716	*	*	*	*	*	21%	12%
Non-English Learners	81	733	739	749	*	*	*	*	*	25%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	745	739	747	*	*	38%	43%	*	46%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	69	745	739	735	*	*	38%	42%	*	45%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	32	747	740	747	*	*	44%	44%	*	44%	47%
Male	45	744	739	746	*	*	33%	42%	*	47%	46%
Economically Disadvantaged Students	55	745	739	732	*	*	*	*	*	46%	27%
Non-Economically Disadvantaged Students	22	745	741	756	*	*	*	*	*	46%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	104	742	737	743	*	17%	36%	31%	*	38%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	95	743	737	731	*	18%	35%	31%	*	38%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	47	747	739	745	*	*	36%	30%	*	40%	45%
Male	57	739	736	742	*	*	35%	32%	*	35%	43%
Economically Disadvantaged Students	73	741	737	728	*	*	33%	*	*	40%	24%
Non-Economically Disadvantaged Students	31	745	737	752	*	*	42%	*	*	32%	56%
Students with Disabilities	12	724	*	717	*	*	*	*	*	*	13%
Students without Disabilities	92	745	*	748	*	*	*	*	*	*	50%
English Learners	18	707	707	710	*	*	*	*	*	*	*
Non-English Learners	86	750	742	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

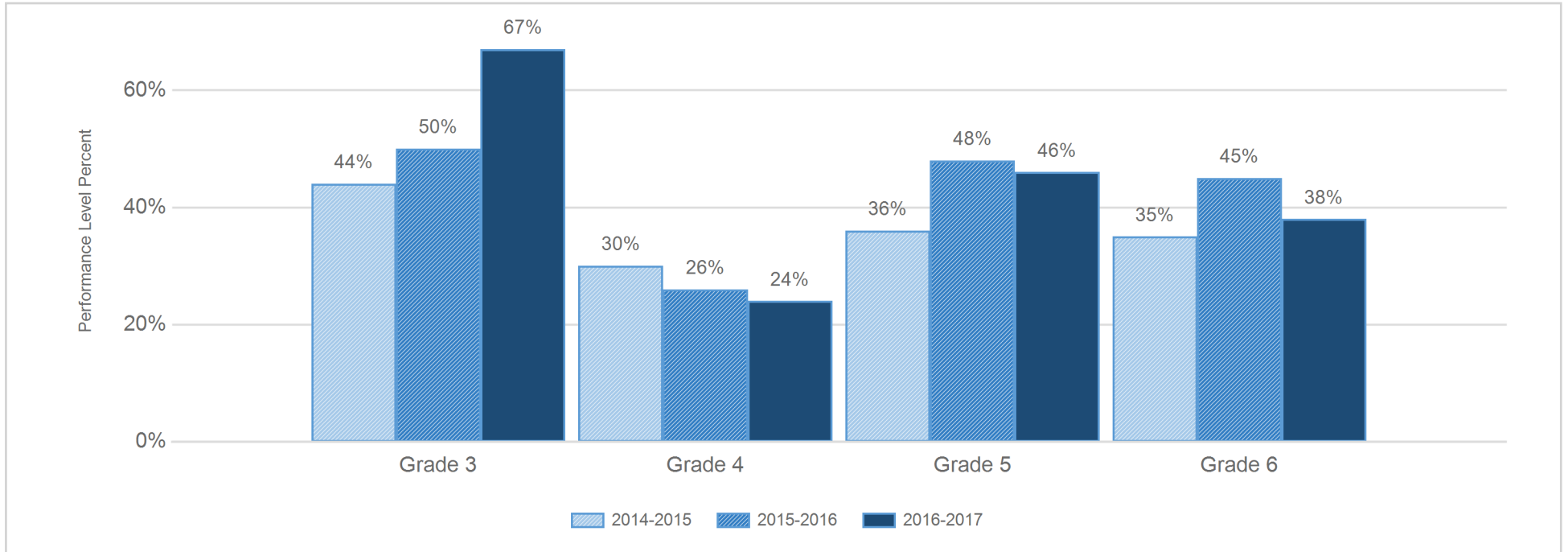


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**Mathematics Assessment – Performance Trends**

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
3	N	N
4	*	*
5	*	*
6	*	*

**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	41	*	*
2	35	88.6%	11.4%
3	10	*	*
4	*	*	*
5+	13	*	*



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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.

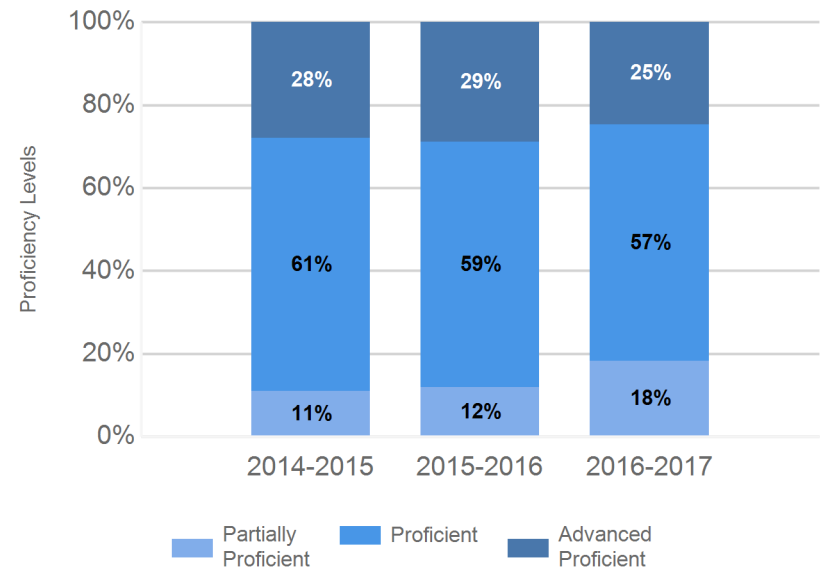
**NJASK Science Assessment Performance: Grade 4**

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	25%	57%	18%
White	N	*	N
Hispanic	*	56%	19%
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	21%	62%	17%
Students with Disabilities	21%	32%	47%
English Learners	10%	80%	10%

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

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





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

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	49	50	Met Target	51	42	50	Met Target
White	52	39	50	**	64	27.5	52	**
Hispanic	46.5	49	49	Met Target	51.5	42	47	Met Target
Black or African American	*	56	45	**	*	33	43	**
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	51	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48	49	47	Met Target	48	42	46	Met Target
Students with Disabilities	52	44	41	Met Target	30.5	33	43	Not Met
English Learners	52	52.5	53	Met Target	35.5	48	51	Not Met

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



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

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

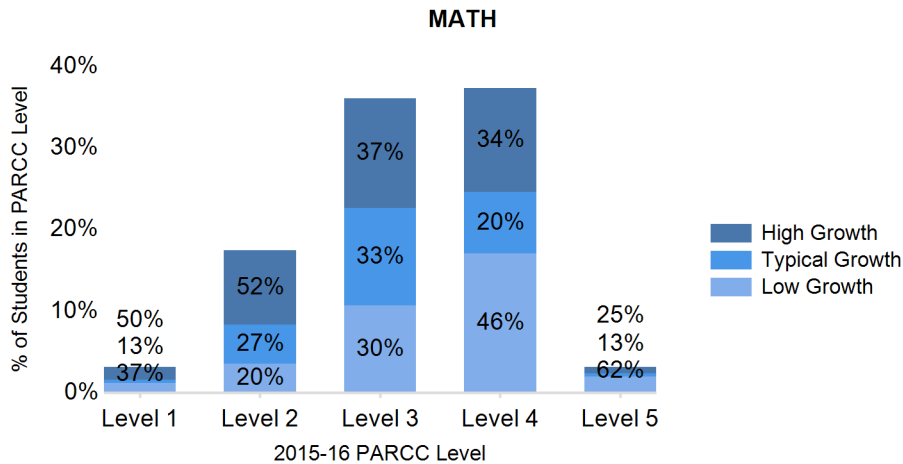
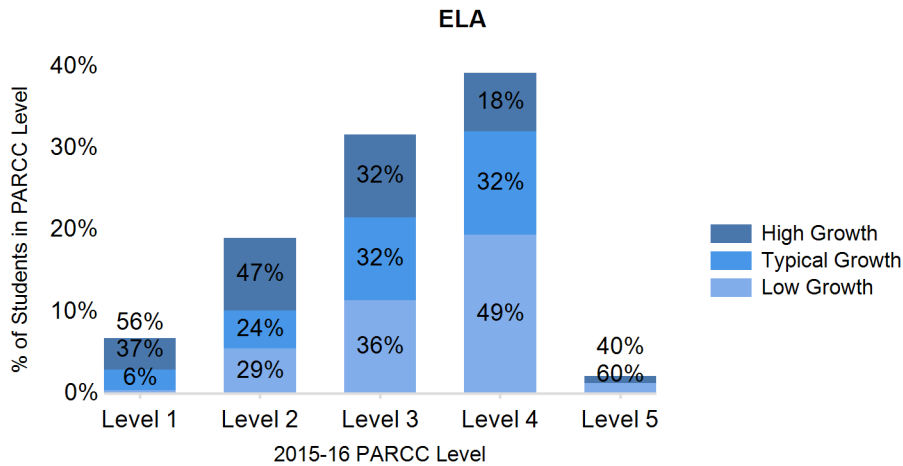
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

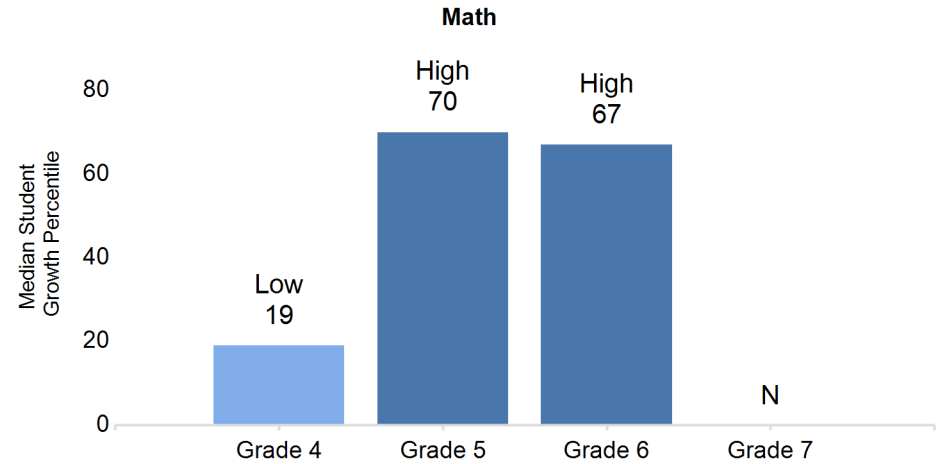
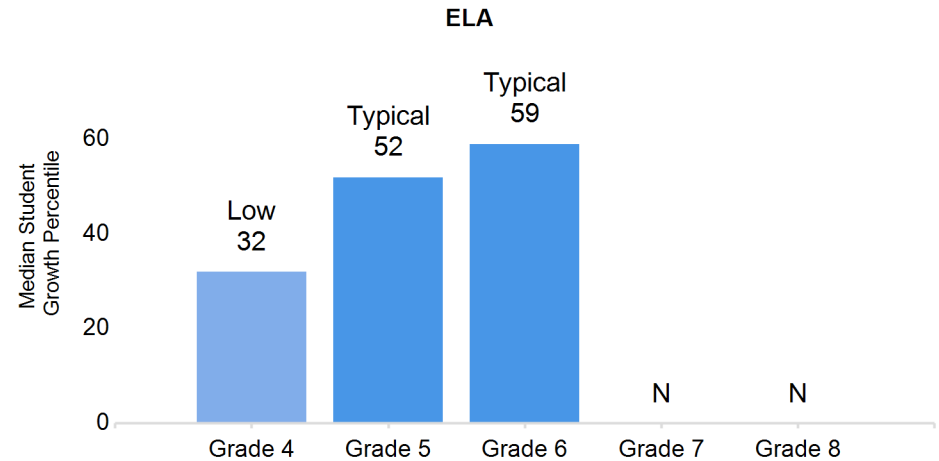
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

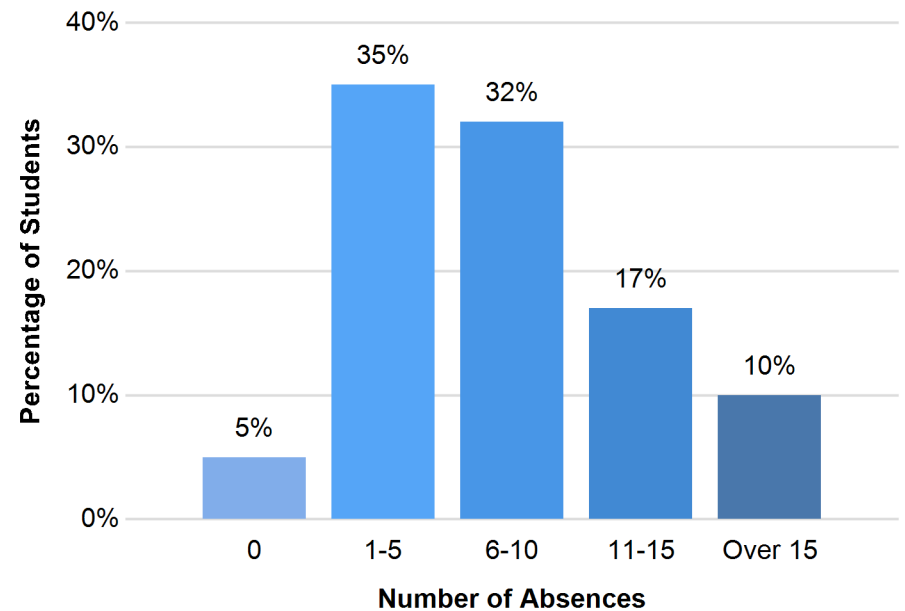
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	8.30	Met Target
White	8.10	8.30	Met Target
Hispanic	7.50	8.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.30	8.30	Met Target
Students with Disabilities	8.50	8.30	Not Met
English Learners	9.30	8.30	Not Met

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

### Days Absent

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



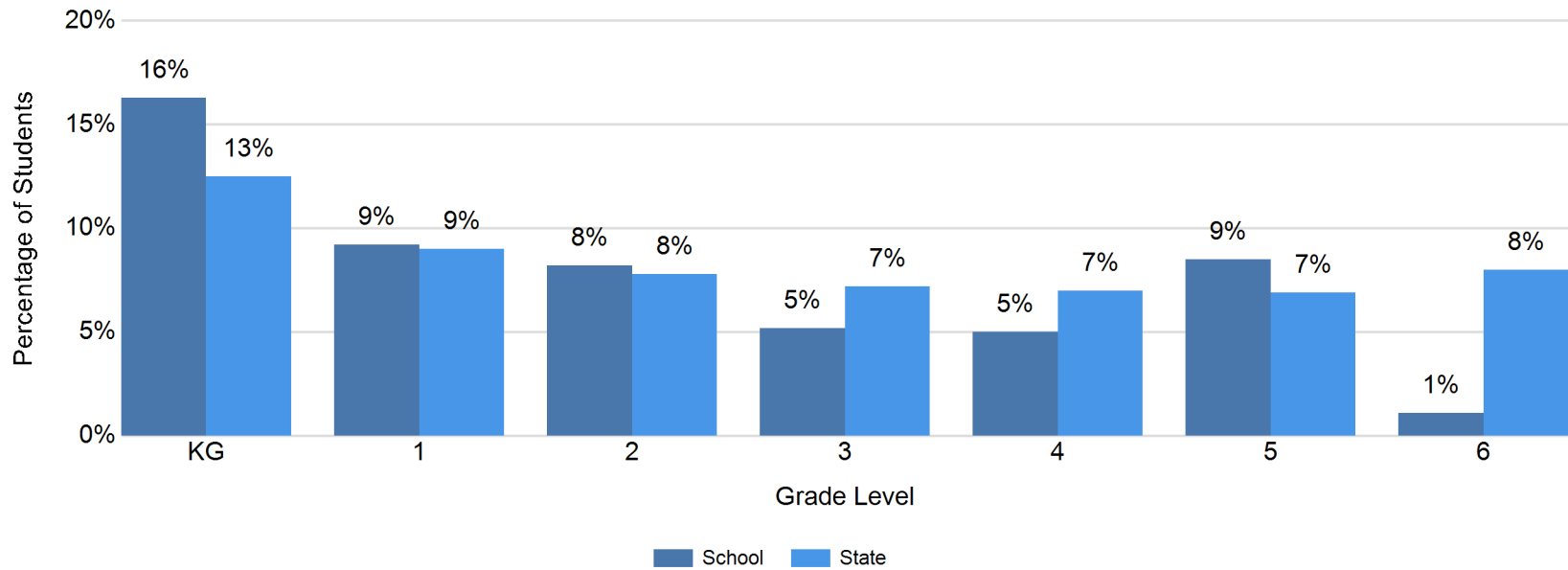


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### Chronic Absenteeism by Grade

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	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 14 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	2.5%
Any Suspension	2.5%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	116.8 kbps	100 kbps	Yes	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)	\$887	\$12,605	\$13,492



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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	47	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	96%	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	43	9,506
Average years experience in public schools	22.9	15.9
Average years experience in district	21.8	11.6
Administrators in district for 4 or more years	95%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	15:1
Administrators	335:1	199:1
Librarian/Media Specialists		1223:1
Nurses		778:1
Counselors		1070:1
Child Study Team		245:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	89%	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	27.2	17.5%
Mathematics Proficiency	53.7	17.5%
English Language Arts Growth	46.6	25.0%
Mathematics Growth	42.5	25.0%
Chronic Absenteeism	46.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		43.3
<b>Summative Rating:</b> Percentile rank of Summative Score		39.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	43.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	N	N	Met Target	**	**	No
Hispanic	55.8	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	64.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	50.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
English Learners	38.9	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Mantineo	<b>Email Address:</b>	<a href="mailto:tmantineo@wnyschools.net">tmantineo@wnyschools.net</a>
<b>Address:</b>	6200 BROADWAY WEST NEW YORK, NJ 07093-2639	<b>Website:</b>	<a href="http://www.wnyschools.net">www.wnyschools.net</a>
<b>Phone:</b>	(201)553-4095		

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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Instruction and curriculum are infused with technology at all grade levels.</li> <li>• ELA utilizes a 90 minute block with emphasis on units without books throughout the course of the year.</li> <li>• Math series is available on line with web based programs accessible.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Harry L. Bain offers a comprehensive curriculum with technology as the main focus. Students utilize technology throughout the day by use of chromebooks, promethean boards and Ipads. Students are provided the opportunity to learn and explore throughout the project based learning initiative.</p>







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**School Narrative**

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

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In addition to technology in the academic component, students were able to participate in an after school coding program. Fifth grade students participated in a CSI forensic science program. Each course enabled students to use their technology skills to solve problems and create solutions.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>Girls and boys volleyball and basketball is offered to students in grades 4-6.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Fifth and sixth grade students participated in a PEER leadership program. A drama club was offered to fourth through sixth grade students. Chorus and instrumental band were offered to fourth through sixth grade students.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Extended day programs were offered for ELA and mathematics in grades third - sixth. Fourth grade science extended day was also provided. Tutoring was offered to first and second grade students.</p>







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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Staff participated in Professional learning Seminars (PLS) on a monthly basis. Kindergarten teachers participated in the Gold Teaching Strategies. First and second grade participated in project based learning throughout the year providing students more hands -on activities and lessons. Harry L. Bain participated in the the First through Third grade implementation guidelines from the NJDOE.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Bilingual classes are offered to Kindergarten through fourth grade. An ESL program is offered for students who need this support. Special Education Programs are offered to students in kindergarten through sixth grade. Intervention Referral Service (I&amp;RS) was provided for students who were identify as having academic and/or emotional concerns.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>A Breakfast in the Classroom Program was offered daily to students. A fruit and vegetable program was also offered to all grade levels. Our current Wellness Program for students in grades fourth -sixth ensures that our students truly understand concepts related to life-long wellness.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>A Parental Portal is provided to all participating parents. Parents must request information from the main office to gain access. Monthly Title I program meetings were provided to parents. Various topics pertaining to the school community were presented.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers</p> <p>Various surveys were utilized throughout the school year to obtain information and design constructive professional development. Survey results helped organize PLS training.</p>
 <p>Facilities:</p>	<p>Harry L. Bain was relocated due to renovations to the original building. The temporary building is 59 years old. There were no renovations completed during the 2016-17 school year. The building had an elevator and a pool.</p>



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Due to the temporary relocation of the school, Harry L. Bain offered a early drop off program free of charge to parents. The student school day consists of eight periods which include lunch and a special such as, art, physical education, computers, world language, music or library. Primary grades have a 90 minute uninterrupted literacy block and all grades have a double period of math. Parents are provided with letters and ConnectEd phone calls to remind them of important upcoming events such as Back To School Night, Open House and One-Session Days.



Other Information:



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### **Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	485	526	527
10	509	471	481
11	422	459	427
12	381	401	446
Ungraded	82	51	49
Total	1879	1908	1930

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	74%	77%	74%
Students with Disabilities	17%	15%	14%
English Learners	13%	17%	16%
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
Hispanic	94.4%
White	3.9%
Black or African American	1.0%
Asian	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### 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	1930
Shared Time Students	0
Full Time Equivalent	1930

### 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
Spanish	70.3%
English	28.1%
Other	1.8%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	951	99.4	31.90	41.20	54.90	31.9	40.6	Not Met
White	37	100.0	32.40	*	63.90	32.4	55.6	Not Met
Hispanic	895	99.4	31.50	40.30	39.80	31.5	39.3	Not Met
Black or African American	13	100.0	38.50	54.00	35.20	38.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	480	100.0	36.70	47.60	62.20	36.7		
Male	471	98.8	27.00	35.30	48.10	27		
Economically Disadvantaged Students	596	99.5	30.90	40.00	36.20	30.9	39.6	Not Met
Non-Economically Disadvantaged Students	355	99.2	33.50	43.90	65.80	33.5		
Students with Disabilities	130	99.2	12.30	13.30	20.50	12.3	9.5	Met Target
Students without Disabilities	821	99.4	35.00	46.40	61.90	35		
English Learners	228	99.3	*	10.40	25.20	*	9.5	Not Met
Non-English Learners	723	99.5	*	47.50	57.40	*		
Homeless Students	N	N	N	100.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	50.00	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
<b>Schoolwide</b>	543	727	727	749	28%	15%	25%	30%	3%	32%	52%
White	14	748	748	757	*	0%	*	*	0%	36%	62%
Hispanic	520	726	726	733	29%	15%	24%	29%	3%	32%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	265	734	734	756	22%	*	26%	34%	*	38%	60%
Male	278	721	721	741	35%	*	23%	25%	*	26%	43%
Economically Disadvantaged Students	342	729	729	731	26%	*	27%	30%	*	33%	32%
Non-Economically Disadvantaged Students	201	724	724	758	32%	*	22%	28%	*	30%	62%
Students with Disabilities	76	710	710	714	41%	28%	17%	15%	0%	15%	13%
Students without Disabilities	467	730	730	754	26%	13%	26%	32%	3%	35%	58%
English Learners	134	684	684	690	*	*	*	*	*	*	*
Non-English Learners	409	741	741	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	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
<b>Schoolwide</b>	474	723	723	743	28%	21%	24%	24%	4%	28%	46%
White	27	724	724	749	*	*	*	*	*	26%	52%
Hispanic	436	723	723	728	29%	21%	23%	24%	4%	28%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	244	729	729	752	22%	*	26%	26%	*	31%	54%
Male	230	717	717	734	35%	*	21%	21%	*	24%	39%
Economically Disadvantaged Students	281	723	723	726	27%	*	26%	*	*	25%	32%
Non-Economically Disadvantaged Students	193	724	724	751	31%	*	20%	*	*	31%	54%
Students with Disabilities	51	700	700	704	*	*	*	*	*	*	12%
Students without Disabilities	423	726	726	749	*	*	*	*	*	*	52%
English Learners	101	678	678	681	*	*	*	*	*	*	*
Non-English Learners	373	735	735	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	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
<b>Schoolwide</b>	428	740	740	736	19%	16%	21%	36%	8%	44%	38%
White	18	764	764	738	*	0%	*	*	*	72%	40%
Hispanic	402	739	739	731	19%	16%	22%	35%	8%	43%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	234	749	749	744	13%	*	22%	40%	*	52%	46%
Male	194	730	730	729	26%	*	20%	31%	*	35%	31%
Economically Disadvantaged Students	260	740	740	729	20%	14%	25%	33%	9%	42%	32%
Non-Economically Disadvantaged Students	168	741	741	740	17%	19%	16%	41%	8%	48%	42%
Students with Disabilities	63	712	712	709	*	*	*	*	*	*	12%
Students without Disabilities	365	745	745	741	*	*	*	*	*	*	43%
English Learners	59	693	693	699	*	*	*	*	*	*	*
Non-English Learners	369	748	748	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	*	*	*	713	*	*	*	*	*	*	26%

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

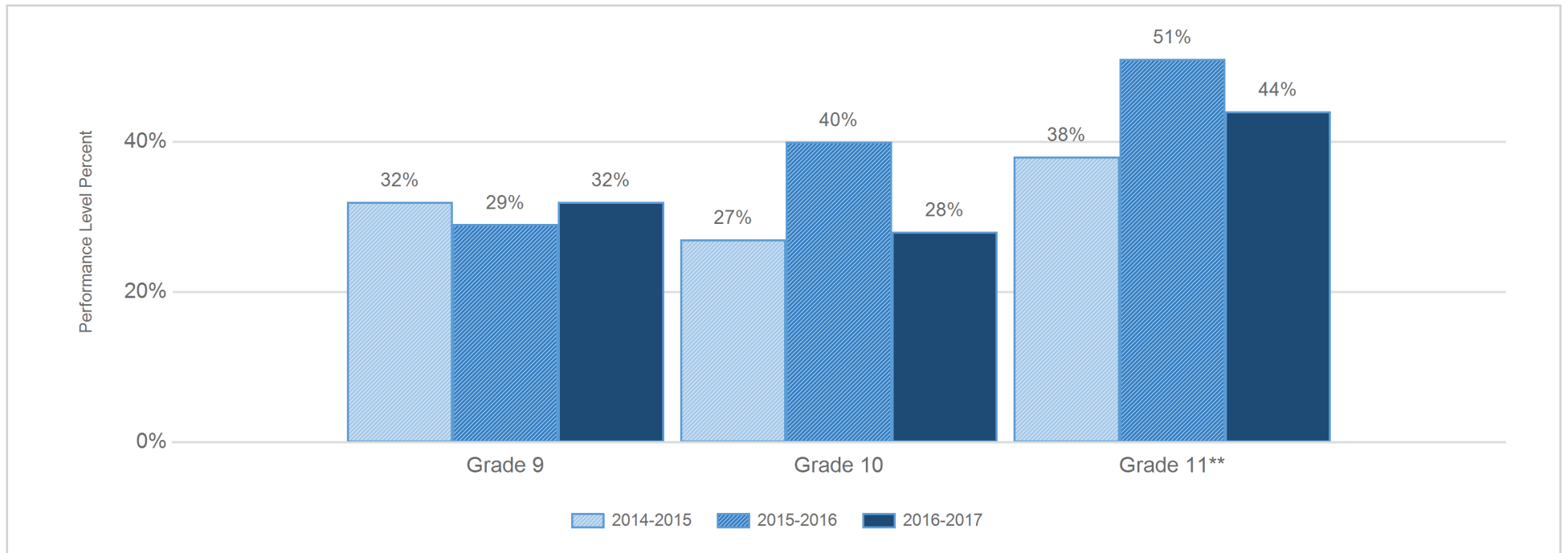


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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



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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	914	99.7	16.60	31.50	43.50	16.6	21.9	Not Met
White	38	100.0	26.30	*	52.40	26.3	34.2	Met Target†
Hispanic	857	99.7	16.00	30.40	27.60	16	21	Not Met
Black or African American	13	100.0	*	23.50	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	464	100.0	18.10	32.90	44.10	18.1		
Male	450	99.4	15.10	30.20	42.90	15.1		
Economically Disadvantaged Students	574	99.8	17.30	31.30	25.10	17.3	21.2	Not Met
Non-Economically Disadvantaged Students	340	99.5	15.60	31.90	54.30	15.6		
Students with Disabilities	120	100.0	*	12.40	16.50	*	4.8	Met Target
Students without Disabilities	794	99.6	*	35.10	48.80	*		
English Learners	193	100.0	*	*	23.30	*	10.3	Not Met
Non-English Learners	721	99.6	*	*	45.20	*		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	100.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	566	722	728	743	20%	35%	29%	*	*	16%	42%
White	16	732	732	751	*	*	*	*	0%	38%	52%
Hispanic	540	722	728	728	20%	35%	30%	*	*	15%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	276	724	730	744	*	37%	30%	17%	*	17%	43%
Male	290	720	727	741	*	33%	29%	15%	*	15%	40%
Economically Disadvantaged Students	343	725	731	727	16%	37%	31%	*	*	17%	23%
Non-Economically Disadvantaged Students	223	718	725	751	27%	32%	27%	*	*	14%	52%
Students with Disabilities	78	711	*	714	*	*	*	*	*	*	10%
Students without Disabilities	488	724	*	747	*	*	*	*	*	*	47%
English Learners	160	702	*	708	*	*	*	*	*	*	*
Non-English Learners	406	730	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	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
<b>Schoolwide</b>	474	723	723	734	11%	47%	31%	*	*	10%	30%
White	23	722	722	740	*	52%	*	*	0%	13%	38%
Hispanic	439	722	722	722	11%	47%	31%	*	*	10%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	240	724	724	735	*	*	*	*	*	*	31%
Male	234	721	721	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	290	722	722	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	184	723	723	740	*	*	*	*	*	*	39%
Students with Disabilities	53	707	707	711	*	*	*	*	*	*	*
Students without Disabilities	421	725	725	738	*	*	*	*	*	*	*
English Learners	58	715	715	710	*	*	*	*	*	*	*
Non-English Learners	416	724	724	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	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	280	716	716	725	28%	31%	28%	13%	0%	13%	28%
White	15	724	724	731	*	*	*	*	0%	13%	33%
Hispanic	261	715	715	710	29%	31%	27%	13%	0%	13%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	156	712	712	725	31%	35%	24%	11%	0%	11%	27%
Male	124	721	721	725	24%	27%	33%	15%	0%	15%	29%
Economically Disadvantaged Students	179	717	717	708	26%	30%	31%	13%	0%	13%	13%
Non-Economically Disadvantaged Students	101	714	714	733	31%	35%	23%	12%	0%	12%	35%
Students with Disabilities	13	678	678	692	*	*	*	*	*	*	*
Students without Disabilities	267	718	718	729	*	*	*	*	*	*	*
English Learners	22	700	700	692	*	*	*	*	*	*	*
Non-English Learners	258	717	717	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	*	*	*	702	*	*	*	*	*	*	14%

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

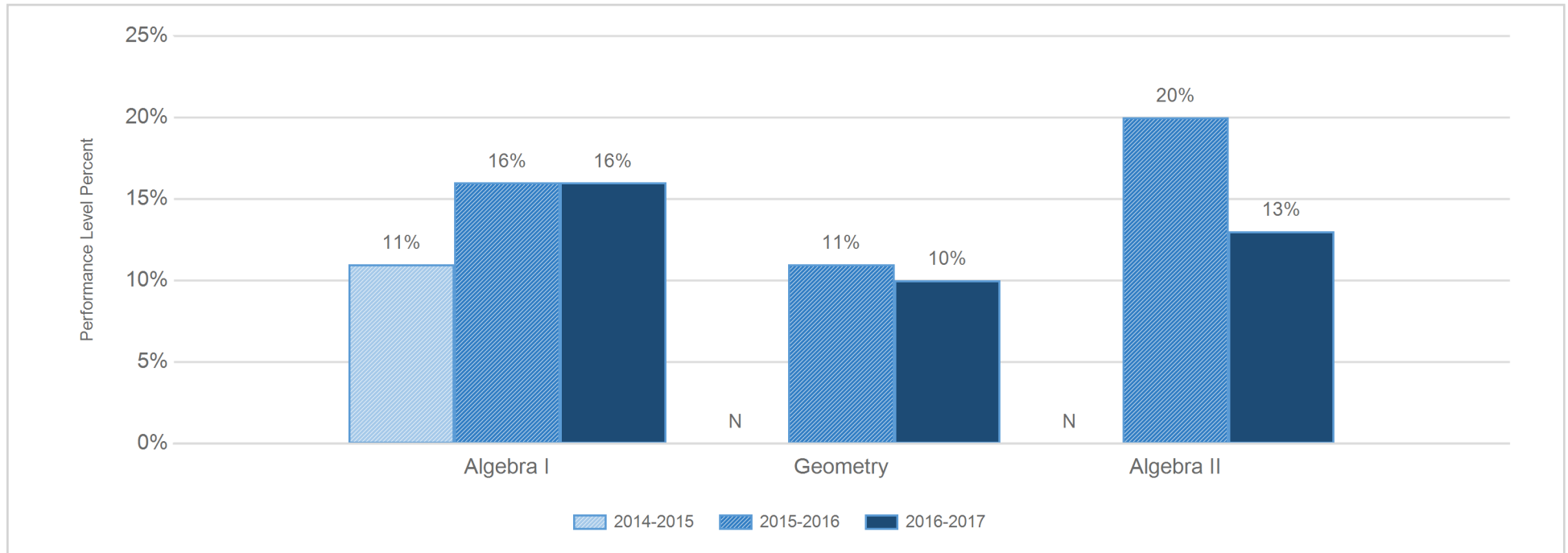


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**Mathematics Assessment – Performance Trends**

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





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### Alternate Assessments - Participation

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

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

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	115	*	*
2	94	*	*
3	50	*	*
4	22	*	*
5+	22	*	*



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

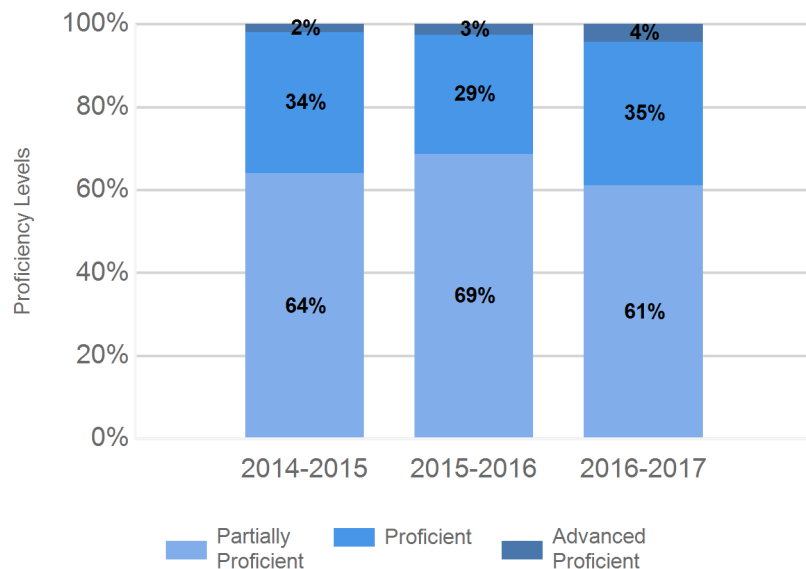
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	35%	61%
White	*	33%	*
Hispanic	4%	34%	61%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	4%	34%	62%
Students with Disabilities	N	12%	88%
English Learners	N	*	*

**Biology Assessment - Proficiency Trends**

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





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

**PSAT/SAT/ACT - Participation**

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	93.6%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	2.5%	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	417	481	Varies By Grade	38%	67%
PSAT - Math	431	483	Varies By Grade	22%	49%
SAT - Reading and Writing	484	551	480	56%	77%
SAT - Math	489	552	530	31%	58%
ACT - Reading	19	24	22	36%	65%
ACT - English	16	24	18	18%	79%
ACT - Math	20	24	22	36%	65%
ACT - Science	18	23	23	18%	54%



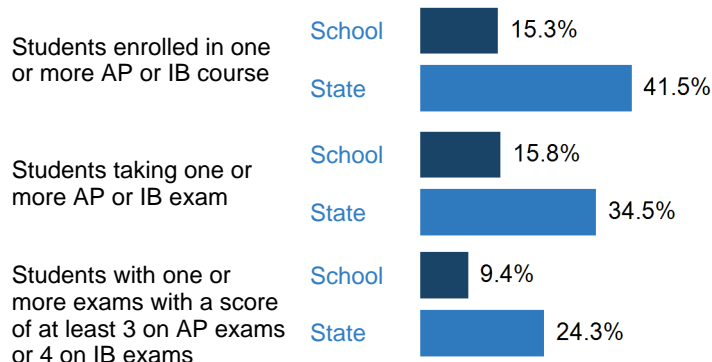
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

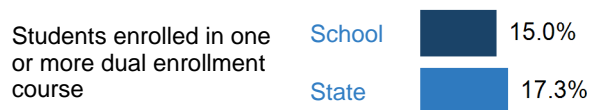
**AP/IB Coursework – Participation and Performance**

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 Biology	16	16
AP Calculus AB	16	16
AP Chemistry	0	11
AP English Language and Composition	18	17
AP English Literature and Composition	8	8
AP French Language and Culture	6	6
AP Italian Language and Culture	20	20
AP Spanish Language	29	29
AP Spanish Literature	23	23
AP U.S. History	16	16
<b>Total Exams Taken</b>		162
<b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b>		88



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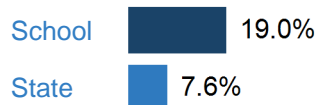
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

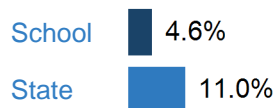
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

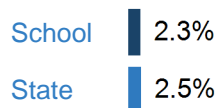
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

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

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

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



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

**Mathematics - Course Participation**

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	396	41	45	0	0	0	105
10	102	340	41	0	0	0	1
11	11	103	244	14	1	0	63
12	2	23	129	7	15	0	88
Schoolwide	563	507	459	21	16	0	257
Enrolled in AP/IB Course					16	0	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	448	0	0	46	0	8
10	36	8	1	24	0	421
11	47	136	77	130	9	54
12	21	48	44	35	29	50
Schoolwide	552	192	122	235	38	533
Enrolled in AP/IB Course	16	0		0	0	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	450	1	0	0	0	0
10	9	446	0	0	3	0
11	9	417	9	0	13	10
12	2	92	19	0	34	15
Schoolwide	470	956	28	0	50	25
Enrolled in AP/IB Course	0	16	0	0	0	0

**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	275	81	78	0	0	0	0
10	309	74	69	0	0	0	0
11	151	22	24	0	0	0	0
12	41	16	28	0	0	0	0
Schoolwide	798	193	199	0	0	0	0
Enrolled in AP/IB Course	52	6	20	0	0	0	0
Enrolled in Level 3 or Higher	43	13	19	0	0	0	0
Earned Seal of Biliteracy	18	0	0	0	0	0	0



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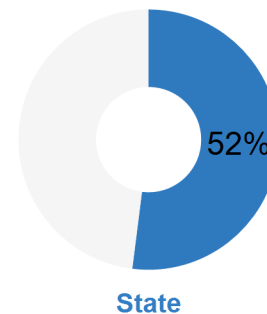
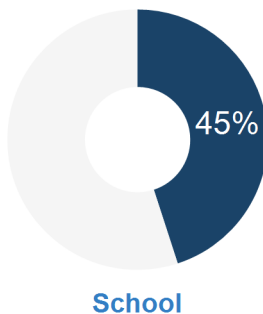
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**Visual and Performing Arts – Course Participation**

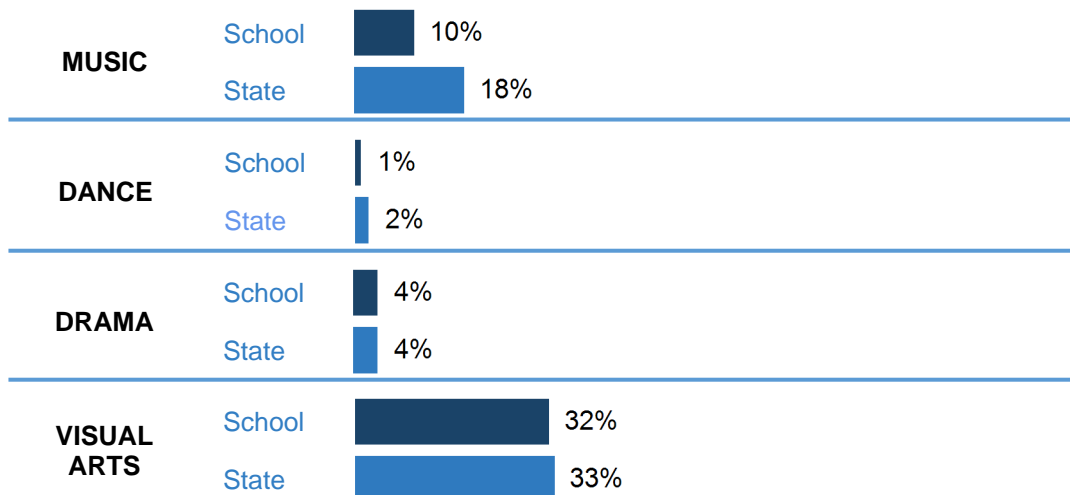
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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

**Graduation Rates**

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	79.1%	90.5%	87.5%	91.8%	82.7%	85.2%	Not Met	89.0%	89.3%	Not Met
White	82.4%	94.5%	89.5%	95.1%	89.5%	**	**	94.1%	**	**
Hispanic	79.0%	84.3%	87.6%	86.3%	82.9%	84.9%	Not Met	88.8%	89.5%	Not Met
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	80.9%	83.9%	87.8%	85.6%	83.4%	87.7%	Not Met	90.5%	92.1%	Not Met
Students with Disabilities	70.5%	78.8%	77.4%	82.1%	71.4%	80.0%	Not Met	80.6%	85.3%	Not Met
English Learners	61.3%	76.1%	76.8%	79.7%	67.7%	69.3%	Not Met	79.0%	70.7%	Met Target
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

**Graduation Rate Trends**

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

Class of	4-Year Rate	5-Year Rate
2017	79.1%	-
2016	82.7%	87.5%
2015	84.7%	89.0%

**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	0.1%	1.1%
2014-2015	0.2%	1.1%

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



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

**Postsecondary Enrollment Rates: Fall**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	62.7%	35.1%	64.9%
White	57.1%	37.5%	62.5%
Hispanic	62.9%	35.5%	64.5%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	66.8%	34%	66%
Students with Disabilities	57.1%	62.5%	37.5%
English Learners	29.2%	100%	0%

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	71.6%	48.2%	51.9%	80.4%	19.6%	96.7%	3.3%
White	68.4%	15.4%	84.6%	61.5%	38.5%	92.3%	7.7%
Hispanic	72.1%	50.2%	49.8%	81.4%	18.6%	97.2%	2.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	74.6%	47.7%	52.3%	78%	22%	96.3%	3.7%
Students with Disabilities	58.9%	63.6%	36.4%	81.8%	18.2%	93.9%	6.1%
English Learners	53.6%	80%	20%	86.7%	13.3%	100%	0%



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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

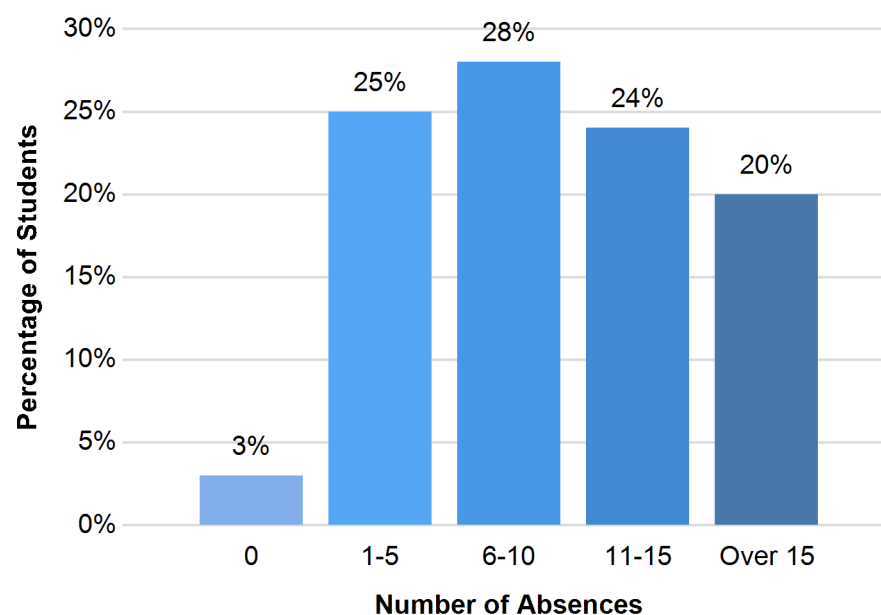
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.60	14.30	Not Met
White	8.00	14.30	Met Target
Hispanic	14.90	14.30	Not Met
Black or African American	20.00	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.60	14.30	Met Target
Students with Disabilities	27.40	14.30	Not Met
English Learners	8.90	14.30	Met Target

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

### Days Absent

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



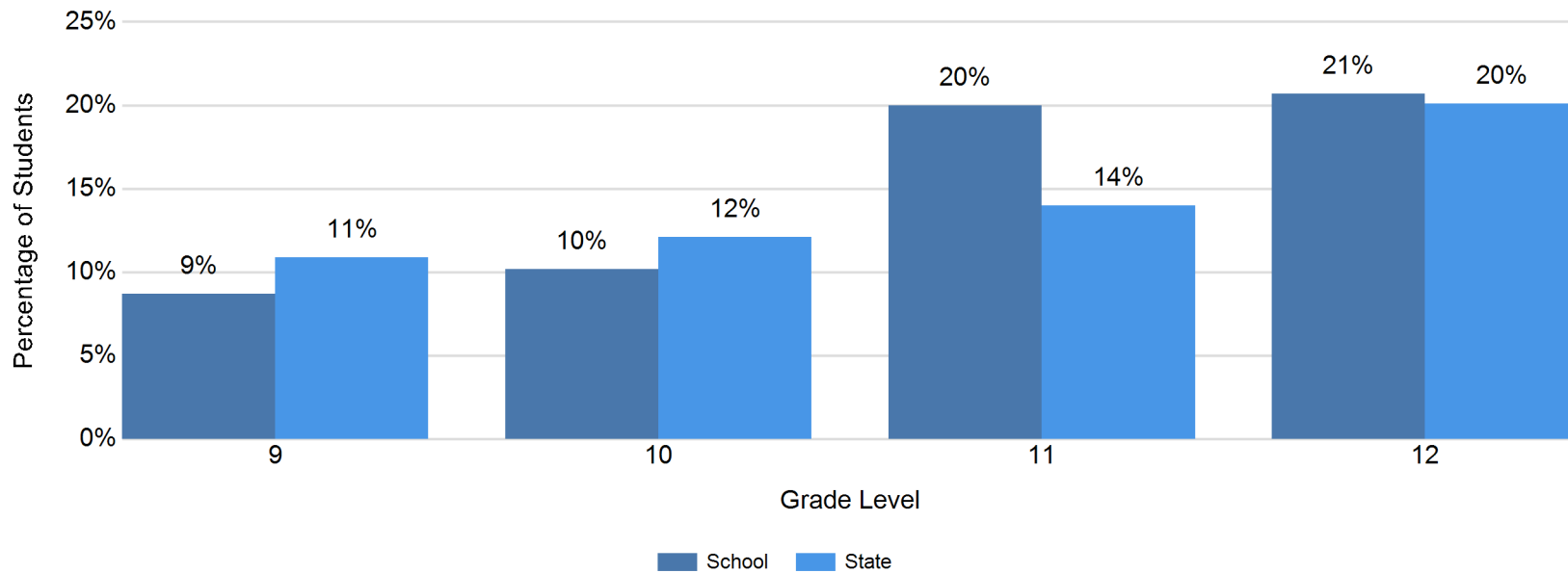


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 36 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	9
Vandalism	1
Weapons	3
Substances	12
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	1.45

**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	7.9%
Any Suspension	7.9%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	116.8 kbps	100 kbps	Yes	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)	\$887	\$12,605	\$13,492



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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	150	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	13.1	10.5
Teachers in district for 4 or more years	83%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,506
Average years experience in public schools	22.9	15.9
Average years experience in district	21.8	11.6
Administrators in district for 4 or more years	95%	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	15:1
Administrators	386:1	199:1
Librarian/Media Specialists		1223:1
Nurses		778:1
Counselors		1070:1
Child Study Team		245:1



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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.

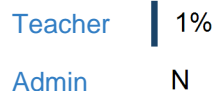
**Bachelor's Degree**



**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	91%	89%
2015-16 Administrators: Same district 2016-17	89%	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	22.7	17.5%
Mathematics Proficiency	30.4	17.5%
Graduation - 4-Year	15.8	25.0%
Graduation - 5-Year	26.8	25.0%
Chronic Absenteeism	43.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		26.4
<b>Summative Rating:</b> Percentile rank of Summative Score		19.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 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	26.4	6.2	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
White	**	**	No	Not Met	Met Target†	Met Target	**	**	No
Hispanic	40.1	6.2	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	53.7	6.2	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
Students with Disabilities	35.1	6.2	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
English Learners	42.5	6.2	No	Not Met	Not Met	Met Target	Not Met	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Wohlrab	<b>Email Address:</b>	<a href="mailto:swohlrab@wnyschools.net">swohlrab@wnyschools.net</a>
<b>Address:</b>	5501 PARK AVE WEST NEW YORK, NJ 07093-3523	<b>Website:</b>	<a href="http://www.wnyschools.net/district/mhs/">http://www.wnyschools.net/district/mhs/</a>
<b>Phone:</b>	(201)553-4110		

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Started a STEAM Club</li> <li>• 23 college level courses</li> <li>• Varsity baseball team and the boys cross country team won the county championship in 2016</li> </ul>
 <b>Mission, Vision, Theme:</b>	-Memorial High School Mission Statement- We teachers, administrators, parents, and community members are stakeholders who commit ourselves to helping students develop the necessary academic and social skills needed to achieve their goals, and provide a safe learning atmosphere that fosters positive interactions in a culturally diverse, global environment.
 <b>Awards, Recognition, Accomplishments:</b>	-2017 New Jersey Future Educators Association Student Achievement Award -Joel Mallah Crystal Heart Apple Award -High School Honors Performance Series at Carnegie Hall -Innovation and Invention Award for Performing Arts - Outstanding Achievement in Scholarship and Directorial Insight -Top Honors and Judges Awards at the HCATA Performance Festival -New Jersey Association Healthcare volunteer resource Professionals Vital Link Scholarship







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>AP Courses- Biology, Calculus. Chemistry, French, Italian, Language and Composition, Literature and Composition, Spanish, Spanish Literature, Us History SUPA Courses- American History, Calculus, College Learning Strategies, Entrepreneurship, Gender &amp; literacy, Intermediate Italian, Public Speaking, Sociology, Web Design, Writing After School Activities- STEAM Club, Tutoring, AP extended class, Extended Day Library, Technology Committee,</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Football (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>Disqualification free for all sports in 2017-2018 school year -Girls Tennis qualified for NJSIAA Tournament -Boys Soccer qualified for NJSIAA Tournament -Boys Cross Country 2017 Hudson County Champions -Hudson County Cross Country Coach of the Year -Boys Basketball qualified for NJSIAA Tournament -2017 Hudson County Baseball Champions -2017 Hudson County Baseball Player of the Year -Baseball qualified for NJSIAA Tournament -Softball qualified for NJSIAA Tournament</p>
 <p><b>Clubs and Activities:</b></p>	<p>Student Council, National Honor Society, Band, TIGS, Dance, Acting, Chess, Drama Club, Italian Club, Video Club, Spanish Club, Math Club, MOMs, Peer, Art-Photography Club, Yearbook, Chorus, Nova, GSA, Future Business Business Leaders Club, STEAM Club</p>
 <p><b>Before and After School Programs:</b></p>	<p>-Memorial High School offers tutoring for students after school for Math, Science, Language Arts and History. Certified teachers are available 3 days a week for an hour for students to "drop in". -Memorial also has a HealthCorp coordinator on campus for the past two years. The coordinator runs programs after school that promotes healthy living. -Memorial offers an extended day library that offers the students the opportunity to use the library before and after-school. -Open computer lab.</p>








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

 <p><b>Staff and Professional Learning:</b></p>	<p>-The first two days of the school year are dedicated to staff development. -Once a month the district has Professional Learning Seminars. They are 2 hours in length and vary from school based, district based and department based. -The technology committee offers a help desk every week and a PD class during the day once a month. -Teachers have common planning everyday where they share best practices.</p>
 <p><b>Postsecondary Information:</b></p>	<p>-All sophomores and juniors take the PSAT -Annual college fair is held every October -Staff and students use Naviance -SAT classes are offered to Juniors</p>
 <p><b>Student Supports and Services:</b></p>	<p>-Six guidance counselors assist students in need academically and emotionally -Two school social workers for emotional support -Four person child study team -Two school nurses -Two school disciplinarians that help students when in need. -SAC for substance abuse needs -I&amp;RS team for 9th grade and one for 10th,11th and 12th -504 team</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Memorial High School follows the Alliance for Healthier School guidelines. -All snacks must be approved by the Alliance guidelines. -All students have Physical Education class everyday. -All seniors are CPR certified. -A HealthCorps coordinator on campus everyday that works with students on healthy life choices -After school cooking club -Food and you elective class promotes healthy living -Annual health fair that brings in outside resources</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>-Operation of Parents and Faculty have meetings once a month. They have workshops and fundraisers to assist the school. -Memorial High School has events such as plays, concerts, OPF meeting, sporting events, workshops, guest speakers -Parents have access to the parent portal to see their students grades. -Students are able to see what events are upcoming with the school website -There is a weekly newsletter sent out electronically</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.



Facilities:

-All the science labs were updated last summer. -All rooms have access points for wireless capability -The auditorium was recently renovated. -The main gymnasium recently had new bleachers put in.



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School Narrative

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



Other Information:

Memorial High School is located between the Lincoln Tunnel and the George Washington Bridge. Memorial overlooks New York City in the town of West New York, NJ. The city is an urban setting, with a high percentage of lower income families. Many of our 1,900 students receive free or reduced lunch. Over the past years teaching techniques have changed in order to keep up with the latest education trends. Technology has changed the way educators deliver the curriculum. All of the teachers receive at least 2 hours PD every month to stay current with best practices and the newest trends in education. The curriculum is challenging and always being scrutinized to ensure that our graduates are prepared for college and life. Supervisors, administrators, central office and teachers have revised the curriculum to insure it aligns with all State and Federal guidelines. Memorial is not only thriving academically, but also meets the students' social and physical needs. There are numerous groups, organizations, clubs and athletics that are in place to ensure that all students have the ability to find an activity to participate in. Memorial High School has a partnership with HealthCorps, a non profit organization. A HealthCorps coordinator is assigned to Memorial High school to help educate students and staff in making healthy life choices. This partnership is evidence that Memorial High School and the West New York Board of Education places a great deal of importance on the student's' well-being and on promoting healthy lifestyles.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	117	126	109
1	116	120	120
2	118	115	121
3	86	117	106
4	93	108	105
5	101	105	106
6	78	101	97
Ungraded	15	16	14
Total	724	808	778

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	51%	51%
Male	49%	49%	49%
Economically Disadvantaged Students	88%	91%	92%
Students with Disabilities	8%	10%	12%
English Learners	23%	26%	25%
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
Hispanic	96.4%
White	2.6%
Black or African American	0.6%
Asian	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	120	126	109

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
Spanish	81.1%
English	18.0%
Other	1.0%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	378	100.0	34.70	41.20	54.90	34.7	36.9	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	370	100.0	34.30	40.30	39.80	34.3	36.4	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	61.70	80.70	N	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	190	100.0	42.70	47.60	62.20	42.7		
Male	188	100.0	26.60	35.30	48.10	26.6		
Economically Disadvantaged Students	321	100.0	33.00	40.00	36.20	33	36.1	Met Target†
Non-Economically Disadvantaged Students	57	100.0	43.90	43.90	65.80	43.9		
Students with Disabilities	61	100.0	*	13.30	20.50	*	9.5	Met Target†
Students without Disabilities	317	100.0	*	46.40	61.90	*		
English Learners	65	100.0	12.30	10.40	25.20	12.3	14.5	Met Target†
Non-English Learners	313	100.0	39.30	47.50	57.40	39.3		
Homeless Students	N	N	N	100.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	727	737	749	26%	*	28%	24%	*	25%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	97	726	733	734	27%	*	29%	24%	*	25%	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	58	735	739	754	*	*	26%	*	*	35%	55%
Male	41	715	734	745	*	*	32%	*	*	12%	46%
Economically Disadvantaged Students	86	727	735	731	*	*	*	*	*	22%	31%
Non-Economically Disadvantaged Students	13	726	741	762	*	*	*	*	*	46%	63%
Students with Disabilities	12	701	*	720	*	*	*	*	*	*	24%
Students without Disabilities	87	730	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	102	733	743	753	*	20%	42%	25%	*	27%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	100	734	743	740	*	20%	42%	25%	*	27%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	42	738	747	758	*	24%	41%	24%	*	29%	61%
Male	60	730	740	749	*	17%	43%	25%	*	25%	51%
Economically Disadvantaged Students	89	733	742	737	*	*	*	*	*	27%	36%
Non-Economically Disadvantaged Students	13	738	746	764	*	*	*	*	*	23%	69%
Students with Disabilities	18	714	720	725	*	*	*	*	*	*	25%
Students without Disabilities	84	738	747	759	*	*	*	*	*	*	62%
English Learners	10	704	706	711	*	*	*	*	*	*	10%
Non-English Learners	92	737	747	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	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	740	746	756	12%	15%	26%	47%	0%	47%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	93	740	745	743	12%	15%	26%	47%	0%	47%	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	49	745	752	761	*	*	22%	57%	0%	57%	66%
Male	44	735	740	750	*	*	30%	36%	0%	36%	53%
Economically Disadvantaged Students	77	739	744	740	*	*	*	*	0%	46%	40%
Non-Economically Disadvantaged Students	16	747	750	765	*	*	*	*	0%	56%	71%
Students with Disabilities	15	707	*	725	*	*	*	*	*	*	22%
Students without Disabilities	78	747	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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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	80	743	743	752	*	*	38%	43%	0%	43%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	76	743	743	740	*	*	40%	41%	0%	41%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	40	747	748	758	*	*	40%	50%	0%	50%	61%
Male	40	740	739	746	*	*	35%	35%	0%	35%	46%
Economically Disadvantaged Students	65	744	743	737	*	*	*	*	0%	42%	34%
Non-Economically Disadvantaged Students	15	739	743	761	*	*	*	*	0%	47%	65%
Students with Disabilities	11	718	*	722	*	*	*	*	0%	18%	17%
Students without Disabilities	69	747	*	758	*	*	*	*	0%	46%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

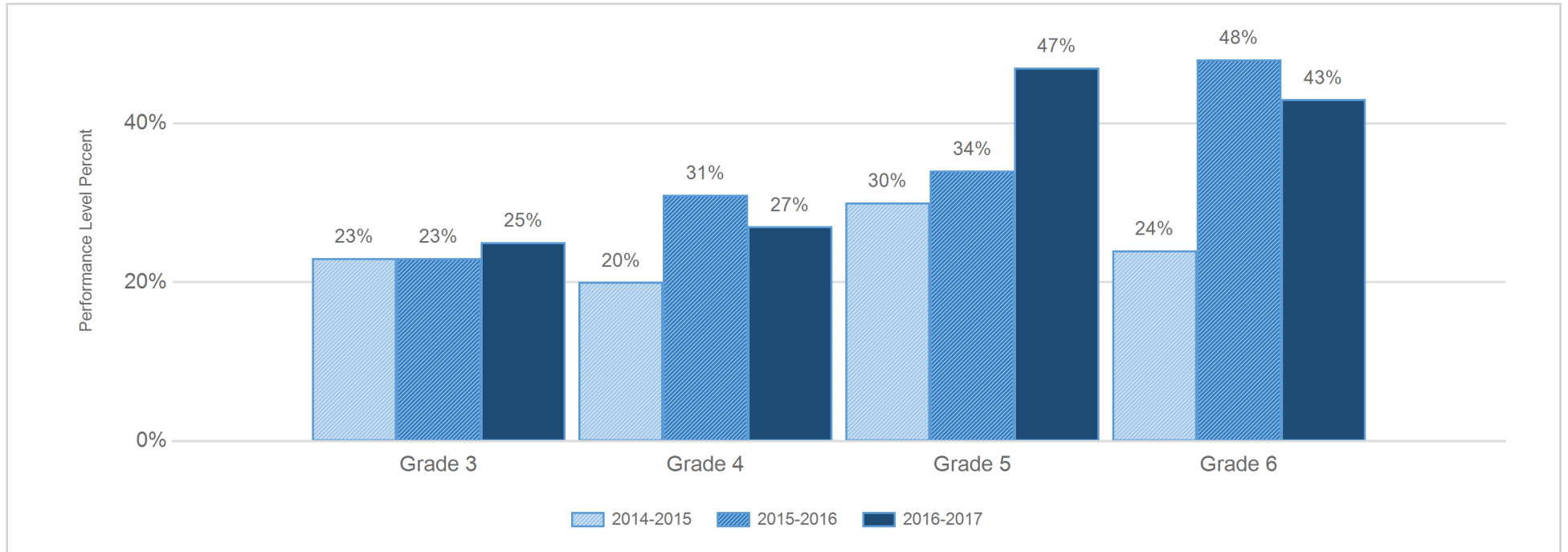


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**English Language Arts/Literacy Assessment - Performance Trends**

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	380	100.0	27.90	31.50	43.50	27.9	31.3	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	372	100.0	27.70	30.40	27.60	27.7	30.9	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	67.70	75.60	N	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	191	100.0	29.30	32.90	44.10	29.3		
Male	189	100.0	26.50	30.20	42.90	26.5		
Economically Disadvantaged Students	321	100.0	28.00	31.30	25.10	28	30.9	Met Target†
Non-Economically Disadvantaged Students	59	100.0	27.10	31.90	54.30	27.1		
Students with Disabilities	61	100.0	*	12.40	16.50	*	16.8	Not Met
Students without Disabilities	319	100.0	*	35.10	48.80	*		
English Learners	67	100.0	16.40	*	23.30	16.4	17.6	Met Target†
Non-English Learners	313	100.0	30.40	*	45.20	30.4		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	108	735	743	751	*	32%	24%	33%	*	35%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	106	734	741	738	*	32%	25%	33%	*	35%	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	61	738	744	751	*	30%	23%	36%	*	39%	52%
Male	47	730	742	751	*	36%	26%	30%	*	30%	53%
Economically Disadvantaged Students	93	734	743	736	*	*	*	*	*	34%	34%
Non-Economically Disadvantaged Students	15	736	745	761	*	*	*	*	*	40%	65%
Students with Disabilities	12	714	*	729	*	*	*	*	*	17%	29%
Students without Disabilities	96	737	*	755	*	*	*	*	*	38%	57%
English Learners	17	705	720	724	*	*	*	*	*	*	21%
Non-English Learners	91	740	746	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	104	731	738	747	10%	32%	37%	22%	0%	22%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	101	731	737	734	10%	31%	37%	23%	0%	23%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	44	732	737	747	*	36%	30%	25%	*	25%	47%
Male	60	730	738	747	*	28%	42%	20%	*	20%	48%
Economically Disadvantaged Students	89	731	737	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	15	730	739	757	*	*	*	*	*	13%	61%
Students with Disabilities	18	716	721	724	*	*	*	*	*	11%	22%
Students without Disabilities	86	734	740	751	*	*	*	*	*	24%	52%
English Learners	12	720	723	716	*	*	*	*	*	17%	12%
Non-English Learners	92	732	739	749	*	*	*	*	*	23%	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	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	731	739	747	*	30%	36%	22%	*	23%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	99	731	739	735	*	30%	35%	22%	*	23%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	54	730	740	747	*	28%	37%	20%	*	22%	47%
Male	46	732	739	746	*	33%	35%	24%	*	24%	46%
Economically Disadvantaged Students	83	731	739	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	17	731	741	756	*	*	*	*	*	29%	59%
Students with Disabilities	15	709	*	725	*	*	*	*	*	*	19%
Students without Disabilities	85	734	*	751	*	*	*	*	*	*	52%
English Learners	16	714	713	717	*	*	*	*	*	13%	12%
Non-English Learners	84	734	742	748	*	*	*	*	*	25%	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
<b>Schoolwide</b>	92	730	737	743	13%	24%	40%	23%	0%	23%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	88	730	737	731	14%	24%	41%	22%	0%	22%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	43	732	739	745	*	*	47%	*	*	19%	45%
Male	49	729	736	742	*	*	35%	*	*	27%	43%
Economically Disadvantaged Students	74	731	737	728	*	*	37%	*	0%	24%	24%
Non-Economically Disadvantaged Students	18	729	737	752	*	*	56%	*	0%	17%	56%
Students with Disabilities	11	720	*	717	*	*	*	*	*	*	13%
Students without Disabilities	81	732	*	748	*	*	*	*	*	*	50%
English Learners	18	708	707	710	*	*	*	*	*	11%	*
Non-English Learners	74	736	742	745	*	*	*	*	*	26%	*
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.

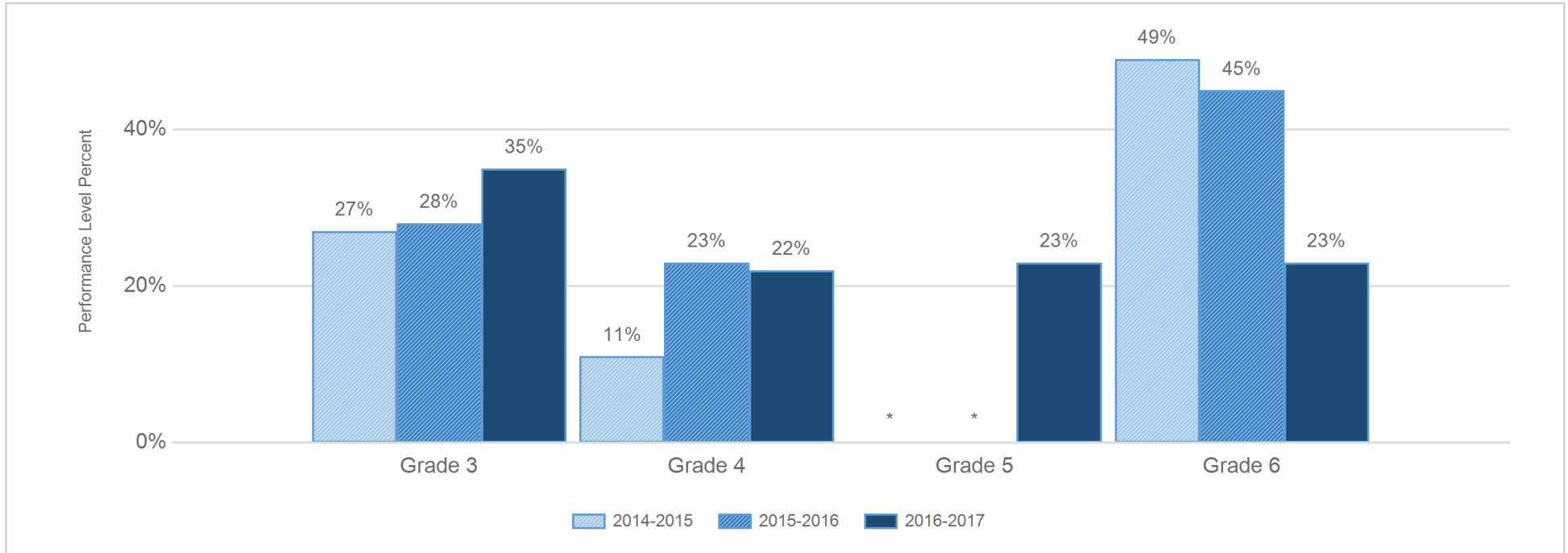


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**Mathematics Assessment – Performance Trends**

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
3	*	*
4	N	N
5	*	*
6	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	66	*	*
2	69	*	*
3	48	*	*
4	*	*	*
5+	*	*	*



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

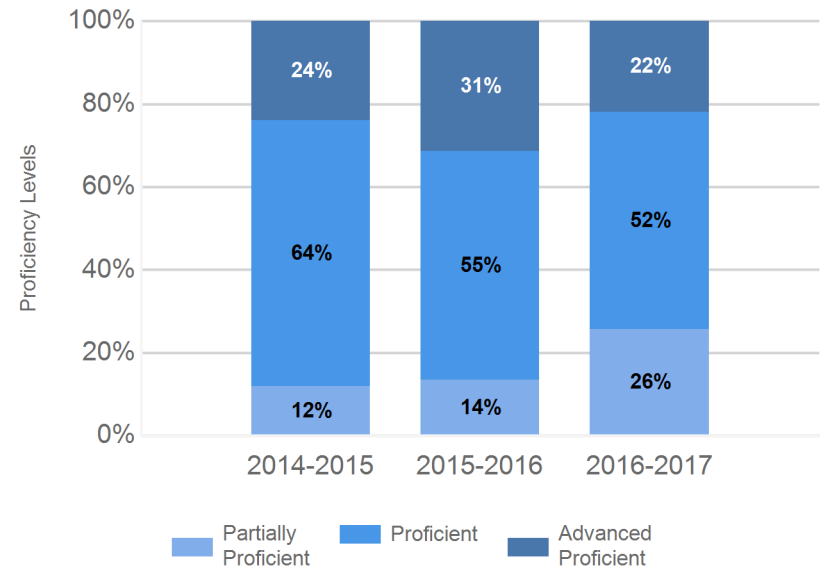
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	22%	52%	26%
White	N	N	*
Hispanic	22%	53%	24%
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	N	N	N
Economically Disadvantaged Students	23%	52%	26%
Students with Disabilities	N	63%	37%
English Learners	18%	55%	27%

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

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	49	50	Met Target	55.5	42	50	Met Target
White	*	39	50	**	*	27.5	52	**
Hispanic	58.5	49	49	Met Target	55	42	47	Met Target
Black or African American	*	56	45	**	*	33	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	55.5	49	47	Met Target	56	42	46	Met Target
Students with Disabilities	47.5	44	41	Met Target	43	33	43	Met Target
English Learners	72	52.5	53	Exceeds Target	64	48	51	Exceeds Target

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



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

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

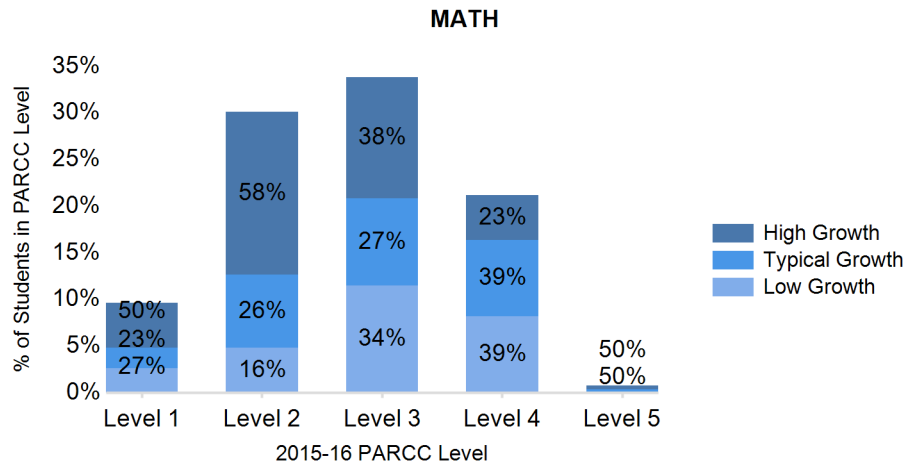
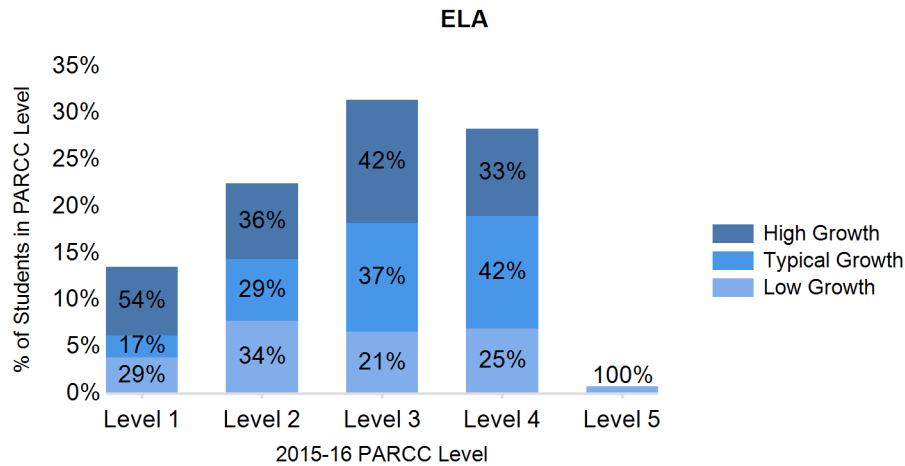
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

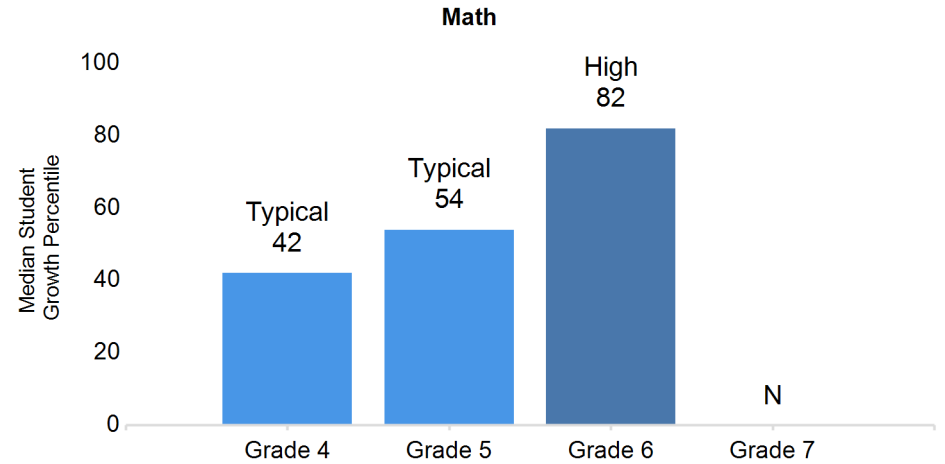
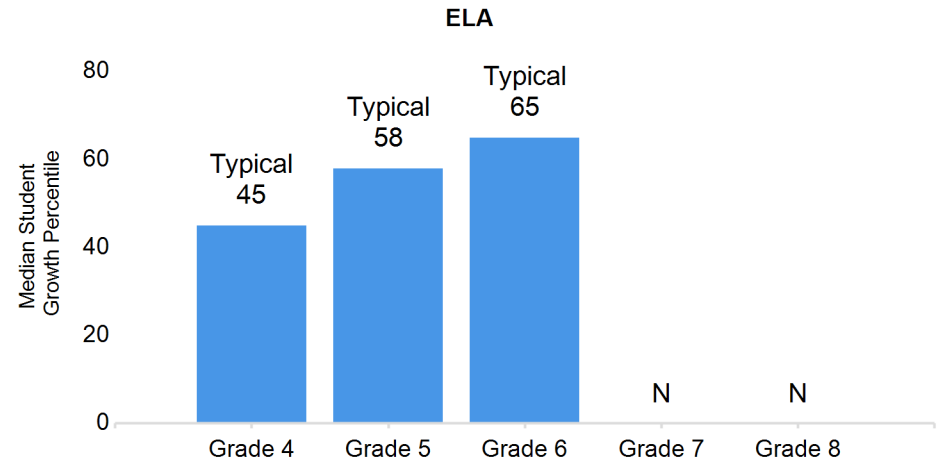
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

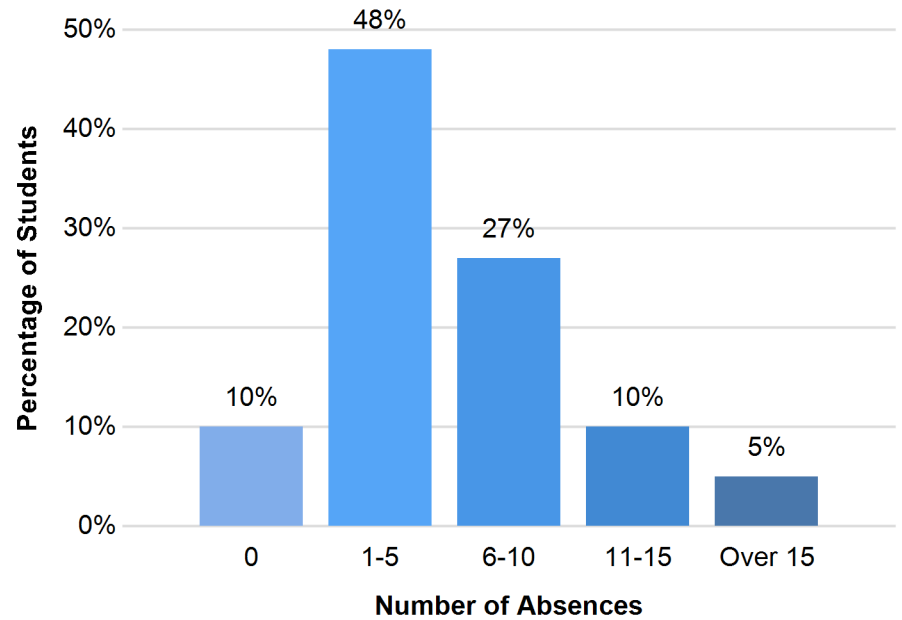
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	8.30	Met Target
White	N	**	**
Hispanic	3.30	8.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.80	8.30	Met Target
Students with Disabilities	4.30	8.30	Met Target
English Learners	5.20	8.30	Met Target

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

**Days Absent**

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





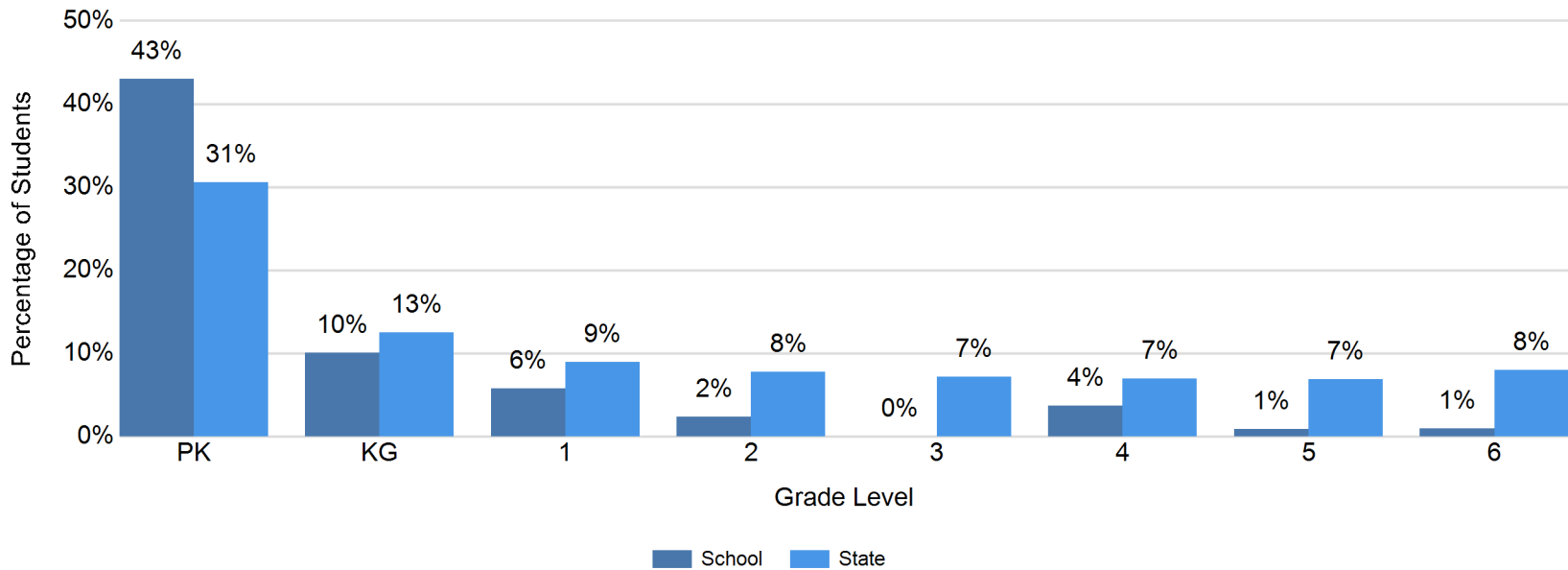
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Chronic Absenteeism by Grade

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





### 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	2:45PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 14 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.39

### 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	0.4%
Any Suspension	0.4%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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**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	1.7:1	116.8 kbps	100 kbps	Yes	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)	\$887	\$12,605	\$13,492



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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	47	120,724
Average years experience in public schools	14.6	11.8
Average years experience in district	14.0	10.5
Teachers in district for 4 or more years	92%	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	43	9,506
Average years experience in public schools	22.9	15.9
Average years experience in district	21.8	11.6
Administrators in district for 4 or more years	95%	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	17:1	15:1
Administrators	389:1	199:1
Librarian/Media Specialists		1223:1
Nurses		778:1
Counselors		1070:1
Child Study Team		245:1



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

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

**Teachers:** All classroom teachers

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

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

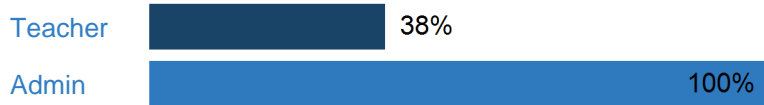
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	89%	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	95%



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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	14.9	17.5%
Mathematics Proficiency	21.2	17.5%
English Language Arts Growth	81.2	25.0%
Mathematics Growth	70.2	25.0%
Chronic Absenteeism	88.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		57.4
<b>Summative Rating:</b> Percentile rank of Summative Score		61.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	64.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	68.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	50.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
English Learners	63.9	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Lopez	<b>Email Address:</b>	<a href="mailto:nlopez@wnyschools.net">nlopez@wnyschools.net</a>
<b>Address:</b>	5401 HUDSON AVE WEST NEW YORK, NJ 07093-2617		
<b>Phone:</b>	(201)553-4080		

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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Our school houses general, bilingual, special ed., and a lower and upper passes program for recently arrived students</li> <li>• Promoting leadership skills, building self esteem and character is the goal of the Peer, Hope and Lotus programs.</li> <li>• Technology is a great part of our school with all students 4th-6th grade utilizing 1:1 Chromebooks.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Public School Number 5's vision is to work with parents, teachers, community and outside agencies to educate the whole child.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>We are proud to be part of the Jump Rope for Heart and Hoops for Heart, in which our students join an exciting fundraising event where they learn heart healthy skills, have fun jumping rope or shooting hoops and raising money for the American Heart Association. We have participated in the the Fuel Up to Play 60, in which students are encouraged to be active and healthy participants through football physical skills.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Our 1st and 2nd grade classes have been looping grade levels. This has enabled the students to build relationships with their peers and teachers. This has created a strong bond with parents and vice-versa allowing teachers to address the students strengths and weaknesses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>Extra-curricular areas are significant and essential in creating a balanced environment for our students. This is why we offer; Basketball, and Volleyball to both boys and girls, multi-cultural activity to celebrate our diverse community; literacy fitness to encourage good health; and a wellness committee to encourage good eating habits.</p>
 <p>Clubs and Activities:</p>	<p>Public School No. 5 is proud to offer our students a Peer Mediation Club, Chorus, Band and a fitness club.</p>
 <p>Before and After School Programs:</p>	<p>We offer Language arts, Mathematics, Special Ed., and Bilingual classes which are all taught by highly certified staff members. In addition to traditional academics, we offer a Robotics program, a CSI program, Computer open access and a Peer Leadership program. These areas are essential in creating a balance environment to our students.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>We offer our staff Common planning time period three times a week to discuss different professional development opportunities. Staff are also provided with 10 monthly professional development opportunity by the District. We also provide a common prep for our staff to have the opportunity to discuss, prepare and share best practices with their peers.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Public School No. 5 houses two kindergarten bilingual classes, first through six grade bilingual classes and a lower and upper passes program for students who have recently arrived in the country. We also offer ESL for those students who need that support. We offer a bilingual after school program for all grades, excluding kindergarten. We also house a bilingual facilitator who screens newcomers with the WIDA test for language proficiency.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our school proudly offers physical education classes, a wellness fitness program, and provides nutritious breakfast and lunch daily to promote health and wellness.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We provide our parents access to the district website and student's progress through a Parent Portal. Parents can come to the school's main office to pick up the access code. We also provide parent monthly meetings though Title 1 funds.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Our School Improvement Panel Committee designed a survey to ask parents, students and teachers about the school climate. We then used the information to improve upon all areas.</p>
 <p>Facilities:</p>	<p>Our school is one hundred years old. This being said, we are fortunate to have a state of the arts Media Center, a fully equipped Science Laboratory, "Promethean Boards" in all the classrooms, Currently, we have two computer labs and our 1:1 Chromebook initiative is in grades 4th-6th.</p>



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School Narrative

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We are committed to preparing students to become lifelong learners by challenging them intellectually, helping them grow socially, encouraging them to lead healthy lives and becoming responsible members of society. We are proud of our students, teachers, support staff members, and surrounding community. Please stop by and see us. Our doors are always open.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	135	127	111
1	139	124	126
2	129	128	136
3	96	126	123
4	105	108	133
5	108	108	110
6	94	115	114
Ungraded	34	33	35
<b>Total</b>	<b>840</b>	<b>869</b>	<b>888</b>

**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%	50%	47%
Male	51%	50%	53%
Economically Disadvantaged Students	78%	85%	82%
Students with Disabilities	12%	13%	13%
English Learners	17%	21%	21%
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
Hispanic	92.1%
White	6.1%
Asian	1.0%
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	131	127	111

**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
Spanish	74.4%
English	24.2%
<i>Other</i>	1.2%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	374	99.8	41.70	41.20	54.90	41.7	43.9	Met Target†
White	20	95.2	70.00	*	63.90	70	N	N
Hispanic	352	100.0	40.40	40.30	39.80	40.4	42.8	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	191	100.0	46.60	47.60	62.20	46.6		
Male	183	99.5	36.60	35.30	48.10	36.6		
Economically Disadvantaged Students	277	99.7	42.20	40.00	36.20	42.2	43.3	Met Target†
Non-Economically Disadvantaged Students	97	100.0	40.20	43.90	65.80	40.2		
Students with Disabilities	64	98.6	20.40	13.30	20.50	20.4	22	Met Target†
Students without Disabilities	310	100.0	46.10	46.40	61.90	46.1		
English Learners	54	100.0	13.00	10.40	25.20	13	23.7	Not Met
Non-English Learners	320	99.7	46.60	47.50	57.40	46.6		
Homeless Students	N	N	N	100.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	736	737	749	*	28%	34%	26%	*	28%	50%
White	12	752	751	759	*	*	*	*	0%	58%	61%
Hispanic	94	735	733	734	*	30%	35%	22%	*	25%	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	61	736	739	754	*	28%	33%	28%	*	30%	55%
Male	46	737	734	745	*	28%	35%	24%	*	26%	46%
Economically Disadvantaged Students	80	737	735	731	*	*	*	*	*	28%	31%
Non-Economically Disadvantaged Students	27	735	741	762	*	*	*	*	*	30%	63%
Students with Disabilities	15	719	*	720	*	*	*	*	*	*	24%
Students without Disabilities	92	739	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	747	743	753	*	9%	32%	44%	*	51%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	108	747	743	740	*	9%	32%	44%	*	50%	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	54	750	747	758	*	*	30%	43%	*	54%	61%
Male	59	745	740	749	*	*	34%	46%	*	49%	51%
Economically Disadvantaged Students	85	748	742	737	*	*	*	46%	*	52%	36%
Non-Economically Disadvantaged Students	28	745	746	764	*	*	*	39%	*	50%	69%
Students with Disabilities	19	737	720	725	*	*	*	*	*	32%	25%
Students without Disabilities	94	749	747	759	*	*	*	*	*	55%	62%
English Learners	11	697	706	711	*	*	*	*	*	*	10%
Non-English Learners	102	753	747	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	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	743	746	756	*	19%	33%	38%	*	41%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	84	742	745	743	*	20%	33%	36%	*	39%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	45	756	752	761	*	*	31%	51%	*	56%	66%
Male	43	730	740	750	*	*	35%	23%	*	26%	53%
Economically Disadvantaged Students	62	743	744	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	26	745	750	765	*	*	*	*	*	39%	71%
Students with Disabilities	15	714	*	725	*	*	*	*	*	*	22%
Students without Disabilities	73	749	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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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	88	741	743	752	*	11%	38%	38%	*	41%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	88	741	743	740	*	11%	38%	38%	*	41%	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	46	747	748	758	*	*	37%	41%	*	48%	61%
Male	42	734	739	746	*	*	38%	33%	*	33%	46%
Economically Disadvantaged Students	58	743	743	737	*	*	33%	*	*	47%	34%
Non-Economically Disadvantaged Students	30	737	743	761	*	*	47%	*	*	30%	65%
Students with Disabilities	14	726	*	722	*	*	*	*	*	21%	17%
Students without Disabilities	74	744	*	758	*	*	*	*	*	45%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

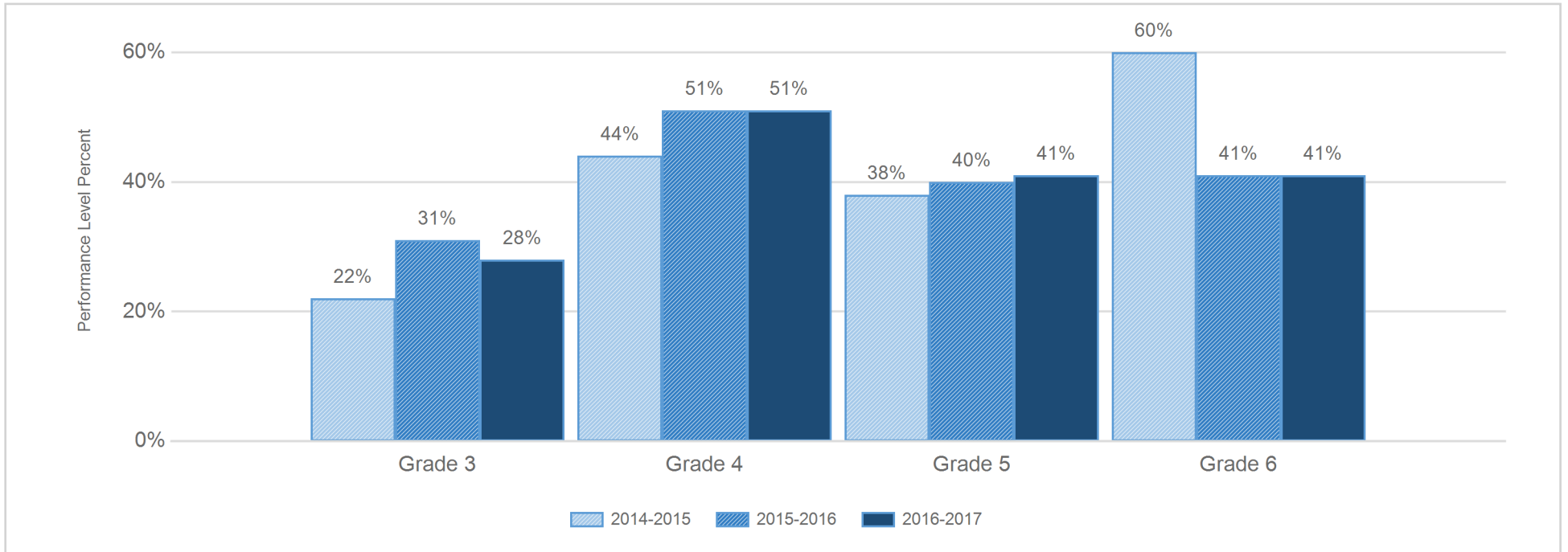


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**English Language Arts/Literacy Assessment - Performance Trends**

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	376	99.8	30.80	31.50	43.50	30.8	43.7	Not Met
White	20	95.2	40.00	*	52.40	40	N	N
Hispanic	354	100.0	30.50	30.40	27.60	30.5	43	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	192	100.0	29.60	32.90	44.10	29.6		
Male	184	99.5	32.00	30.20	42.90	32		
Economically Disadvantaged Students	279	99.7	29.00	31.30	25.10	29	43.6	Not Met
Non-Economically Disadvantaged Students	97	100.0	36.10	31.90	54.30	36.1		
Students with Disabilities	65	98.6	15.30	12.40	16.50	15.3	22	Met Target†
Students without Disabilities	311	100.0	34.10	35.10	48.80	34.1		
English Learners	55	100.0	16.40	*	23.30	16.4	30.2	Not Met
Non-English Learners	321	99.7	33.40	*	45.20	33.4		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	744	743	751	*	16%	42%	36%	*	38%	53%
White	12	747	754	759	*	0%	*	*	0%	50%	63%
Hispanic	100	744	741	738	*	17%	42%	35%	*	37%	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	63	742	744	751	*	*	48%	30%	*	32%	52%
Male	50	746	742	751	*	*	34%	44%	*	46%	53%
Economically Disadvantaged Students	83	746	743	736	*	*	42%	37%	*	40%	34%
Non-Economically Disadvantaged Students	30	739	745	761	*	*	40%	33%	*	33%	65%
Students with Disabilities	15	747	*	729	*	*	*	*	*	40%	29%
Students without Disabilities	98	743	*	755	*	*	*	*	*	38%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	119	739	738	747	*	23%	40%	33%	*	34%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	114	738	737	734	*	24%	39%	33%	*	33%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	58	737	737	747	*	28%	40%	31%	*	31%	47%
Male	61	741	738	747	*	18%	39%	34%	*	36%	48%
Economically Disadvantaged Students	88	738	737	732	*	*	*	28%	*	30%	27%
Non-Economically Disadvantaged Students	31	740	739	757	*	*	*	45%	*	45%	61%
Students with Disabilities	20	724	721	724	*	*	*	*	*	15%	22%
Students without Disabilities	99	742	740	751	*	*	*	*	*	37%	52%
English Learners	16	723	723	716	*	*	*	*	*	13%	12%
Non-English Learners	103	741	739	749	*	*	*	*	*	37%	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	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	728	739	747	*	37%	36%	19%	*	19%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	93	728	739	735	*	38%	34%	20%	*	20%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	47	733	740	747	*	32%	40%	*	*	23%	47%
Male	52	723	739	746	*	42%	33%	*	*	15%	46%
Economically Disadvantaged Students	69	727	739	732	*	*	38%	*	*	16%	27%
Non-Economically Disadvantaged Students	30	729	741	756	*	*	33%	*	*	27%	59%
Students with Disabilities	15	714	*	725	*	*	*	*	*	*	19%
Students without Disabilities	84	730	*	751	*	*	*	*	*	*	52%
English Learners	16	712	713	717	*	*	*	*	*	*	12%
Non-English Learners	83	731	742	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	*	*	*	748	*	*	*	*	*	*	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
<b>Schoolwide</b>	103	727	737	743	*	27%	37%	18%	*	19%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	102	728	737	731	*	28%	37%	19%	*	20%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	53	732	739	745	*	21%	49%	*	*	19%	45%
Male	50	722	736	742	*	34%	24%	*	*	20%	43%
Economically Disadvantaged Students	66	727	737	728	*	*	32%	*	*	21%	24%
Non-Economically Disadvantaged Students	37	728	737	752	*	*	46%	*	*	16%	56%
Students with Disabilities	14	712	*	717	*	*	*	*	*	*	13%
Students without Disabilities	89	730	*	748	*	*	*	*	*	*	50%
English Learners	24	706	707	710	*	*	*	*	*	*	*
Non-English Learners	79	734	742	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

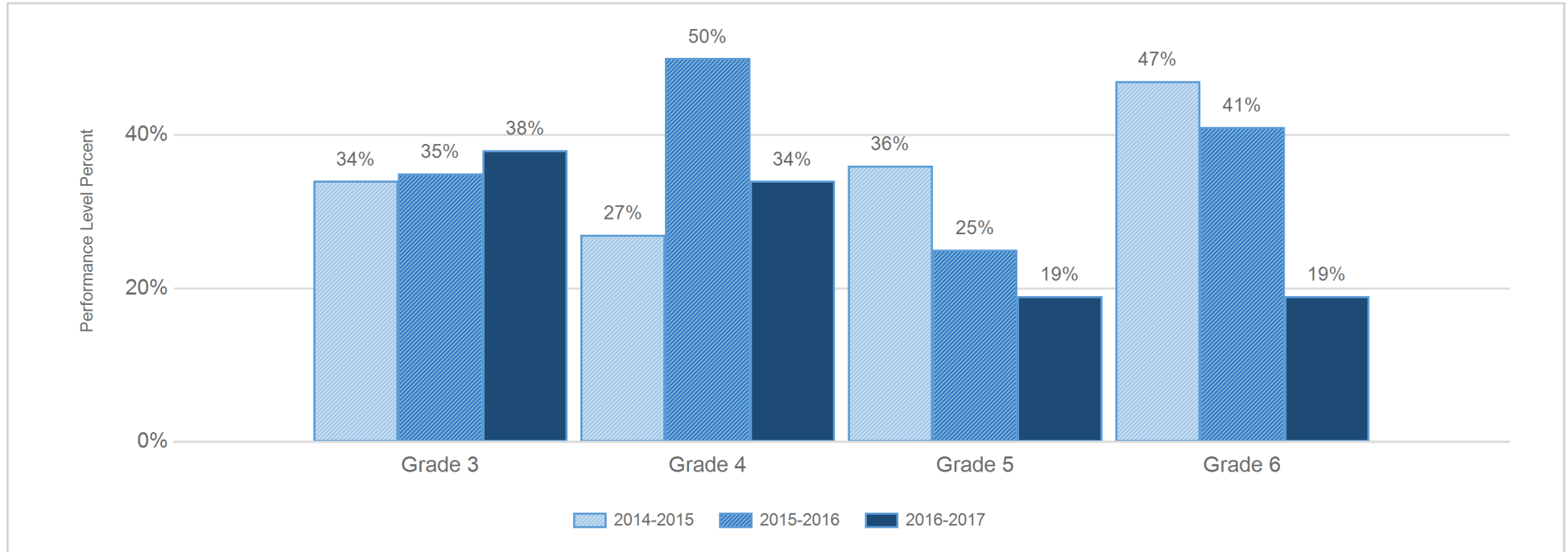


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**Mathematics Assessment – Performance Trends**

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
3	*	*
4	N	N
5	*	*
6	*	*

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	78	*	*
2	55	*	*
3	31	*	*
4	13	*	*
5+	*	*	*



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

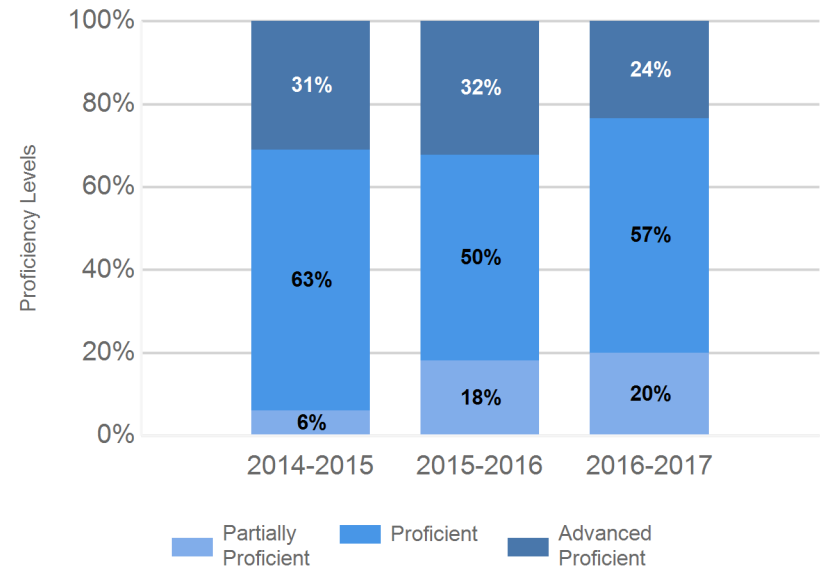
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	24%	57%	20%
White	*	*	N
Hispanic	*	*	20%
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22%	58%	20%
Students with Disabilities	6%	47%	47%
English Learners	13%	56%	31%

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

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	49	50	Met Target	35.5	42	50	Not Met
White	*	39	50	**	*	27.5	52	**
Hispanic	47	49	49	Met Target	36	42	47	Not Met
Black or African American	*	56	45	**	*	33	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	45.5	49	47	Met Target	36	42	46	Not Met
Students with Disabilities	68	44	41	Exceeds Target	30	33	43	Not Met
English Learners	56.5	52.5	53	Met Target	29	48	51	Not Met

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



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

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

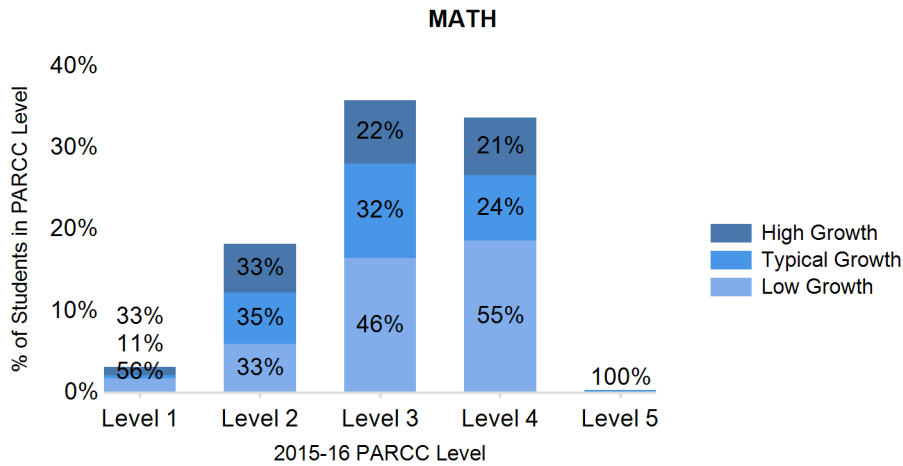
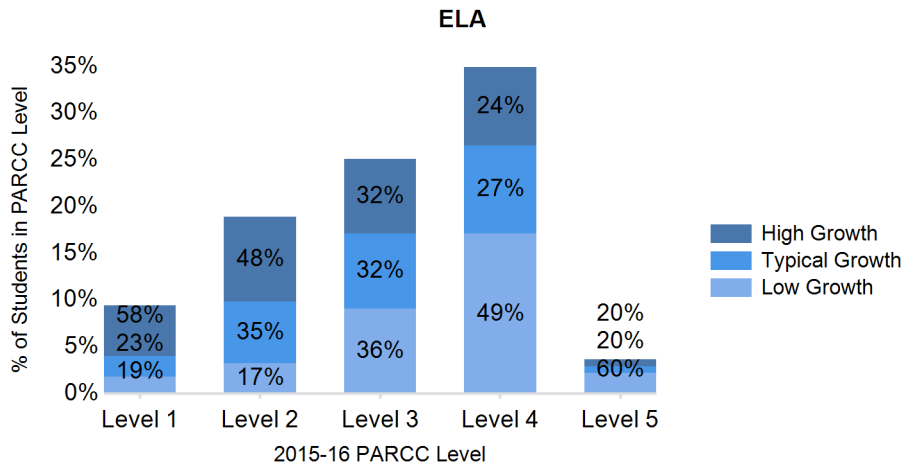
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

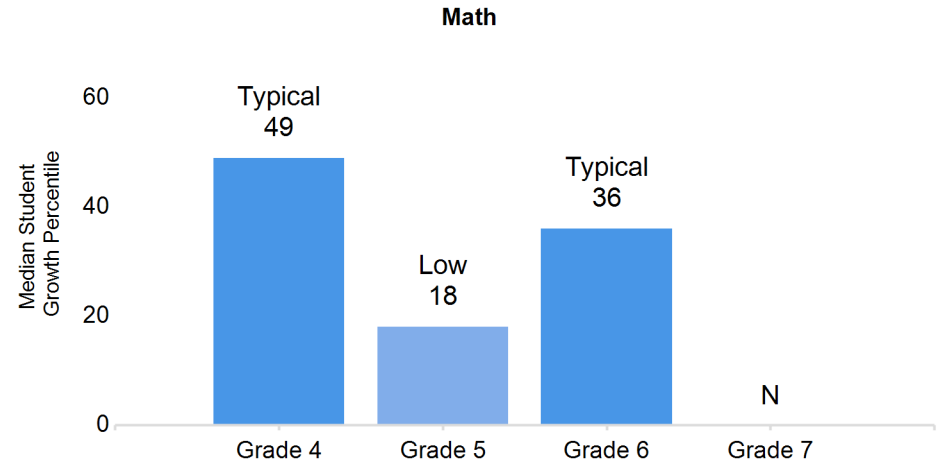
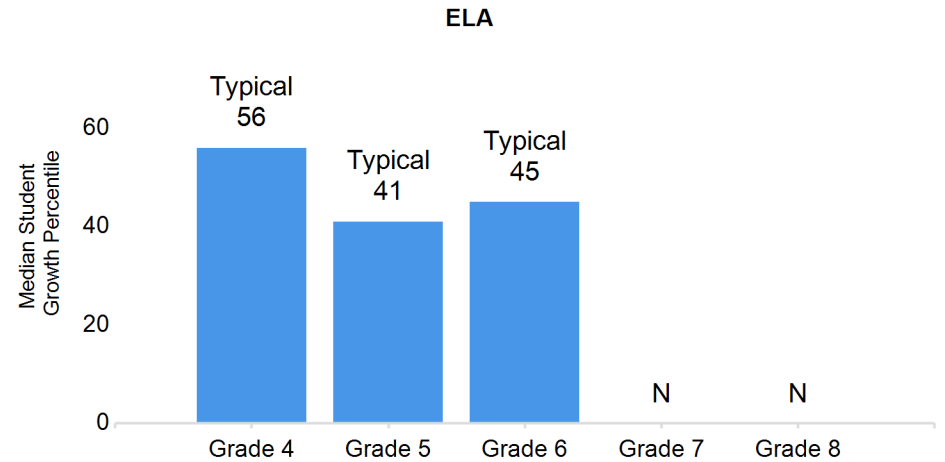
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

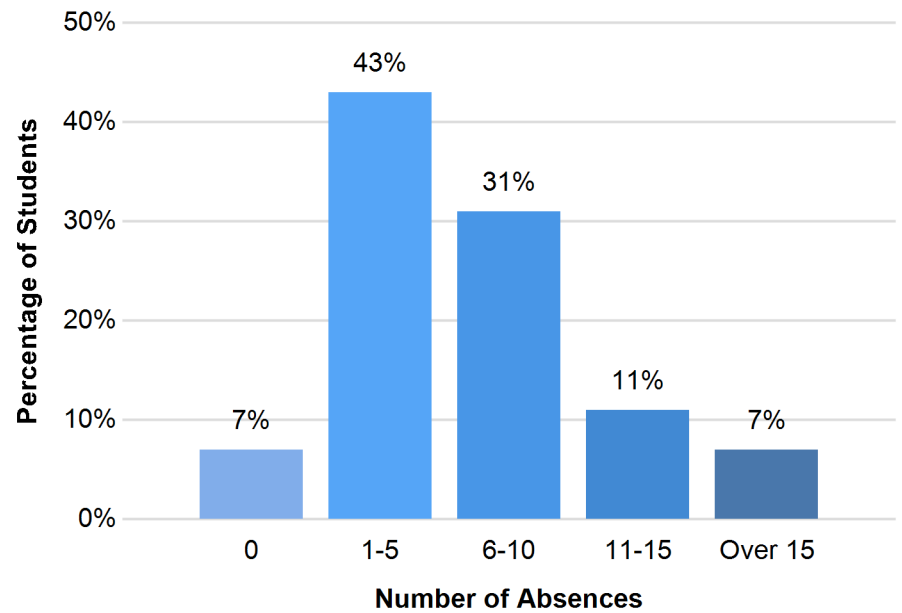
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.50	8.30	Met Target
White	3.60	8.30	Met Target
Hispanic	5.80	8.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.70	8.30	Met Target
Students with Disabilities	7.60	8.30	Met Target
English Learners	4.30	8.30	Met Target

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

**Days Absent**

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



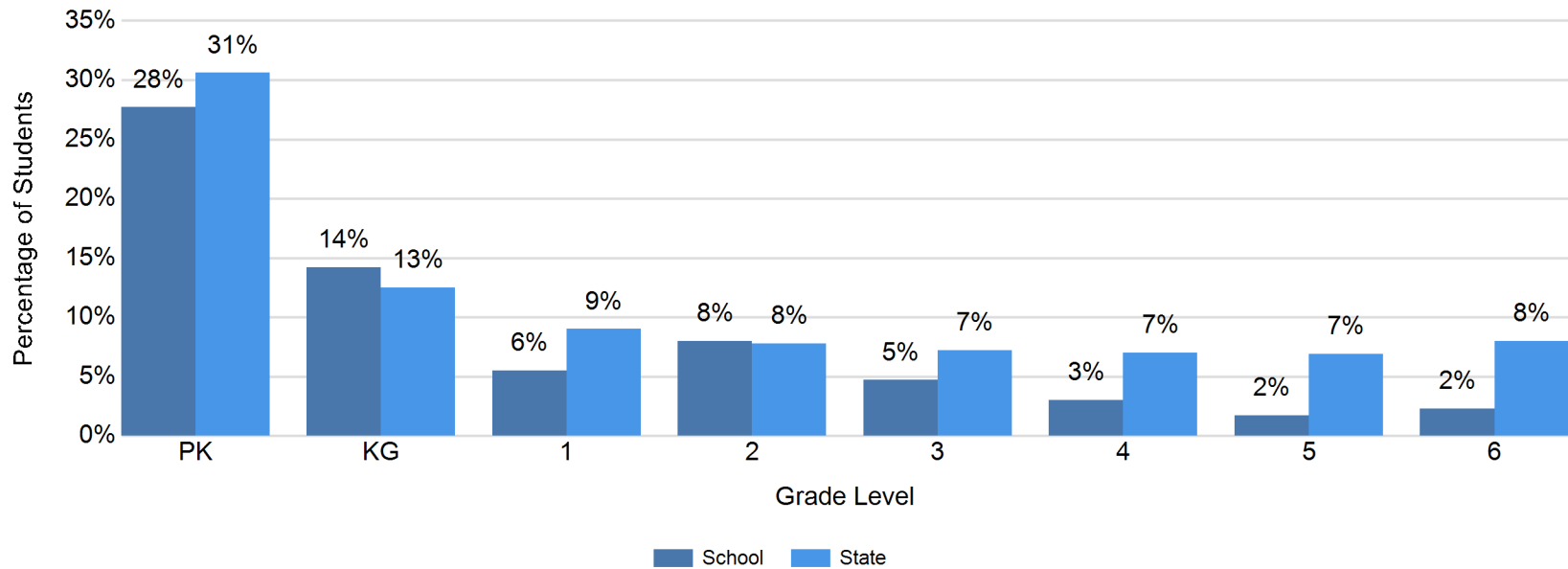


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 14 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	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.68

**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	4.6%
Out-of-School Suspensions	0.9%
Any Suspension	5.5%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	116.8 kbps	100 kbps	Yes	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)	\$887	\$12,605	\$13,492



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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	65	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	82%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,506
Average years experience in public schools	22.9	15.9
Average years experience in district	21.8	11.6
Administrators in district for 4 or more years	95%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	15:1
Administrators	444:1	199:1
Librarian/Media Specialists		1223:1
Nurses		778:1
Counselors		1070:1
Child Study Team		245:1



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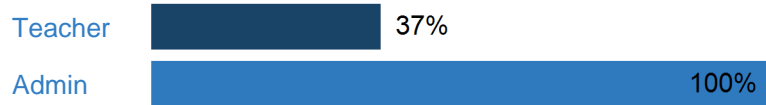
Teachers and Administrators - Level of Education

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	91%	89%
2015-16 Administrators: Same district 2016-17	89%	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	29.7	17.5%
Mathematics Proficiency	24.4	17.5%
English Language Arts Growth	54.2	25.0%
Mathematics Growth	9.0	25.0%
Chronic Absenteeism	72.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		36.1
<b>Summative Rating:</b> Percentile rank of Summative Score		27.6
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	36.1	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
White	**	**	No	N	N	Met Target	**	**	No
Hispanic	41.6	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	48.8	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	56.6	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Not Met	No
English Learners	38.1	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Calderone	<b>Email Address:</b>	<a href="mailto:acalderone@wnyschools.net">acalderone@wnyschools.net</a>
<b>Address:</b>	6129 MADISON ST WEST NEW YORK, NJ 07093-1512	<b>Website:</b>	<a href="http://www.wnyschools.net">http://www.wnyschools.net</a>
<b>Phone:</b>	(201)553-4025		

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Extended Day Programs for Math and English Language Arts in Grades 3-6</li> <li>• S.T.E.A.M. Foundations, Club Code Grade 4, Gifted and Talented Grades K-6</li> <li>• Daily presence of technology via Promethean Boards and Chromebooks</li> </ul>
 <b>Mission, Vision, Theme:</b>	The district mission to "maximize all students' potential in an ever-changing world" is actively pursued on a daily basis. Our staff is committed to providing a caring, supportive, and academically challenging education for our learners. Our faculty works tirelessly to provide a relevant and enjoyable educational program for the whole child.
 <b>Awards, Recognition, Accomplishments:</b>	A student was recognized by the Stuttering Foundation in Memphis for his poignant essay detailing his challenges as a stutterer. For the last two years, Target has donated \$500 to honor our high achieving students.







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>An 80-minute literacy allotment used in grades K-6. An 80-minute math allotment used in grades K-6. Kindergarten staff continues to use “TSGold,” an online web-based individual student Work Sampling Program. This was used to assess the development and progress of all students in Kindergarten. STEAM has been incorporated into K-6 curriculum. A G&amp;T program in grades K-6 addressed the needs of gifted students.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Students in Grades 4, 5, and 6 are given the opportunity to participate in our Intramural Sports Program. Volleyball and Basketball are offered for both boys and girls.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Aside from the academic experiences that we provide at PS 1, we are also aware that experiences in extra-curricular areas are significant in creating a balanced environment for our students. Peer Leadership, which encourages peer acceptance and promotes diversity and H.O.P.E. are programs which provide support to children who have suffered a loss or experienced a tragedy. A Literacy through Fitness Club encouraged good health and ELA support.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Extended Day Programs for Math and English Language Arts in Grades 3-6 are available for students requiring additional academic support. Club Code for Grade 4 provided connections to all content. A homework club for Grade 2 assisted students in need of help.</p>







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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Twice weekly PLC meetings were conducted between grade level and subject level teachers to discuss: Sharing of Assessments, Sharing Technology Apps, Student Progress, Student Accommodations, and Lesson Planning. Monthly Staff development workshops offered an array of educational topics. Two annual Professional Development Days were provided throughout the district for all teachers. "Safe School" trainings with post assessments were provided on-line to cover a number of topics.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Intervention and Referral Services (I&amp;RS) assisted teachers in individualizing classroom instruction to meet the needs of students. Resource Teachers provided in class support and replacement services to special needs students in grades K-6. Bilingual classes and LEP services provided support for English Language Learners. LEAP instruction provided replacement ELA and Math instruction for IEP students in Grades 3-4. Speech Specialists provided support services to students K-6.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>An Anti-bullying Task Force/Climate Committee supported school safety issues. School Wellness was recognized as a priority problem for our student population. A Wellness Committee continued activities to address this issue. We participated in the Fresh Fruits and Vegetables Program, where students sample various fruits and vegetables a few days per week. A healthy breakfast and lunch is available to all students daily. All students are provided with P.E. weekly.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents had access to the Parent Portal through Power School as a means to monitor their child's grades throughout the year. Monthly Title I workshops were offered to parents covering a spectrum of topics. The school also held a "Back to School" night, a Kindergarten Orientation, as well as an Open House for parents.</p>




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 <p>Facilities:</p>	<p>The main building of PS1 is approximately 97 years old and the Annex is approximately 41 years old. Our buildings have the following features: gymnasium, cafeteria, 1 science lab, 3 computer labs, 2 music rooms, art room, and a media center. New fire alarm system was recently installed.</p>
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School Narrative

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The school day had eight 40 minute periods. All students wore a standard issue red uniform shirt and either khaki or black pants. PS1 used Blackboard Connect to contact parents about school closures or early dismissals. PS1 held monthly fire and security drills. Each classroom is equipped with a Promethean Board.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	104	94	94
1	105	96	108
2	122	94	88
3	94	106	92
4	96	94	112
5	97	86	99
6	70	90	90
Ungraded	43	41	47
Total	731	701	730

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	46%
Male	54%	55%	54%
Economically Disadvantaged Students	79%	82%	81%
Students with Disabilities	15%	14%	17%
English Learners	3%	3%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	85.3%
White	10.4%
Black or African American	2.3%
Asian	1.8%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	88	94	94

Home Language	% of Students
Spanish	61.0%
English	37.4%
Other	1.4%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	429	100.0	52.00	41.20	54.90	52	51.6	Met Target
White	42	100.0	61.90	*	63.90	61.9	69.7	Met Target†
Hispanic	376	100.0	50.00	40.30	39.80	50	50	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	189	100.0	58.70	47.60	62.20	58.7		
Male	240	100.0	46.70	35.30	48.10	46.7		
Economically Disadvantaged Students	292	100.0	48.90	40.00	36.20	48.9	49.7	Met Target†
Non-Economically Disadvantaged Students	137	100.0	58.40	43.90	65.80	58.4		
Students with Disabilities	74	100.0	23.00	13.30	20.50	23	18.9	Met Target
Students without Disabilities	355	100.0	58.00	46.40	61.90	58		
English Learners	40	100.0	17.50	10.40	25.20	17.5	24.1	Met Target†
Non-English Learners	389	100.0	55.60	47.50	57.40	55.6		
Homeless Students	N	N	N	100.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	50.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	738	737	749	11%	22%	28%	39%	0%	39%	50%
White	18	744	751	759	*	*	*	56%	0%	56%	61%
Hispanic	73	735	733	734	*	25%	32%	33%	*	33%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	41	741	739	754	*	27%	27%	39%	*	39%	55%
Male	53	736	734	745	*	19%	28%	40%	*	40%	46%
Economically Disadvantaged Students	72	734	735	731	14%	*	*	33%	0%	33%	31%
Non-Economically Disadvantaged Students	22	752	741	762	0%	*	*	59%	0%	59%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	753	743	753	*	*	34%	46%	*	55%	56%
White	12	764	754	762	0%	*	*	*	*	67%	67%
Hispanic	110	752	743	740	*	*	37%	46%	*	54%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	51	759	747	758	*	*	28%	49%	*	63%	61%
Male	73	750	740	749	*	*	38%	44%	*	49%	51%
Economically Disadvantaged Students	86	752	742	737	*	*	36%	48%	*	54%	36%
Non-Economically Disadvantaged Students	38	756	746	764	*	*	29%	42%	*	58%	69%
Students with Disabilities	16	720	720	725	*	*	*	*	0%	13%	25%
Students without Disabilities	108	758	747	759	*	*	*	*	10%	61%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	751	746	756	*	12%	28%	54%	*	56%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	100	749	745	743	*	13%	29%	51%	*	53%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	51	757	752	761	*	*	22%	65%	*	67%	66%
Male	61	746	740	750	*	*	33%	44%	*	48%	53%
Economically Disadvantaged Students	72	748	744	740	*	*	25%	51%	*	54%	40%
Non-Economically Disadvantaged Students	40	756	750	765	*	*	33%	58%	*	60%	71%
Students with Disabilities	24	729	*	725	*	*	46%	*	*	17%	22%
Students without Disabilities	88	757	*	762	*	*	23%	*	*	67%	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
<b>Schoolwide</b>	98	750	743	752	*	10%	33%	50%	*	53%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	91	750	743	740	*	11%	32%	52%	*	54%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	48	751	748	758	*	*	23%	52%	*	58%	61%
Male	50	749	739	746	*	*	42%	48%	*	48%	46%
Economically Disadvantaged Students	59	747	743	737	*	*	31%	51%	*	53%	34%
Non-Economically Disadvantaged Students	39	754	743	761	*	*	36%	49%	*	54%	65%
Students with Disabilities	15	728	*	722	*	*	*	*	*	20%	17%
Students without Disabilities	83	754	*	758	*	*	*	*	*	59%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

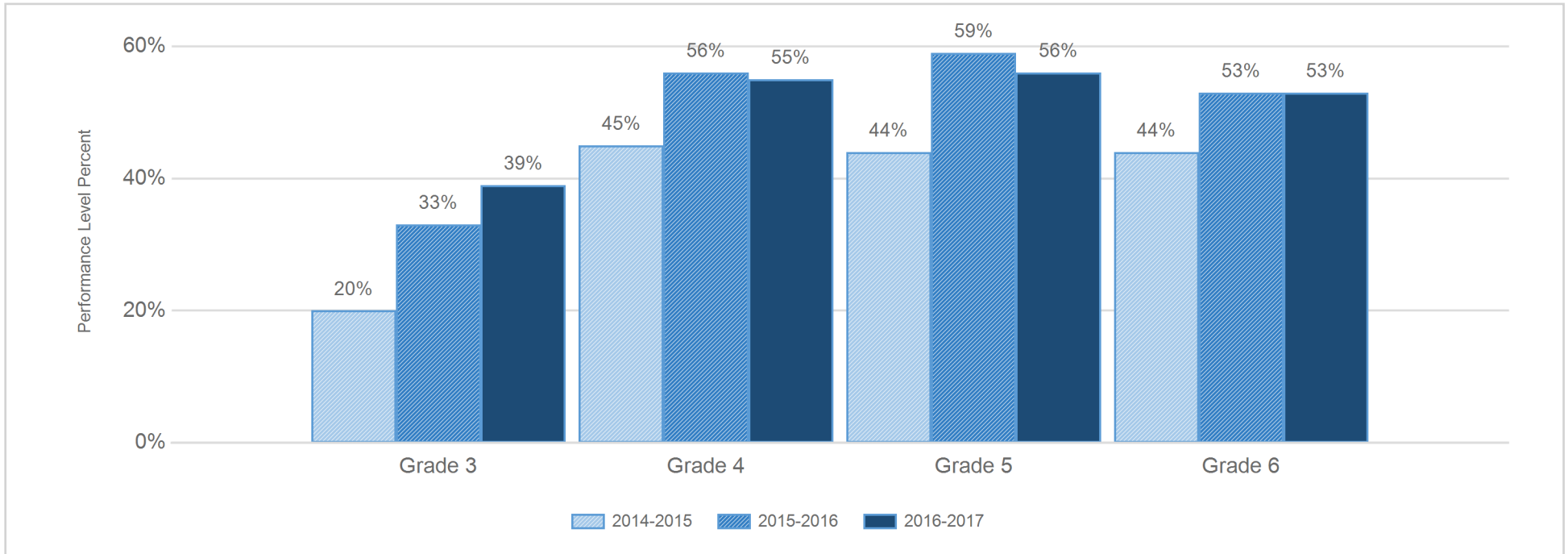


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**English Language Arts/Literacy Assessment - Performance Trends**

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	430	100.0	46.50	31.50	43.50	46.5	51.1	Not Met
White	42	100.0	47.60	*	52.40	47.6	66.1	Not Met
Hispanic	377	100.0	46.10	30.40	27.60	46.1	49.7	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	190	100.0	47.90	32.90	44.10	47.9		
Male	240	100.0	45.50	30.20	42.90	45.5		
Economically Disadvantaged Students	292	100.0	47.60	31.30	25.10	47.6	51.1	Met Target†
Non-Economically Disadvantaged Students	138	100.0	44.20	31.90	54.30	44.2		
Students with Disabilities	74	100.0	23.00	12.40	16.50	23	37.5	Not Met
Students without Disabilities	356	100.0	51.40	35.10	48.80	51.4		
English Learners	41	100.0	39.00	*	23.30	39	38.6	Met Target
Non-English Learners	389	100.0	47.30	*	45.20	47.3		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	100.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	742	743	751	*	16%	41%	35%	*	37%	53%
White	18	748	754	759	0%	*	*	*	0%	44%	63%
Hispanic	76	740	741	738	*	16%	41%	33%	*	36%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	45	746	744	751	*	*	40%	36%	*	40%	52%
Male	53	739	742	751	*	*	42%	34%	*	34%	53%
Economically Disadvantaged Students	72	741	743	736	*	*	39%	*	*	36%	34%
Non-Economically Disadvantaged Students	26	745	745	761	*	*	46%	*	*	39%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	127	743	738	747	*	19%	33%	43%	*	44%	47%
White	12	742	742	755	*	*	*	*	0%	50%	59%
Hispanic	112	743	737	734	*	17%	36%	44%	*	44%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	52	746	737	747	*	*	40%	42%	*	44%	47%
Male	75	741	738	747	*	*	28%	44%	*	44%	48%
Economically Disadvantaged Students	87	744	737	732	*	16%	30%	49%	*	49%	27%
Non-Economically Disadvantaged Students	40	741	739	757	*	25%	40%	30%	*	33%	61%
Students with Disabilities	16	716	721	724	*	*	*	*	*	*	22%
Students without Disabilities	111	747	740	751	*	*	*	*	*	*	52%
English Learners	12	729	723	716	*	*	*	*	*	25%	12%
Non-English Learners	115	745	739	749	*	*	*	*	*	46%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	114	750	739	747	*	*	39%	52%	*	53%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	102	749	739	735	*	*	38%	51%	*	52%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	51	750	740	747	*	*	33%	57%	*	57%	47%
Male	63	749	739	746	*	*	43%	48%	*	49%	46%
Economically Disadvantaged Students	74	749	739	732	*	*	37%	51%	*	51%	27%
Non-Economically Disadvantaged Students	40	751	741	756	*	*	43%	53%	*	55%	59%
Students with Disabilities	24	738	*	725	*	*	50%	*	*	25%	19%
Students without Disabilities	90	753	*	751	*	*	36%	*	*	60%	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
<b>Schoolwide</b>	98	746	737	743	*	*	39%	44%	*	47%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	91	747	737	731	*	*	39%	44%	*	47%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	48	746	739	745	*	*	44%	38%	*	42%	45%
Male	50	747	736	742	*	*	34%	50%	*	52%	43%
Economically Disadvantaged Students	59	746	737	728	*	*	36%	48%	*	49%	24%
Non-Economically Disadvantaged Students	39	748	737	752	*	*	44%	39%	*	44%	56%
Students with Disabilities	15	728	*	717	*	*	*	*	*	13%	13%
Students without Disabilities	83	750	*	748	*	*	*	*	*	53%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

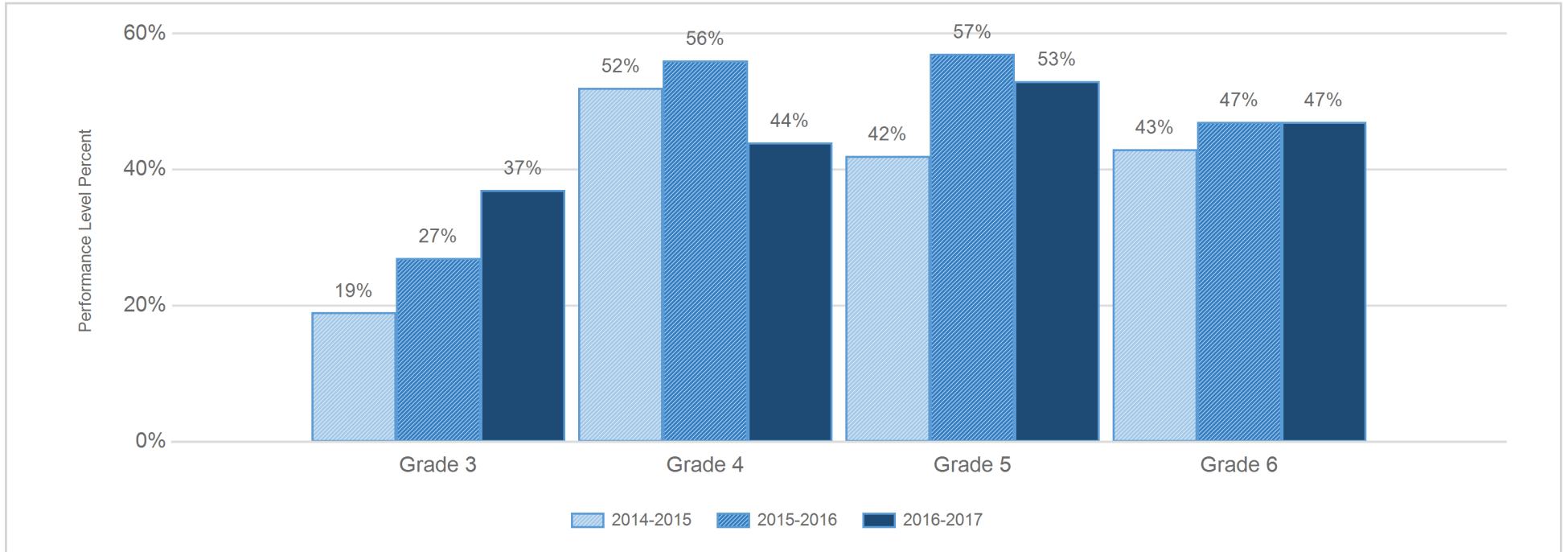


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**Mathematics Assessment – Performance Trends**

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
3	*	*
4	*	*
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

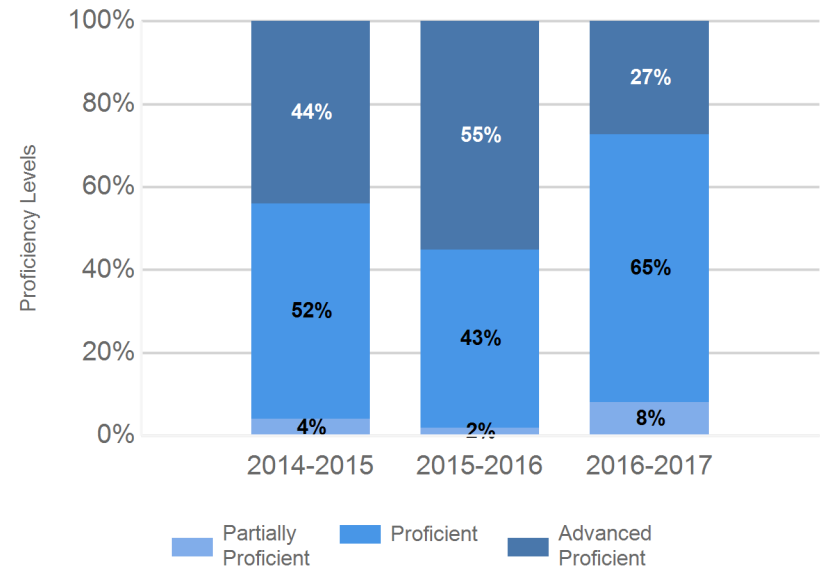
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	27%	65%	8%
White	*	*	*
Hispanic	26%	67%	7%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	25%	67%	9%
Students with Disabilities	7%	60%	33%
English Learners	30%	60%	10%

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

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	49	50	Met Target	56	42	50	Met Target
White	40	39	50	Met Target	35	27.5	52	Not Met
Hispanic	58	49	49	Met Target	58	42	47	Met Target
Black or African American	*	56	45	**	*	33	43	**
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	51	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	57.5	49	47	Met Target	58	42	46	Met Target
Students with Disabilities	39.5	44	41	Not Met	48.5	33	43	Met Target
English Learners	71	52.5	53	Exceeds Target	67.5	48	51	Exceeds Target

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



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

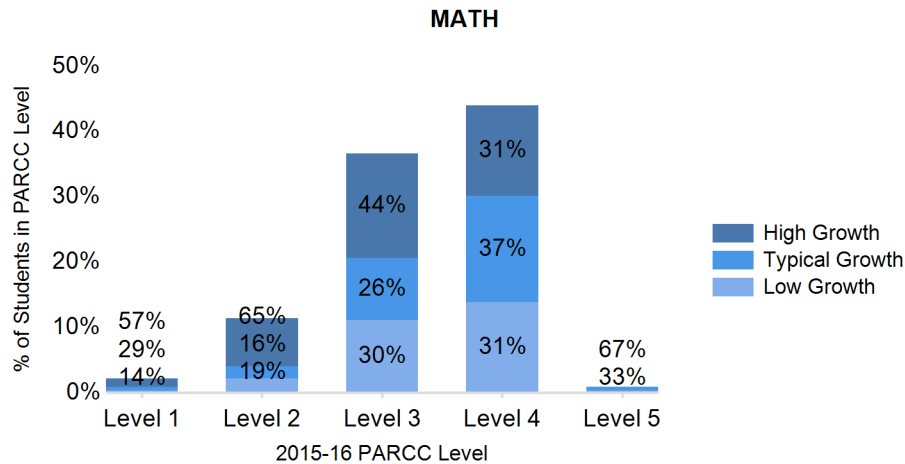
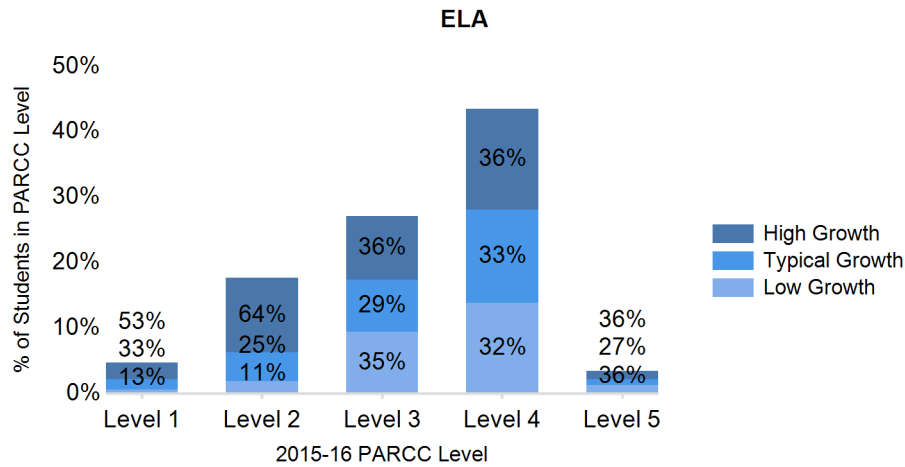
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

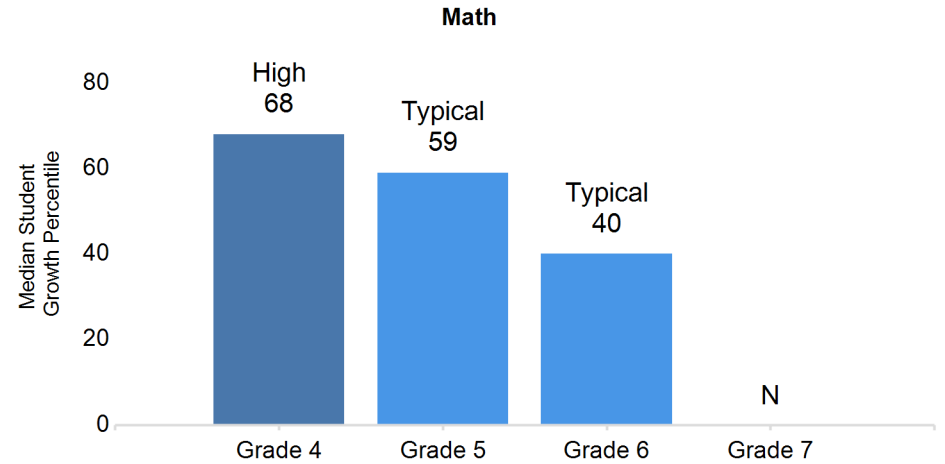
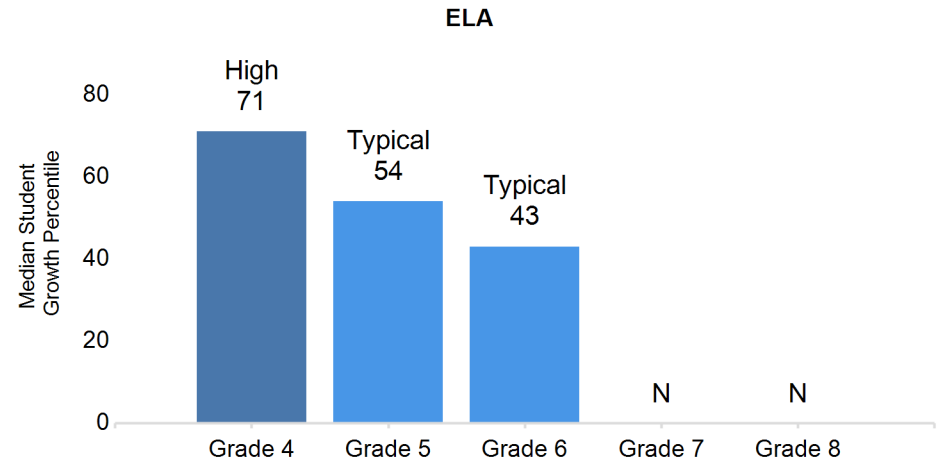
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

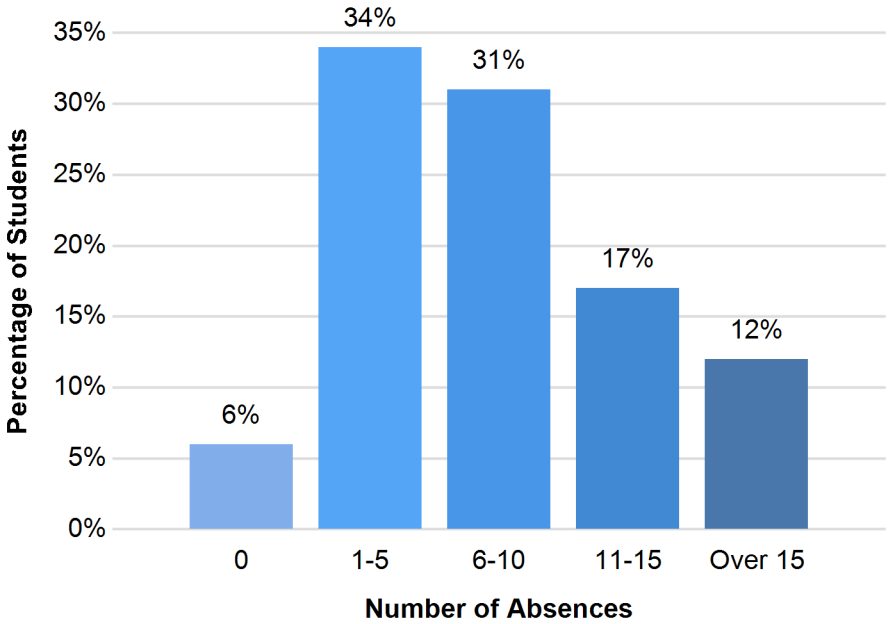
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.00	8.30	Not Met
White	7.90	8.30	Met Target
Hispanic	9.40	8.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.70	8.30	Not Met
Students with Disabilities	12.30	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.



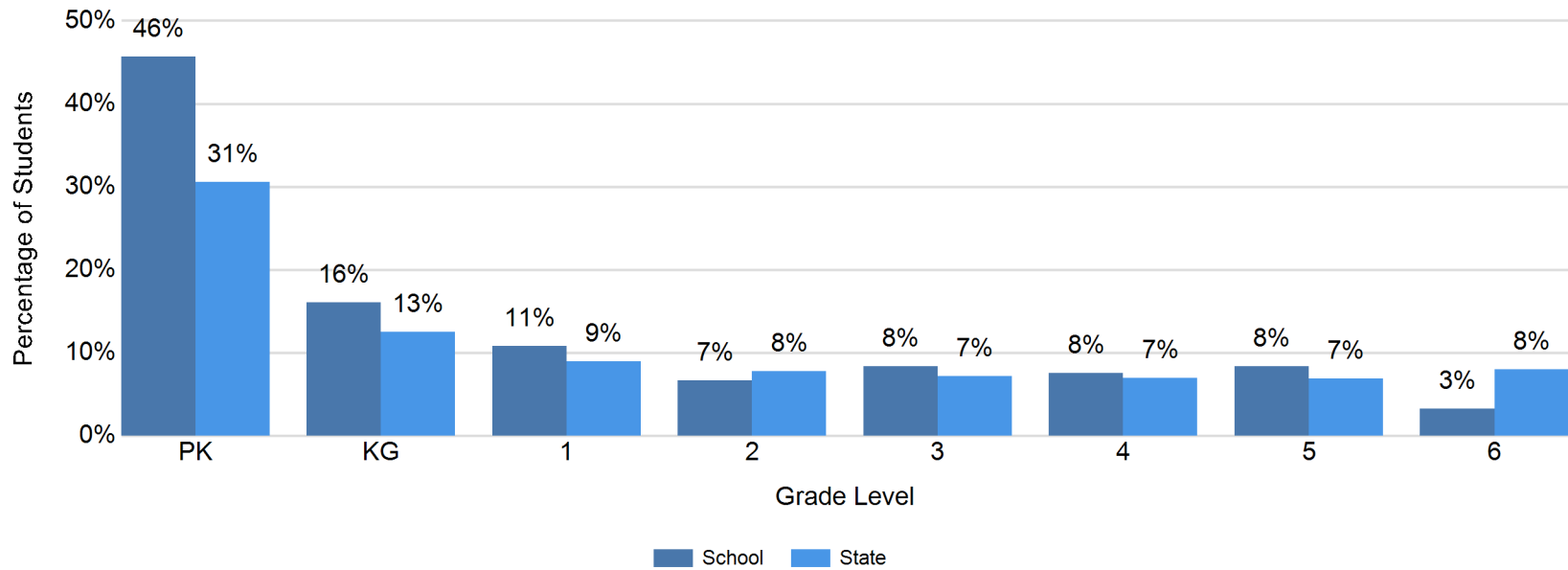


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**Chronic Absenteeism by Grade**

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	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 14 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	3
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.37

**Student Suspension Rate**

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

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

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.3:1	116.8 kbps	100 kbps	Yes	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)	\$887	\$12,605	\$13,492



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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	14.0	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	94%	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	43	9,506
Average years experience in public schools	22.9	15.9
Average years experience in district	21.8	11.6
Administrators in district for 4 or more years	95%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	15:1
Administrators	365:1	199:1
Librarian/Media Specialists		1223:1
Nurses		778:1
Counselors		1070:1
Child Study Team		245:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	43.1	17.5%
Mathematics Proficiency	55.1	17.5%
English Language Arts Growth	72.5	25.0%
Mathematics Growth	67.8	25.0%
Chronic Absenteeism	35.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		57.6
<b>Summative Rating:</b> Percentile rank of Summative Score		62.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.6	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	21.5	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Hispanic	72.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	81.1	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	55.5	11.9	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
English Learners	77.4	11.9	No	Met Target†	Met Target	**	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Cardenas	<b>Email Address:</b>	<a href="mailto:ccardenas@wnyschools.net">ccardenas@wnyschools.net</a>
<b>Address:</b>	5200 BROADWAY WEST NEW YORK, NJ 07093-2638	<b>Website:</b>	<a href="http://www.wnyschools.net">www.wnyschools.net</a>
<b>Phone:</b>	(201)553-4040		

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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Technology is part of each school day, with all classrooms equipped with Promethean Boards</li> <li>• STEAM has been incorporated into K-6 curriculum</li> <li>• Extended Day Computer Coding and Forensic Science (CSI) Classes</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>Our mission to "maximize all students' potential for success in an ever-changing world" is actively supported by our enthusiastic staff. Our staff works diligently to maintain high educational standards and meet the overall needs of our students. We take great responsibility in laying a solid foundation for our students that will instill in them a sense of academic pride and prepare them to successfully meet the challenges that await them in the future.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>We won Honorable Mention in a Jets Play 60 Eat Right to Move More Program. We won the first level by submitting an essay and video on the many different ways our school keeps healthy. We then entered the next level, where students kept an Activity Log for one month. They wrote down all activity they participated in for the day. The entire school participated. we were awarded Honorable Mention and \$5,000.00, which will be used to purchase various gym equipment.</p>







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School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>An 80-minute literacy allotment used in grades K-6. An 80-minute math allotment used in grades K-6. Kindergarten staff continues to use “TSGold,” an online web-based individual student Work Sampling Program. This was used to assess the development and progress of all students in Kindergarten. STEAM has been incorporated into K-6 curriculum. A G&amp;T program in grades K-6 addressed the needs of gifted students.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Students in Grades 5 and 6 given the opportunity to participate in our Intramural Sports Program. Volleyball and Basketball offered for both boys and girls.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Aside from the academic experiences that we provide at Public School Number Two, we are also aware that experiences in extra-curricular areas are significant as well in creating a balanced environment to our students. Peer Leadership, which encourages peer acceptance and promotes diversity; H.O.P.E., which is a group lead by the school social worker that provides support to children that have suffered a loss or experienced a tragedy; a Fitness Club, to encourage good health.</p>
 <p><b>Before and After School Programs:</b></p>	<p>There are Extended Day programs to reinforce skills in Language Arts Literacy and Math through classes that target the third through sixth grades; Extended Day Computer Coding and Forensic Science (CSI) Classes</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Twice weekly PLC meetings were conducted between grade level and subject level teachers to discuss: Sharing of Assessments, Sharing Technology Apps, Student Progress, Student Accommodations, and Lesson Planning. Monthly Staff development workshops offered an array of educational topics. Two annual Professional Development Days were provided throughout the district to all teachers. “Safe School” trainings with post assessments were provided on-line to cover a number of topics.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Intervention and Referral Services (I&amp;RS) assisted teachers in individualizing classroom instruction to meet the needs of students. A Homework Club was implemented to assist targeted students in grades 3-6 who were in need of one on one support. Resource Teachers provided in class support and replacement services to special needs students in grades K-6. Support Services were provided to students with Limited English Proficiency. Speech Specialists provided support services to students K-6.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>An Anti-bullying Task Force/Climate Committee supported school safety issues. School Wellness was recognized as a priority problem for our student population. A Wellness Committee continued activities to address this issue. We participated in the Fresh Fruits and Vegetables Program, where students sample various fruits and vegetables a few days per week. A healthy breakfast and lunch is available to all students daily. All students are provided with P.E. weekly.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents had access to The Parent Portal through Power School as a means to monitor their child’s grades throughout the year. Monthly Title I workshops were offered to parents covering a spectrum of topics. PS2’s Parent Teacher Organization sponsored the following activities: Family Fitness Night, Family Literacy Night, Science Night, Family BINGO night, Family Arts &amp; Crafts Luau</p>



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School Narrative

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 Facilities:

P.S. #2 is approximately 45 years old and was renovated about 10 years ago. Our building is air conditioned and has the following features: gymnasium, cafeteria, auditorium, 2 science labs, 2 computer labs, 2 music rooms, art room, and bi-level media center.



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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.

The school day has eight 40 minute periods. All students wear a standard issue light blue uniform shirt and either khaki or black pants. PS2 uses Blackboard Connect to contact parents about school closures or early dismissals.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	80	80	92
1	87	91	92
2	84	73	66
3	68	86	71
4	74	65	86
5	64	80	72
6	79	69	74
Ungraded	28	39	37
<b>Total</b>	<b>564</b>	<b>583</b>	<b>590</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	47%	45%	46%
Male	53%	55%	54%
Economically Disadvantaged Students	81%	83%	84%
Students with Disabilities	16%	18%	18%
English Learners	6%	8%	5%
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
Hispanic	86.3%
White	12.2%
Asian	0.8%
Black or African American	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	80	80	92

**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
Spanish	68.6%
English	30.3%
<i>Other</i>	0.9%



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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	311	100.0	36.70	41.20	54.90	36.7	46.8	Not Met
White	51	100.0	43.10	*	63.90	43.1	55.5	Not Met
Hispanic	255	100.0	35.70	40.30	39.80	35.7	46.7	Not Met
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	132	100.0	41.60	47.60	62.20	41.6		
Male	179	100.0	33.00	35.30	48.10	33		
Economically Disadvantaged Students	216	100.0	33.80	40.00	36.20	33.8	46.8	Not Met
Non-Economically Disadvantaged Students	95	100.0	43.20	43.90	65.80	43.2		
Students with Disabilities	52	100.0	*	13.30	20.50	*	11.9	Met Target†
Students without Disabilities	259	100.0	*	46.40	61.90	*		
English Learners	48	100.0	10.50	10.40	25.20	10.5	20.3	Not Met
Non-English Learners	263	100.0	41.50	47.50	57.40	41.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	50.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	83	732	737	749	*	19%	35%	28%	*	29%	50%
White	36	744	751	759	*	*	31%	47%	0%	47%	61%
Hispanic	46	721	733	734	26%	22%	39%	*	*	13%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	41	733	739	754	*	*	42%	*	*	24%	55%
Male	42	731	734	745	*	*	29%	*	*	33%	46%
Economically Disadvantaged Students	57	730	735	731	*	*	*	*	*	26%	31%
Non-Economically Disadvantaged Students	26	736	741	762	*	*	*	*	*	35%	63%
Students with Disabilities	12	691	*	720	*	*	*	*	*	*	24%
Students without Disabilities	71	739	*	755	*	*	*	*	*	*	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**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	737	743	753	*	17%	37%	30%	*	33%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	91	737	743	740	*	17%	36%	31%	*	34%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	41	739	747	758	*	*	29%	37%	*	42%	61%
Male	58	736	740	749	*	*	43%	26%	*	28%	51%
Economically Disadvantaged Students	71	735	742	737	*	*	*	25%	*	28%	36%
Non-Economically Disadvantaged Students	28	743	746	764	*	*	*	43%	*	46%	69%
Students with Disabilities	15	716	720	725	*	*	*	*	*	*	25%
Students without Disabilities	84	741	747	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	742	746	756	*	25%	28%	39%	*	42%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	67	743	745	743	*	24%	25%	42%	*	45%	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	23	742	752	761	*	*	*	*	*	39%	66%
Male	49	742	740	750	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	49	741	744	740	*	*	*	35%	*	39%	40%
Non-Economically Disadvantaged Students	23	745	750	765	*	*	*	48%	*	48%	71%
Students with Disabilities	17	732	*	725	*	*	*	*	*	24%	22%
Students without Disabilities	55	745	*	762	*	*	*	*	*	47%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance 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	75	745	743	752	*	15%	36%	40%	*	44%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	69	745	743	740	*	*	38%	39%	*	44%	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	37	753	748	758	*	*	27%	49%	*	57%	61%
Male	38	737	739	746	*	*	45%	32%	*	32%	46%
Economically Disadvantaged Students	50	748	743	737	*	*	*	38%	*	44%	34%
Non-Economically Disadvantaged Students	25	740	743	761	*	*	*	44%	*	44%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

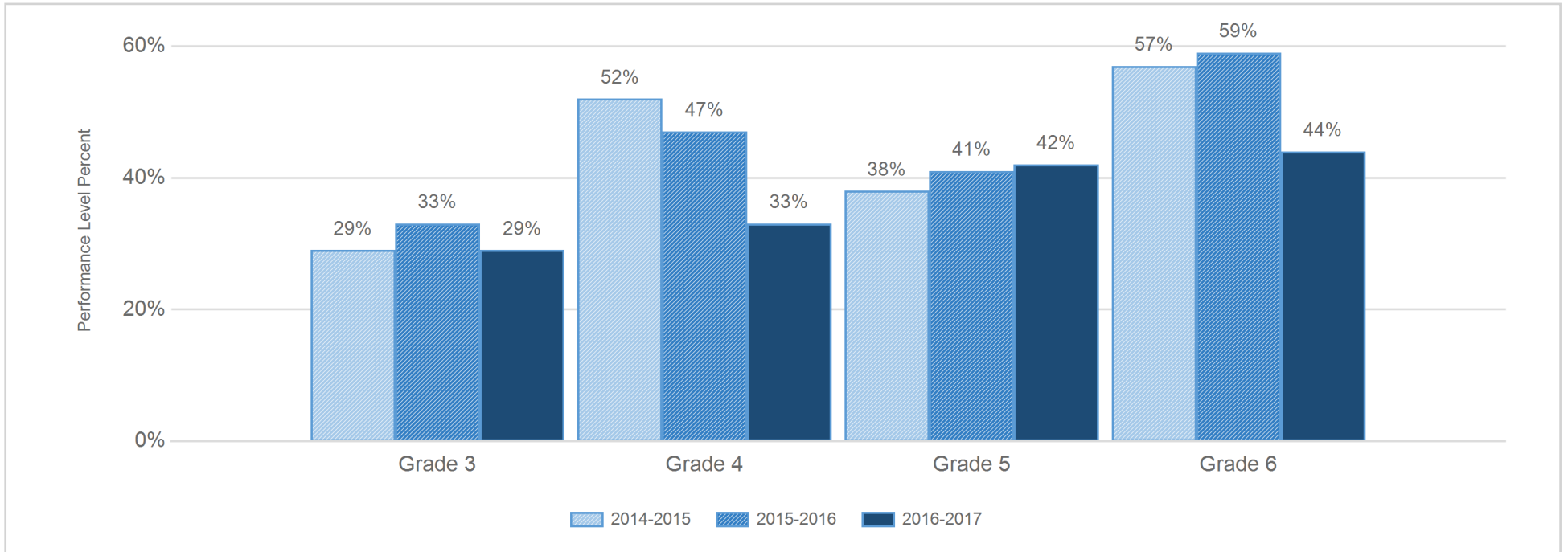


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**English Language Arts/Literacy Assessment - Performance Trends**

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	311	100.0	38.30	31.50	43.50	38.3	48.1	Not Met
White	51	100.0	49.00	*	52.40	49	59.4	Met Target†
Hispanic	255	100.0	35.70	30.40	27.60	35.7	46.9	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	132	100.0	39.30	32.90	44.10	39.3		
Male	179	100.0	37.40	30.20	42.90	37.4		
Economically Disadvantaged Students	216	100.0	36.20	31.30	25.10	36.2	48.1	Not Met
Non-Economically Disadvantaged Students	95	100.0	43.10	31.90	54.30	43.1		
Students with Disabilities	52	100.0	21.20	12.40	16.50	21.2	25.8	Met Target†
Students without Disabilities	259	100.0	41.70	35.10	48.80	41.7		
English Learners	48	100.0	27.10	*	23.30	27.1	33.5	Met Target†
Non-English Learners	263	100.0	40.30	*	45.20	40.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	100.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	83	741	743	751	*	24%	39%	27%	*	31%	53%
White	36	751	754	759	*	*	31%	47%	*	56%	63%
Hispanic	46	733	741	738	*	35%	46%	*	*	13%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	41	741	744	751	*	*	39%	*	*	32%	52%
Male	42	741	742	751	*	*	38%	*	*	31%	53%
Economically Disadvantaged Students	57	740	743	736	*	*	*	*	*	26%	34%
Non-Economically Disadvantaged Students	26	743	745	761	*	*	*	*	*	42%	65%
Students with Disabilities	12	721	*	729	*	*	*	*	*	*	29%
Students without Disabilities	71	744	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	102	741	738	747	*	17%	38%	35%	*	36%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	94	739	737	734	*	18%	38%	33%	*	34%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	42	737	737	747	*	*	41%	33%	*	33%	47%
Male	60	743	738	747	*	*	37%	37%	*	38%	48%
Economically Disadvantaged Students	71	739	737	732	*	*	38%	34%	*	34%	27%
Non-Economically Disadvantaged Students	31	745	739	757	*	*	39%	39%	*	42%	61%
Students with Disabilities	15	729	721	724	*	*	*	*	*	27%	22%
Students without Disabilities	87	743	740	751	*	*	*	*	*	38%	52%
English Learners	12	718	723	716	*	*	*	*	*	*	12%
Non-English Learners	90	743	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	72	746	739	747	*	15%	35%	49%	*	50%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	67	747	739	735	*	15%	34%	49%	*	51%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	23	745	740	747	*	*	44%	44%	*	44%	47%
Male	49	747	739	746	*	*	31%	51%	*	53%	46%
Economically Disadvantaged Students	49	747	739	732	0%	*	*	49%	*	51%	27%
Non-Economically Disadvantaged Students	23	745	741	756	0%	*	*	48%	*	48%	59%
Students with Disabilities	17	735	*	725	0%	*	*	*	*	29%	19%
Students without Disabilities	55	749	*	751	0%	*	*	*	*	56%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	76	742	737	743	*	16%	47%	29%	*	32%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	70	742	737	731	*	17%	44%	30%	*	33%	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	37	748	739	745	*	*	38%	*	*	43%	45%
Male	39	736	736	742	*	*	56%	*	*	21%	43%
Economically Disadvantaged Students	50	745	737	728	*	*	50%	*	*	36%	24%
Non-Economically Disadvantaged Students	26	736	737	752	*	*	42%	*	*	23%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

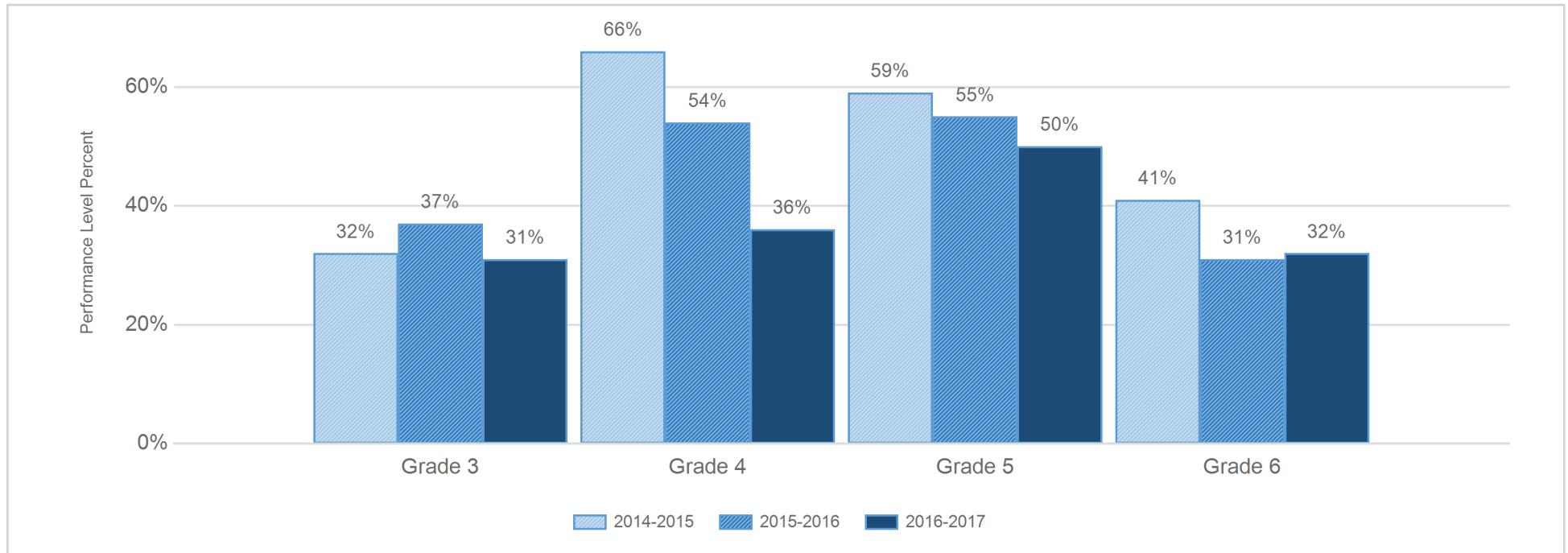


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**Mathematics Assessment – Performance Trends**

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
3	N	N
4	*	*
5	*	*
6	N	N

**English Language Proficiency Test - Participation and Performance**

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	10	*	*
4	*	*	*
5+	*	*	*



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

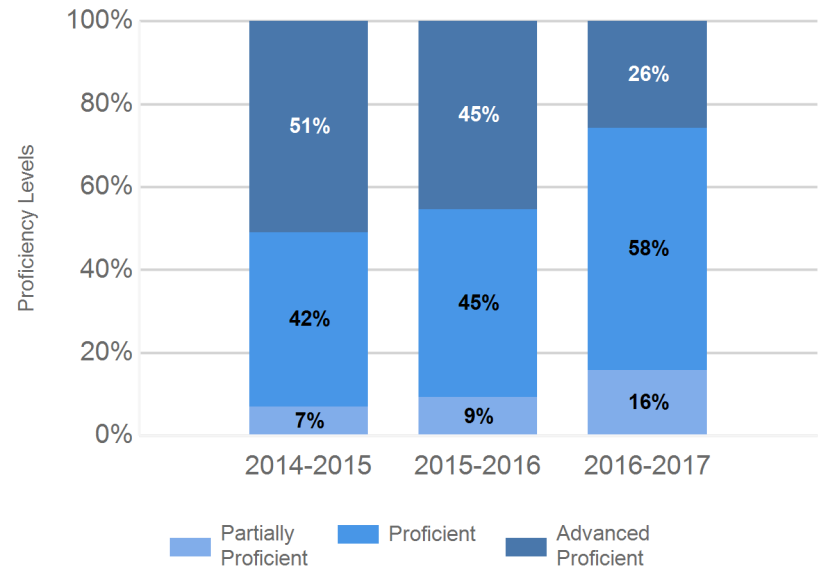
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	26%	58%	16%
White	*	N	N
Hispanic	*	58%	17%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	23%	60%	17%
Students with Disabilities	13%	47%	40%
English Learners	8%	58%	33%

**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	41.5	49	50	Met Target	36	42	50	Not Met
White	*	39	50	**	*	27.5	52	**
Hispanic	44	49	49	Met Target	37	42	47	Not Met
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	51	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	44	49	47	Met Target	38	42	46	Not Met
Students with Disabilities	43	44	41	Met Target	36	33	43	Not Met
English Learners	50	52.5	53	Met Target	61	48	51	Exceeds Target

\*\* 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:

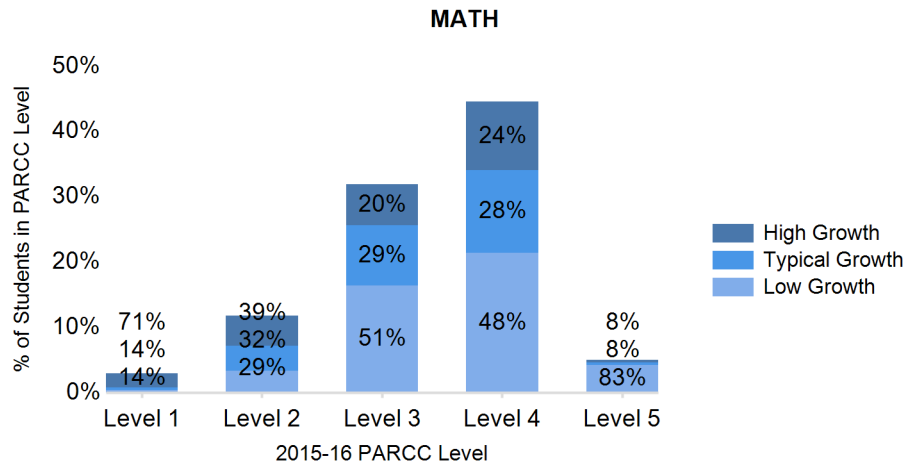
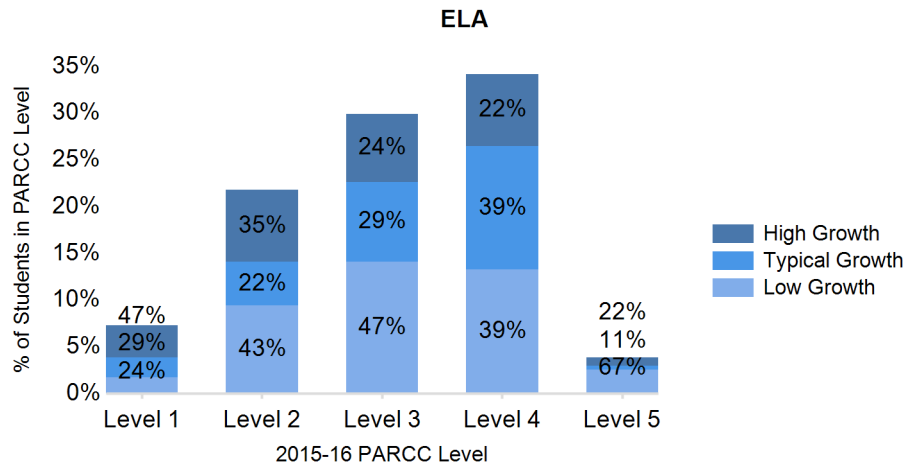
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

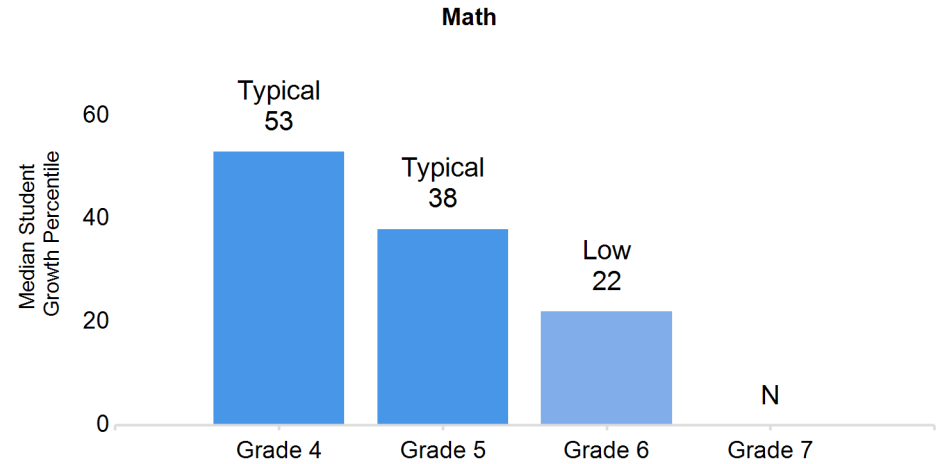
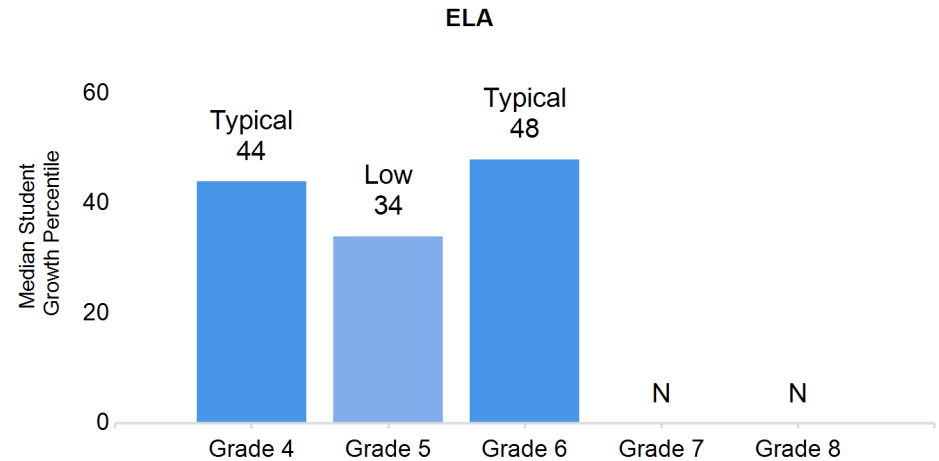
**Student Growth by Performance Level**

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**

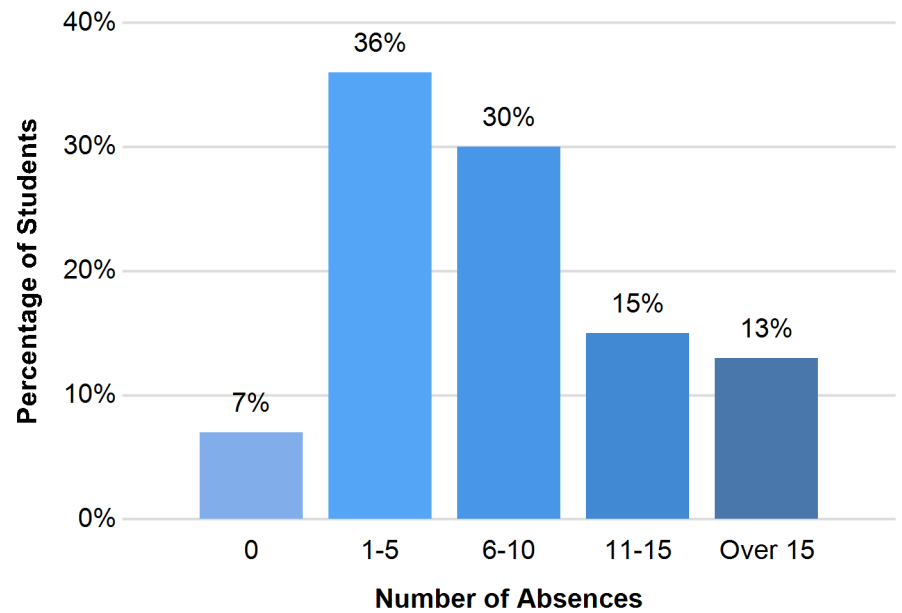
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.60	8.30	Not Met
White	8.20	8.30	Met Target
Hispanic	10.00	8.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.00	8.30	Met Target
Students with Disabilities	21.60	8.30	Not Met
English Learners	20.70	8.30	Not Met

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

**Days Absent**

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



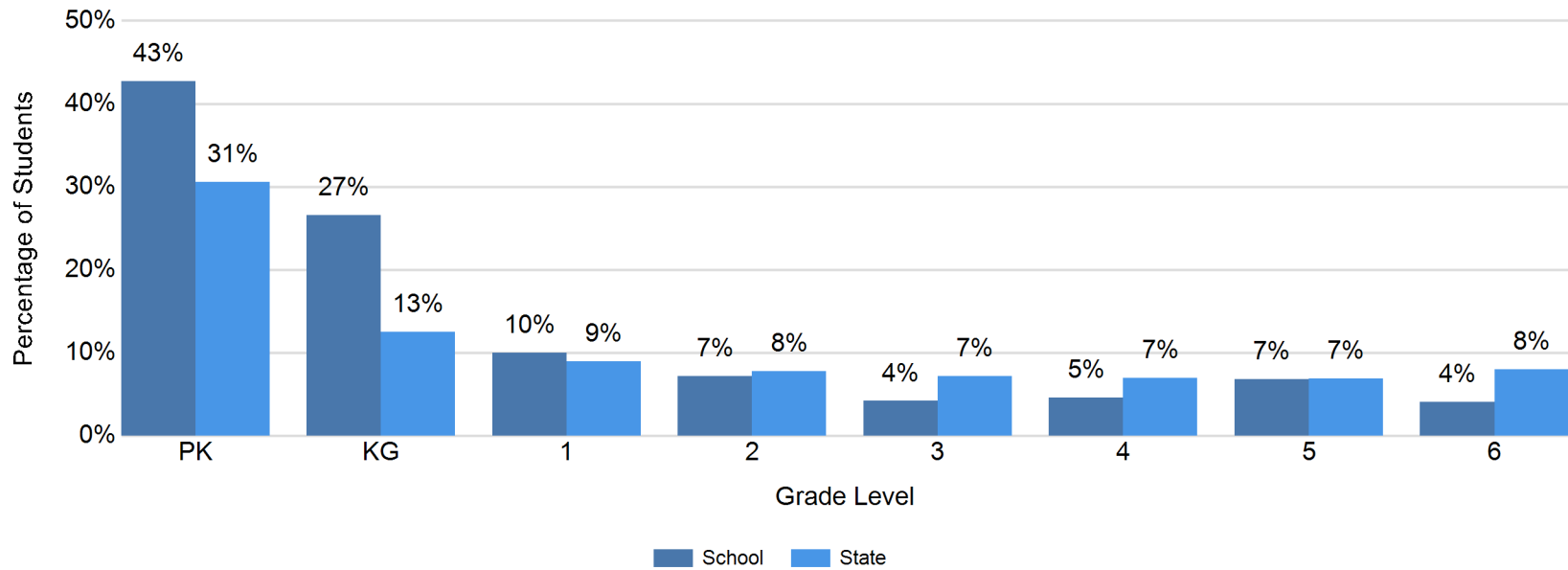


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**Chronic Absenteeism by Grade**

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	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 14 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	4
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.19

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	2.4%
Out-of-School Suspensions	4.9%
Any Suspension	7.3%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	116.8 kbps	100 kbps	Yes	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)	\$887	\$12,605	\$13,492



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	92%	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	43	9,506
Average years experience in public schools	22.9	15.9
Average years experience in district	21.8	11.6
Administrators in district for 4 or more years	95%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	15:1
Administrators	295:1	199:1
Librarian/Media Specialists		1223:1
Nurses		778:1
Counselors		1070:1
Child Study Team		245:1



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

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

**Teachers:** All classroom teachers

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

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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	89%	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	15.7	17.5%
Mathematics Proficiency	40.4	17.5%
English Language Arts Growth	26.1	25.0%
Mathematics Growth	17.9	25.0%
Chronic Absenteeism	22.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		24.2
<b>Summative Rating:</b> Percentile rank of Summative Score		13.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	24.2	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
White	**	**	No	Not Met	Met Target†	Met Target	**	**	No
Hispanic	35.2	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	45.5	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	37.3	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	43.6	11.9	No	Not Met	Met Target†	Not Met	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Reiman	<b>Email Address:</b>	<a href="mailto:rreiman@wnyschools.net">rreiman@wnyschools.net</a>
<b>Address:</b>	600 55TH ST WEST NEW YORK, NJ 07093-4626	<b>Website:</b>	<a href="https://www.wnyschools.net">https://www.wnyschools.net</a>
<b>Phone:</b>	(201)553-4060		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• All students begin their day with a healthy and nutritious breakfast served in the classroom.</li> <li>• Primary grades have a 90 minute uninterrupted ELA block to help enhance reading and writing skills.</li> <li>• Again, technology is at the forefront of our school with Computer Coding and Science CSI classes for select grades.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Public School Number 3 provided various educational and innovative programs and services throughout the 2016-2017 school year. Overall, our school community benefited from the programs and services that were implemented.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>PEER group is a program geared for the school's upperclassmen, the 5th and 6th graders. The main objective of the program is to introduce students to effective leadership skills as well as to problem solve conflicts through verbal communication. Just one example of a PEER activity was the thoughtful placement of sticky notes throughout the school building that included an encouraging or positive phrase or saying.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>An exciting Computer Coding class was continued and once again offered to fourth grade students. This program offered these students the opportunity to partake in a brand new initiative that introduced students to some of the latest technology. In an effort to provide additional technology and educational programs, a brand new CSI Science Forensics class was made available to fifth grade students.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>Boys' and girls' basketball and volleyball were offered to students in grades 4, 5 and 6.</p>
 <p><b>Clubs and Activities:</b></p>	<p>PS 3 had a chorus and band which performed throughout the year. Students assembled for a Winter Show and again for a Spring Concert.</p>
 <p><b>Before and After School Programs:</b></p>	<p>An ELA class was offered to select students after school three times per week in grades 3 through 6. Math class was also offered after school to select students in grades 3,4, and 6.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff participated in grade level meetings to discuss various topics of best practices. Teachers also participated in Professional Learning Seminar meetings once per month in which pertinent information was shared and reviewed.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Bilingual classes were offered to kindergarten and 1st grade students. Speech services as well as special education services were offered to those students that qualified. 504 plans were also made available to those students who were eligible. The I &amp;RS Committee was also in play to assist teachers with students that required additional resources.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breakfast was served daily in the classroom to all students. Healthy snacks of fruits and vegetables were also available to students three afternoons each week.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>School 3 had a PTO that sponsored such activities such as Book Fairs and plant sales for holidays such as Mother's Day.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>Surveys were used to determine how skilled and comfortable staff was with the use of various forms of technology. Surveys were also used to determine areas of Professional Development staff would like made available at future PLS sessions.</p>
 <p>Facilities:</p>	<p>PS 3 is a relatively new school building, having only been opened in 2012. Central air and heat are provided throughout the building. An elevator is also available for those that are unable to use stairs.</p>



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School Narrative

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The student school day consists of eight periods which include lunch and a special such as, art, physical education, computers, world language, music or library. Primary grades have a 90 minute uninterrupted literacy block and all grades have a double session of math as well. All children are required to report to school each day in uniform; school shirt and black or khaki pants. Staff is briefed at each PLS meeting of security and safety measures. Each classroom is equipped with a projector and Promethean Board, while the cafeteria and auditorium have a projector and screen for presentations. Parents are provided with letters and ConnectEd phone calls to remind them of important upcoming events such as Back To School Night, Open House and One-Session Days.



Other Information:



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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## Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
7	509	517	496
8	423	399	489
Ungraded	31	55	71
<b>Total</b>	<b>963</b>	<b>971</b>	<b>1056</b>

## 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%	49%
Male	50%	51%	51%
Economically Disadvantaged Students	81%	84%	78%
Students with Disabilities	13%	16%	15%
English Learners	12%	14%	14%
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
Hispanic	94.2%
White	3.4%
Black or African American	1.3%
Asian	0.9%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.0%

## 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
Spanish	69.9%
English	28.4%
<i>Other</i>	1.8%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	961	99.7	48.30	41.20	54.90	48.3	53.8	Not Met
White	34	100.0	52.90	*	63.90	52.9	66.5	Met Target†
Hispanic	902	99.7	47.50	40.30	39.80	47.5	52.7	Not Met
Black or African American	14	100.0	64.30	54.00	35.20	64.3	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.80	61.70	80.70	72.8	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	466	100.0	57.50	47.60	62.20	57.5		
Male	495	99.4	39.60	35.30	48.10	39.6		
Economically Disadvantaged Students	689	99.9	47.70	40.00	36.20	47.7	52.8	Not Met
Non-Economically Disadvantaged Students	272	99.3	49.60	43.90	65.80	49.6		
Students with Disabilities	157	98.8	12.10	13.30	20.50	12.1	22	Not Met
Students without Disabilities	804	99.9	55.30	46.40	61.90	55.3		
English Learners	150	100.0	*	10.40	25.20	*	20.9	Not Met
Non-English Learners	811	99.6	*	47.50	57.40	*		
Homeless Students	N	N	N	100.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	50.00	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 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	509	745	745	756	13%	14%	25%	36%	13%	49%	59%
White	17	753	753	764	*	*	*	*	*	65%	69%
Hispanic	475	744	744	742	14%	14%	24%	36%	12%	48%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	251	750	750	764	9%	11%	24%	40%	15%	55%	68%
Male	258	739	739	749	17%	16%	25%	32%	11%	43%	51%
Economically Disadvantaged Students	358	743	743	739	15%	13%	24%	36%	13%	48%	40%
Non-Economically Disadvantaged Students	151	748	748	766	8%	15%	27%	38%	13%	50%	70%
Students with Disabilities	71	709	709	719	*	*	*	*	*	*	19%
Students without Disabilities	438	750	750	763	*	*	*	*	*	*	67%
English Learners	51	694	694	701	*	*	*	*	*	*	*
Non-English Learners	458	750	750	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	485	746	746	757	13%	12%	28%	38%	9%	47%	59%
White	16	735	735	764	*	0%	*	*	0%	44%	68%
Hispanic	461	746	746	742	13%	13%	28%	38%	9%	46%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	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	234	754	754	766	9%	7%	27%	47%	11%	58%	68%
Male	251	738	738	749	18%	17%	30%	30%	6%	36%	50%
Economically Disadvantaged Students	350	746	746	739	12%	12%	29%	40%	7%	47%	40%
Non-Economically Disadvantaged Students	135	746	746	766	16%	11%	27%	33%	13%	46%	69%
Students with Disabilities	79	713	713	718	42%	19%	25%	14%	0%	14%	18%
Students without Disabilities	406	752	752	764	8%	11%	29%	43%	10%	53%	67%
English Learners	42	697	697	701	*	*	*	*	*	*	*
Non-English Learners	443	750	750	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

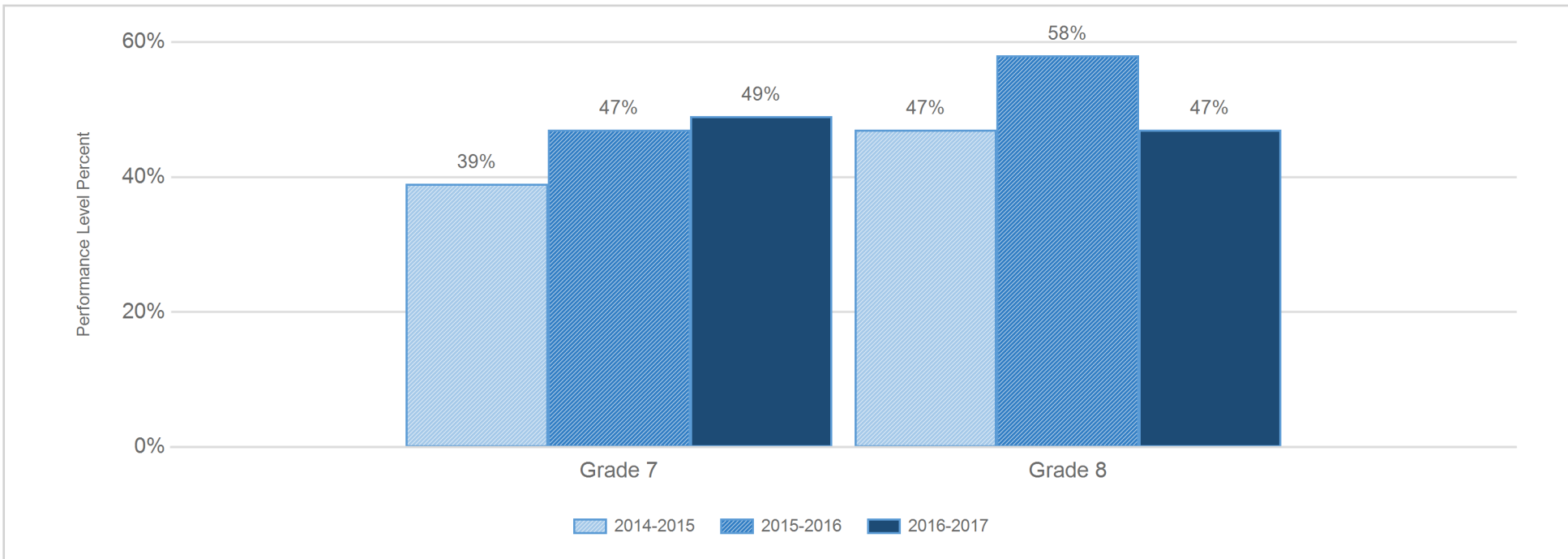


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**English Language Arts/Literacy Assessment - Performance Trends**

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	956	99.7	32.20	31.50	43.50	32.2	40.3	Not Met
White	33	100.0	30.30	*	52.40	30.3	49	Not Met
Hispanic	898	99.7	32.20	30.40	27.60	32.2	39.2	Not Met
Black or African American	14	100.0	14.20	23.50	21.70	14.2	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	63.70	67.70	75.60	63.7	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	464	100.0	35.10	32.90	44.10	35.1		
Male	492	99.5	29.40	30.20	42.90	29.4		
Economically Disadvantaged Students	684	99.9	31.10	31.30	25.10	31.1	39	Not Met
Non-Economically Disadvantaged Students	272	99.4	34.90	31.90	54.30	34.9		
Students with Disabilities	152	98.8	*	12.40	16.50	*	12	Met Target†
Students without Disabilities	804	99.9	*	35.10	48.80	*		
English Learners	150	100.0	10.00	*	23.30	10	20.9	Not Met
Non-English Learners	806	99.6	36.30	*	45.20	36.3		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	100.00	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 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	541	733	733	741	*	24%	38%	25%	*	26%	40%
White	18	737	737	748	*	*	*	*	*	22%	49%
Hispanic	506	732	732	730	*	25%	38%	26%	*	26%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	265	734	734	743	*	24%	40%	26%	*	27%	41%
Male	276	732	732	740	*	25%	36%	25%	*	26%	38%
Economically Disadvantaged Students	378	733	733	729	*	24%	38%	26%	*	27%	22%
Non-Economically Disadvantaged Students	163	733	733	749	*	24%	38%	24%	*	26%	50%
Students with Disabilities	71	710	710	716	*	*	*	*	*	*	11%
Students without Disabilities	470	736	736	746	*	*	*	*	*	*	45%
English Learners	83	707	707	712	*	*	*	*	*	*	*
Non-English Learners	458	738	738	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	465	726	726	728	25%	*	26%	24%	*	26%	28%
White	17	729	729	736	*	*	*	*	0%	29%	35%
Hispanic	441	726	726	721	25%	25%	25%	*	*	25%	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	229	730	730	730	*	*	25%	*	*	31%	30%
Male	236	722	722	725	*	*	27%	*	*	20%	26%
Economically Disadvantaged Students	333	728	728	719	*	24%	*	25%	*	26%	19%
Non-Economically Disadvantaged Students	132	723	723	734	*	24%	*	23%	*	25%	34%
Students with Disabilities	76	702	702	705	*	*	*	*	*	*	*
Students without Disabilities	389	731	731	734	*	*	*	*	*	*	*
English Learners	73	702	702	703	*	*	*	*	*	*	*
Non-English Learners	392	731	731	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	52	797	728	743	0%	0%	0%	69%	31%	100%	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	51	797	728	728	0%	0%	0%	69%	31%	100%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	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	24	793	730	744	*	*	*	71%	*	100%	43%
Male	28	800	727	741	*	*	*	68%	*	100%	40%
Economically Disadvantaged Students	31	796	731	727	*	*	*	71%	*	100%	23%
Non-Economically Disadvantaged Students	21	798	725	751	*	*	*	67%	*	100%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

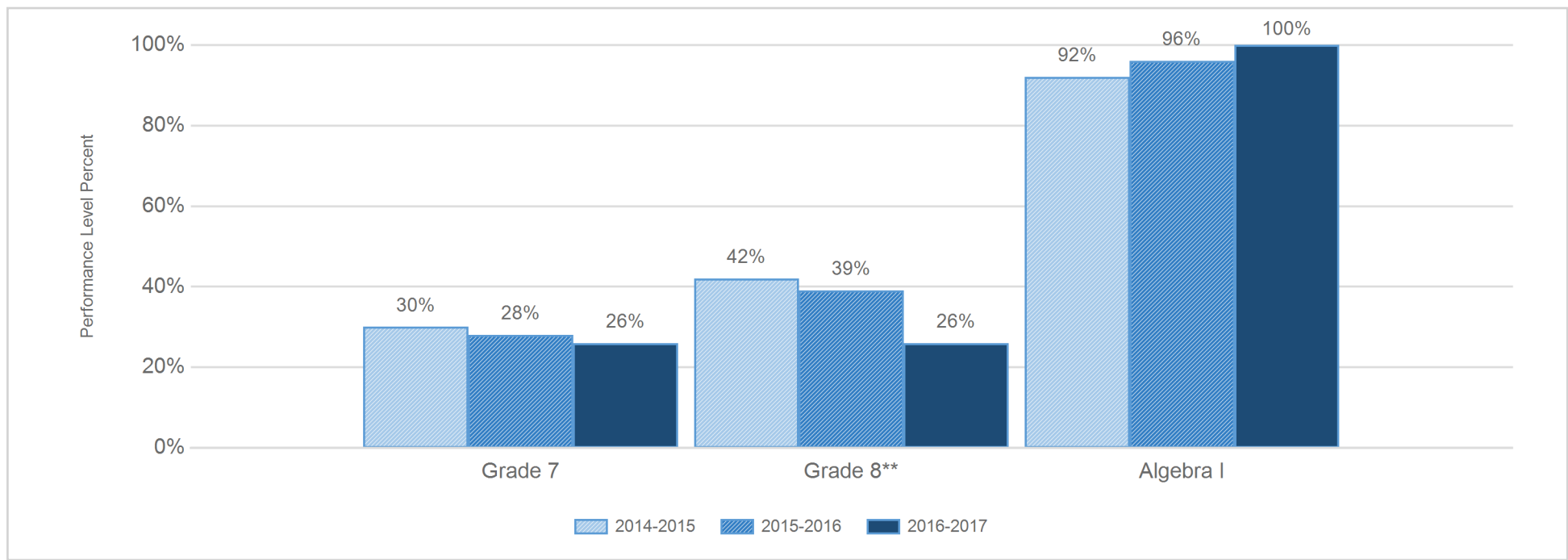


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**Mathematics Assessment – Performance Trends**

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
7	16	11
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	65	*	*
2	43	*	*
3	21	*	*
4	11	*	*
5+	*	*	*



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

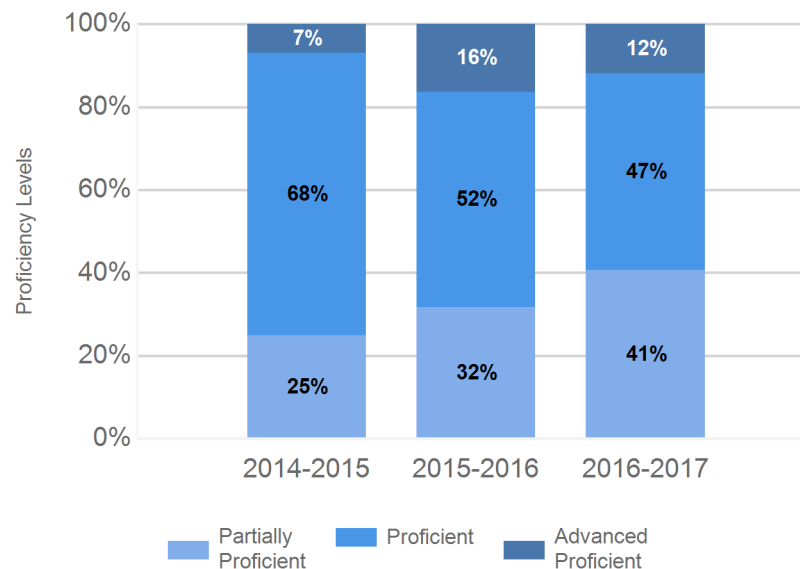
**NJASK Science Assessment Performance: Grade 8**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	12%	47%	41%
White	N	*	*
Hispanic	*	47%	41%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	10%	49%	41%
Students with Disabilities	N	21%	79%
English Learners	1%	25%	73%

**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	46	49	50	Met Target	29	42	50	Not Met
White	31	39	50	Not Met	14	27.5	52	**
Hispanic	47	49	49	Met Target	28	42	47	Not Met
Black or African American	50	56	45	**	*	33	43	**
Asian, Native Hawaiian, or Pacific Islander	57	50	60	**	*	51	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	46	49	47	Met Target	29	42	46	Not Met
Students with Disabilities	38	44	41	Not Met	23	33	43	Not Met
English Learners	42	52.5	53	Met Target	41	48	51	Met Target

\*\* 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:

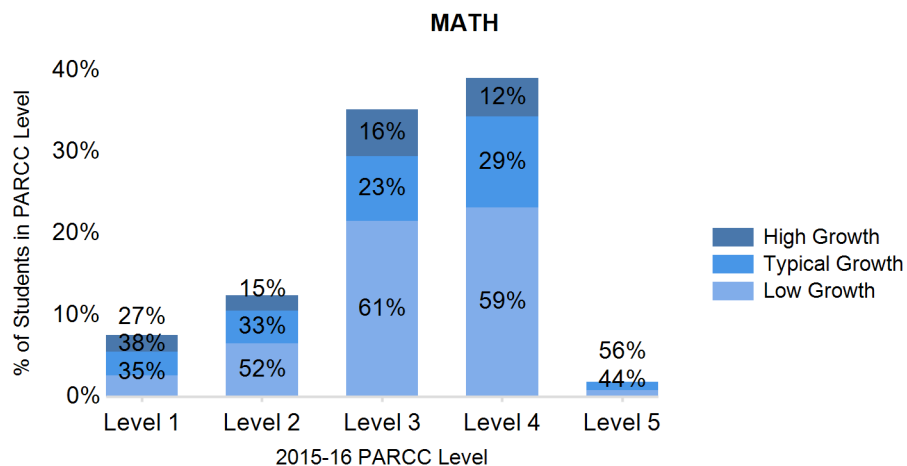
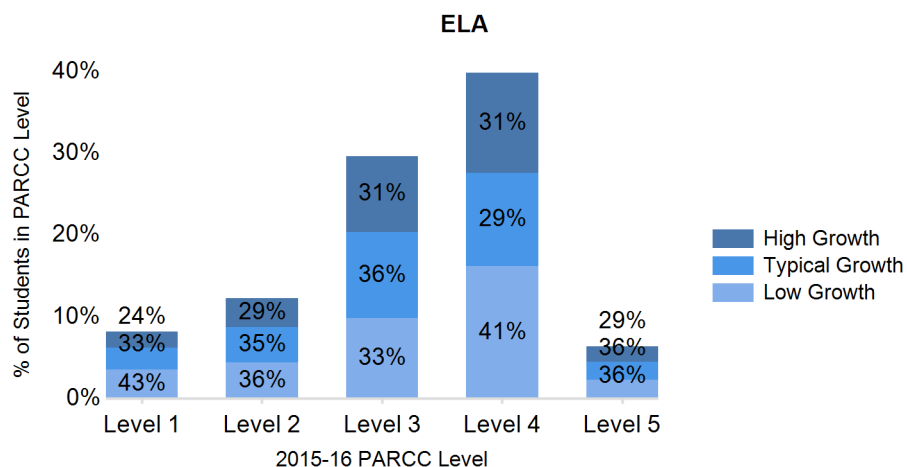
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

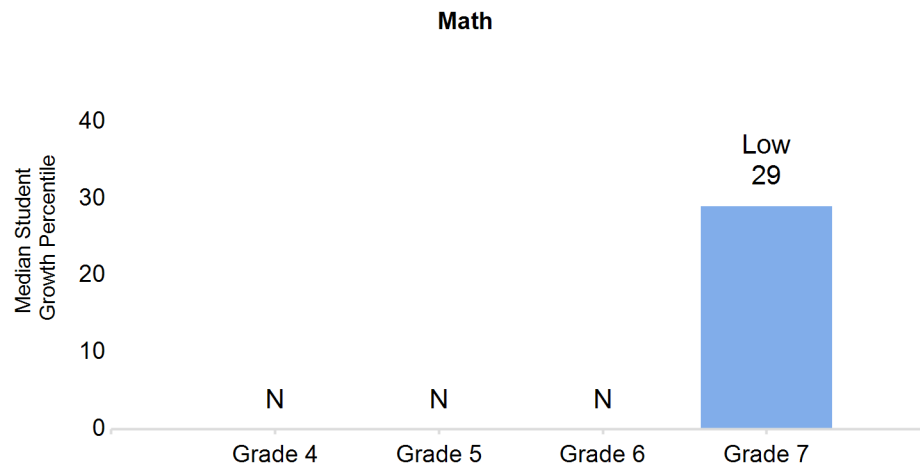
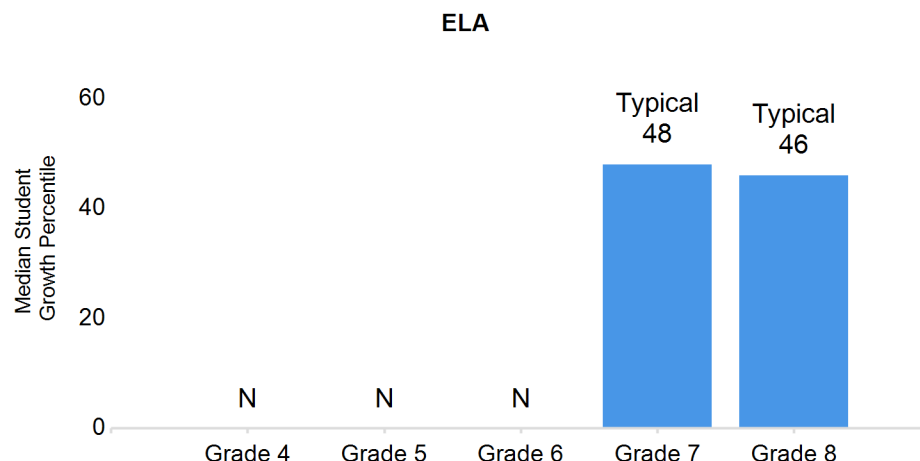
**Student Growth by Performance Level**

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
7	0	0	535
8	0	0	515
Schoolwide	0	0	1050

## 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
7	542	0	0	0	0	0	0
8	510	0	0	0	0	0	0
Schoolwide	1052	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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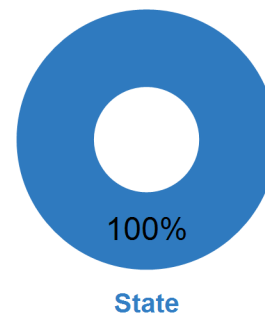
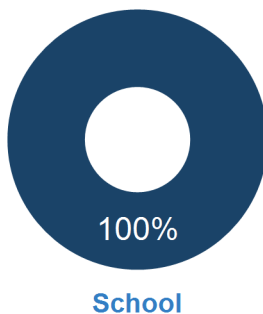
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### Visual and Performing Arts – Course Participation

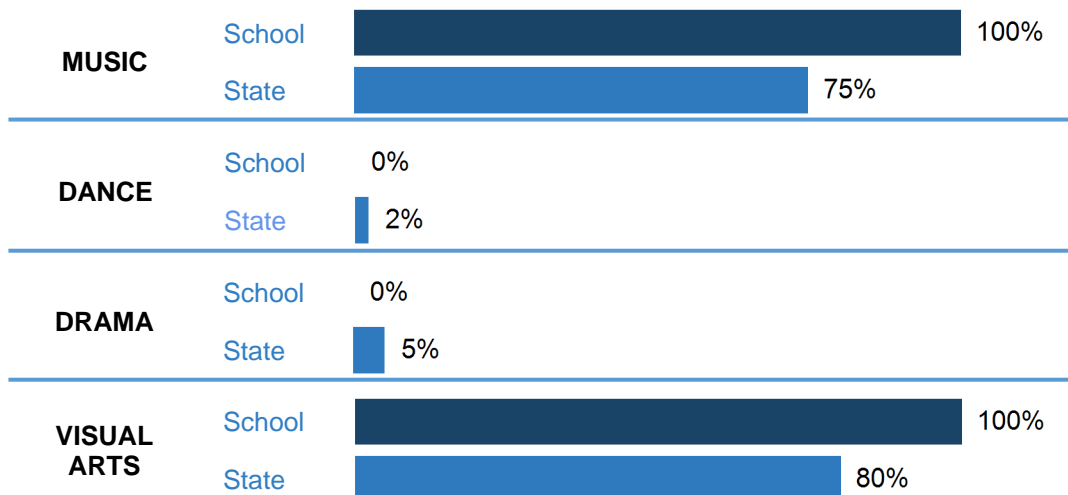
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

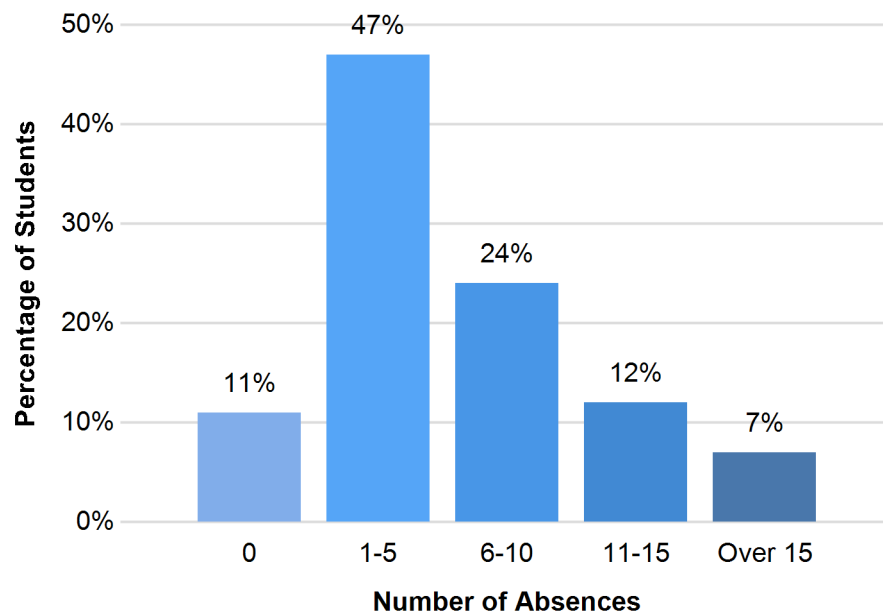
**Chronic Absenteeism**

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	9.10	Met Target
White	8.30	9.10	Met Target
Hispanic	5.50	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.90	9.10	Met Target
Students with Disabilities	13.40	9.10	Not Met
English Learners	2.00	9.10	Met Target

**Days Absent**

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



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

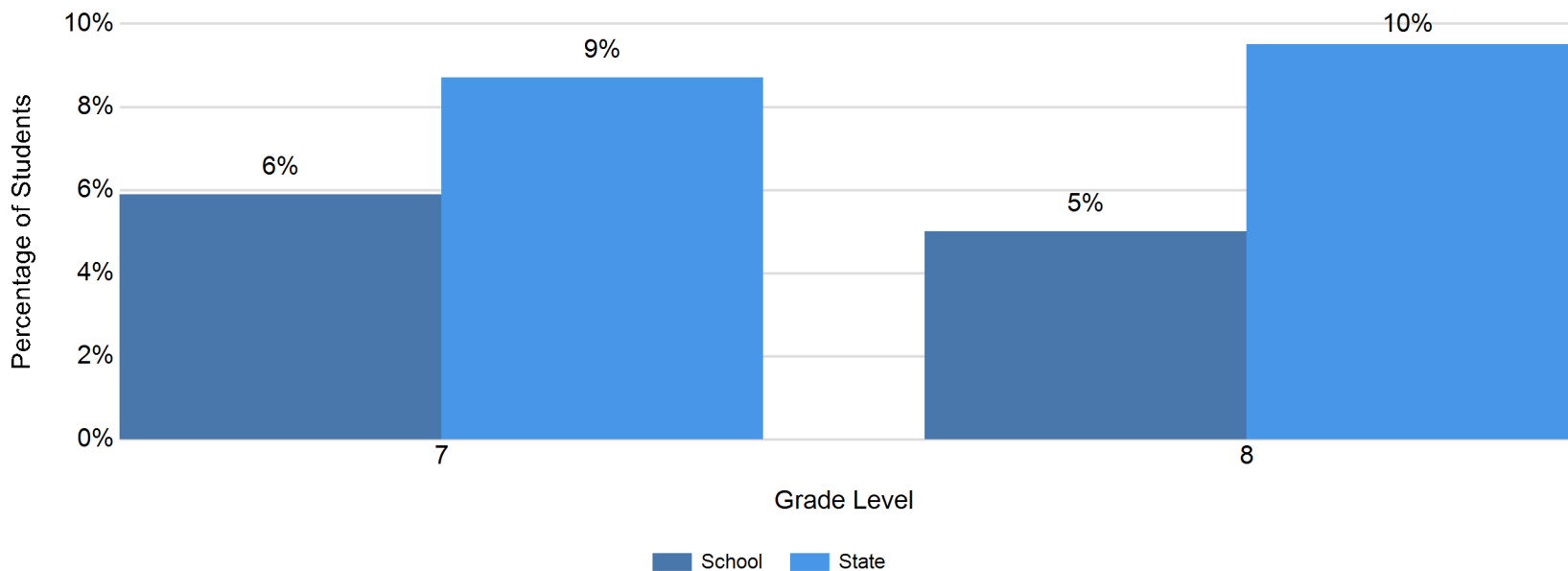


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**Chronic Absenteeism by Grade**

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





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## School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 56 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	4
Vandalism	0
Weapons	8
Substances	3
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.46

## 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	7.9%
Any Suspension	7.9%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	116.8 kbps	100 kbps	Yes	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)	\$887	\$12,605	\$13,492



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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	79	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	86%	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	43	9,506
Average years experience in public schools	22.9	15.9
Average years experience in district	21.8	11.6
Administrators in district for 4 or more years	95%	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	15:1
Administrators	352:1	199:1
Librarian/Media Specialists		1223:1
Nurses		778:1
Counselors		1070:1
Child Study Team		245:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	89%	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	32.0	17.5%
Mathematics Proficiency	21.8	17.5%
English Language Arts Growth	25.8	25.0%
Mathematics Growth	4.4	25.0%
Chronic Absenteeism	65.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		26.7
<b>Summative Rating:</b> Percentile rank of Summative Score		16.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	26.7	11.9	Targeted	Not Met	Not Met	Met Target	Met Target	Not Met	No
White	10.7	11.9	Targeted	Met Target†	Not Met	Met Target	Not Met	**	No
Hispanic	42.5	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	49.8	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	26.3	11.9	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
English Learners	29.5	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Gagliardi	<b>Email Address:</b>	<a href="mailto:pgagliardi@wnyschools.net">pgagliardi@wnyschools.net</a>
<b>Address:</b>	201 57TH ST WEST NEW YORK, NJ 07093-2705	<b>Website:</b>	<a href="http://www.wnyschools.net/district/wnyms/">http://www.wnyschools.net/district/wnyms/</a>
<b>Phone:</b>	(201)553-4160		

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• STEAM course pilot program and advanced science textbook pilot.</li> <li>• Full implementation of consultative collaboration services model.</li> <li>• Dynamic elective based extended school day program.</li> </ul>
 <b>Mission, Vision, Theme:</b>	Maximizing all students' potential for success in an ever-changing world.
 <b>Awards, Recognition, Accomplishments:</b>	The WNY Middle School was recognized by the NJDOE with a Certificate of Recognition for "Significantly Increasing Student Achievement".



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The WNY Middle School uses the 7th &amp; 8th Grade NJ Student Learning Standards. The school has courses in STEAM Science, G&amp;T &amp; Alternative Education. Special Needs students are accommodated by a Collaborative Consultative Services Model.</p>
 <p><b>Sports and Athletics:</b></p>	<p>The WNY Middle School offers students the opportunity to participate in several intramural athletic programs including track, basketball &amp; volleyball. All athletics are offered for both boys &amp; girls.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The WNY Middle Schools offers a comprehensive extracurricular program called the Knight Club. Knight Club activities include a Fitness Club, Chess Club, Art Club, Photography Club, Makerspace, STEAM Club, Environmental Club, 3D Printing Club, Math League, Spanish Club, Poetry Club, Social Groups, Book Club, Cultural Exchange Club, Entomology Club &amp; Debate Team.</p>
 <p><b>Before and After School Programs:</b></p>	<p>In addition to the Knight Club activities the WNY Middle Schools offers daily extended day academic support &amp; homework help. The school also offers students the opportunity to enroll in early morning high school level courses including Algebra 1H &amp; Spanish 1H.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The WNY Middle School faculty &amp; staff are consistently engaged in professional learning opportunities. On a daily basis teachers meet in Common Planning Time Periods. Once a month the entire district participates in Professional Learning Seminars. There are two annual District Professional Development Days. The WNY Middle School has embraced an EdCamp format of teacher led professional development opportunities.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The students at the WNY Middle School are afforded a wide range of support services &amp; intervention strategies. Services include access to Guidance Counselors, Social Workers, Substance Awareness Coordinator, Child Study Team, I&amp;RS Committee, 504 Committee, Extended Day Academic Assistance Program &amp; a full time Disciplinarian.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The WNY Middle School promotes health &amp; wellness for all. Programs include a Fitness Club, DARE, GREAT, Opioid Prevention Program, Nutritional Breakfast &amp; Lunch Program, Physical Education Program, Health Classes &amp; Intramural Athletics. The school also has a clinic with a full time School Nurse &amp; a Middle School Wellness Committee.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The WNY Middle School has monthly Family Knights events in which students, parents, teachers &amp; community members meet in the evening to share experiences on various topics. The school also offers an online parent portal allowing families access to student grades &amp; academic records. School &amp; teacher webpages are additional avenues for home &amp; school communication.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The WNY Middle School conducts bi-annual student, staff &amp; parent climate surveys. Survey results are analyzed by the school &amp; the NJDOE &amp; are used in the decision making process to improve various school programs.</p>
 <p>Facilities:</p>	<p>The WNY Middle School first opened its doors in September of 2004. The school is a state of the art &amp; high tech building. Facilities include HVAC &amp; security systems, a media center, computer labs, music rooms, art rooms, a gymnasium, a fitness center, a commercial kitchen, a cafeteria, a clinic &amp; two elevators.</p>



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The WNY Middle School uses block scheduling. There is a one-to-one Chromebook initiative & a student uniform policy.



Other Information: