




ETHEL McKNIGHT ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

21-1245-055
MERCER
EAST WINDSOR REGIONAL
58 TWIN RIVERS DR SOUTH
EAST WINDSOR, NJ 08520

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	50	57	59
1	76	59	57
2	145	77	59
3	77	116	77
4	86	81	104
5	109	81	89
Ungraded	8	34	17
Total	551	505	462

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	48%
Male	52%	53%	52%
Economically Disadvantaged Students	39%	37%	37%
Students with Disabilities	8%	11%	9%
English Learners	17%	15%	8%
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	39.0%
White	30.5%
Asian	20.1%
Black or African American	8.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	42	56	0
KG - Full Day	2	1	59

Enrollment by Home Language

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

Home Language	% of Students
English	55.6%
Spanish	30.7%
Gujarati	2.6%
Urdu	1.5%
Tamil	1.3%
Other	7.9%



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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	264	98.2	56.40	57.10	54.90	56.4	44.9	Met Target
White	71	93.6	70.40	69.40	63.90	69.2	61.2	Met Target
Hispanic	118	100.0	38.10	37.50	39.80	38.1	20.5	Met Target
Black or African American	29	100.0	69.00	49.50	35.20	69	51.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	44	100.0	75.00	78.90	80.70	75	74.8	Met Target
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	122	97.7	57.40	63.00	62.20	57.4		
Male	142	98.6	55.60	51.70	48.10	55.6		
Economically Disadvantaged Students	107	99.1	39.20	37.20	36.20	39.2	20.4	Met Target
Non-Economically Disadvantaged Students	157	97.6	68.10	67.20	65.80	68.1		
Students with Disabilities	22	91.7	40.90	22.40	20.50	39.5	47.4	Met Target†
Students without Disabilities	242	98.8	57.90	61.80	61.90	57.9		
English Learners	66	100.0	24.20	23.50	25.20	24.2	9.1	Met Target
Non-English Learners	198	97.6	67.20	64.30	57.40	67.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	60.00	24.80	N		
Military-Connected Students	N	N	N	25.00	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	76	748	744	749	*	*	40%	45%	0%	45%	50%
White	29	747	755	759	*	*	45%	41%	0%	41%	61%
Hispanic	24	740	729	734	0%	*	46%	*	0%	29%	35%
Black or African American	11	755	*	731	*	*	*	*	0%	64%	32%
Asian, Native Hawaiian, or Pacific Islander	12	762	760	775	0%	0%	*	*	0%	67%	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	40	748	747	754	*	*	45%	40%	0%	40%	55%
Male	36	749	742	745	*	*	33%	50%	0%	50%	46%
Economically Disadvantaged Students	22	738	727	731	*	*	46%	*	0%	27%	31%
Non-Economically Disadvantaged Students	54	752	755	762	*	*	37%	*	0%	52%	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	100	742	747	753	*	22%	24%	38%	*	45%	56%
White	21	767	760	762	0%	0%	*	71%	*	86%	67%
Hispanic	59	726	732	740	*	32%	32%	19%	*	20%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	12	768	*	777	0%	*	*	*	*	67%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	46	743	751	758	*	*	26%	33%	*	44%	61%
Male	54	741	743	749	*	*	22%	43%	*	46%	51%
Economically Disadvantaged Students	50	727	731	737	*	*	*	20%	*	22%	36%
Non-Economically Disadvantaged Students	50	757	756	764	*	*	*	56%	*	68%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	28	705	709	711	*	*	*	*	*	*	10%
Non-English Learners	72	757	751	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	86	770	758	756	*	*	20%	61%	17%	78%	59%
White	23	780	767	763	0%	0%	*	57%	*	91%	69%
Hispanic	33	758	742	743	0%	*	*	70%	0%	70%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	782	*	779	0%	*	*	*	*	84%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	38	779	763	761	0%	*	*	68%	*	90%	66%
Male	48	762	753	750	0%	*	*	54%	*	69%	53%
Economically Disadvantaged Students	30	761	743	740	*	*	*	63%	*	67%	40%
Non-Economically Disadvantaged Students	56	775	766	765	*	*	*	59%	*	84%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	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%

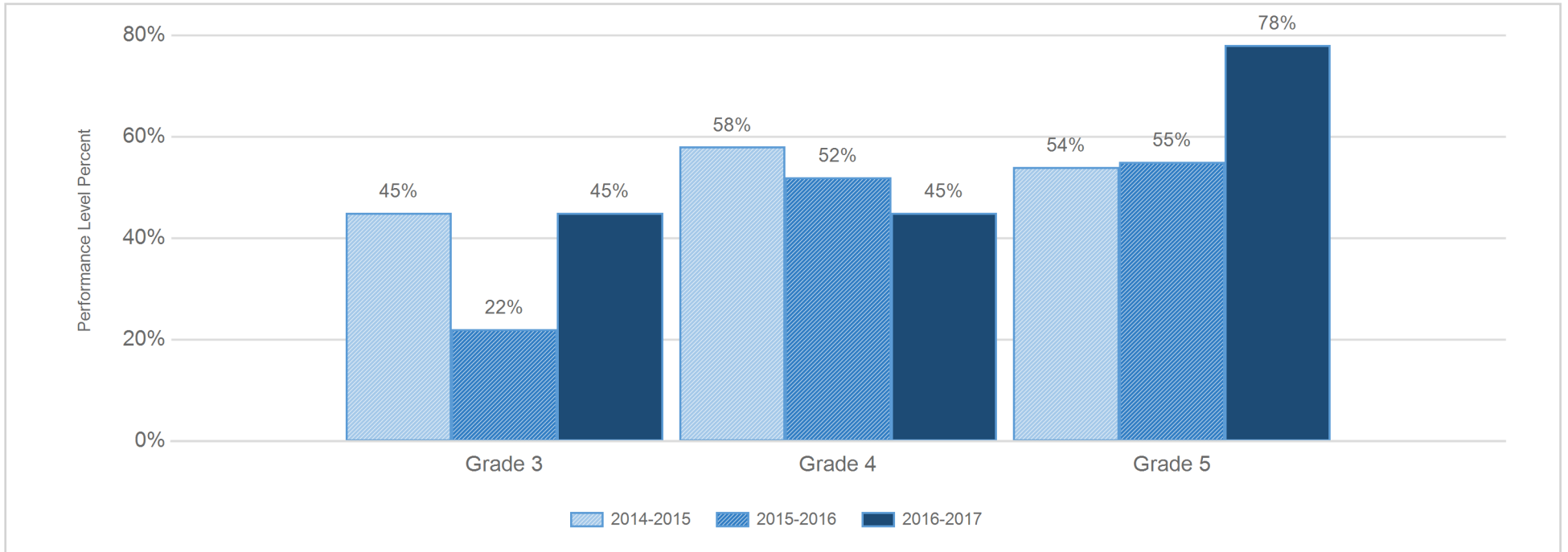


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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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	265	98.2	52.80	44.60	43.50	52.8	50.3	Met Target
White	71	93.6	70.40	55.40	52.40	69.3	71.5	Met Target†
Hispanic	119	100.0	33.60	26.20	27.60	33.6	27.8	Met Target
Black or African American	29	100.0	44.80	30.50	21.70	44.8	47.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	44	100.0	84.10	73.70	75.60	84.1	72.9	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	123	97.7	53.70	43.50	44.10	53.7		
Male	142	98.6	52.10	45.50	42.90	52.1		
Economically Disadvantaged Students	108	99.1	34.30	27.00	25.10	34.3	30.8	Met Target
Non-Economically Disadvantaged Students	157	97.6	65.60	53.80	54.30	65.6		
Students with Disabilities	22	91.7	36.40	*	16.50	35	44.8	Met Target†
Students without Disabilities	243	98.8	54.30	*	48.80	54.3		
English Learners	67	100.0	22.40	18.10	23.30	22.4	20.7	Met Target
Non-English Learners	198	97.6	63.20	50.70	45.20	63.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	40.00	15.10	N		
Military-Connected Students	N	N	N	25.00	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.

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Schoolwide	76	748	748	751	*	21%	30%	37%	*	46%	53%
White	29	748	756	759	*	*	*	52%	*	55%	63%
Hispanic	24	734	733	738	0%	*	46%	*	0%	21%	37%
Black or African American	11	751	*	733	0%	*	*	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	12	772	772	779	0%	*	*	*	*	75%	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	40	742	746	751	*	*	*	40%	*	45%	52%
Male	36	754	749	751	*	*	*	33%	*	47%	53%
Economically Disadvantaged Students	22	730	733	736	*	*	*	*	*	18%	34%
Non-Economically Disadvantaged Students	54	755	757	761	*	*	*	*	*	57%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	737	746	747	*	27%	22%	29%	*	37%	47%
White	21	763	761	755	0%	*	*	57%	*	71%	59%
Hispanic	61	724	731	734	18%	38%	26%	*	*	18%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	13	758	*	774	*	*	0%	*	*	69%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	47	737	746	747	*	23%	23%	28%	*	38%	47%
Male	56	736	745	747	*	30%	21%	30%	*	36%	48%
Economically Disadvantaged Students	53	726	731	732	*	*	21%	21%	*	25%	27%
Non-Economically Disadvantaged Students	50	748	755	757	*	*	24%	38%	*	50%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	31	706	711	716	*	*	*	*	*	*	12%
Non-English Learners	72	750	750	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	764	752	747	*	*	19%	57%	17%	74%	46%
White	23	769	758	754	*	0%	*	61%	*	87%	57%
Hispanic	33	753	738	735	*	*	*	61%	*	64%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	19	785	*	774	0%	0%	*	58%	*	95%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	38	768	753	747	*	*	*	63%	*	82%	47%
Male	48	762	752	746	*	*	*	52%	*	69%	46%
Economically Disadvantaged Students	30	749	737	732	*	*	*	53%	0%	53%	27%
Non-Economically Disadvantaged Students	56	773	761	756	*	*	*	59%	27%	86%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	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%

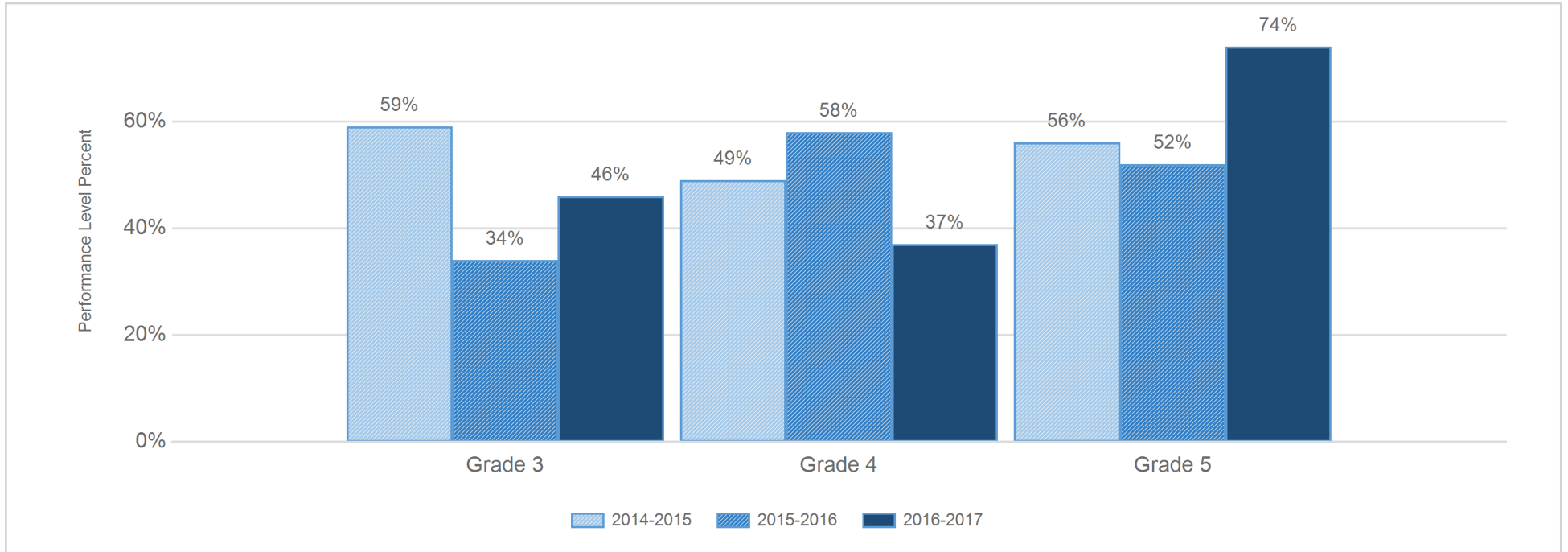


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	25	60%	40%



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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.

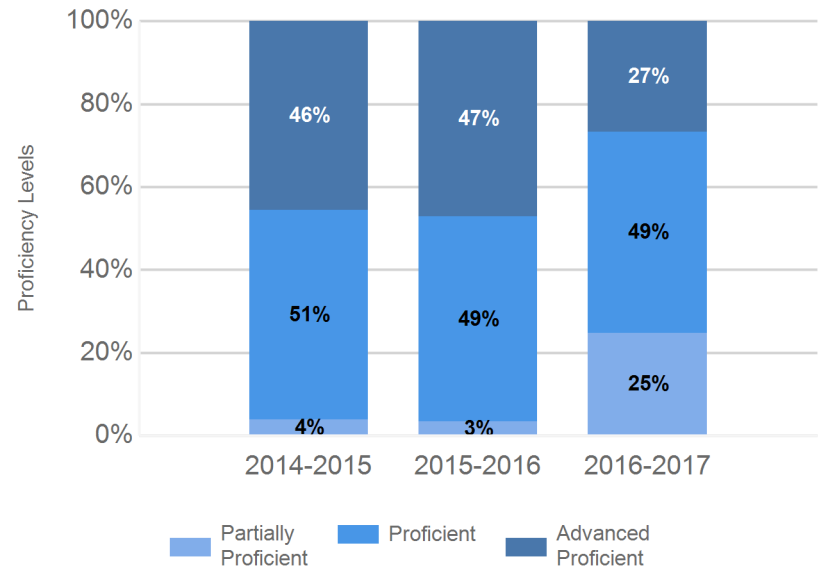
NJASK Science Assessment Performance: Grade 4

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%	49%	25%
White	46%	50%	5%
Hispanic	13%	53%	34%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	21%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	12%	52%	36%
Students with Disabilities	*	*	*
English Learners	N	47%	53%

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	69	51	50	Exceeds Target	66	49	50	Exceeds Target
White	76	50	50	Exceeds Target	71	52	52	Exceeds Target
Hispanic	64	48	49	Exceeds Target	64	45	47	Exceeds Target
Black or African American	*	49	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	79	60	60	Exceeds Target	77.5	56	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	62.5	49	47	Exceeds Target	64	46	46	Exceeds Target
Students with Disabilities	67.5	49	41	**	52	42	43	**
English Learners	59	51	53	Met Target	59	45	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:

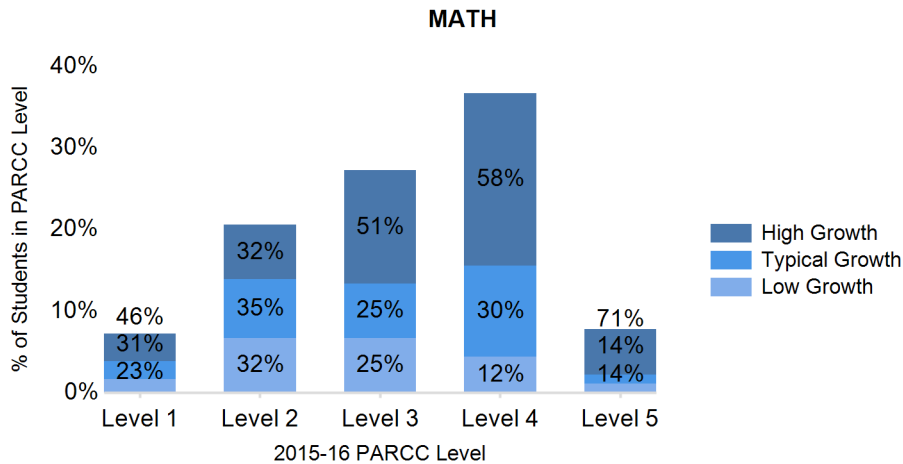
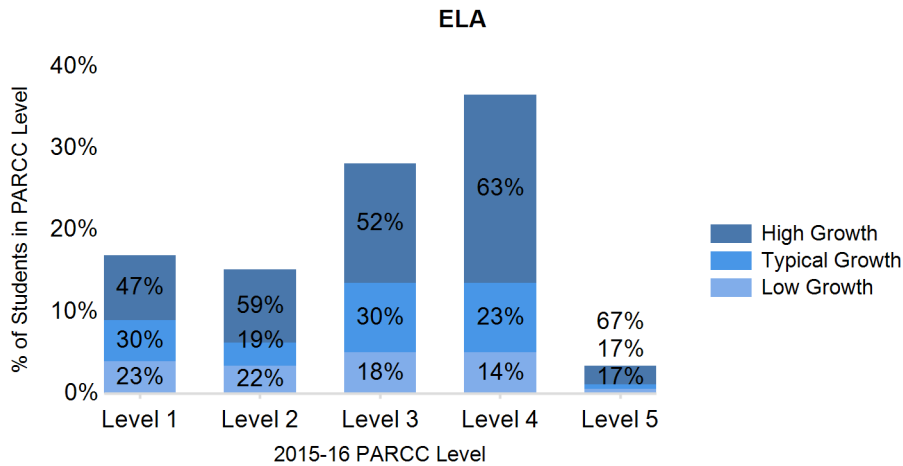
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

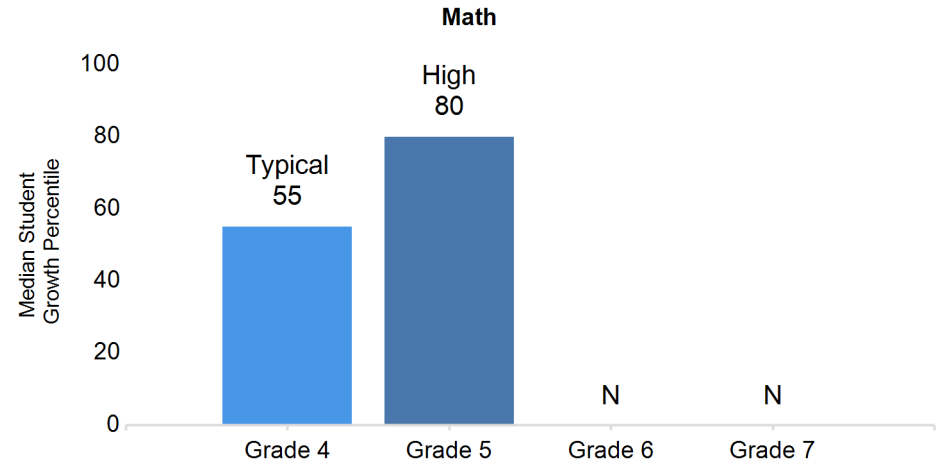
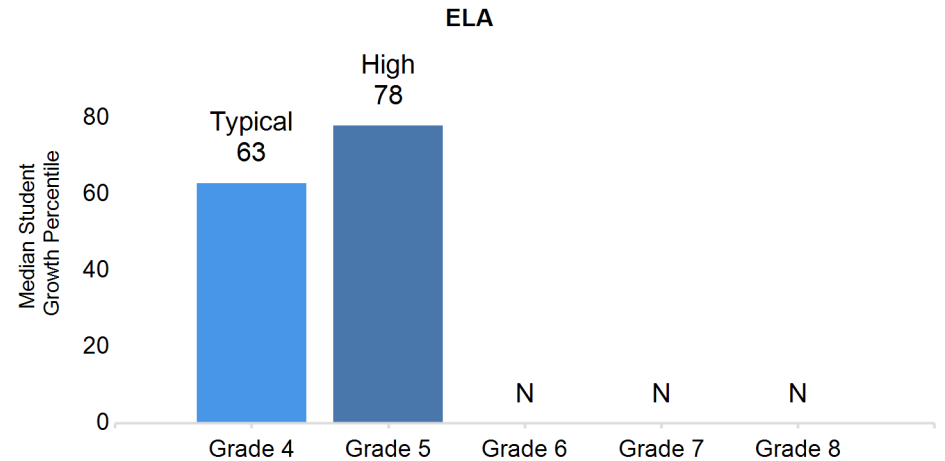
Student Growth by Performance Level

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

Chronic Absenteeism

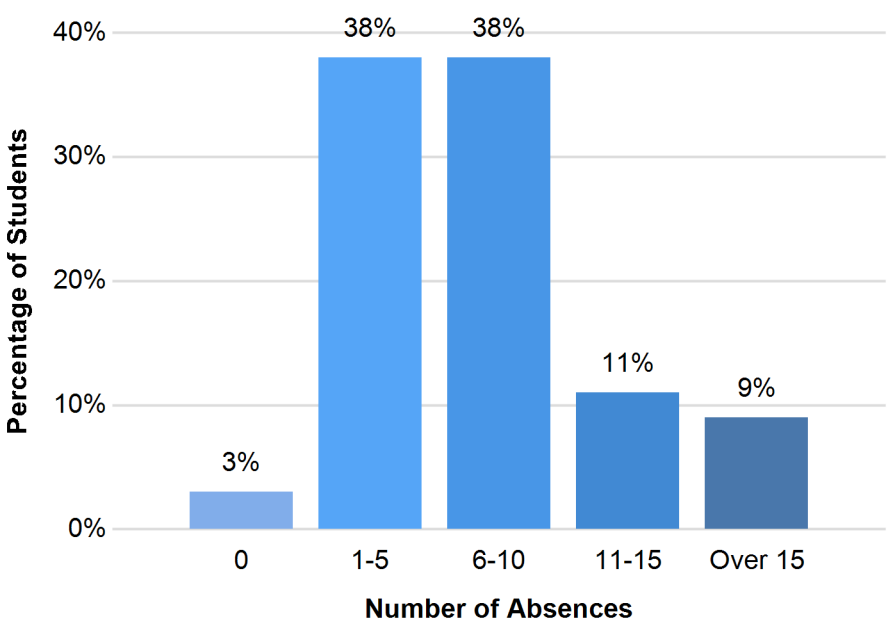
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	8.40	Met Target
White	4.20	8.40	Met Target
Hispanic	7.70	8.40	Met Target
Black or African American	5.00	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.40	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.20	8.40	Met Target
Students with Disabilities	21.70	8.40	Not Met
English Learners	7.90	8.40	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.



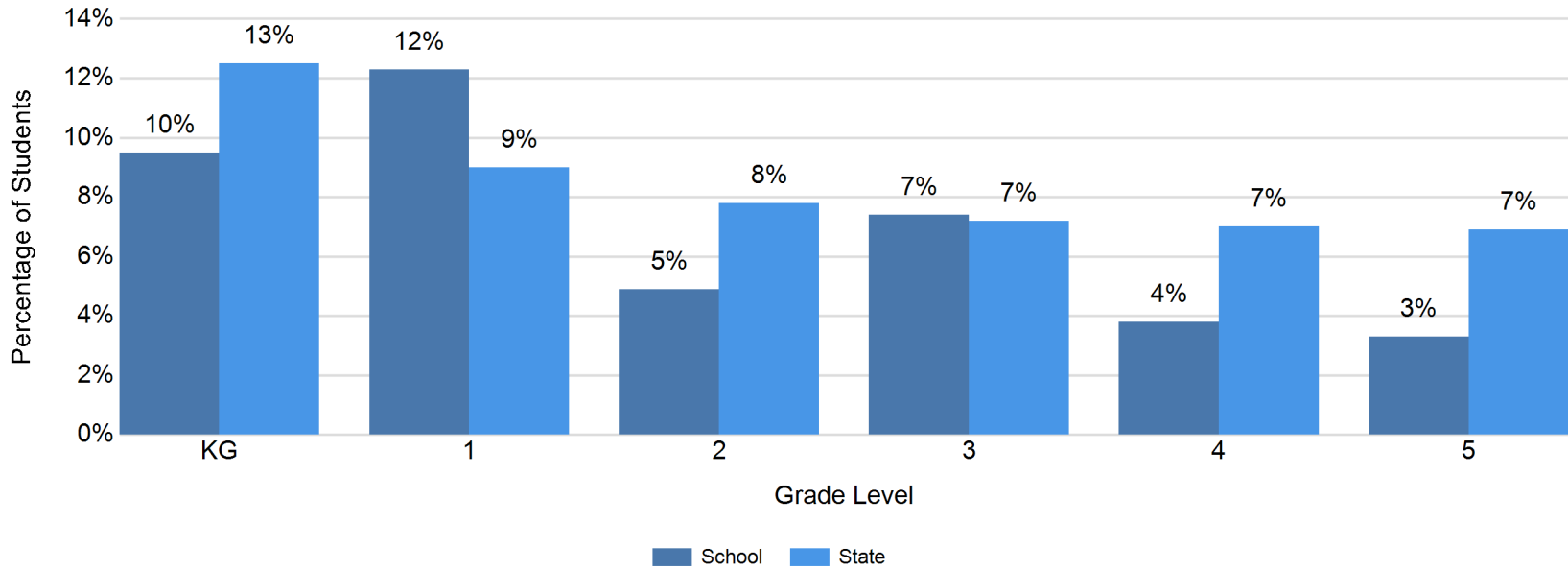


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Chronic Absenteeism by Grade

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	8:50AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.95

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	193.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$403	\$13,373	\$13,776



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	120,724
Average years experience in public schools	8.6	11.8
Average years experience in district	7.9	10.5
Teachers in district for 4 or more years	66%	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	30	9,506
Average years experience in public schools	10.2	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	231:1	172:1
Librarian/Media Specialists		1032:1
Nurses		737:1
Counselors		344:1
Child Study Team		303:1



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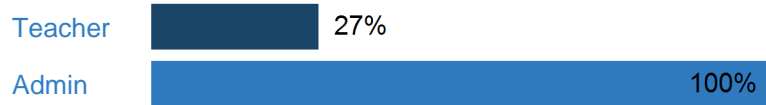
Teachers and Administrators - Level of Education

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	88%	89%
2015-16 Administrators: Same district 2016-17	69%	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	52.3	17.5%
Mathematics Proficiency	62.5	17.5%
English Language Arts Growth	95.1	25.0%
Mathematics Growth	91.7	25.0%
Chronic Absenteeism	47.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		73.9
Summative Rating: Percentile rank of Summative Score		84.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	73.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	83.4	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	70.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	64.2	11.9	No	Met Target	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	78.5	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
English Learners	59.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Foulks	Email Address:	nfoulks@ewrsd.k12.nj.us
Address:	58 TWIN RIVERS DR SOUTH EAST WINDSOR, NJ 08520	Website:	http://www.eastwindsorregionalschools.com/ewrs/Schools/Ethel%20McKnight%20Elementary%20School/
Phone:	(609)443-7800		

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"> • Our standards-based curriculum includes Balanced Literacy, the GoMath program, and the Science Dimensions program. • Technology is part of each school day, with all students in grades 3-5 utilizing 1:1 personal Chromebooks. • Our students meet monthly with Social Emotional Learning specialists to explore the SEL competencies.
 <p>Mission, Vision, Theme:</p>	<p>The Ethel McKnight School is a nurturing, safe and professional environment that supports the educational success and social, emotional, and physical development of all students. Our goal is to focus on the needs of the whole child in order to move us, as a school, in the direction of overall student achievement.</p>






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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Students participate in a Balanced Literacy approach including Shared & Guided Reading, Independent Reading, Word Work, Writing, and Foundations. Students are assessed using multiple measures and teachers use the data to guide their instruction. GoMath, Science Dimensions, and thematic Social Studies units are taught to meet each child's individual needs. Students are encouraged to become involved in the learning process as they work cooperatively with each other.</p>
 <p>Clubs and Activities:</p>	<p>Students at Ethel McKnight have the opportunity to participate in a variety of clubs during the school day. These clubs include; sports club, dance club, art club, technology club. In addition, students in grades 3 - 5 can participate in chorus, and fifth grade students may participate in band. Ethel McKnight students in grades 3 - 5 also have the chance to be part of the student council.</p>
 <p>Before and After School Programs:</p>	<p>Kidcare is a recreational extended care program for students enrolled in grades K-5. They provide a safe, friendly, and stimulating program through both group and individual activities. Students have the opportunity to participate in outside activities, gym activities, homework assistance, crafts and quiet play.</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>Staff and Professional Learning:</p>	<p>The faculty participate in weekly professional learning opportunities within grade level PLCs, data teams and content supervisor meetings. Staff have the opportunity to attend outside PD as well as in-district and job-embedded PD. Outside consultants are often utilized to provide PD for staff. Professional literature is discussed, analyzed, and applied in practice through book clubs.</p>
 <p>Student Supports and Services:</p>	<p>The Ethel McKnight School offers programs for both special education students and English Language Learners across grade levels. Students are identified using multiple measures including the I&RS process and Child Study recommendations. Basic Skills instruction is provided for students who qualify for services. Identified students needing additional academic support are recommended for our after school supplemental program that meets three days a week to meet the needs all students.</p>
 <p>Student Health and Wellness:</p>	<p>Our school has a full-time nurse and guidance counselor on staff & two social-emotional specialists to support the physical and emotional well-being of our students. SEL and guidance instruction play an important role in enhancing the social-emotional growth of our students. Students participate in Physical Education 2 times a week and exhibit daily structured physical activity during recess time. Our breakfast program offers all students a healthy way to help start their day.</p>
 <p>Parent and Community Involvement:</p>	<p>Ethel McKnight School parents are active members of our school community. Our PTO plans many events throughout the year such as Family Fun Nights, book drives, and fundraisers. Our school partners with Literacy Volunteers of America to provide ESL services to our families. The local police department works with our 5th grade students on the DARE program which focuses on drug and alcohol prevention. Parents can use the Parent Portal access their child's information.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>Our faculty participates in a yearly online school climate survey that focuses on providing information to stakeholders to help support a positive and engaging learning environment for our staff, students, and families. Our school climate committee reviews and analyzes the results of the survey at the beginning of each year and uses that information to support an overall increase in stakeholders perception of a positive school climate and culture from year to year.</p>
 <p>Facilities:</p>	<p>Ethel McKnight opened in 1970 as the first geo-desic domed school in New Jersey. In 2009, the open space school was redesigned to accommodate a larger student population. In addition to classroom spaces, the current building includes a library, computer lab, art room, and gymnasium. All parts of the school are outfitted with air conditioning.</p>




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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	34	29	37
KG	77	102	105
1	82	89	95
2	78	87	97
3	137	78	88
4	147	107	94
5	95	141	104
Ungraded	2	61	33
Total	652	694	653

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	50%
Male	53%	52%	50%
Economically Disadvantaged Students	47%	46%	44%
Students with Disabilities	12%	14%	15%
English Learners	15%	20%	14%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	45.6%
White	29.1%
Asian	12.9%
Black or African American	8.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	3.7%

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	52	29	35
PK - Full Day	0	0	2
KG - Half Day	74	102	0
KG - Full Day	0	0	105

Home Language	% of Students
English	45.5%
Spanish	39.4%
Gujarati	4.3%
Panjabi	1.4%
Urdu	1.2%
<i>Other</i>	9.2%



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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	271	96.6	47.30	57.10	54.90	47.3	46.3	Met Target
White	85	92.7	64.70	69.40	63.90	63.6	71.7	Met Target†
Hispanic	124	99.2	30.60	37.50	39.80	30.6	28.4	Met Target
Black or African American	24	92.3	33.30	49.50	35.20	33.3	42	Met Target†
Asian, Native Hawaiian, or Pacific Islander	31	100.0	71.00	78.90	80.70	71	72.6	Met Target†
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	130	96.4	54.60	63.00	62.20	54.6		
Male	141	96.7	40.40	51.70	48.10	40.4		
Economically Disadvantaged Students	110	98.3	27.30	37.20	36.20	27.3	30.3	Met Target†
Non-Economically Disadvantaged Students	161	95.4	60.90	67.20	65.80	60.9		
Students with Disabilities	38	97.6	23.70	22.40	20.50	23.7	12.6	Met Target
Students without Disabilities	233	96.4	51.10	61.80	61.90	51.1		
English Learners	78	100.0	21.80	23.50	25.20	21.8	20.8	Met Target
Non-English Learners	193	95.3	57.50	64.30	57.40	57.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	25.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† 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	83	749	744	749	*	*	25%	35%	*	46%	50%
White	28	771	755	759	*	*	*	39%	*	61%	61%
Hispanic	30	726	729	734	*	*	*	*	0%	27%	35%
Black or African American	11	737	*	731	*	*	*	*	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	13	760	760	775	0%	*	*	*	*	69%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	748	747	754	*	*	*	39%	*	47%	55%
Male	47	749	742	745	*	*	*	32%	*	45%	46%
Economically Disadvantaged Students	30	726	727	731	*	*	*	*	*	17%	31%
Non-Economically Disadvantaged Students	53	761	755	762	*	*	*	*	*	62%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	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
Schoolwide	94	744	747	753	*	20%	26%	39%	*	47%	56%
White	30	757	760	762	0%	*	*	57%	*	63%	67%
Hispanic	45	732	732	740	*	27%	27%	33%	*	33%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	48	748	751	758	*	*	23%	46%	*	54%	61%
Male	46	740	743	749	*	*	28%	33%	*	39%	51%
Economically Disadvantaged Students	36	733	731	737	*	*	*	33%	*	36%	36%
Non-Economically Disadvantaged Students	58	751	756	764	*	*	*	43%	*	53%	69%
Students with Disabilities	13	725	*	725	*	*	*	*	*	15%	25%
Students without Disabilities	81	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	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	745	758	756	*	16%	25%	41%	*	49%	59%
White	31	756	767	763	*	*	*	55%	*	65%	69%
Hispanic	53	733	742	743	*	26%	26%	28%	*	32%	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	*	*	*	757	*	*	*	*	*	*	60%
Female	50	751	763	761	*	*	*	46%	*	60%	66%
Male	50	740	753	750	*	*	*	36%	*	38%	53%
Economically Disadvantaged Students	44	728	743	740	*	*	27%	30%	*	30%	40%
Non-Economically Disadvantaged Students	56	759	766	765	*	*	23%	50%	*	64%	71%
Students with Disabilities	14	726	725	725	*	*	*	*	*	29%	22%
Students without Disabilities	86	748	762	762	*	*	*	*	*	52%	66%
English Learners	16	713	728	710	*	*	0%	*	*	19%	12%
Non-English Learners	84	752	760	757	*	*	30%	*	*	55%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

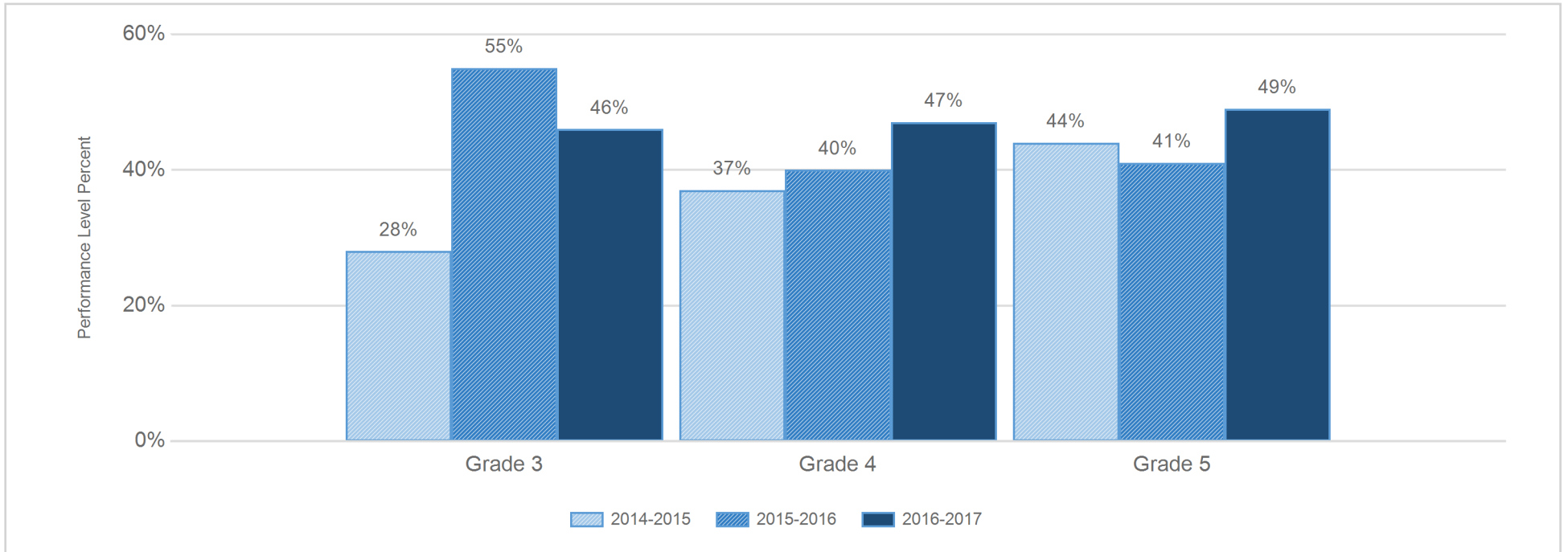


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	272	96.6	38.60	44.60	43.50	38.6	42.2	Met Target†
White	85	92.7	54.10	55.40	52.40	53.2	63.2	Not Met
Hispanic	125	99.2	24.00	26.20	27.60	24	26	Met Target†
Black or African American	24	92.3	16.70	30.50	21.70	16.7	27.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	31	100.0	71.00	73.70	75.60	71	78.5	Met Target†
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	130	96.4	36.20	43.50	44.10	36.2		
Male	142	96.8	40.80	45.50	42.90	40.8		
Economically Disadvantaged Students	110	98.3	20.90	27.00	25.10	20.9	26.6	Met Target†
Non-Economically Disadvantaged Students	162	95.5	50.60	53.80	54.30	50.6		
Students with Disabilities	38	97.6	18.40	*	16.50	18.4	32.8	Not Met
Students without Disabilities	234	96.4	41.90	*	48.80	41.9		
English Learners	79	100.0	15.20	18.10	23.30	15.2	14.9	Met Target
Non-English Learners	193	95.3	48.20	50.70	45.20	48.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	25.00	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
Schoolwide	84	749	748	751	*	17%	38%	33%	*	43%	53%
White	28	761	756	759	0%	*	43%	*	*	50%	63%
Hispanic	30	733	733	738	*	*	33%	*	0%	30%	37%
Black or African American	11	736	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	768	772	779	0%	0%	*	*	*	79%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	745	746	751	*	*	42%	28%	*	33%	52%
Male	48	752	749	751	*	*	35%	38%	*	50%	53%
Economically Disadvantaged Students	30	737	733	736	*	*	53%	*	*	23%	34%
Non-Economically Disadvantaged Students	54	755	757	761	*	*	30%	*	*	54%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	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
Schoolwide	94	742	746	747	*	25%	28%	37%	*	40%	47%
White	30	758	761	755	*	*	*	57%	*	67%	59%
Hispanic	45	733	731	734	*	36%	33%	24%	*	24%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	48	741	746	747	*	*	29%	38%	*	40%	47%
Male	46	743	745	747	*	*	26%	37%	*	41%	48%
Economically Disadvantaged Students	36	733	731	732	*	36%	*	31%	*	31%	27%
Non-Economically Disadvantaged Students	58	748	755	757	*	17%	*	41%	*	47%	61%
Students with Disabilities	13	715	*	724	*	*	0%	*	*	15%	22%
Students without Disabilities	81	746	*	751	*	*	32%	*	*	44%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	740	752	747	*	16%	39%	27%	*	34%	46%
White	31	748	758	754	*	*	36%	36%	*	45%	57%
Hispanic	55	729	738	735	*	20%	42%	18%	*	22%	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	*	*	*	747	*	*	*	*	*	*	47%
Female	51	741	753	747	*	*	43%	20%	*	33%	47%
Male	51	738	752	746	*	*	35%	33%	*	35%	46%
Economically Disadvantaged Students	45	725	737	732	*	*	51%	*	*	13%	27%
Non-Economically Disadvantaged Students	57	751	761	756	*	*	30%	*	*	51%	59%
Students with Disabilities	14	725	721	725	*	*	*	*	*	21%	19%
Students without Disabilities	88	742	756	751	*	*	*	*	*	36%	52%
English Learners	18	716	733	717	*	*	*	*	*	11%	12%
Non-English Learners	84	745	754	748	*	*	*	*	*	39%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

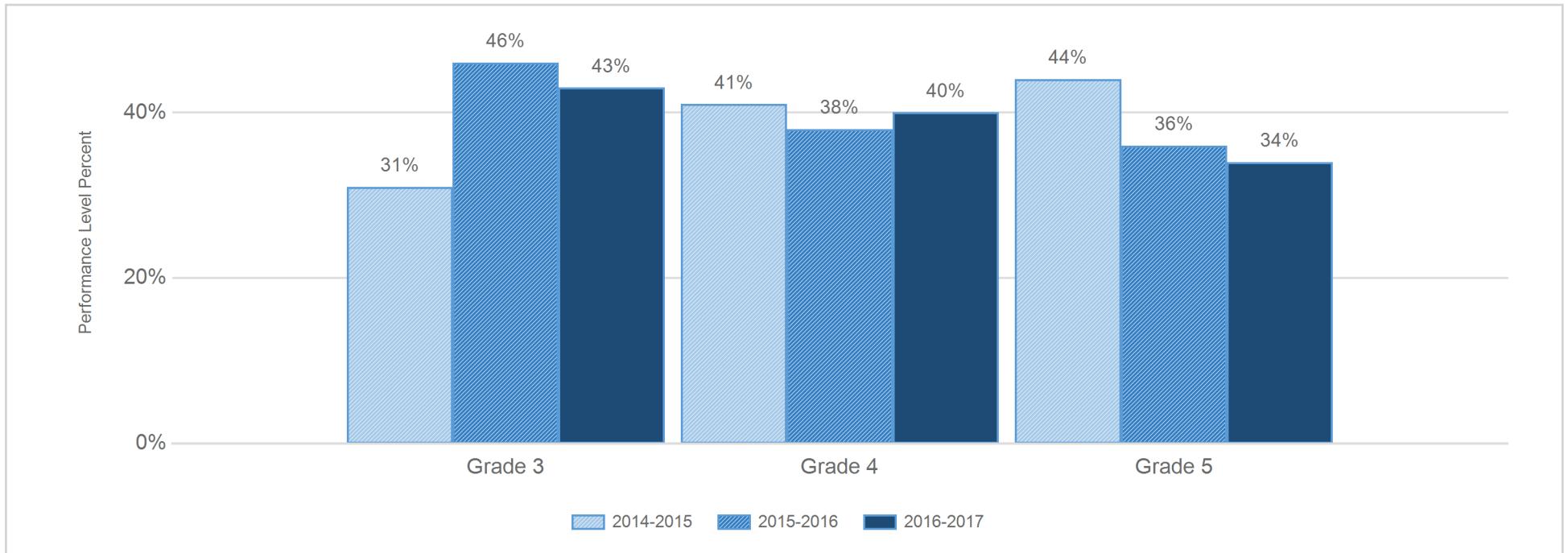


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	36	*	*
2	37	*	*
3	*	*	*
4	*	*	*
5+	14	50%	50%



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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.

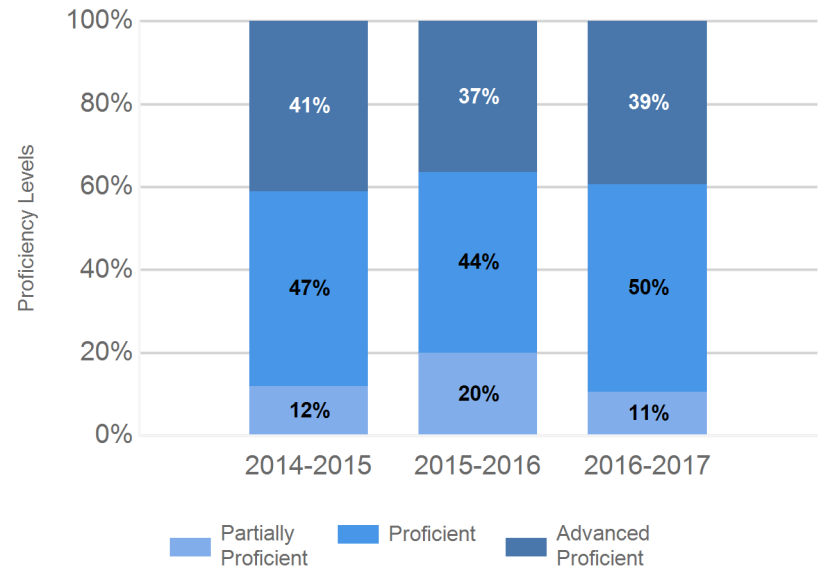
NJASK Science Assessment Performance: Grade 4

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	39%	50%	11%
White	58%	42%	N
Hispanic	23%	61%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	20%	60%	20%
Students with Disabilities	21%	57%	21%
English Learners	*	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42	51	50	Met Target	36.5	49	50	Not Met
White	43	50	50	Met Target	36.5	52	52	Not Met
Hispanic	41	48	49	Met Target	42	45	47	Met Target
Black or African American	*	49	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	41.5	60	60	**	41	56	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	38	49	47	Not Met	36	46	46	Not Met
Students with Disabilities	46	49	41	Met Target	28	42	43	Not Met
English Learners	32.5	51	53	Not Met	41	45	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:

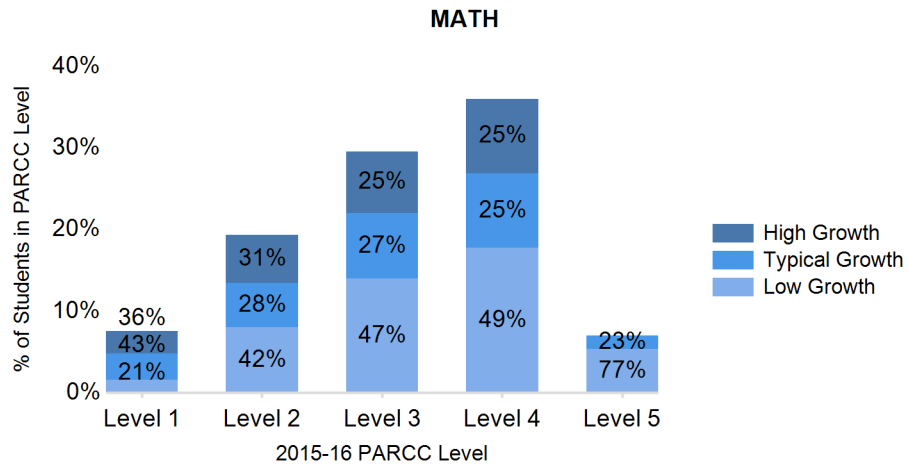
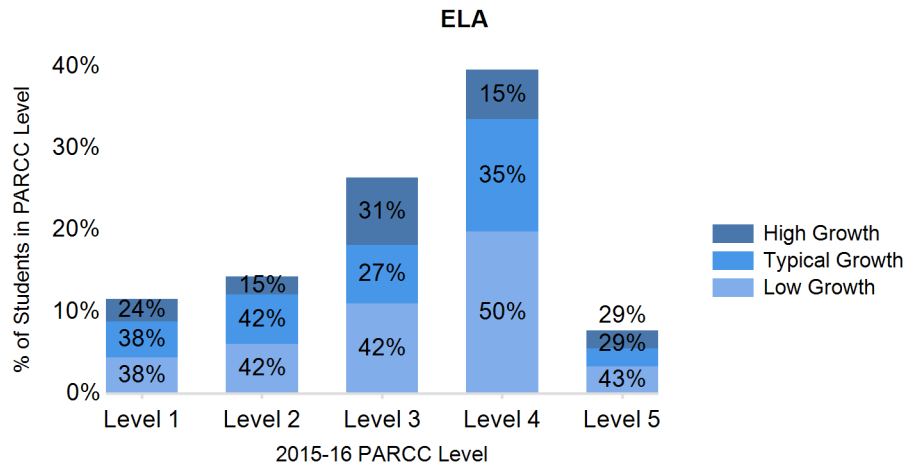
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

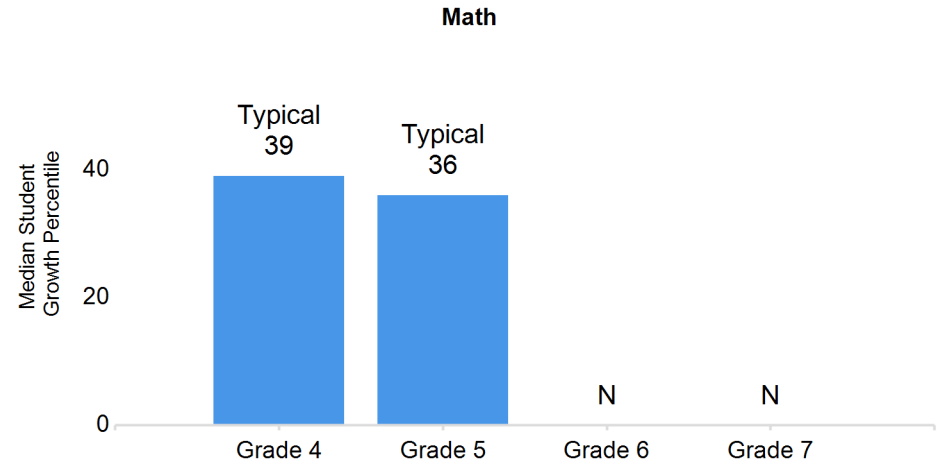
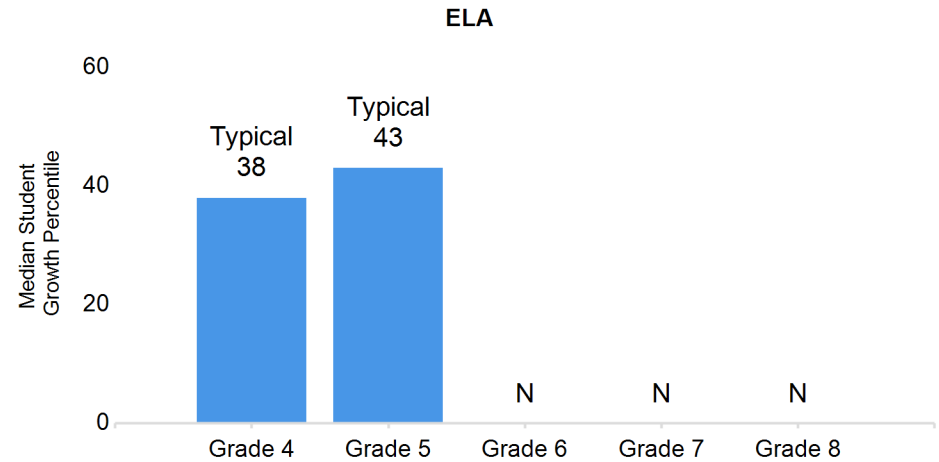
Student Growth by Performance Level

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

Chronic Absenteeism

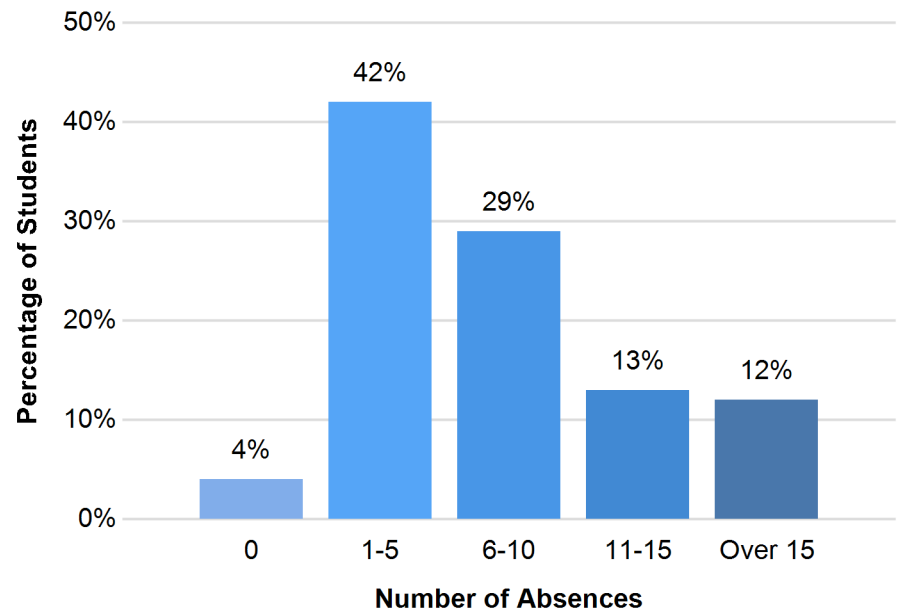
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.80	8.40	Not Met
White	8.40	8.40	Met Target
Hispanic	9.20	8.40	Not Met
Black or African American	9.10	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.30	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	12.50	8.40	Not Met
Economically Disadvantaged Students	11.60	8.40	Not Met
Students with Disabilities	24.60	8.40	Not Met
English Learners	7.70	8.40	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.



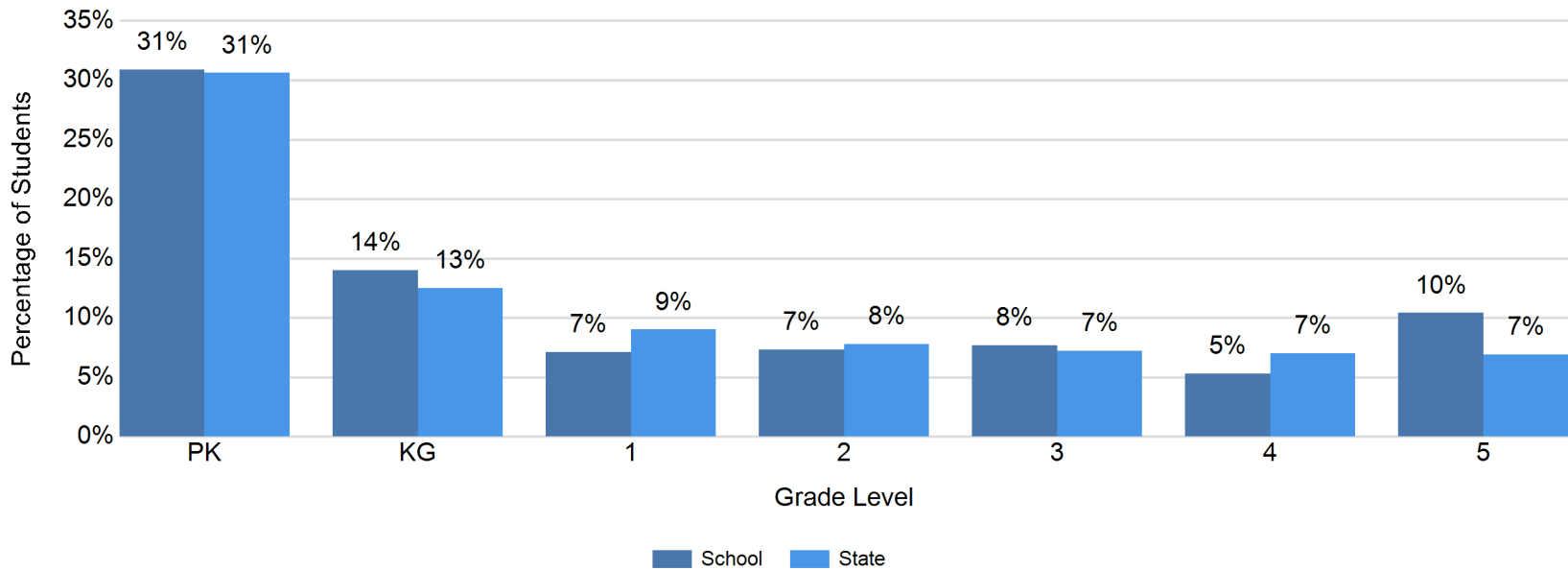


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Chronic Absenteeism by Grade

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	8:50AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.15

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	193.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$403	\$13,373	\$13,776



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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	58	120,724
Average years experience in public schools	9.8	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	69%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,506
Average years experience in public schools	10.2	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	327:1	172:1
Librarian/Media Specialists		1032:1
Nurses		737:1
Counselors		344:1
Child Study Team		303:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	69%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	29.5	17.5%
Mathematics Proficiency	31.1	17.5%
English Language Arts Growth	18.4	25.0%
Mathematics Growth	11.9	25.0%
Chronic Absenteeism	28.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		22.4
Summative Rating: Percentile rank of Summative Score		11.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	22.4	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
White	26.5	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Hispanic	29.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	24.1	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Students with Disabilities	40.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	26.8	11.9	No	Met Target	Met Target	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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380 STOCKTON ST
HIGHTSTOWN, NJ 08520

School General Info

Principal:	Mrs. Gladkowski	Email Address:	hgladkowski@ewrsd.k12.nj.us
Address:	380 STOCKTON ST HIGHTSTOWN, NJ 08520	Website:	http://www.eastwindsorregionalschools.com/ewrs/Schools/Grace%20N.%20Rogers%20Elementary%20School/
Phone:	(609)443-7833	Facebook:	https://www.facebook.com/gnrpto/
		Twitter:	https://twitter.com/gnr_principal

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"> • Classrooms are equipped with interactive projectors and chromebooks (1:1 in grades 3-5). • Awarded the NRG Creativity STEAM Scholarship and Bridge to AIE Residency Grant. • Curriculum includes personalized learning experiences, balanced literacy, and Next Gen Science integration.
 <p>Mission, Vision, Theme:</p>	<p>Our school theme is: Learners Today, Leaders Tomorrow. We believe that the education of a child involves three major components: teachers, parents, and students. All staff members have a drive for excellence and promote the best learning experience for each student. Our school has a strong sense of community as teachers work together with administration, parents, and students to create a positive learning environment.</p>






GRACE N. ROGERS ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

21-1245-060
MERCER
EAST WINDSOR REGIONAL
380 STOCKTON ST
HIGHTSTOWN, NJ 08520

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>For Language Arts, there is a balanced literacy approach. Children’s literature is the focus of most lessons through the Journeys Reading Program. Students develop knowledge of spelling and reading through the Foundations and Journeys Word Study Program. Teachers work with the students in areas of problem solving during math instruction. Lessons involve students in a variety of activities that include hands-on materials and technology while stressing higher levels of abstract thinking.</p>
 <p>Clubs and Activities:</p>	<p>Students have the opportunity to join the Safety Patrol Team, Helping Hands, Student Council, School Band, Chorus, and Yearbook Committee.</p>
 <p>Before and After School Programs:</p>	<p>Kidcare is a recreational extended care program for students enrolled in grades K-5. They provide a safe, friendly, and stimulating program through both group and individual activities. Students have the opportunity to participate in outside activities, gym activities, homework assistance, crafts and quiet play.</p>







GRACE N. ROGERS ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

21-1245-060
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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>The faculty participate in weekly professional learning opportunities within grade level PLCs, data teams and content supervisor meetings. Staff have the opportunity to attend outside PD as well as in-district and job-embedded PD. Outside consultants are often utilized to provide PD for staff.</p>
 <p>Student Supports and Services:</p>	<p>Programs for both special education students and English Language Learners across grade levels are provided. Students identified for programs are determined using multiple measures. Basic Skills instruction is provided for students who qualify for services. Identified students needing additional academic support are recommended for our after school supplemental program that meets three days a week.</p>
 <p>Student Health and Wellness:</p>	<p>The school has a full time counselor who provides class, small group, and individual assistance. Conflict resolution is emphasized by the counselor and is a method that is reinforced by classroom teachers. Students participate in recess daily and physical education twice a week. We have a full time school nurse.</p>
 <p>Parent and Community Involvement:</p>	<p>Our parents play a vital role in our school. We have an active Parent Teacher Organization that supports the school with fundraisers and family nights. Teachers have frequent communication with parents and participate in a variety of out of school activities such as: Literacy Night, Ice Cream Bingo Night, and Back to School Night.</p>





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2016-2017
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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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>Staff have an active role in helping to develop a positive school climate. Through our school's Safety and Climate Team, we are able to survey the parent community, staff, and students to come up with activities to support our school.</p>
 <p>Facilities:</p>	<p>Grace Norton Rogers is a Pre-K through 5 school located on Stockton Street in Hightstown. It is named in honor of a former teacher and lifelong resident of our community. The original building was first occupied in 1924 with additions completed in 1936, 1949, 1958, 1999 and 2005. We have frequent visits from our school mascot, "Spike." Children wait for his planned arrival and jump for joy during his visits.</p>



HIGHTSTOWN HIGH SCHOOL

2016-2017

Grade Span 09-12

21-1245-050

MERCER

EAST WINDSOR REGIONAL


25 LESHIN LANE

HIGHTSTOWN, NJ 08520-4006

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



HIGHTSTOWN HIGH SCHOOL
2016-2017
Grade Span 09-12

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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.

**HIGHTSTOWN HIGH SCHOOL**

2016-2017

Grade Span 09-12

21-1245-050

MERCER

EAST WINDSOR REGIONAL

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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	344	345	395
10	398	319	389
11	378	307	331
12	325	295	364
Ungraded	36	118	10
Total	1481	1384	1489

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%	50%	50%
Male	50%	50%	50%
Economically Disadvantaged Students	35%	29%	31%
Students with Disabilities	13%	11%	11%
English Learners	5%	6%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	37.0%
Hispanic	32.2%
Asian	17.8%
Black or African American	12.2%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
<i>Two or More Races</i>	0.8%

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	1422
Shared Time Students	132
Full Time Equivalent	1488

Enrollment by Home Language

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

Home Language	% of Students
English	54.3%
Spanish	27.8%
Gujarati	3.8%
Hindi	2.0%
Telugu	1.3%
<i>Other</i>	10.5%



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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	694	90.8	56.20	57.10	54.90	53.6	52.6	Met Target
White	255	87.8	65.10	69.40	63.90	60.2	57.8	Met Target
Hispanic	232	91.9	38.40	37.50	39.80	37	39.2	Met Target†
Black or African American	83	93.5	49.30	49.50	35.20	48.4	45.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	118	94.7	77.10	78.90	80.70	76.6	70.4	Met Target
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	324	89.7	61.10	63.00	62.20	57.6		
Male	370	91.8	51.90	51.70	48.10	50		
Economically Disadvantaged Students	191	93.6	40.30	37.20	36.20	*	36.4	Met Target
Non-Economically Disadvantaged Students	503	89.7	62.20	67.20	65.80	*		
Students with Disabilities	86	90.7	22.10	22.40	20.50	21.2	20	Met Target
Students without Disabilities	608	90.8	61.10	61.80	61.90	58.1		
English Learners	80	97.0	17.50	23.50	25.20	17.5	18.7	Met Target†
Non-English Learners	614	89.9	61.20	64.30	57.40	58		
Homeless Students	N	N	N	50.00	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 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	388	753	753	749	9%	7%	29%	42%	13%	55%	52%
White	142	762	762	757	*	*	29%	50%	16%	66%	62%
Hispanic	134	735	735	733	19%	*	33%	31%	*	35%	35%
Black or African American	48	748	748	730	*	*	38%	46%	*	48%	30%
Asian, Native Hawaiian, or Pacific Islander	59	772	772	777	*	*	*	46%	32%	78%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	179	755	755	756	11%	6%	27%	38%	18%	56%	60%
Male	209	750	750	741	8%	8%	31%	46%	8%	54%	43%
Economically Disadvantaged Students	109	739	739	731	17%	*	34%	30%	*	38%	32%
Non-Economically Disadvantaged Students	279	758	758	758	6%	*	28%	47%	*	61%	62%
Students with Disabilities	33	724	724	714	*	30%	30%	*	0%	18%	13%
Students without Disabilities	355	755	755	754	*	5%	29%	*	14%	58%	58%
English Learners	31	692	692	690	*	*	*	*	*	*	*
Non-English Learners	357	758	758	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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
Schoolwide	332	755	755	743	10%	11%	24%	38%	17%	55%	46%
White	114	760	760	749	*	*	23%	47%	17%	63%	52%
Hispanic	115	736	736	728	*	17%	29%	34%	*	37%	34%
Black or African American	37	750	750	725	*	*	27%	27%	*	49%	31%
Asian, Native Hawaiian, or Pacific Islander	65	782	782	774	*	*	15%	37%	39%	75%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	156	762	762	752	8%	10%	19%	43%	21%	64%	54%
Male	176	748	748	734	12%	13%	28%	34%	14%	47%	39%
Economically Disadvantaged Students	87	733	733	726	*	23%	23%	31%	*	36%	32%
Non-Economically Disadvantaged Students	245	762	762	751	*	7%	24%	40%	*	62%	54%
Students with Disabilities	46	721	721	704	*	24%	44%	*	0%	15%	12%
Students without Disabilities	286	760	760	749	*	9%	21%	*	20%	62%	52%
English Learners	25	692	692	681	*	*	*	*	*	*	*
Non-English Learners	307	760	760	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
Schoolwide	227	735	735	736	*	21%	28%	32%	*	35%	38%
White	64	747	747	738	*	17%	23%	48%	*	52%	40%
Hispanic	93	724	724	731	24%	*	31%	23%	*	24%	34%
Black or African American	38	736	736	728	*	32%	32%	26%	*	29%	30%
Asian, Native Hawaiian, or Pacific Islander	30	740	740	756	*	*	*	37%	*	47%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	94	739	739	744	*	20%	29%	32%	*	37%	46%
Male	133	732	732	729	*	22%	28%	32%	*	34%	31%
Economically Disadvantaged Students	87	723	723	729	*	23%	35%	17%	*	17%	32%
Non-Economically Disadvantaged Students	140	742	742	740	*	20%	24%	41%	*	46%	42%
Students with Disabilities	47	716	716	709	*	*	*	*	*	*	12%
Students without Disabilities	180	740	740	741	*	*	*	*	*	*	43%
English Learners	21	699	699	699	*	*	*	*	*	*	*
Non-English Learners	206	739	739	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

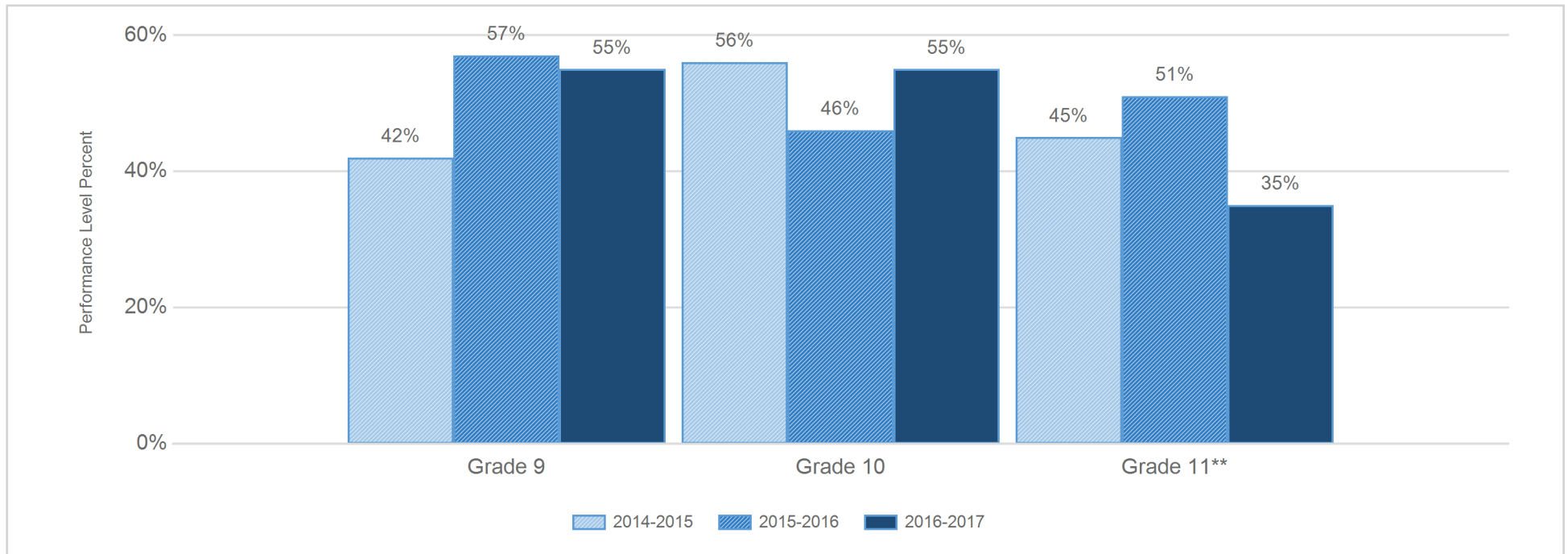


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English Language Arts/Literacy Assessment - Performance Trends

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	611	89.1	29.80	44.60	43.50	27.9	29.5	Met Target†
White	225	88.1	35.10	55.40	52.40	32.6	32.1	Met Target
Hispanic	215	87.6	17.70	26.20	27.60	16.3	18.2	Met Target†
Black or African American	80	90.3	23.80	30.50	21.70	22.5	19.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	85	96.8	51.70	73.70	75.60	51.7	57.4	Met Target†
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	285	87.2	26.00	43.50	44.10	23.7		
Male	326	90.8	33.10	45.50	42.90	31.7		
Economically Disadvantaged Students	182	90.7	20.90	27.00	25.10	*	17.4	Met Target
Non-Economically Disadvantaged Students	429	88.4	33.60	53.80	54.30	*		
Students with Disabilities	84	87.6	*	*	16.50	*	5.9	Met Target
Students without Disabilities	527	89.3	*	*	48.80	*		
English Learners	79	95.0	10.10	18.10	23.30	10.1	13.8	Met Target†
Non-English Learners	532	88.1	32.70	50.70	45.20	30.3		
Homeless Students	N	N	N	25.00	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 Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	275	725	742	743	17%	30%	38%	16%	0%	16%	42%
White	81	733	750	751	*	19%	48%	24%	*	24%	52%
Hispanic	130	718	*	728	24%	37%	29%	11%	0%	11%	24%
Black or African American	37	725	*	724	*	35%	41%	*	0%	14%	19%
Asian, Native Hawaiian, or Pacific Islander	23	734	765	774	*	*	48%	*	0%	26%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	129	720	739	744	23%	30%	36%	12%	0%	12%	43%
Male	146	729	745	741	12%	30%	39%	20%	0%	20%	40%
Economically Disadvantaged Students	102	719	727	727	25%	32%	29%	14%	0%	14%	23%
Non-Economically Disadvantaged Students	173	728	748	751	13%	28%	42%	17%	0%	17%	52%
Students with Disabilities	35	710	*	714	*	*	*	*	*	*	10%
Students without Disabilities	240	727	*	747	*	*	*	*	*	*	47%
English Learners	42	703	703	708	*	*	*	*	*	*	*
Non-English Learners	233	729	746	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	729	741	734	9%	30%	42%	19%	0%	19%	30%
White	96	733	746	740	*	21%	51%	21%	*	21%	38%
Hispanic	122	724	*	722	14%	39%	30%	17%	0%	17%	14%
Black or African American	37	731	*	719	*	38%	46%	*	*	16%	*
Asian, Native Hawaiian, or Pacific Islander	30	738	760	758	*	*	57%	*	0%	23%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	130	727	740	735	10%	33%	42%	15%	0%	15%	31%
Male	156	731	743	733	8%	28%	42%	22%	0%	22%	30%
Economically Disadvantaged Students	102	724	*	721	15%	38%	28%	19%	0%	19%	13%
Non-Economically Disadvantaged Students	184	733	*	740	5%	26%	50%	20%	0%	20%	39%
Students with Disabilities	60	713	713	711	*	*	*	*	*	*	*
Students without Disabilities	226	734	746	738	*	*	*	*	*	*	*
English Learners	24	711	711	710	*	*	*	*	*	*	*
Non-English Learners	262	731	743	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	*

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 Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	736	736	725	*	24%	22%	36%	*	38%	28%
White	92	745	745	731	*	24%	26%	42%	*	45%	33%
Hispanic	61	713	713	710	34%	31%	23%	*	*	12%	14%
Black or African American	37	724	724	703	*	27%	*	*	0%	24%	*
Asian, Native Hawaiian, or Pacific Islander	56	756	756	761	*	*	*	59%	*	64%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	113	737	737	725	*	20%	24%	37%	*	38%	27%
Male	136	736	736	725	*	27%	21%	35%	*	38%	29%
Economically Disadvantaged Students	62	712	712	708	*	39%	18%	*	*	11%	13%
Non-Economically Disadvantaged Students	187	744	744	733	*	19%	24%	*	*	47%	35%
Students with Disabilities	20	704	704	692	*	*	*	*	*	*	*
Students without Disabilities	229	739	739	729	*	*	*	*	*	*	*
English Learners	10	701	701	692	*	*	0%	*	*	20%	*
Non-English Learners	239	738	738	726	*	*	23%	*	*	39%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

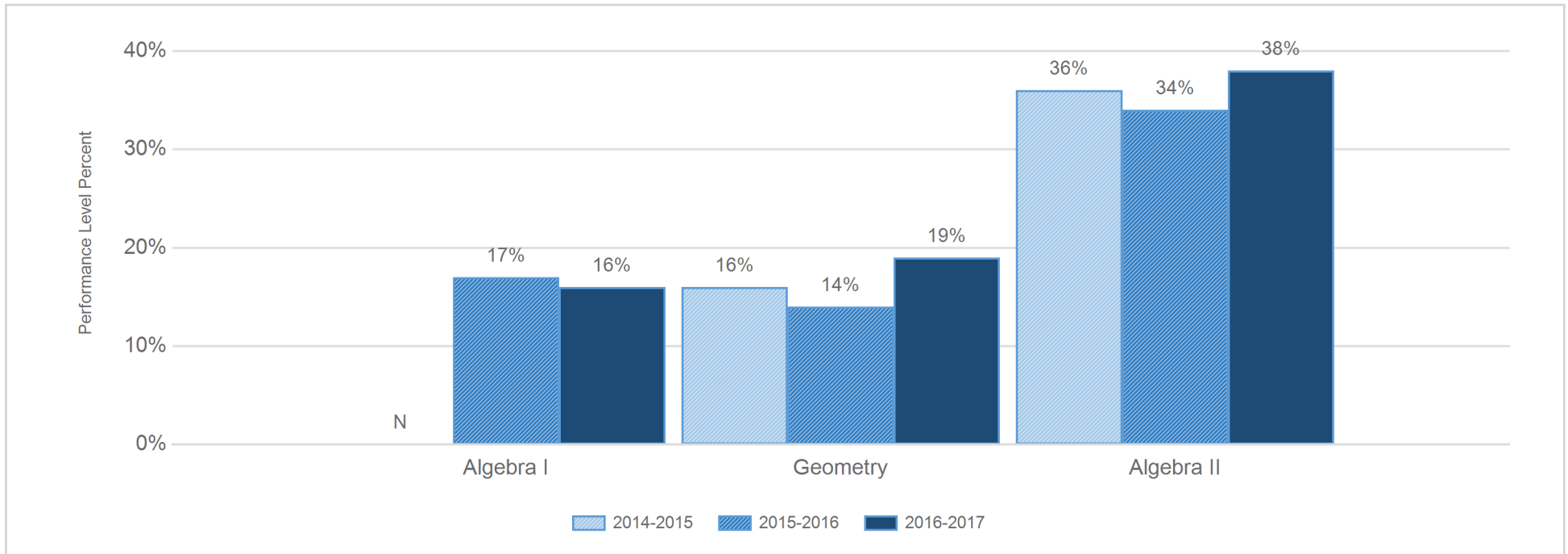


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

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	87.8%	12.2%
2	23	*	*
3	18	*	*
4	*	*	*
5+	*	*	*



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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.

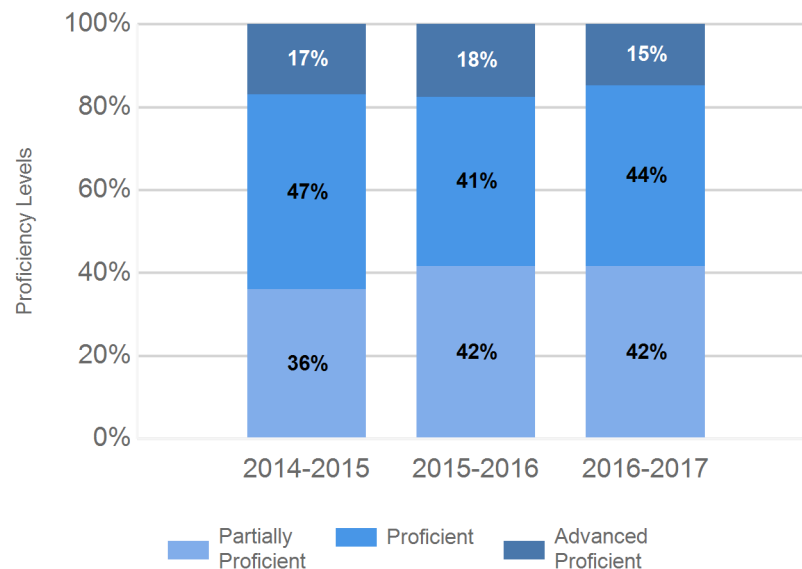
Biology Assessment - Performance

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	15%	44%	42%
White	23%	50%	27%
Hispanic	2%	31%	67%
Black or African American	9%	49%	*
Asian, Native Hawaiian, or Pacific Islander	29%	52%	20%
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	N
Economically Disadvantaged Students	4%	32%	64%
Students with Disabilities	13%	24%	63%
English Learners	N	15%	85%

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	99.2%	89.4%
Percentage of students taking the SAT	99.5%	70.0%
Percentage of students taking the ACT	40.9%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	492	481	Varies By Grade	69%	67%
PSAT - Math	487	483	Varies By Grade	50%	49%
SAT - Reading and Writing	582	551	480	81%	77%
SAT - Math	580	552	530	71%	58%
ACT - Reading	25	24	22	70%	65%
ACT - English	25	24	18	86%	79%
ACT - Math	25	24	22	73%	65%
ACT - Science	24	23	23	57%	54%



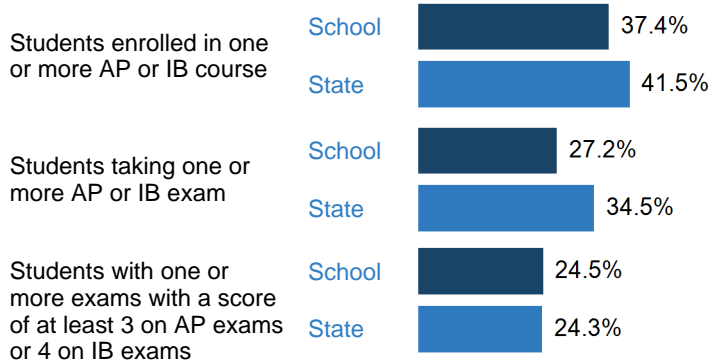
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

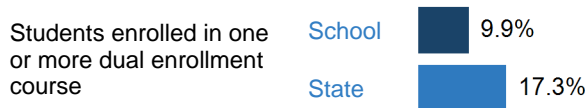
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	43	34
AP Calculus AB	77	45
AP Calculus BC	0	17
AP Chemistry	67	2
AP Comparative Government and Politics	24	0
AP Computer Science A	24	23
AP English Language and Composition	47	45
AP English Literature and Composition	54	14
AP Environmental Science	0	1
AP French Language and Culture	11	7
AP German Language and Culture	17	10
AP Human Geography	11	7
AP Macroeconomics	64	36
AP Music Theory	5	3
AP Physics C	21	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	11
AP Psychology	0	4
AP Spanish Language	19	25
AP Statistics	52	35

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	0	20
AP U.S. History	17	14
Total Exams Taken		354
Exams with scores of at least 3 on AP exams or 4 on IB exams		303



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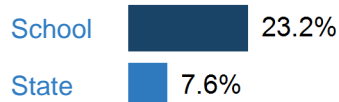
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

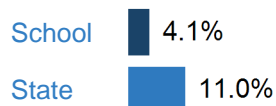
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

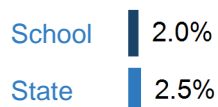
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	270	67	69	1	0	0	3
10	15	227	77	80	1	0	10
11	6	58	180	66	60	6	9
12	3	8	79	50	93	67	95
Schoolwide	294	360	405	197	154	73	117
Enrolled in AP/IB Course					77	52	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	50	1	342	0	349	2
10	363	57	12	0	18	6
11	22	291	12	0	73	26
12	6	129	27	0	82	70
Schoolwide	441	478	393	0	522	104
Enrolled in AP/IB Course	43	67		0	21	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	396	6	0	0	0	2
10	18	383	0	0	0	14
11	3	302	28	0	1	65
12	38	67	46	0	24	206
Schoolwide	455	758	74	0	25	287
Enrolled in AP/IB Course	0	17	64	0	0	35

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	239	91	0	0	45	0	0
10	245	92	0	0	40	0	0
11	91	38	0	0	27	0	0
12	50	15	0	0	14	0	0
Schoolwide	625	236	0	0	126	0	0
Enrolled in AP/IB Course	19	11	0	0	17	0	0
Enrolled in Level 3 or Higher	161	92	0	0	45	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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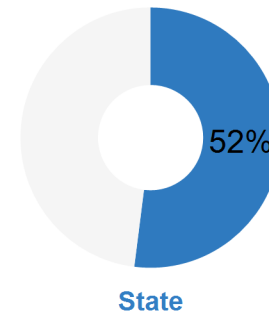
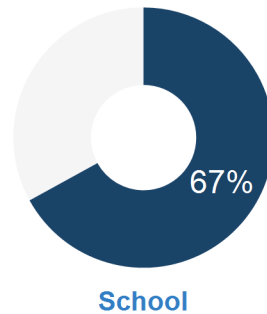
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Visual and Performing Arts – Course Participation

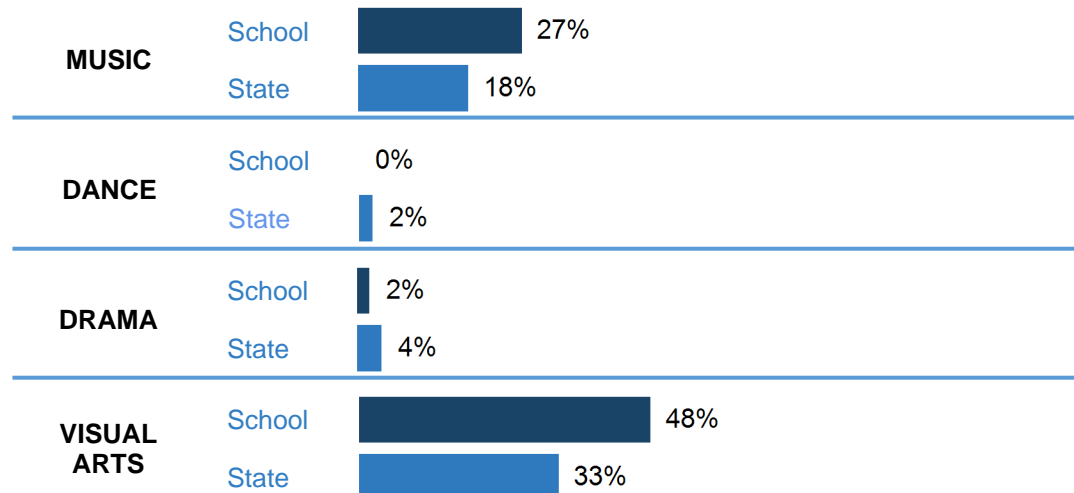
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 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	94.0%	90.5%	93.8%	91.8%	91.9%	93.2%	Not Met	94.8%	90.7%	Met Target
White	96.2%	94.5%	94.3%	95.1%	92.6%	95.0%	Not Met	96.0%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	86.5%	Met Target	91.7%	81.0%	Met Target
Black or African American	92.9%	83.4%	91.8%	85.3%	89.6%	95.0%	Not Met	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	98.6%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	94.6%	96.0%	Not Met
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	93.6%	83.9%	90.5%	85.6%	90.2%	92.6%	Not Met	95.3%	N	Met Goal
Students with Disabilities	82.7%	78.8%	87.0%	82.1%	81.5%	86.7%	Not Met	88.7%	78.5%	Met Target
English Learners	67.9%	76.1%	71.4%	79.7%	65.4%	N	N	63.2%	**	**
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	94.0%	-
2016	91.9%	93.8%
2015	93.1%	94.8%

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	1%	1.1%
2014-2015	0.9%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	78%	33.3%	66.7%
White	75.6%	20.6%	79.4%
Hispanic	70.9%	70.5%	29.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91%	13.1%	86.9%
American Indian or Alaska Native	*	*	0%
Two or More Races	N	N	N
Economically Disadvantaged Students	71.6%	69.8%	30.2%
Students with Disabilities	53.6%	73.3%	26.7%
English Learners	40%	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	85.6%	36%	64%	77.6%	22.4%	69.6%	30.4%
White	87.2%	30.2%	69.8%	75.9%	24.1%	62.9%	37.1%
Hispanic	78.3%	72.2%	27.8%	88.9%	11.1%	94.4%	5.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93%	15.1%	84.9%	71.7%	28.3%	66%	34%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	74.6%	57.5%	42.6%	85.1%	14.9%	89.4%	10.6%
Students with Disabilities	69.2%	66.7%	33.3%	77.8%	22.2%	88.9%	11.1%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

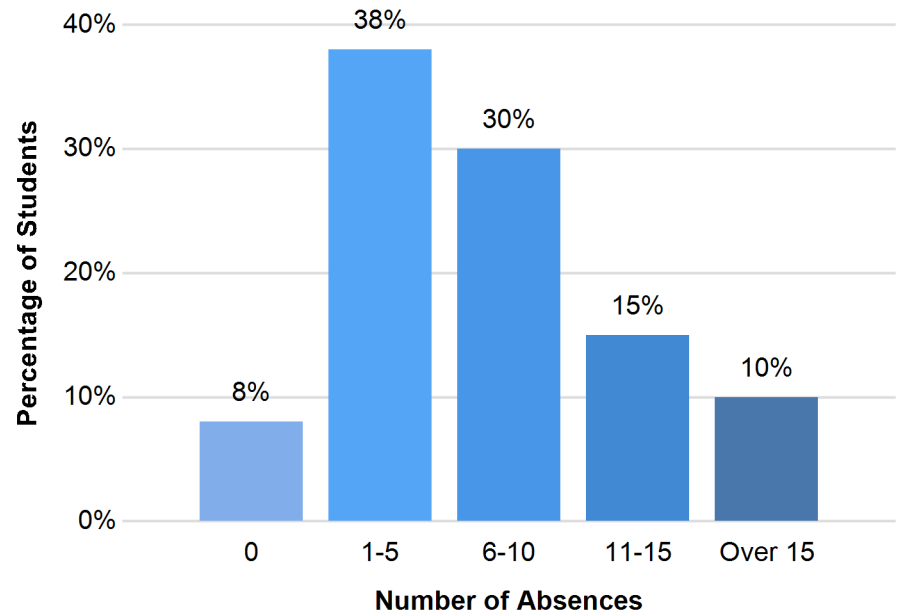
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.60	14.30	Met Target
White	6.10	14.30	Met Target
Hispanic	8.80	14.30	Met Target
Black or African American	7.60	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.30	14.30	Met Target
Students with Disabilities	18.30	14.30	Not Met
English Learners	6.40	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.



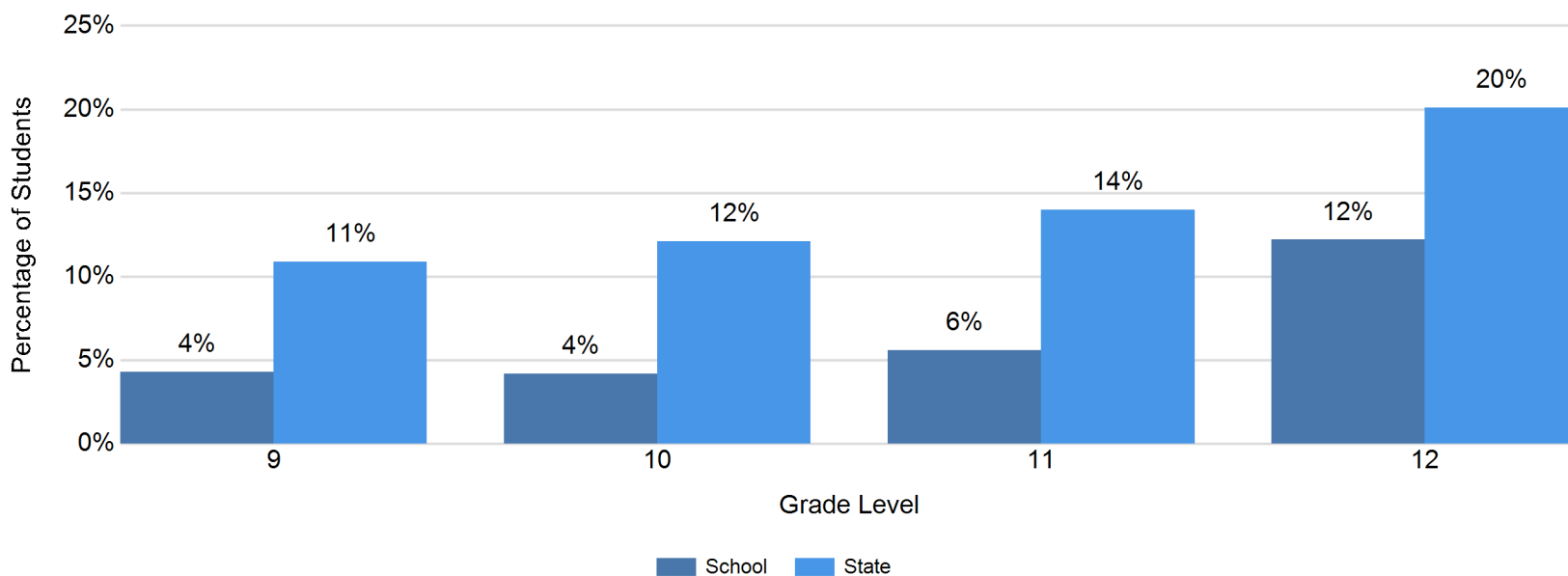


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Chronic Absenteeism by Grade

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	7:30AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	2 Hrs. 48 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Vandalism	1
Weapons	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	1.81

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	6.3%
Any Suspension	6.3%

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	1.6:1	193.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$403	\$13,373	\$13,776



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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	125	120,724
Average years experience in public schools	9.7	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,506
Average years experience in public schools	10.2	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	50%	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	12:1
Administrators	298:1	172:1
Librarian/Media Specialists		1032:1
Nurses		737:1
Counselors		344:1
Child Study Team		303:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	69%	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	66.3	17.5%
Mathematics Proficiency	51.8	17.5%
Graduation - 4-Year	42.0	25.0%
Graduation - 5-Year	55.7	25.0%
Chronic Absenteeism	78.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.8
Summative Rating: Percentile rank of Summative Score		57.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	56.8	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
White	51.6	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	55.7	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	82.1	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	48.1	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	76.0	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Students with Disabilities	63.1	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	61.8	6.2	No	Met Target†	Met Target†	Met Target	N	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Vinson	Email Address:	dvinson@ewrsd.k12.nj.us
Address:	25 LESHIN LANE HIGHTSTOWN, NJ 08520-4006	Website:	http://www.eastwindsorregionalschools.com/ewrs/Schools/Hightstown%20High%20School/
Phone:	(609)443-7738	Twitter:	https://twitter.com/HHS_vinson

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"> • Recognized as a safe, supportive, engaging, inspiring school through CCNJ • We are working to create individual learning plans for all students • Working to use technology to support learning
	<p>Mission, Vision, Theme:</p> <p>Students in HHS will develop and strengthen academic, social, and emotional skills needed in order to be successful, productive citizens. We will strive to increase achievement by challenging and supporting each student to reach his/her highest potential. Address the needs of the whole child with opportunities for social/emotional learning and growth. Prepare all students with the skills and awareness necessary to actively contribute in their community.</p>






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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Hightstown High School maintains a strong relationship with Mercer County Community College. We offer dual enrollment courses these courses are weighted the same as an AP course due to their rigor. Additionally, students in our Tomorrow’s Teachers program are eligible to earn 3 credits from Rider University. 19 (AP) courses in seven departments are offered at Hightstown High School.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p>
 <p>Clubs and Activities:</p>	<p>We offer over 60 clubs and strongly encourage students to participate. We continually add more based on student interest and initiative. Our business clubs compete at the local, state and national level. We have an active Student Council that host various events to support students.</p>








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 <p>Staff and Professional Learning:</p>	<p>HHS has been engaged in professional development addressing College and Career readiness. Teachers and administrators are engaged mostly in curriculum and technology PD. Depending on need or interest teachers may attend a PD session outside the school district. Our PD in 2016-17 focused on developing learning plans for students and supporting struggling students.</p>
 <p>Postsecondary Information:</p>	<p>Post-Secondary outcomes 4 yr college 55%, 2 Yr college 31%, Military 3%, Technical 2%, Employment 3% other 3%. HHS offers College boot camp to assist student in preparing for the college application process. We partnered with local agency-RISE to run an after school college prep program for 1st time college families.</p>
 <p>Student Supports and Services:</p>	<p>To support all students National Honor Society students provide after school tutoring. For the 2017/2018 school year, the HS has added an intervention counselor to support at risk students.</p>
 <p>Student Health and Wellness:</p>	<p>The HS conducts wellness days throughout the year that expose students and staff to practices that encourage a healthy lifestyle. During these sessions outside health providers present trends and provide support for all students and staff. We have a breakfast program and all students are invited in to eat in the morning. Students have Physical Education.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school has an active PTO that hosts dances, student events - coffee houses, game nights and a Post Prom event. They provided funds for clubs and our school to purchase "extras." Our school offers parent meetings in English and Spanish to ensure all parents get necessary information and strategies to support their child. All students and parents have a Parent Portal account and get assistance if needed.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>We use the NJDOE School Climate Survey. Parents, students and staff are surveyed. The results are shared via assemblies, staff meetings and parent meetings. We will use the survey results along with other data points to identify areas that need to be addressed by our Campaign Connect NJ stakeholder team. The survey will be conducted Fall and Spring of the 17-18 school year. Students and parents are happy with our school overall according to responses.</p>
 <p>Facilities:</p>	<p>All classrooms have recently added interactive projectors along with staff tablets. The Swim locker rooms have be updated and we are preparing to renovate our boys and girls locker rooms.</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.

Hightstown High School maintains a strong relationship with Mercer County Community College. We offer dual enrollment courses in English, History, Economics and Spanish. Dual Enrollment courses are weighted the same as an AP course due to their rigor. The Dual Enrollment courses are taught on our campus by our faculty approved to serve as adjunct professors to the county college. Additionally, students in our Tomorrow's Teachers program are eligible to earn 3 credits from Rider University. Hightstown High School is proud to focus on cultivating a safe, supportive and engaging school climate and culture. To this end, the faculty and students have served on committees and engaged in professional development relevant to increasing participation in activities, promoting self-discipline and celebrating our successes. Participation in extracurricular activities is at an all-time high, with the majority of students involved in at least one club or sport. We have also recently introduced new curricular offerings that provide an opportunity for students to engage in peer counseling and teaching.



Other Information:



MELVIN H. KREPS MIDDLE SCHOOL

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	431	376	407
7	383	423	412
8	396	372	457
Ungraded	21	88	20
Total	1231	1259	1296

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	35%	34%	35%
Students with Disabilities	11%	9%	10%
English Learners	4%	6%	6%
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	36.2%
White	36.0%
Asian	17.1%
Black or African American	9.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
<i>Two or More Races</i>	0.8%

Enrollment by Home Language

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

Home Language	% of Students
English	54.6%
Spanish	30.9%
Gujarati	3.9%
Hindi	1.7%
Telugu	1.5%
<i>Other</i>	8.0%



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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	1197	95.6	62.40	57.10	54.90	62.4	64.5	Met Target†
White	430	93.2	74.00	69.40	63.90	72.5	67.7	Met Target
Hispanic	427	96.7	42.10	37.50	39.80	42.1	47.3	Not Met
Black or African American	114	93.5	52.60	49.50	35.20	51.8	61.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	212	99.5	84.40	78.90	80.70	84.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	63.40	54.90	66.7	**	**
Female	578	95.0	70.20	63.00	62.20	70.2		
Male	619	96.2	55.00	51.70	48.10	55		
Economically Disadvantaged Students	382	96.8	41.10	37.20	36.20	41.1	46.4	Not Met
Non-Economically Disadvantaged Students	815	95.1	72.30	67.20	65.80	72.3		
Students with Disabilities	132	93.1	16.00	22.40	20.50	15.5	21.7	Not Met
Students without Disabilities	1065	95.9	68.20	61.80	61.90	68.2		
English Learners	178	98.9	25.80	23.50	25.20	25.8	24.8	Met Target
Non-English Learners	1019	95.0	68.80	64.30	57.40	68.8		
Homeless Students	*	*	*	*	26.40	*		
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 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	389	756	756	752	3%	11%	27%	50%	10%	60%	54%
White	122	764	764	758	*	*	18%	61%	14%	75%	63%
Hispanic	161	743	743	740	*	14%	40%	39%	*	40%	38%
Black or African American	39	753	753	736	*	*	26%	46%	*	56%	32%
Asian, Native Hawaiian, or Pacific Islander	64	770	770	776	*	*	*	56%	25%	81%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	184	759	759	758	*	*	22%	53%	*	66%	61%
Male	205	752	752	746	*	*	30%	47%	*	55%	46%
Economically Disadvantaged Students	140	745	745	737	*	*	39%	41%	*	44%	34%
Non-Economically Disadvantaged Students	249	761	761	761	*	*	19%	55%	*	69%	65%
Students with Disabilities	41	727	727	722	*	*	39%	*	0%	12%	17%
Students without Disabilities	348	759	759	758	*	*	25%	*	11%	66%	61%
English Learners	17	725	725	710	*	*	*	*	*	18%	*
Non-English Learners	372	757	757	753	*	*	*	*	*	62%	*
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	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	389	759	759	756	7%	9%	20%	42%	22%	64%	59%
White	142	767	767	764	*	*	15%	42%	32%	74%	69%
Hispanic	144	742	742	742	13%	13%	31%	36%	8%	44%	44%
Black or African American	34	755	755	737	*	*	*	44%	*	59%	38%
Asian, Native Hawaiian, or Pacific Islander	64	779	779	784	*	*	*	52%	38%	89%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	200	765	765	764	*	*	18%	46%	27%	72%	68%
Male	189	752	752	749	*	*	22%	38%	18%	56%	51%
Economically Disadvantaged Students	126	738	738	739	*	*	33%	33%	*	37%	40%
Non-Economically Disadvantaged Students	263	769	769	766	*	*	14%	46%	*	77%	70%
Students with Disabilities	32	715	715	719	31%	34%	*	*	0%	13%	19%
Students without Disabilities	357	763	763	763	5%	7%	*	*	24%	69%	67%
English Learners	18	705	705	701	61%	*	*	*	0%	11%	*
Non-English Learners	371	761	761	758	4%	*	*	*	24%	67%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	422	760	760	757	7%	9%	22%	42%	20%	62%	59%
White	167	768	768	764	*	*	18%	52%	21%	73%	68%
Hispanic	126	740	740	742	*	16%	29%	36%	*	41%	44%
Black or African American	38	744	744	738	*	*	37%	37%	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	86	782	782	786	*	*	13%	34%	47%	80%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	199	767	767	766	*	*	16%	49%	23%	72%	68%
Male	223	753	753	749	*	*	28%	36%	18%	53%	50%
Economically Disadvantaged Students	106	738	738	739	*	17%	27%	36%	*	41%	40%
Non-Economically Disadvantaged Students	316	767	767	766	*	6%	21%	44%	*	69%	69%
Students with Disabilities	43	718	718	718	28%	23%	37%	*	*	12%	18%
Students without Disabilities	379	765	765	764	5%	7%	21%	*	*	68%	67%
English Learners	22	707	707	701	*	*	*	*	*	*	*
Non-English Learners	400	763	763	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%



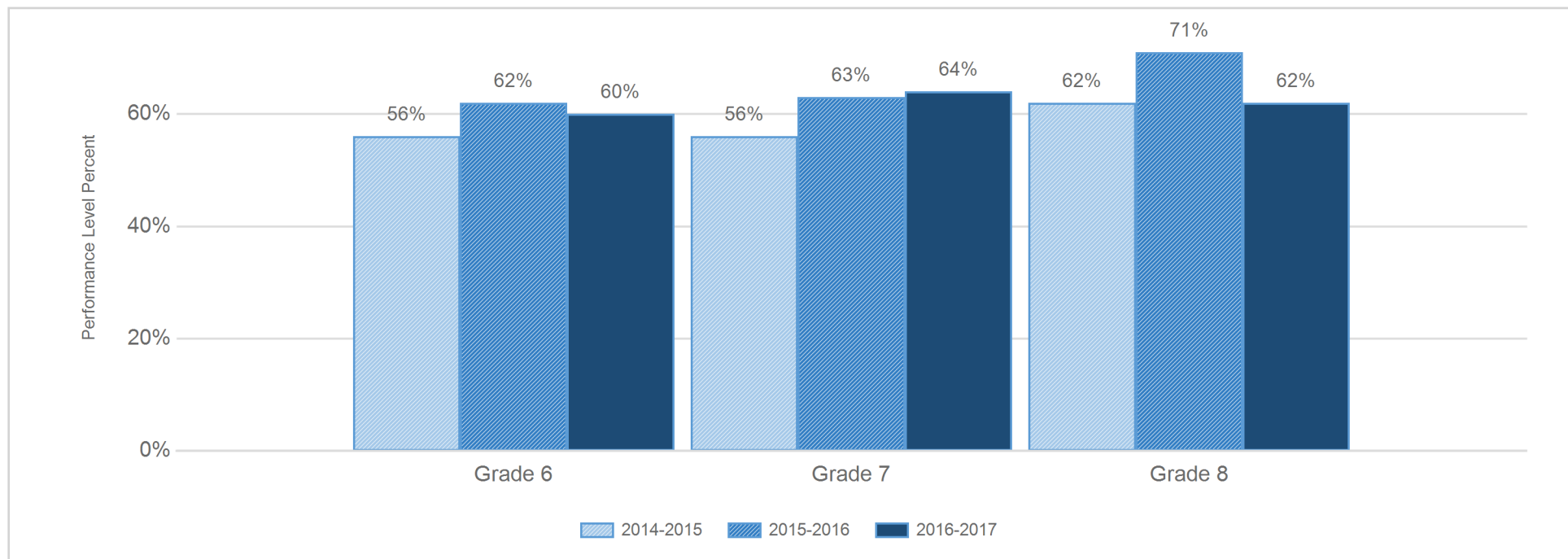
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English Language Arts/Literacy Assessment - Performance Trends

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	1199	95.7	47.30	44.60	43.50	47.3	48.6	Met Target†
White	430	93.2	58.60	55.40	52.40	57.4	53.8	Met Target
Hispanic	430	97.0	25.10	26.20	27.60	25.1	29.3	Not Met
Black or African American	114	93.5	32.50	30.50	21.70	32	33.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	211	99.1	76.30	73.70	75.60	76.3	77.2	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	46.30	44.90	50	**	**
Female	582	95.4	47.20	43.50	44.10	47.2		
Male	617	95.9	47.20	45.50	42.90	47.2		
Economically Disadvantaged Students	384	96.9	24.40	27.00	25.10	24.4	28.8	Not Met
Non-Economically Disadvantaged Students	815	95.1	57.90	53.80	54.30	57.9		
Students with Disabilities	131	92.4	11.50	*	16.50	11.1	13.2	Met Target†
Students without Disabilities	1068	96.1	51.60	*	48.80	51.6		
English Learners	181	99.1	13.30	18.10	23.30	13.3	14.7	Met Target†
Non-English Learners	1018	95.0	53.30	50.70	45.20	53.3		
Homeless Students	*	*	*	*	16.40	*		
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 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	398	747	747	743	7%	15%	35%	35%	9%	44%	44%
White	122	757	757	751	*	*	35%	44%	13%	57%	54%
Hispanic	167	732	732	731	*	26%	40%	20%	*	22%	27%
Black or African American	39	741	741	724	*	*	39%	33%	*	36%	20%
Asian, Native Hawaiian, or Pacific Islander	67	767	767	771	*	*	18%	54%	21%	75%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	190	745	745	745	6%	15%	37%	35%	7%	42%	45%
Male	208	748	748	742	7%	16%	33%	35%	10%	45%	43%
Economically Disadvantaged Students	146	734	734	728	*	25%	41%	23%	*	25%	24%
Non-Economically Disadvantaged Students	252	754	754	752	*	10%	31%	42%	*	54%	56%
Students with Disabilities	41	715	715	717	*	*	*	*	*	*	13%
Students without Disabilities	357	750	750	748	*	*	*	*	*	*	50%
English Learners	26	721	721	710	*	*	*	*	0%	19%	*
Non-English Learners	372	749	749	745	*	*	*	*	9%	45%	*
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 by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	310	736	736	741	*	23%	39%	31%	*	31%	40%
White	103	744	744	748	*	15%	36%	45%	*	46%	49%
Hispanic	139	727	727	730	12%	31%	40%	17%	0%	17%	23%
Black or African American	33	736	736	726	*	*	46%	*	0%	27%	19%
Asian, Native Hawaiian, or Pacific Islander	31	747	747	764	*	*	45%	45%	*	45%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	161	737	737	743	*	22%	40%	32%	*	32%	41%
Male	149	735	735	740	*	24%	39%	29%	*	30%	38%
Economically Disadvantaged Students	124	726	726	729	*	35%	41%	14%	*	14%	22%
Non-Economically Disadvantaged Students	186	743	743	749	*	15%	38%	42%	*	43%	50%
Students with Disabilities	32	718	718	716	*	41%	*	*	*	13%	11%
Students without Disabilities	278	738	738	746	*	21%	*	*	*	33%	45%
English Learners	25	713	713	712	*	*	*	*	*	12%	*
Non-English Learners	285	738	738	742	*	*	*	*	*	33%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	722	722	728	23%	27%	34%	16%	0%	16%	28%
White	60	731	731	736	*	22%	48%	20%	*	20%	35%
Hispanic	107	718	718	721	31%	25%	29%	15%	0%	15%	21%
Black or African American	27	718	718	715	*	*	*	*	0%	15%	15%
Asian, Native Hawaiian, or Pacific Islander	21	727	727	747	*	52%	*	*	0%	14%	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	93	723	723	730	20%	28%	37%	15%	0%	15%	30%
Male	126	722	722	725	25%	26%	32%	18%	0%	18%	26%
Economically Disadvantaged Students	95	719	719	719	28%	26%	31%	15%	0%	15%	19%
Non-Economically Disadvantaged Students	124	725	725	734	19%	27%	36%	18%	0%	18%	34%
Students with Disabilities	41	712	712	705	39%	34%	*	*	0%	12%	*
Students without Disabilities	178	725	725	734	19%	25%	*	*	0%	17%	*
English Learners	31	710	710	703	*	*	*	*	*	*	*
Non-English Learners	188	725	725	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	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
Schoolwide	173	770	742	743	*	*	12%	79%	6%	85%	42%
White	88	765	750	751	0%	*	16%	78%	*	81%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	49	779	765	774	0%	*	*	76%	*	90%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	93	766	739	744	0%	*	*	75%	*	80%	43%
Male	80	774	745	741	0%	*	*	84%	*	91%	40%
Economically Disadvantaged Students	23	765	727	727	*	*	*	96%	*	96%	23%
Non-Economically Disadvantaged Students	150	770	748	751	*	*	*	77%	*	83%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	173	770	746	745	*	*	12%	79%	6%	85%	*
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%



MELVIN H. KREPS MIDDLE SCHOOL

2016-2017

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	769	741	734	0%	*	*	74%	19%	93%	30%
White	58	768	746	740	0%	0%	*	76%	*	91%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	53	773	760	758	*	*	*	72%	26%	98%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	64	766	740	735	*	*	*	83%	*	92%	31%
Male	60	773	743	733	*	*	*	65%	*	93%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	124	769	746	738	0%	*	*	74%	19%	93%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	124	769	743	735	0%	*	*	74%	19%	93%	*
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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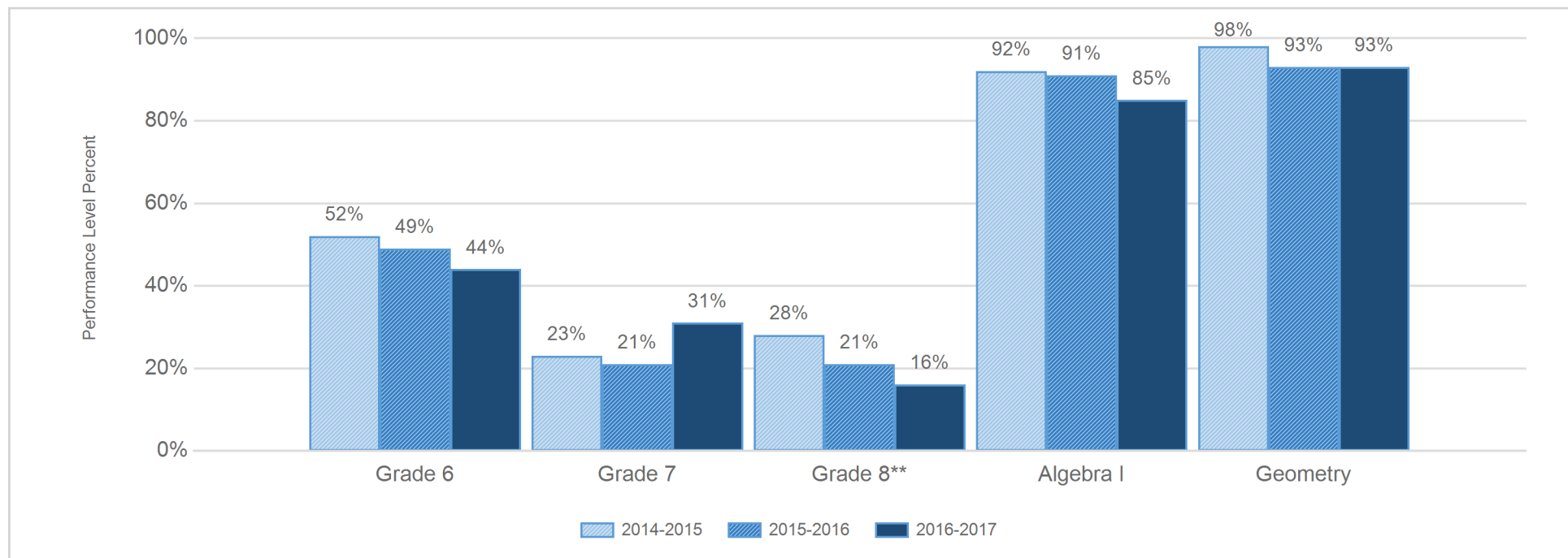
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Mathematics Assessment – Performance Trends

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



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

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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	24	83.3%	16.7%
2	21	85.7%	14.3%
3	11	81.8%	18.2%
4	*	*	*
5+	19	52.6%	47.4%



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

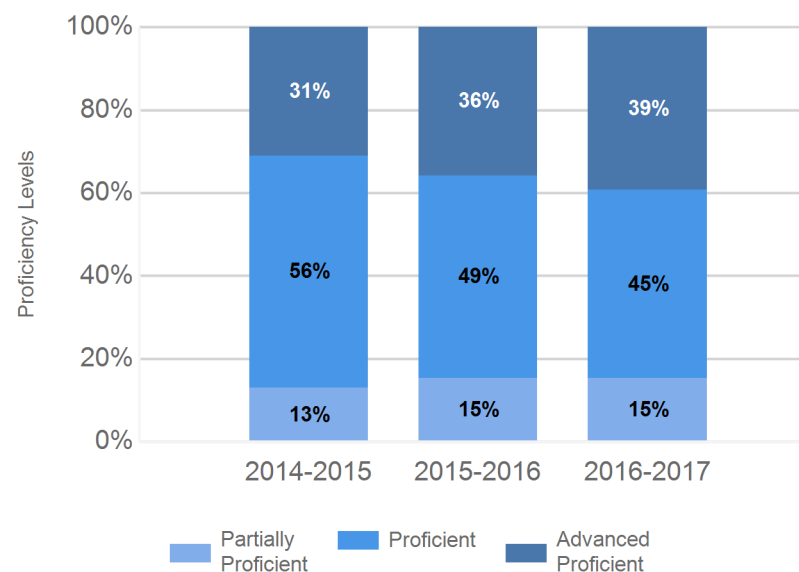
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	39%	45%	15%
White	53%	42%	5%
Hispanic	18%	50%	33%
Black or African American	*	57%	19%
Asian, Native Hawaiian, or Pacific Islander	55%	38%	8%
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	N
Economically Disadvantaged Students	18%	52%	30%
Students with Disabilities	4%	47%	49%
English Learners	7%	37%	57%

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	51	51	50	Met Target	45	49	50	Met Target
White	50	50	50	Met Target	49	52	52	Met Target
Hispanic	49	48	49	Met Target	42	45	47	Met Target
Black or African American	47	49	45	Met Target	42.5	43	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	60	60	Exceeds Target	49.5	56	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	53	49	47	Met Target	43.5	46	46	Met Target
Students with Disabilities	50.5	49	41	Met Target	45	42	43	Met Target
English Learners	59	51	53	Met Target	43	45	51	Met 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:

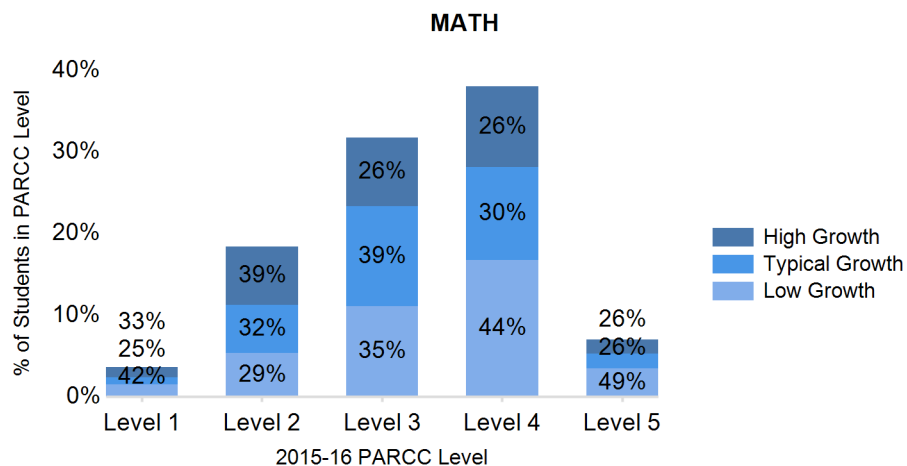
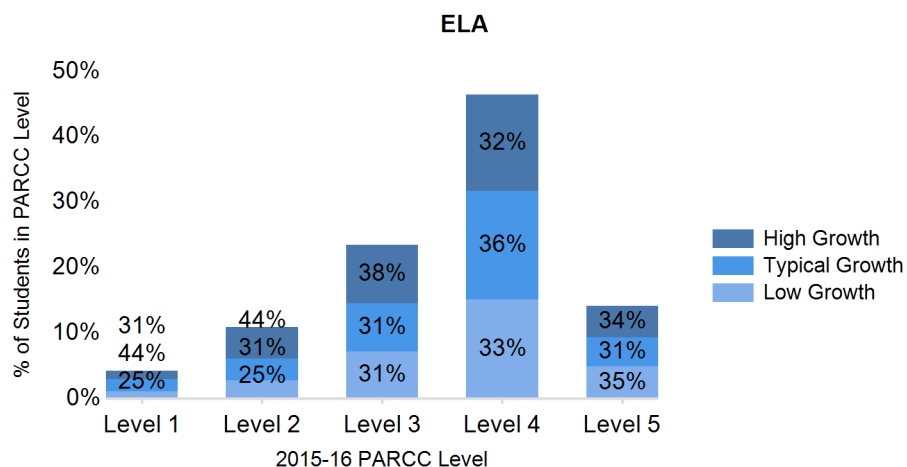
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

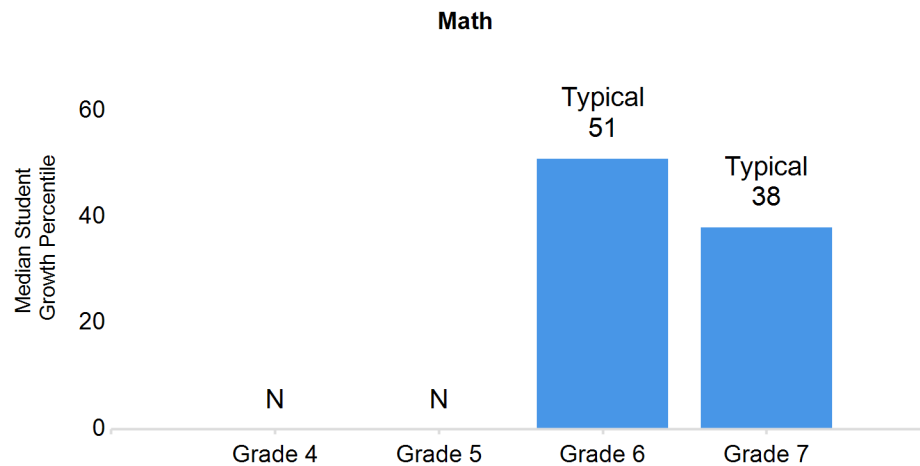
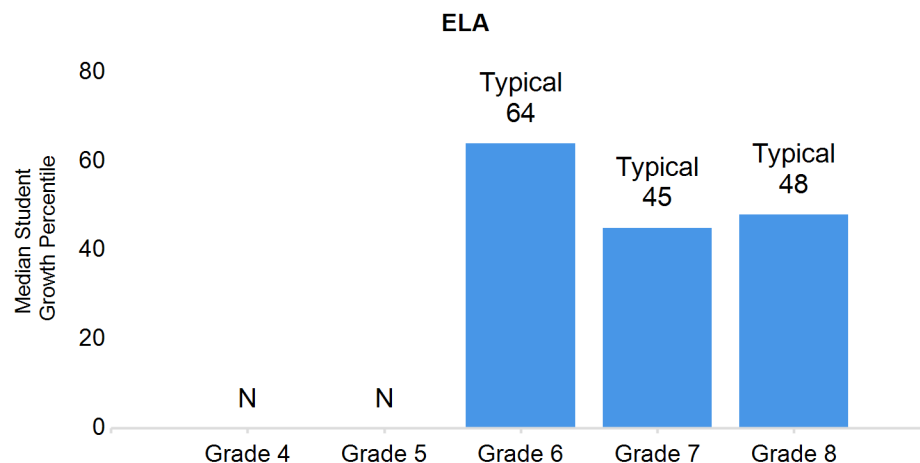
Student Growth by Performance Level

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	428
7	91	0	345
8	118	135	251
Schoolwide	209	135	1024

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	356	357	0	0	360	0	0
7	226	118	0	0	35	0	0
8	237	126	0	0	54	0	0
Schoolwide	819	601	0	0	449	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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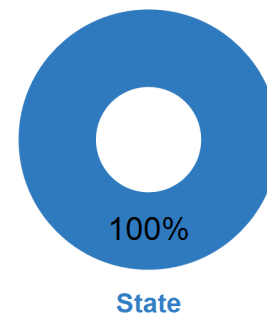
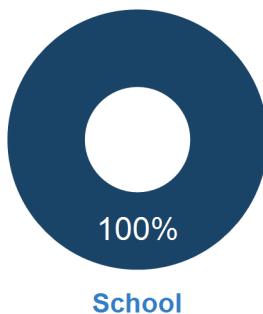
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Visual and Performing Arts – Course Participation

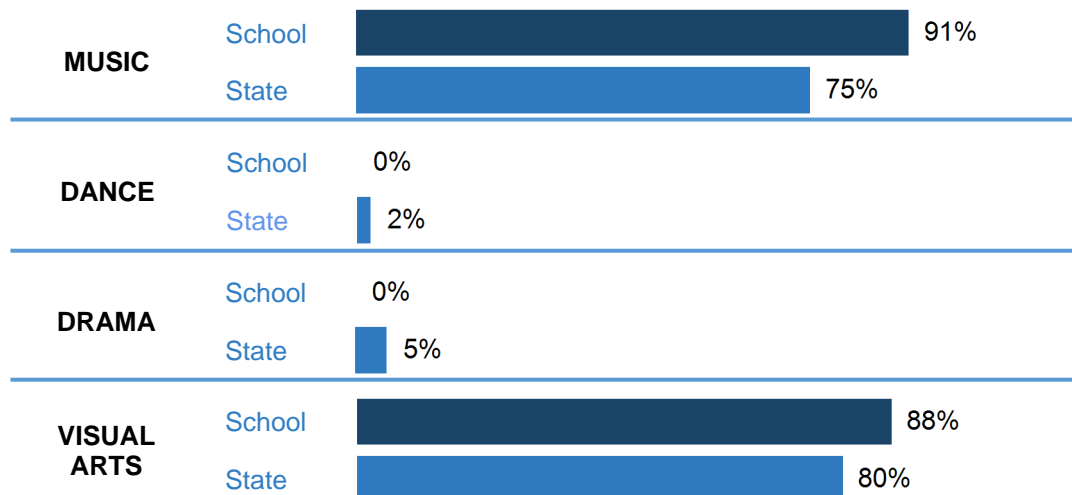
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

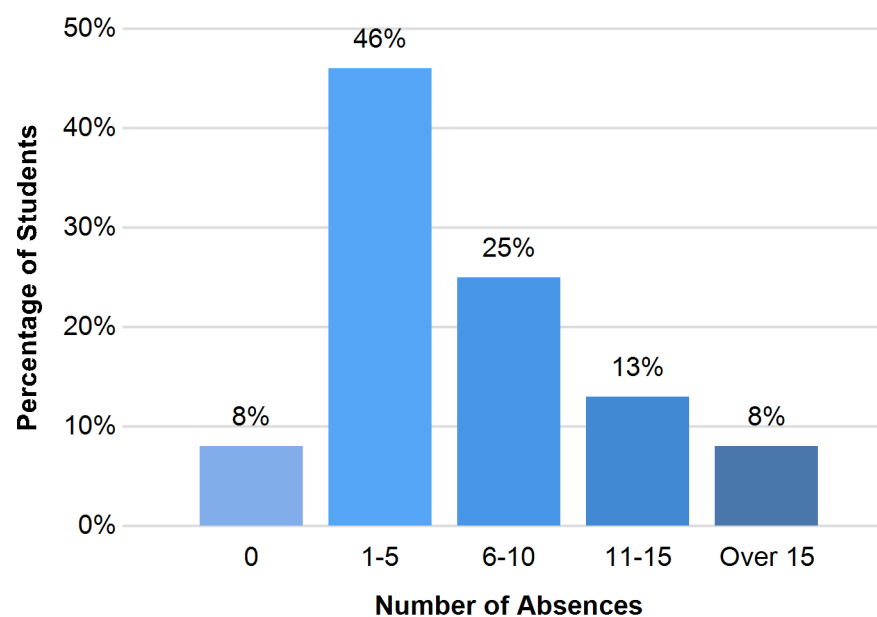
Chronic Absenteeism

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	4.80	8.70	Met Target
White	5.70	8.70	Met Target
Hispanic	4.70	8.70	Met Target
Black or African American	6.50	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.70	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.40	8.70	Met Target
Students with Disabilities	12.60	8.70	Not Met
English Learners	1.40	8.70	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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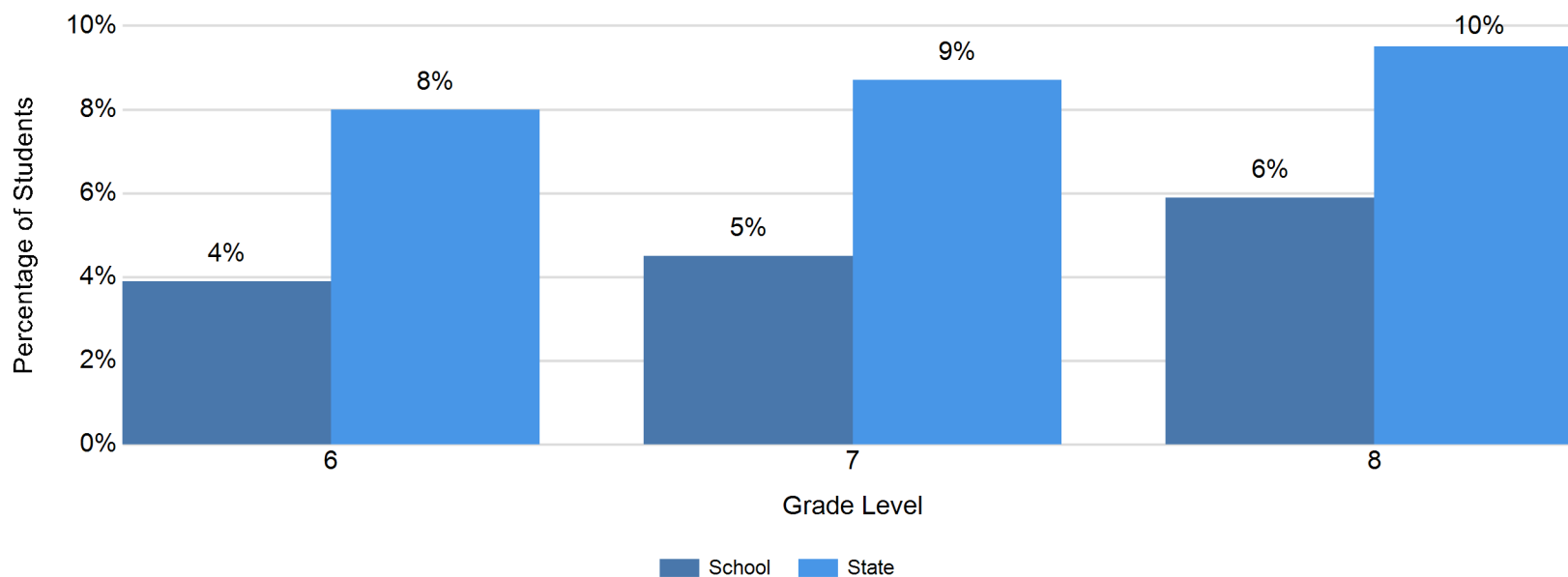
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Chronic Absenteeism by Grade

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	7:55AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Vandalism	2
Weapons	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	44
Total Unique Incidents	64
Incidents Per 100 Students Enrolled	4.94

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	6.2%
Out-of-School Suspensions	4.5%
Any Suspension	8.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	193.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$403	\$13,373	\$13,776



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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	100	120,724
Average years experience in public schools	7.9	11.8
Average years experience in district	7.3	10.5
Teachers in district for 4 or more years	64%	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	30	9,506
Average years experience in public schools	10.2	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	50%	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	12:1
Administrators	432:1	172:1
Librarian/Media Specialists		1032:1
Nurses		737:1
Counselors		344:1
Child Study Team		303:1



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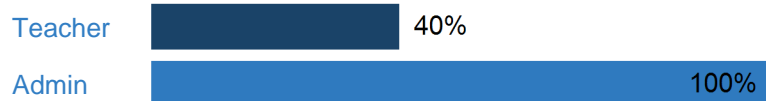
Teachers and Administrators - Level of Education

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	88%	89%
2015-16 Administrators: Same district 2016-17	69%	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	54.3	17.5%
Mathematics Proficiency	43.2	17.5%
English Language Arts Growth	55.8	25.0%
Mathematics Growth	32.3	25.0%
Chronic Absenteeism	72.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.0
Summative Rating: Percentile rank of Summative Score		49.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	50.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	50.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	46.4	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Black or African American	66.2	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	40.9	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	57.3	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	53.3	11.9	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
English Learners	52.5	11.9	No	Met Target	Met Target†	Met Target	Met Target	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.



MELVIN H. KREPS MIDDLE SCHOOL
 2016-2017
 Grade Span 06-08




21-1245-070
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School General Info

Principal:	Mrs. EMMERSON	Email Address:	lemmerson@ewrsd.k12.nj.us
Address:	5 KENT LANE EAST WINDSOR, NJ 08520	Website:	http://eastwindsorregionalschools.com/ewrs/Schools/Melvin%20H.%20Kreps%20Middle%20School/
Phone:	(609)443-7767	Twitter:	https://twitter.com/mhkprincipal

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"> • Recognized as a safe, supportive, engaging, inspiring school through CCNJ • Technology is a part of every school day. LA, SS, and Science classes have Chromebook carts • We offer over 20 different clubs and activities as well as 17 interscholastic and intramural sports
 <p>Mission, Vision, Theme:</p>	<p>Our vision is Inspiring, Challenging and Guiding Responsible Global Citizens. We also have core values that are embedded into all aspects of our school. Being Kindhearted, respectful, engaged, positive and self-motivated is who we are and how we conduct ourselves always. What we are most proud of is how accepting our school community is of all members. We are fortunate to have students and staff from many different ethnicities, races and religions. We choose to learn about and support each other.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Several students were selected to participate in the CJMEA honors band. Another group of students presented research at a Science workshop. One of our teachers received an award from NSTA for excellence in teaching. Another teacher and another was selected as a STEM Scholar for the 2017 National Stem Cell Foundation STEM Scholars Program at Western Kentucky University. Finally, a teacher was 1 of 25 selected to participate in an Art PD in Arkansas.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>In addition to ESL & SE programs, In order to meet the needs of all our students, we offer accelerated math beginning in 6th grade and accelerated Science and Humanities in 8th grade. We offer Intensive math & LA all 3 years and intensive SS in 8th grade. Students may receive push-in support or have an opportunity to compact for accelerated learning.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Lacrosse (Co-ed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Co-ed), Wrestling (Boys)</p> <p>All of our interscholastic teams are impressive, but our girl's soccer and softball teams both had undefeated seasons. We are pleased to also offer intramural sports all three seasons. Intramurals include soccer, flag football, floor hockey, basketball, dance team, lacrosse, and volleyball. We have very high interest in athletics with about 1/3 of our students trying out for interscholastic sports or joining intramurals every season.</p>
 <p>Clubs and Activities:</p>	<p>We offer over 20 clubs and strongly encourage students to participate. We continually add more based on student interest and initiative. Our Jr. Ambassadors club is involved with "Free the Children," and does fundraisers for them throughout the year. Our Project Green Jr. club has built flowerbeds that they take care of throughout the year including weeding and planting. We have an active Student Council and offer service learning opportunities for all students.</p>
 <p>Before and After School Programs:</p>	<p>During different times of the year, we offer Title 1 after school support programs for identified students. We also have a Safe Dates program which is run by a community organization and is open to selected girls and boys. The programs are open to students of this school only.</p>



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 <p>Student Supports and Services:</p>	<p>ELL students receive services based on the tier they test into. We offer Sheltered and inclusion models. We have a full spectrum of Special Education programs which are IEP driven. There are 5 counselors in our building and a CST who provide counseling support to any student who needs it. We use the Masonic Model for I&RS and have two teams to ensure we support any teacher(s) who ask and support any student who needs it.</p>
 <p>Student Health and Wellness:</p>	<p>We have a breakfast program and all students are invited in to eat in the morning. Students have Physical Education 3 days in the cycle and an opportunity to go out daily for recess after they finish eating. In order to promote a healthy lifestyle we only offer healthy options for rewards in school.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school has an active PTO that hosts dances, a book fair and school pictures. They provide funds for clubs and our school to purchase "extras." Our school offers parent meetings in English and Spanish to ensure all parents get necessary information and strategies to support their child. All students and parents have a Parent Portal account and get assistance if needed.</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>We use the NJDOE School Climate Survey. Parents, students and staff are surveyed. The results are shared via assemblies, staff meetings and parent meetings. We will use the survey results along with other data points to identify areas that need to be addressed by our Campaign Connect NJ stakeholder team. The survey will be conducted Fall and Spring of the 17-18 school year. Based on responses, students and parents are happy with our school overall according to responses.</p>
 <p>Facilities:</p>	<p>Currently, we have six computer labs. Teachers sign up to take their classes. We have 4 Science labs that are stocked with materials. Again, teachers sign up to take their classes. Our Auditorium holds 650 people and we often have assemblies and events there. Our school has two Gymnasiums, two Art rooms and a Multi- Purpose Room. Our library has recently been renovated and houses our new "Makerspace," area. The entire building is air-conditioned.</p>



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Other Information:

Our school day has 7 periods. Students have LA, math, science, SS and lunch every day; PE and electives alternate every other day. We also have a 25-minute period of time before first period called Academic Support. During AS, students can get assistance with homework, meet with a teacher if they need assistance with an assignment, make up work or a test that was missed, go to the library etc. The past few years have been dedicated to improving the Climate and Culture in the building. In addition to working with Center for Supportive Schools Campaign Connect initiative, we created vision, mission and core values statements. We consistently recognize students and staff based on those core values. We spent a year training students and staff on mindfulness strategies and have incorporated 2 minutes into the day to practice. We also implemented a "Reflection Room," where students can choose to go if they need time to refocus. There are fidget toys and other materials to support students in settling down. We have also been making an effort to provide activities and encourage every student to be involved beyond the school day. In addition to our clubs, activities and athletics, we offer opportunities for students to participate in service learning projects to connect with the larger community. We have a robust, updated website and communicate frequently with parents using e-mail blasts and Twitter. We are proud of the work we have done to create an inclusive environment and offer academic programs and extracurricular programs to meet the needs of all our students. We are also proud of the accomplishments of our teachers and students.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	59	114	114
1	162	78	127
2	88	130	79
3	90	103	135
4	105	97	125
5	95	83	101
Ungraded	32	64	28
Total	631	669	709

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	48%
Male	52%	52%	52%
Economically Disadvantaged Students	40%	44%	46%
Students with Disabilities	14%	15%	15%
English Learners	14%	19%	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	52.8%
White	21.2%
Asian	15.2%
Black or African American	8.3%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	2.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	55	113	0
KG - Full Day	0	1	114

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	45.1%
English	44.6%
Gujarati	2.7%
Telugu	1.3%
Tamil	1.0%
Other	4.9%



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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	355	98.6	44.50	57.10	54.90	44.5	58	Not Met
White	74	98.7	56.80	69.40	63.90	56.8	61.2	Met Target†
Hispanic	182	97.9	28.60	37.50	39.80	28.6	42.3	Not Met
Black or African American	30	100.0	46.70	49.50	35.20	46.7	60.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	59	100.0	72.90	78.90	80.70	72.9	79.3	Met Target†
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	10	100.0	70.00	63.40	54.90	70	**	**
Female	164	98.8	51.90	63.00	62.20	51.9		
Male	191	98.5	38.20	51.70	48.10	38.2		
Economically Disadvantaged Students	157	98.8	29.30	37.20	36.20	29.3	40.1	Not Met
Non-Economically Disadvantaged Students	198	98.5	56.50	67.20	65.80	56.5		
Students with Disabilities	67	100.0	28.40	22.40	20.50	28.4	35.5	Met Target†
Students without Disabilities	288	98.3	48.30	61.80	61.90	48.3		
English Learners	107	97.3	19.60	23.50	25.20	19.6	32.5	Not Met
Non-English Learners	248	99.2	55.20	64.30	57.40	55.2		
Homeless Students	*	*	*	*	26.40	*		
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	122	730	744	749	15%	24%	37%	25%	0%	25%	50%
White	22	737	755	759	*	*	46%	*	0%	32%	61%
Hispanic	77	722	729	734	21%	30%	34%	16%	0%	16%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	753	760	775	0%	*	*	*	0%	50%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	49	735	747	754	*	*	43%	29%	0%	29%	55%
Male	73	726	742	745	*	*	33%	22%	0%	22%	46%
Economically Disadvantaged Students	65	720	727	731	*	*	35%	*	*	12%	31%
Non-Economically Disadvantaged Students	57	741	755	762	*	*	39%	*	*	39%	63%
Students with Disabilities	17	717	725	720	*	*	*	*	0%	12%	24%
Students without Disabilities	105	732	746	755	*	*	*	*	0%	27%	55%
English Learners	31	701	704	709	*	*	*	*	*	*	11%
Non-English Learners	91	740	748	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	*	*	*	750	*	*	*	*	*	*	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	121	747	747	753	*	17%	31%	41%	*	47%	56%
White	17	752	760	762	0%	0%	*	*	*	47%	67%
Hispanic	60	736	732	740	*	27%	32%	30%	*	33%	40%
Black or African American	14	747	745	737	0%	*	*	*	0%	57%	36%
Asian, Native Hawaiian, or Pacific Islander	25	769	*	777	0%	*	*	56%	*	68%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	59	753	751	758	*	*	34%	46%	*	53%	61%
Male	62	742	743	749	*	*	29%	37%	*	42%	51%
Economically Disadvantaged Students	46	734	731	737	*	*	35%	28%	*	28%	36%
Non-Economically Disadvantaged Students	75	756	756	764	*	*	29%	49%	*	59%	69%
Students with Disabilities	20	721	*	725	*	50%	*	*	*	20%	25%
Students without Disabilities	101	753	*	759	*	11%	*	*	*	53%	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	*	*	*	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	99	755	758	756	*	14%	20%	58%	*	61%	59%
White	35	766	767	763	*	*	*	74%	*	77%	69%
Hispanic	35	735	742	743	*	29%	31%	31%	*	31%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	776	*	779	0%	0%	*	90%	*	95%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	54	762	763	761	*	*	*	63%	*	69%	66%
Male	45	746	753	750	*	*	*	51%	*	51%	53%
Economically Disadvantaged Students	32	745	743	740	*	*	*	41%	*	44%	40%
Non-Economically Disadvantaged Students	67	760	766	765	*	*	*	66%	*	69%	71%
Students with Disabilities	15	714	725	725	*	*	*	*	*	*	22%
Students without Disabilities	84	763	762	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%

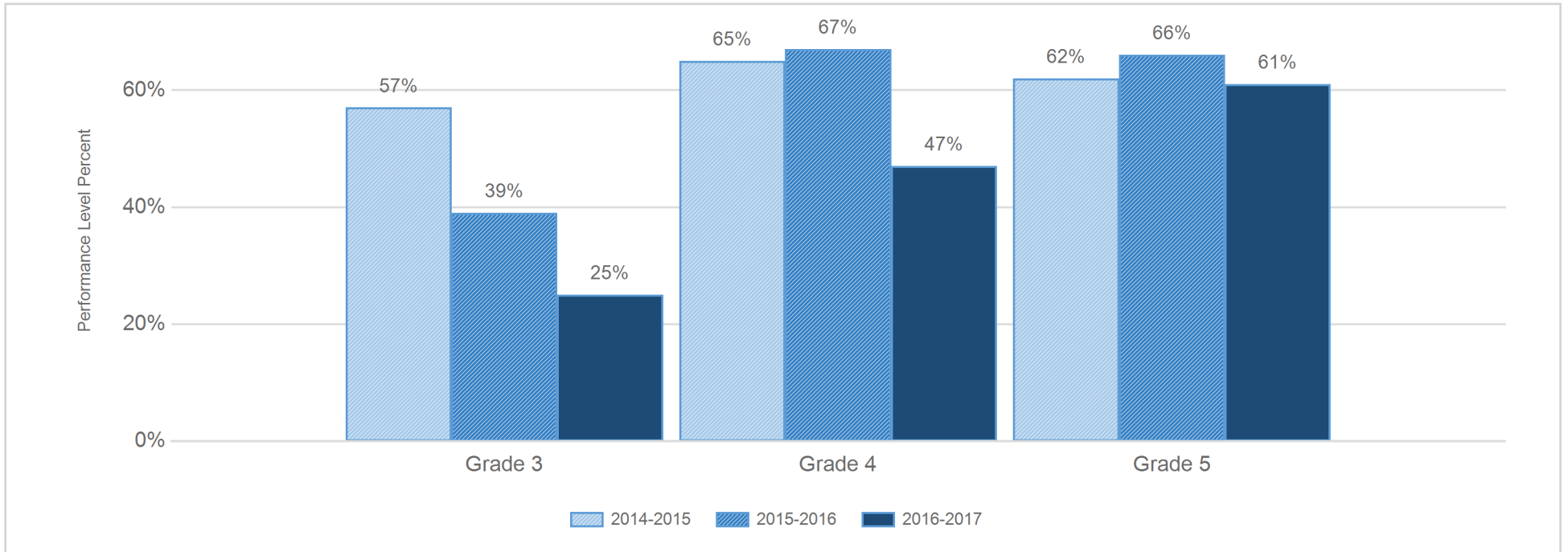


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English Language Arts/Literacy Assessment - Performance Trends

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	358	99.2	44.10	44.60	43.50	44.1	58.7	Not Met
White	74	98.7	55.50	55.40	52.40	55.5	57.6	Met Target†
Hispanic	185	99.0	28.60	26.20	27.60	28.6	42.7	Not Met
Black or African American	30	100.0	36.70	30.50	21.70	36.7	54	Not Met
Asian, Native Hawaiian, or Pacific Islander	59	100.0	79.60	73.70	75.60	79.6	80	Met Target†
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	10	100.0	60.00	46.30	44.90	60	**	**
Female	165	99.4	45.40	43.50	44.10	45.4		
Male	193	99.0	43.00	45.50	42.90	43		
Economically Disadvantaged Students	157	99.4	29.30	27.00	25.10	29.3	40.1	Not Met
Non-Economically Disadvantaged Students	201	99.0	55.80	53.80	54.30	55.8		
Students with Disabilities	67	100.0	25.40	*	16.50	25.4	37.3	Not Met
Students without Disabilities	291	99.0	48.40	*	48.80	48.4		
English Learners	110	98.3	24.50	18.10	23.30	24.5	39.6	Not Met
Non-English Learners	248	99.6	52.80	50.70	45.20	52.8		
Homeless Students	*	*	*	*	16.40	*		
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
Schoolwide	128	736	748	751	*	27%	30%	29%	*	34%	53%
White	22	742	756	759	*	*	46%	*	0%	36%	63%
Hispanic	83	728	733	738	*	34%	28%	24%	*	27%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	768	772	779	0%	*	*	*	*	69%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	52	738	746	751	*	27%	29%	31%	*	37%	52%
Male	76	735	749	751	*	26%	30%	28%	*	33%	53%
Economically Disadvantaged Students	69	726	733	736	*	*	28%	20%	*	22%	34%
Non-Economically Disadvantaged Students	59	748	757	761	*	*	32%	39%	*	49%	65%
Students with Disabilities	17	724	730	729	*	*	*	*	*	18%	29%
Students without Disabilities	111	738	750	755	*	*	*	*	*	37%	57%
English Learners	36	711	716	724	*	*	*	*	*	*	21%
Non-English Learners	92	746	752	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	*	*	*	750	*	*	*	*	*	*	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	121	746	746	747	*	17%	32%	42%	*	46%	47%
White	17	749	761	755	0%	0%	*	*	0%	53%	59%
Hispanic	60	734	731	734	*	27%	40%	25%	*	25%	30%
Black or African American	14	735	731	729	*	*	*	*	0%	36%	25%
Asian, Native Hawaiian, or Pacific Islander	25	773	*	774	0%	*	*	72%	*	88%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	59	747	746	747	*	*	39%	42%	*	44%	47%
Male	62	744	745	747	*	*	26%	42%	*	47%	48%
Economically Disadvantaged Students	46	733	731	732	*	*	39%	28%	*	28%	27%
Non-Economically Disadvantaged Students	75	753	755	757	*	*	28%	51%	*	56%	61%
Students with Disabilities	20	720	*	724	*	*	*	*	*	10%	22%
Students without Disabilities	101	751	*	751	*	*	*	*	*	53%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	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
Schoolwide	99	749	752	747	*	14%	29%	42%	*	51%	46%
White	35	758	758	754	0%	*	*	66%	*	69%	57%
Hispanic	35	730	738	735	*	*	40%	*	0%	23%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	19	775	*	774	0%	*	*	*	*	79%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	54	751	753	747	*	*	33%	43%	*	50%	47%
Male	45	747	752	746	*	*	24%	42%	*	51%	46%
Economically Disadvantaged Students	32	737	737	732	*	*	44%	31%	*	31%	27%
Non-Economically Disadvantaged Students	67	755	761	756	*	*	22%	48%	*	60%	59%
Students with Disabilities	15	716	721	725	*	*	*	*	*	*	19%
Students without Disabilities	84	755	756	751	*	*	*	*	*	*	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%

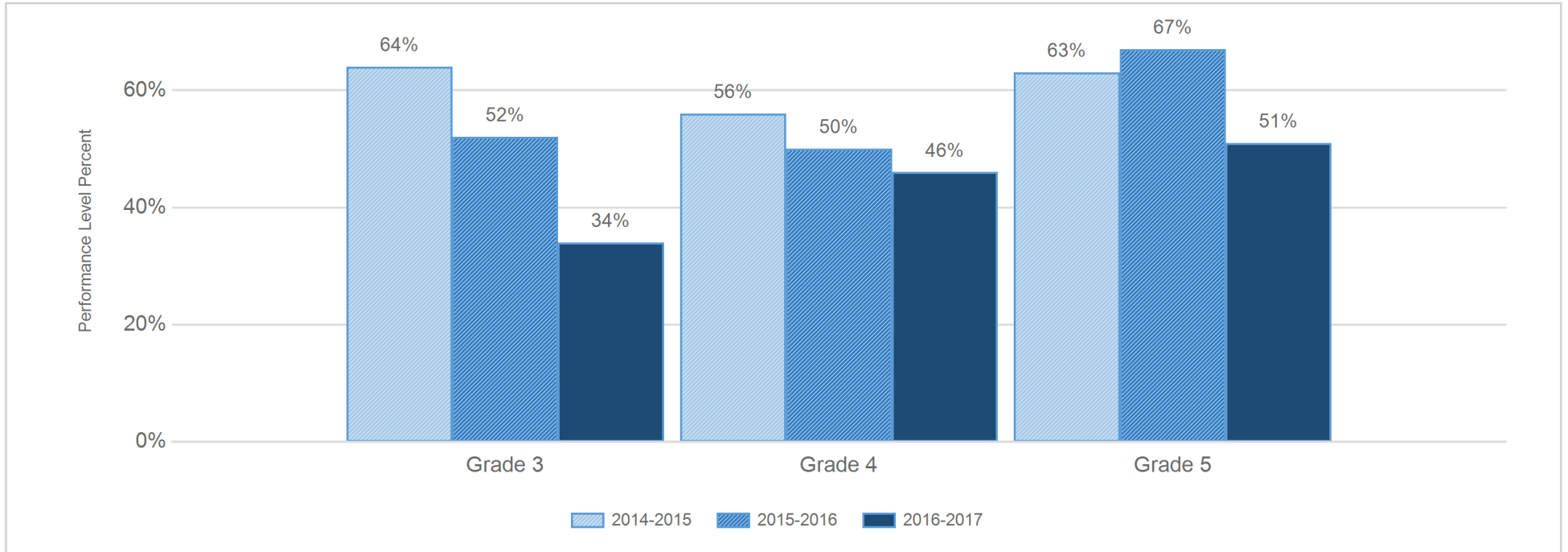


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	38	86.8%	13.2%
2	36	*	*
3	16	*	*
4	23	*	*
5+	14	64.3%	35.7%



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

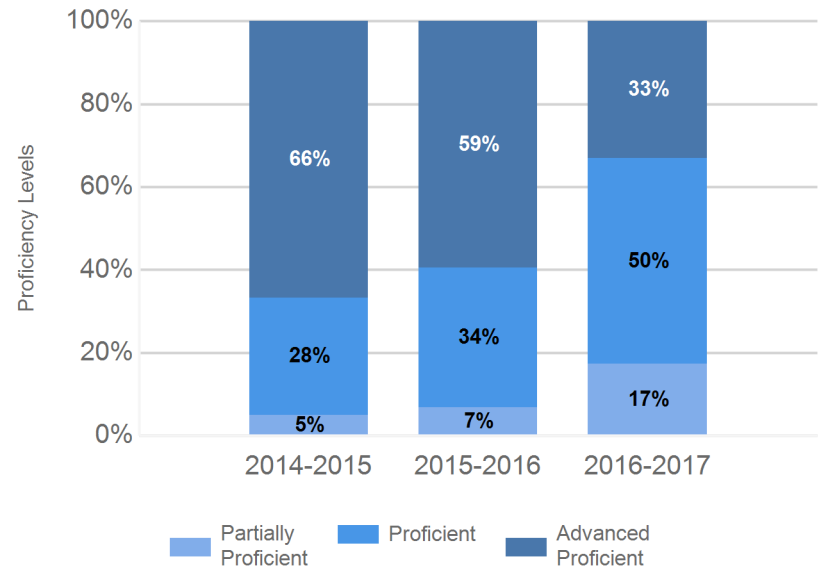
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	33%	50%	17%
White	44%	44%	11%
Hispanic	18%	58%	23%
Black or African American	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	58%	38%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	18%	54%	28%
Students with Disabilities	19%	43%	38%
English Learners	*	*	*

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	44	51	50	Met Target	51	49	50	Met Target
White	46	50	50	Met Target	54	52	52	Met Target
Hispanic	42	48	49	Met Target	44	45	47	Met Target
Black or African American	*	49	45	Not Met	*	43	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	48.5	60	60	Met Target	56	56	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	45	49	47	Met Target	49	46	46	Met Target
Students with Disabilities	35	49	41	Not Met	38	42	43	Not Met
English Learners	43	51	53	Met Target	49	45	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:

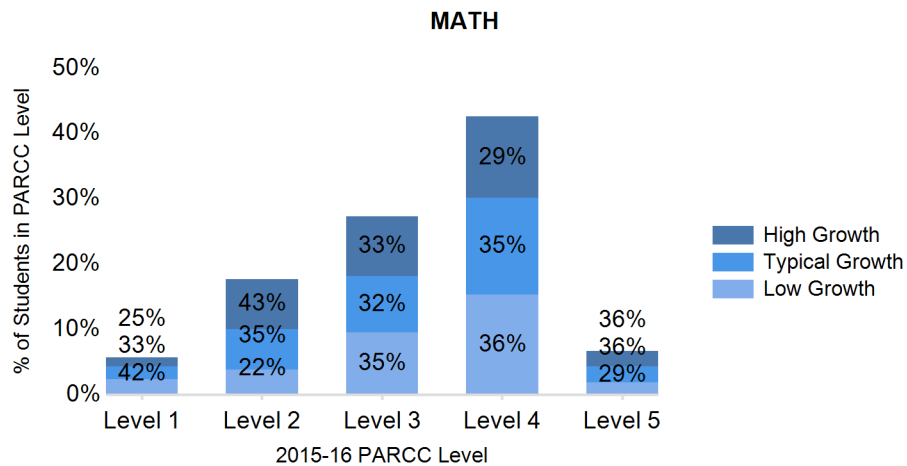
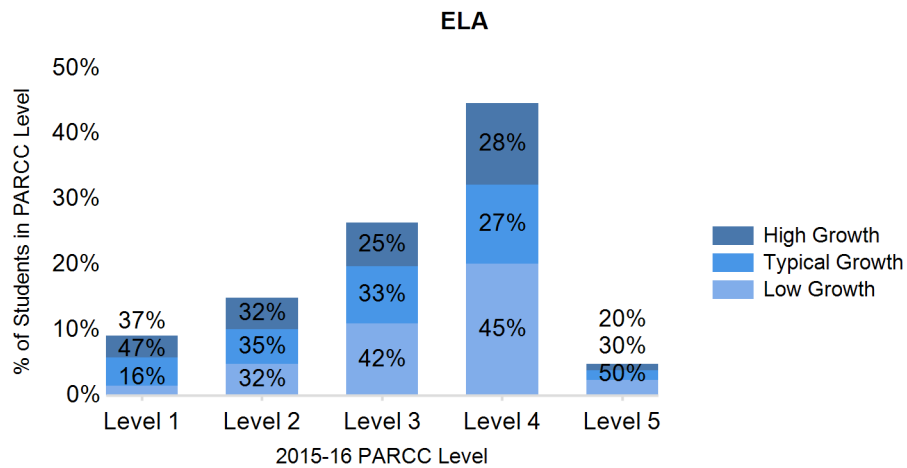
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

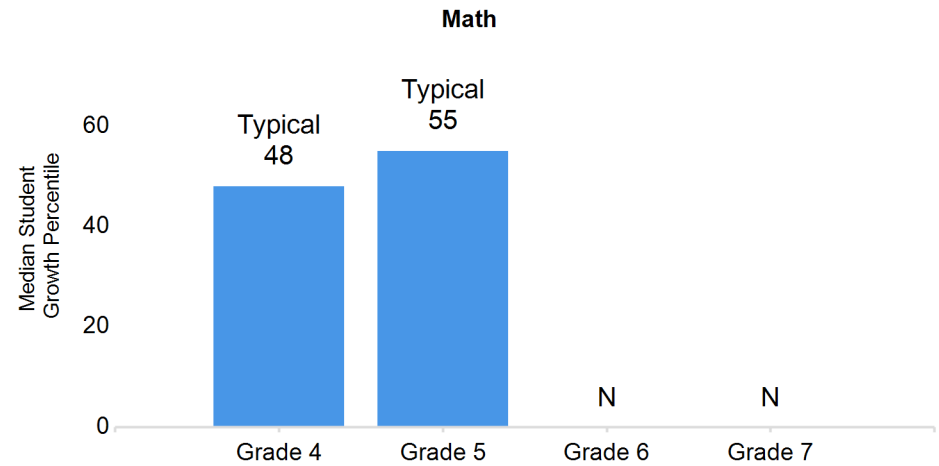
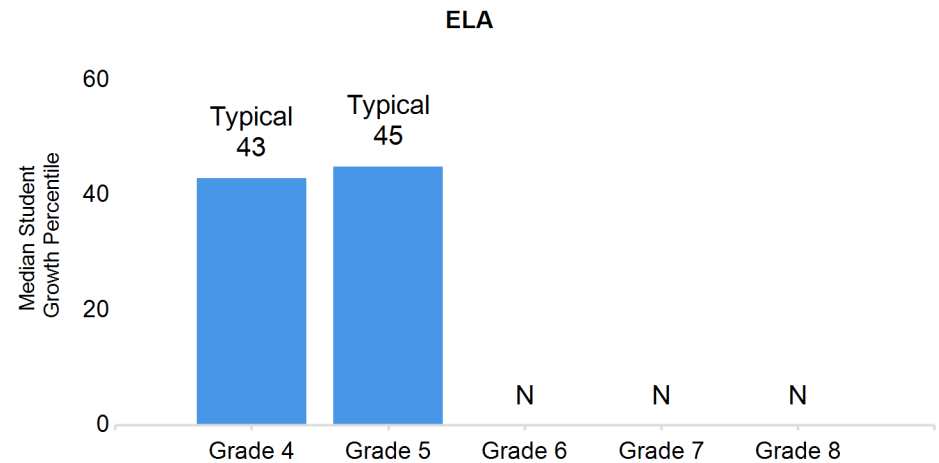
Student Growth by Performance Level

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

Chronic Absenteeism

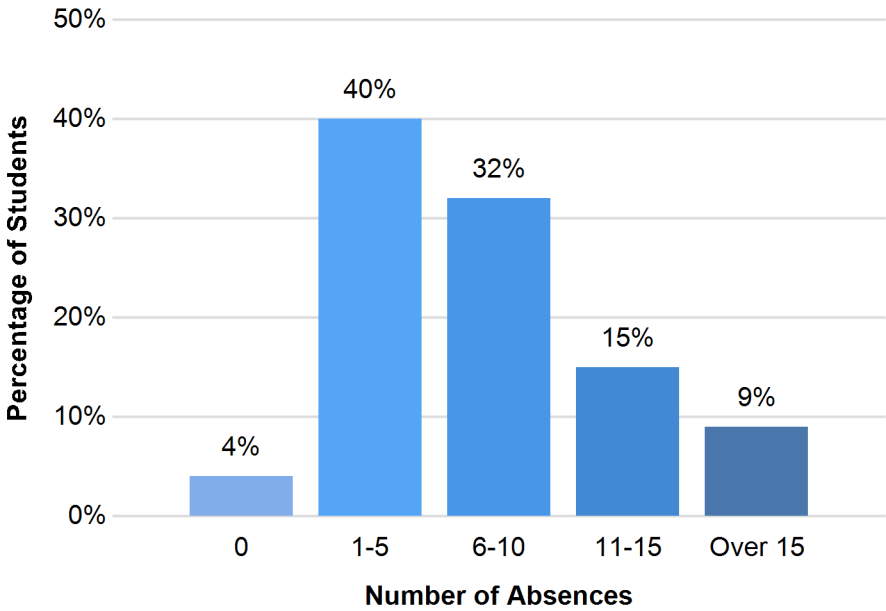
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	8.40	Met Target
White	4.50	8.40	Met Target
Hispanic	5.90	8.40	Met Target
Black or African American	10.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.80	8.40	Met Target
Students with Disabilities	10.70	8.40	Not Met
English Learners	9.60	8.40	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.



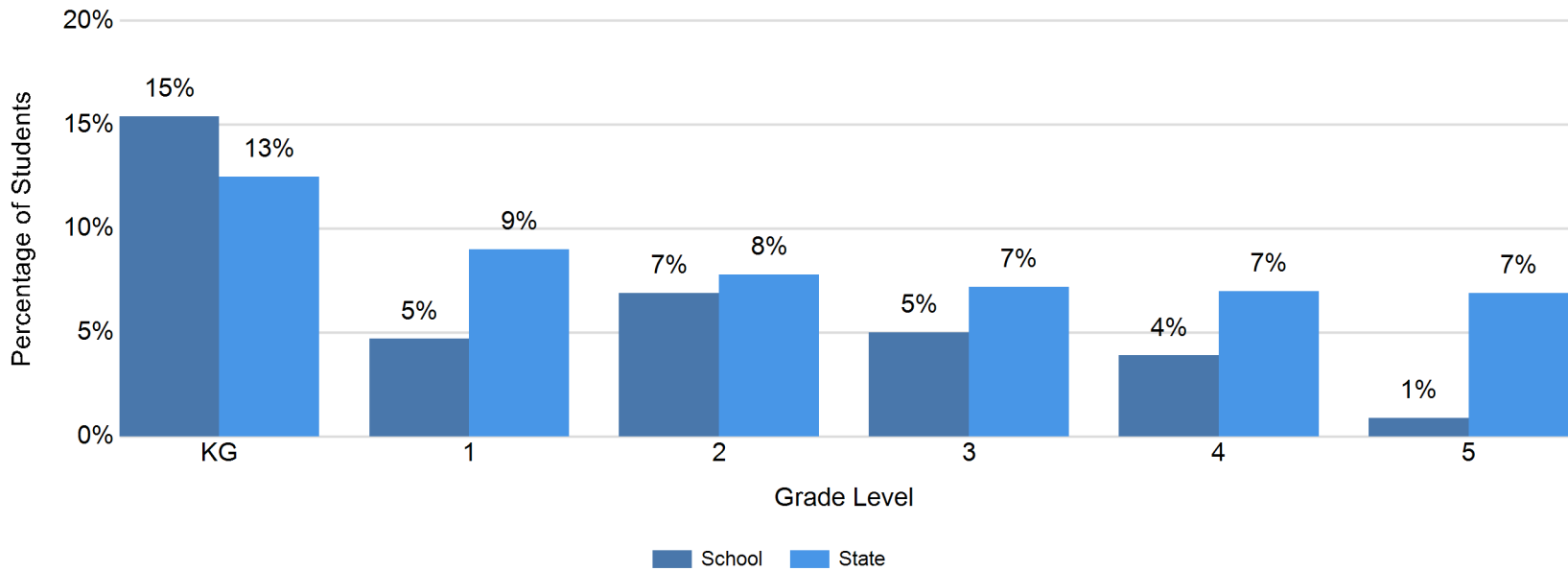


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Chronic Absenteeism by Grade

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	8:50AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.85

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	0.8%
Out-of-School Suspensions	0.6%
Any Suspension	1.3%

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	1.1:1	193.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$403	\$13,373	\$13,776



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	59	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,506
Average years experience in public schools	10.2	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	50%	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	12:1
Administrators	355:1	172:1
Librarian/Media Specialists		1032:1
Nurses		737:1
Counselors		344:1
Child Study Team		303:1



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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.

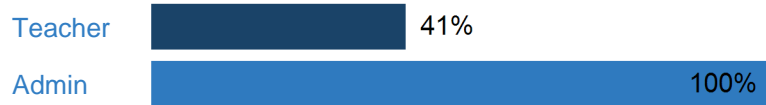
Teachers and Administrators - Level of Education

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	88%	89%
2015-16 Administrators: Same district 2016-17	69%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.5	17.5%
Mathematics Proficiency	46.3	17.5%
English Language Arts Growth	22.6	25.0%
Mathematics Growth	51.2	25.0%
Chronic Absenteeism	51.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.2
Summative Rating: Percentile rank of Summative Score		32.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	39.2	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
White	45.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	37.4	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Black or African American	63.2	11.9	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	25.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	50.7	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	47.7	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	37.2	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. DIAS	Email Address:	rdias@ewrsd.k12.nj.us
Address:	70 TWIN RIVERS DRIVE NORTH EAST WINDSOR, NJ 08520	Website:	http://www.eastwindsorregionalschools.com/ewrs/Schools/Perry%20L.%20Drew%20Elementary%20School/
Phone:	(609)443-7820	Twitter:	https://twitter.com/robcdnj

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"> • Teachers are encouraged to differentiate in all academic areas. • The Drew School has an active Safety Patrol and Student Council. • We were awarded a \$2000 grant from Crayola plus \$800 for art project supplies.
<p>Mission, Vision, Theme:</p>	<p>The school theme this year is a bright future at Drew, which emphasizes modern careers and self-motivation. This will link the future 3-5 grade level transition next year.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>The Crayola Grant was used to fund grade level art projects. The students created interactive boards emphasizing core academic subjects. The students experienced an interactive art display in a museum like setting. In addition, East Windsor Twp. gives trees to the 3rd grade to plant in order to help the environment.</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>Courses, Curriculum, Instruction:</p>	<p>All core academic subjects are supported with the district curriculum provided. Journeys is used to support LA. Go Math series for Math. Science & Social Studies are taught weekly.</p>
 <p>Clubs and Activities:</p>	<p>At Drew we have a 3-5 Chorus and 5th grade band. The students participate in two shows during the year. There is also an active Art Club, Stacking Group and a Computer Technology Club. In Stacking, the students work with a highly recognized PE teacher on the practice of cup stacking. At the end of the year, a Stacking Tournament is completed. The Drew News Club uses technology to produce a school newscast.</p>
 <p>Before and After School Programs:</p>	<p>Before and after care is emphasized at Drew where we provide a whole rounded educational experience and provide extended care, which helps the parent community who have unique and individual life schedules. The Kid Care district program provides AM/PM tutoring and general child support. For a portion of the year the school extends its hours by providing an AM tutoring program. Students are selected based on their academic needs in LA.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>The district provides the main portions of professional development for the staff. However some professional development does take place in the school. Teachers are supported with a common professional learning plan and work as grade level teams on similar learning goals. Staff meetings review best practices and teachers are allowed to attend annual professional development conferences of their choice.</p>
 <p>Student Supports and Services:</p>	<p>We have a teacher who assists English language learners daily. The school also has bilingual classes in grades 1, 2 and 4. Pupils are tiered by their level of English language skills. Teachers differentiate the lessons to meet each student and their individual learning level.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education classes are taught weekly. The students also have 30 minutes of outdoor recess. The district implemented a Social Emotional Learning program to support the students in this area of need. Planned lessons are shared with the students to provide support in the area of social emotional learning.</p>
 <p>Parent and Community Involvement:</p>	<p>We have an active PTO which supports the school through fundraising projects. All raised funds go directly to programs that support literacy and anti-bullying. They have two book fairs and anti-bullying shows. Funds are raised through family events, which creates a strong rapport with the community. They also provide support for the expenses of class trips.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>A survey was completed two years ago. The school ScIP community reviewed the data and planned out areas to improve and expand the school's climate. A survey will be distributed in the future.</p>
 <p>Facilities:</p>	<p>Although over 40 years old the school has many modern facilities. It has seen a variety of changes the latest of which took place 10 years ago when the building moved from an open space to single classroom units. The school has an active gym, which is also an assembly area. Other areas are dedicated to band, vocal music, computers and art. Students have access to all subjects through the fine arts rotation.</p>



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The Perry L. Drew Elementary located on a 22-acre site on Twin Rivers Drive in East Windsor is named in honor of a much loved former school bus driver, truant officer and custodian. Mr. Drew served our district's children for over 30 years until his retirement in 1973. Approximately 677 students in grades K through 5 attend our school, which was first occupied in 1975. Since that time the Drew School has had several additions including in 1976 the completion of the first annex and in 2003 a third/fourth grade wing comprising of ten additional classrooms was completed along with enclosing the "open Space" area of the original building with classrooms. The school's mascot is Drew the Dragon. The philosophy of the Drew School is that children learn best when instruction is presented in a manner that helps them make meaningful connections to everyday life. Our students are active learners. As a regular practice, differentiation is emphasized in classes. Our goal is for all students to become lifelong learners.



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
KG	137	52	68
1	90	114	65
2	96	87	122
3	81	90	100
4	66	82	92
5	83	69	82
Ungraded	10	45	22
Total	563	539	551

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	44%
Male	54%	54%	56%
Economically Disadvantaged Students	31%	36%	36%
Students with Disabilities	10%	13%	14%
English Learners	13%	12%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	35.8%
Hispanic	30.7%
Asian	21.6%
Black or African American	9.6%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.2%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	124	51	0
KG - Full Day	14	1	68

Home Language	% of Students
English	58.4%
Spanish	24.5%
Gujarati	4.9%
Urdu	1.6%
Telugu	1.5%
Other	9.4%



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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	276	98.2	61.90	57.10	54.90	61.9	66.7	Met Target†
White	113	97.4	73.40	69.40	63.90	73.4	74.3	Met Target†
Hispanic	65	97.1	41.50	37.50	39.80	41.5	50.6	Met Target†
Black or African American	31	100.0	35.50	49.50	35.20	35.5	N	N
Asian, Native Hawaiian, or Pacific Islander	63	100.0	76.20	78.90	80.70	76.2	69.7	Met Target
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	120	97.6	63.30	63.00	62.20	63.3		
Male	156	98.7	60.90	51.70	48.10	60.9		
Economically Disadvantaged Students	84	98.8	36.90	37.20	36.20	36.9	50.2	Not Met
Non-Economically Disadvantaged Students	192	98.0	72.90	67.20	65.80	72.9		
Students with Disabilities	30	91.2	23.30	22.40	20.50	22.3	57.6	Not Met
Students without Disabilities	246	99.2	66.60	61.80	61.90	66.6		
English Learners	41	100.0	36.60	23.50	25.20	36.6	31.7	Met Target
Non-English Learners	235	97.9	66.30	64.30	57.40	66.3		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	60.00	24.80	N		
Military-Connected Students	N	N	N	25.00	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	100	754	744	749	*	*	25%	53%	*	58%	50%
White	39	760	755	759	*	*	*	56%	*	64%	61%
Hispanic	21	743	729	734	*	*	*	48%	0%	48%	35%
Black or African American	14	739	*	731	*	0%	*	*	*	21%	32%
Asian, Native Hawaiian, or Pacific Islander	23	764	760	775	0%	*	*	74%	*	78%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	44	758	747	754	*	*	30%	48%	*	57%	55%
Male	56	751	742	745	*	*	21%	57%	*	59%	46%
Economically Disadvantaged Students	31	733	727	731	*	*	39%	32%	*	32%	31%
Non-Economically Disadvantaged Students	69	763	755	762	*	*	19%	62%	*	70%	63%
Students with Disabilities	11	726	725	720	*	*	*	*	*	27%	24%
Students without Disabilities	89	757	746	755	*	*	*	*	*	62%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	753	747	753	*	*	32%	46%	*	56%	56%
White	41	763	760	762	0%	*	*	61%	*	73%	67%
Hispanic	19	734	732	740	*	*	*	*	0%	37%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	19	761	*	777	*	*	*	*	*	58%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	39	758	751	758	*	*	33%	44%	*	59%	61%
Male	52	750	743	749	*	*	31%	48%	*	54%	51%
Economically Disadvantaged Students	25	734	731	737	*	*	44%	*	*	36%	36%
Non-Economically Disadvantaged Students	66	761	756	764	*	*	27%	*	*	64%	69%
Students with Disabilities	11	720	*	725	*	*	*	*	*	*	25%
Students without Disabilities	80	758	*	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	83	763	758	756	*	*	22%	64%	*	72%	59%
White	31	770	767	763	0%	0%	*	81%	*	87%	69%
Hispanic	24	746	742	743	*	*	42%	*	*	38%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	22	774	*	779	0%	0%	*	68%	*	86%	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	36	762	763	761	*	*	*	75%	*	75%	66%
Male	47	764	753	750	*	*	*	55%	*	70%	53%
Economically Disadvantaged Students	25	748	743	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	58	770	766	765	*	*	*	*	*	86%	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%

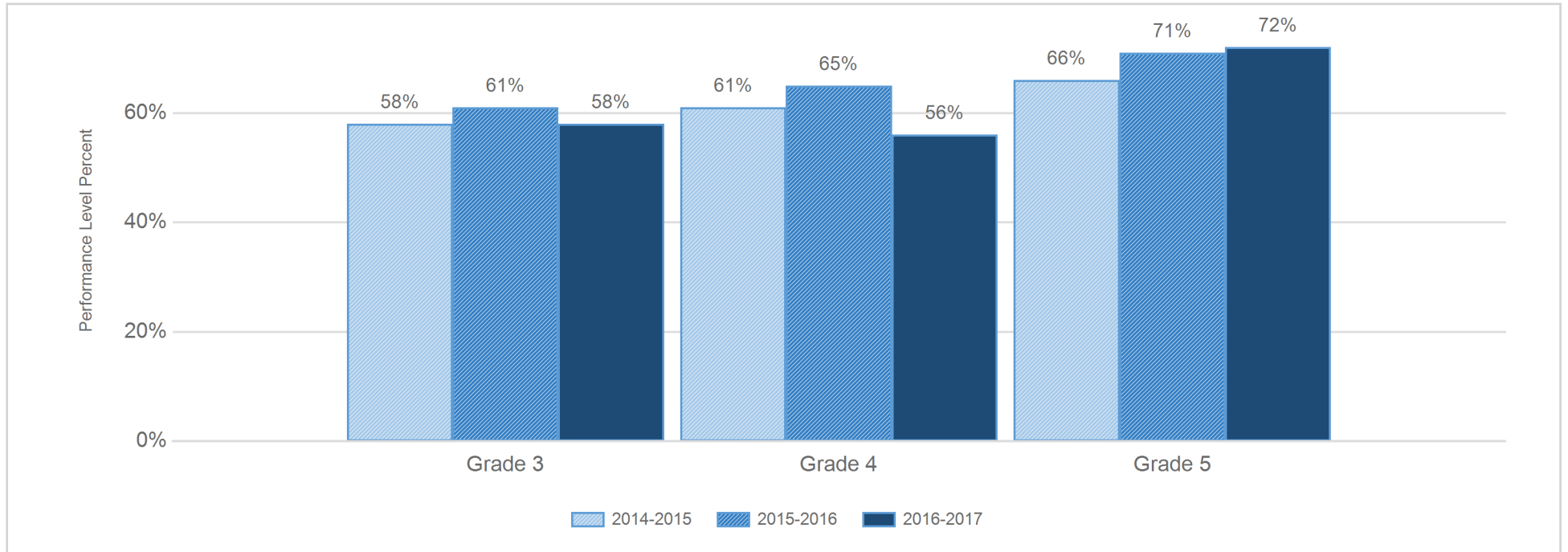


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English Language Arts/Literacy Assessment - Performance Trends

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	276	98.2	64.80	44.60	43.50	64.8	69.1	Met Target†
White	113	97.4	75.30	55.40	52.40	75.3	76.2	Met Target†
Hispanic	65	97.1	46.20	26.20	27.60	46.2	55.7	Met Target†
Black or African American	31	100.0	32.20	30.50	21.70	32.2	N	N
Asian, Native Hawaiian, or Pacific Islander	63	100.0	82.50	73.70	75.60	82.5	77.1	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	120	97.6	62.50	43.50	44.10	62.5		
Male	156	98.7	66.70	45.50	42.90	66.7		
Economically Disadvantaged Students	84	98.8	45.30	27.00	25.10	45.3	52.8	Met Target†
Non-Economically Disadvantaged Students	192	98.0	73.50	53.80	54.30	73.5		
Students with Disabilities	30	91.2	30.00	*	16.50	28.7	46.8	Not Met
Students without Disabilities	246	99.2	69.10	*	48.80	69.1		
English Learners	41	100.0	36.60	18.10	23.30	36.6	49.4	Not Met
Non-English Learners	235	97.9	69.80	50.70	45.20	69.8		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	40.00	15.10	N		
Military-Connected Students	N	N	N	25.00	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	100	760	748	751	*	*	20%	52%	16%	68%	53%
White	39	767	756	759	0%	*	*	67%	*	80%	63%
Hispanic	21	751	733	738	0%	*	*	52%	*	57%	37%
Black or African American	14	736	*	733	*	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	23	777	772	779	0%	0%	*	44%	*	83%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	44	760	746	751	*	*	23%	57%	*	68%	52%
Male	56	760	749	751	*	*	18%	48%	*	68%	53%
Economically Disadvantaged Students	31	745	733	736	*	*	*	48%	*	55%	34%
Non-Economically Disadvantaged Students	69	768	757	761	*	*	*	54%	*	74%	65%
Students with Disabilities	11	734	730	729	*	*	*	*	0%	36%	29%
Students without Disabilities	89	764	750	755	*	*	*	*	18%	72%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	759	746	747	*	*	25%	45%	17%	62%	47%
White	41	766	761	755	*	*	*	59%	*	78%	59%
Hispanic	19	739	731	734	*	*	53%	*	0%	32%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	19	780	*	774	*	0%	*	*	*	79%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	39	760	746	747	*	*	28%	41%	*	59%	47%
Male	52	759	745	747	*	*	23%	48%	*	64%	48%
Economically Disadvantaged Students	25	736	731	732	*	*	48%	*	0%	28%	27%
Non-Economically Disadvantaged Students	66	768	755	757	*	*	17%	*	23%	74%	61%
Students with Disabilities	11	735	*	724	*	*	*	*	0%	36%	22%
Students without Disabilities	80	763	*	751	*	*	*	*	19%	65%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	759	752	747	*	*	24%	52%	13%	65%	46%
White	31	761	758	754	0%	*	*	61%	*	71%	57%
Hispanic	24	747	738	735	*	*	*	*	*	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	22	774	*	774	0%	*	*	55%	*	82%	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	36	755	753	747	*	*	*	53%	*	58%	47%
Male	47	763	752	746	*	*	*	51%	*	70%	46%
Economically Disadvantaged Students	25	743	737	732	*	*	*	52%	0%	52%	27%
Non-Economically Disadvantaged Students	58	766	761	756	*	*	*	52%	19%	71%	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%

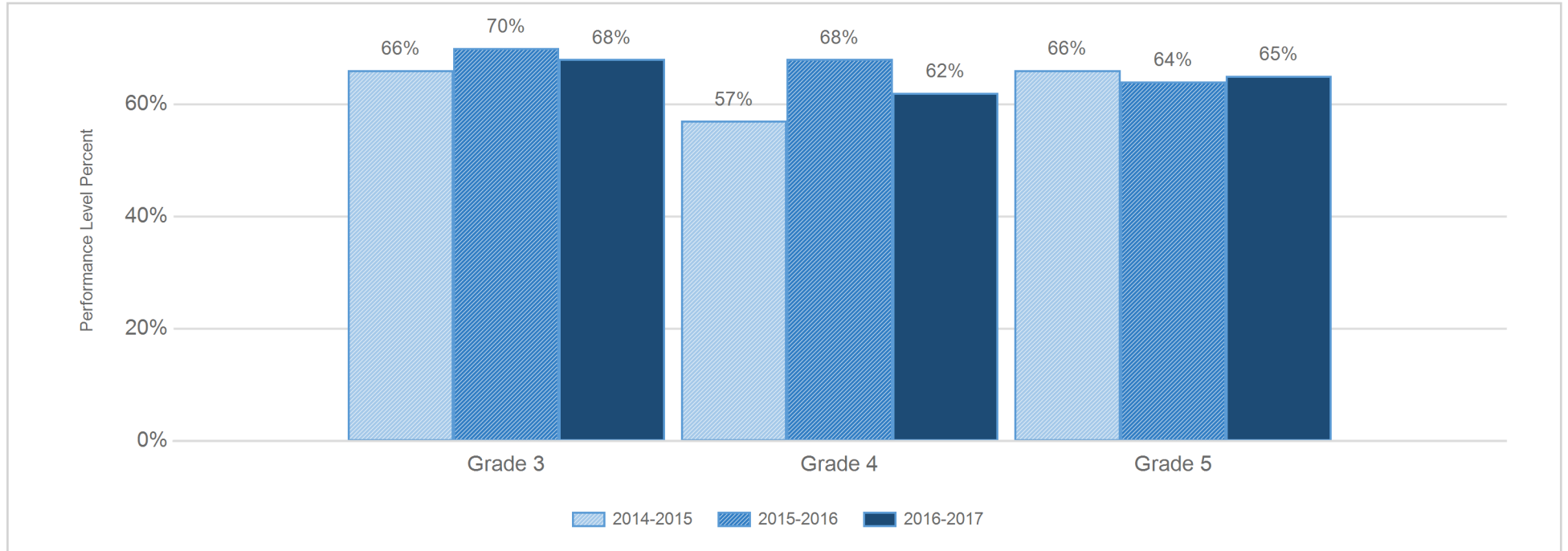


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	17	*	*
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.

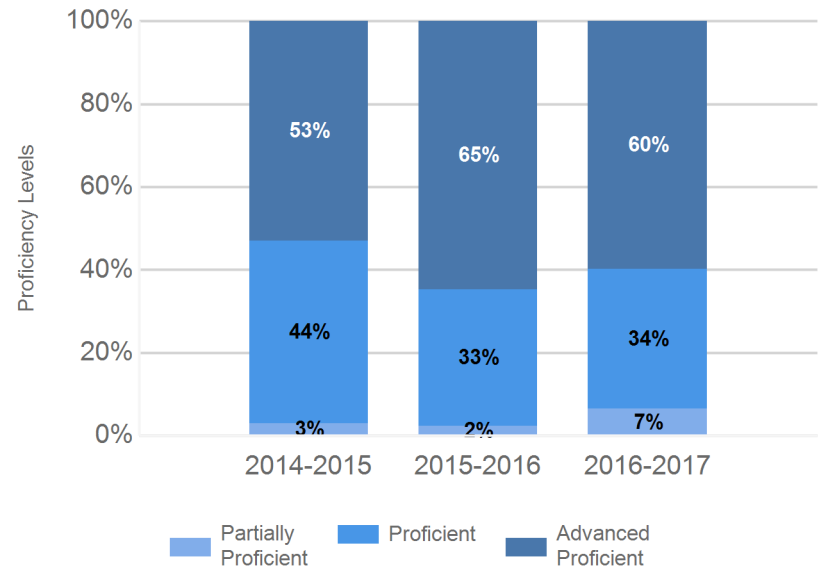
NJASK Science Assessment Performance: Grade 4

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	60%	34%	7%
White	74%	26%	N
Hispanic	37%	53%	11%
Black or African American	36%	*	27%
Asian, Native Hawaiian, or Pacific Islander	68%	26%	5%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	42%	39%	19%
Students with Disabilities	25%	63%	13%
English Learners	*	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	51	50	Met Target	52.5	49	50	Met Target
White	52	50	50	Met Target	51	52	52	Met Target
Hispanic	38	48	49	Not Met	46.5	45	47	Met Target
Black or African American	*	49	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	46.5	60	60	Met Target	65	56	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	39	49	47	Not Met	44	46	46	Met Target
Students with Disabilities	44	49	41	**	50	42	43	**
English Learners	49.5	51	53	Met Target	42	45	51	Met Target

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



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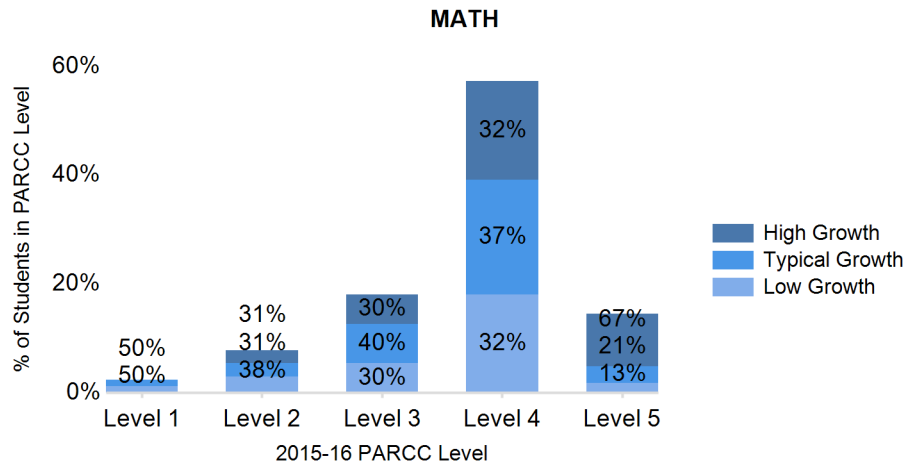
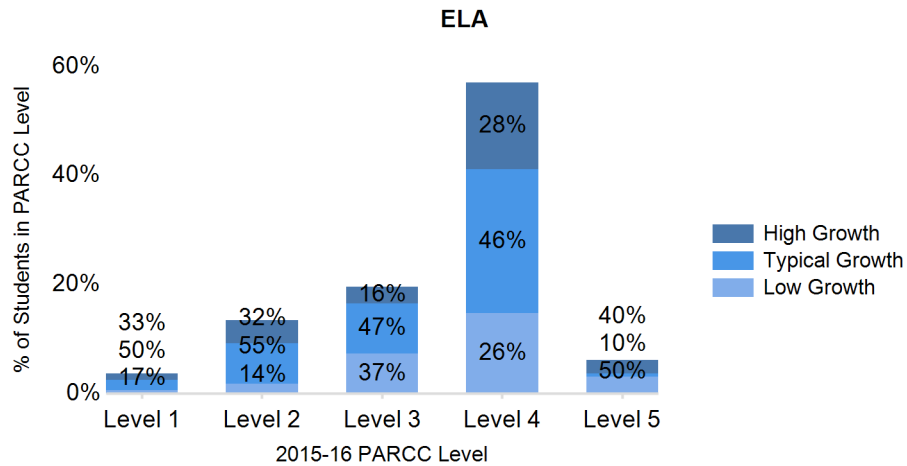
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

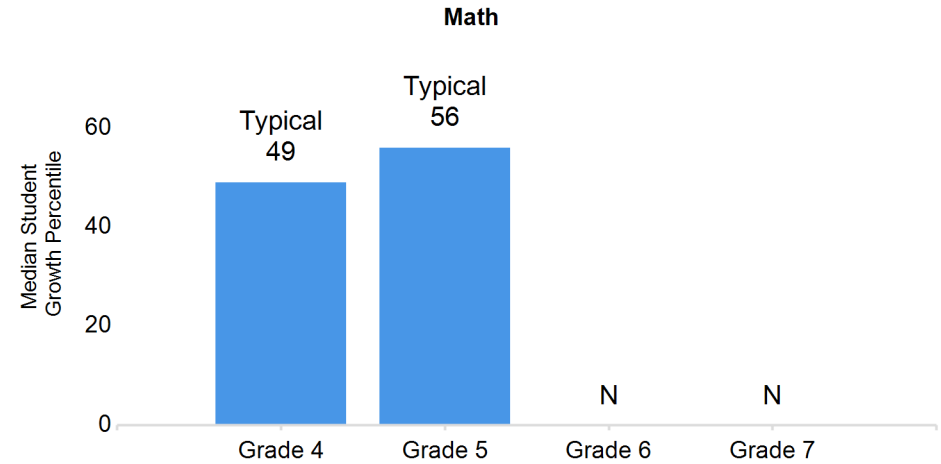
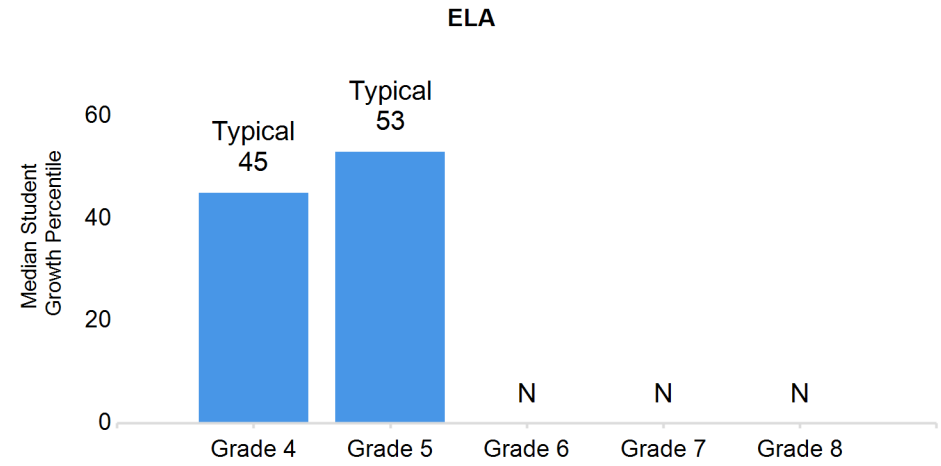
Student Growth by Performance Level

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 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

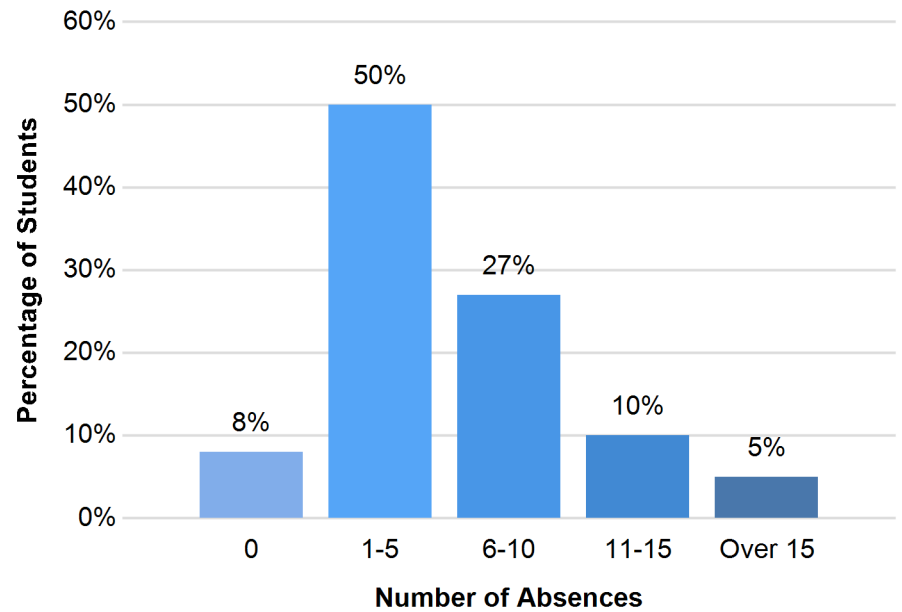
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.40	8.40	Met Target
White	2.50	8.40	Met Target
Hispanic	5.30	8.40	Met Target
Black or African American	1.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.70	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.10	8.40	Met Target
Students with Disabilities	6.30	8.40	Met Target
English Learners	5.60	8.40	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.





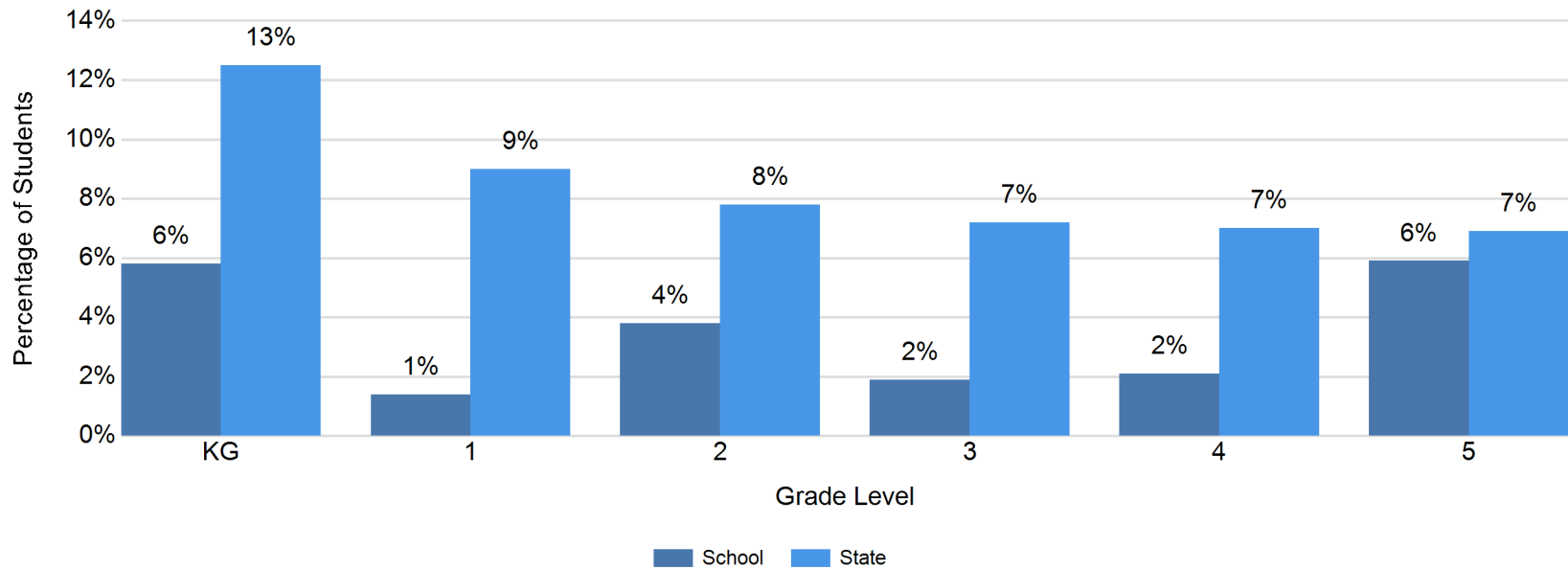
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Chronic Absenteeism by Grade

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	8:50AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.54

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	0.7%
Any Suspension	0.7%

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	1.1:1	193.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$403	\$13,373	\$13,776



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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	53	120,724
Average years experience in public schools	8.4	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	51%	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	30	9,506
Average years experience in public schools	10.2	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	276:1	172:1
Librarian/Media Specialists		1032:1
Nurses		737:1
Counselors		344:1
Child Study Team		303:1



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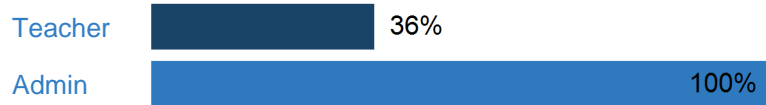
Teachers and Administrators - Level of Education

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	88%	89%
2015-16 Administrators: Same district 2016-17	69%	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	51.8	17.5%
Mathematics Proficiency	76.7	17.5%
English Language Arts Growth	30.2	25.0%
Mathematics Growth	50.7	25.0%
Chronic Absenteeism	86.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		55.6
Summative Rating: Percentile rank of Summative Score		58.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	55.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	66.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	49.6	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	45.6	11.9	No	Met Target	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	52.8	11.9	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Students with Disabilities	**	**	No	Not Met	Not Met	Met Target	**	**	No
English Learners	53.3	11.9	No	Met Target	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

Principal:	Ms. Felicetta	Email Address:	sfelicetta@ewrsd.k12.nj.us
Address:	371 STOCKTON STREET HIGHTSTOWN, NJ 08520	Website:	http://www.eastwindsorregionalschools.com/ewrs/Schools/Walter%20C.%20Black%20Elementary%20School/
Phone:	(609)443-7816	Facebook:	https://www.facebook.com/WCBPTO/
		Twitter:	https://twitter.com/mr_mtozzi

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"> • Classrooms are equipped with interactive projectors and Chromebooks (1:1 in grades 3-5). • Partner with the Center for Supportive Schools to run the Campaign Connect program for improving school climate. • Curriculum includes personalized learning experiences, balanced literacy, and Next Gen Science integration.
 <p>Mission, Vision, Theme:</p>	<p>Our school theme is: WCB Celebrates Minds and Memories. We believe that the education of a child involves the academic mind, social-emotional mind, and making memories and having fun experiences at school. Our school has a strong sense of community as teachers work together with administration, parents, and students to create a positive learning environment.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>For Language Arts, there is a balanced literacy approach. Children’s literature is the focus of most lessons through the Journeys Reading Program. Students develop knowledge of spelling and reading through the Foundations and Journeys Word Study Program. Teachers work with the students in areas of problem solving during math instruction. Lessons involve students in a variety of activities that include hands-on materials and technology while stressing higher levels of abstract thinking.</p>
 <p>Clubs and Activities:</p>	<p>Students have the opportunity to join the Safety Patrol, Kindergarten Helpers, Art Club, Basketball Club, Recorder Band, Bucket Band, Student Council, School Band, Chorus, and Yearbook Committee.</p>
 <p>Before and After School Programs:</p>	<p>Kidcare is a recreational extended care program for students enrolled in grades K-5. They provide a safe, friendly, and stimulating program through both group and individual activities. Students have the opportunity to participate in outside activities, gym activities, homework assistance, crafts and quiet play.</p>







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 <p>Staff and Professional Learning:</p>	<p>The faculty participate in weekly professional learning opportunities within grade level PLCs, data teams and content supervisor meetings. Staff have the opportunity to attend outside PD as well as in-district and job-embedded PD. Outside consultants are often utilized to provide PD for staff.</p>
 <p>Student Supports and Services:</p>	<p>Programs for both special education students and English Language Learners across grade levels are provided. Students identified for programs are determined using multiple measures. Basic Skills instruction is provided for students who qualify for services. Identified students needing additional academic support are recommended for our after school supplemental program that meets three days a week.</p>
 <p>Student Health and Wellness:</p>	<p>The school has a full time counselor who provides class, small group, and individual assistance. Conflict resolution is emphasized by the counselor and is a method that is reinforced by classroom teachers. Students participate in recess daily and physical education twice a week. We have a full time school nurse.</p>
 <p>Parent and Community Involvement:</p>	<p>Our parents play a vital role in our school. We have an active Parent Teacher Organization that supports the school with fundraisers and family nights. Teachers have frequent communication with parents and participate in a variety of out of school activities such as: Literacy Night, Ice Cream Bingo Night, and Back to School Night.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>Staff have an active role in helping to develop a positive school climate. Through our school's Safety and Climate Team, we are able to survey the parent community, staff, and students to come up with activities to support our school.</p>
 <p>Facilities:</p>	<p>The Walter C. Black Elementary School located on a nine-acre site on Stockton Street in Hightstown is named in honor of a former lifelong resident of our community who served on the local school board for 54 years. Approximately 555 students in grade K through 5 attend our school. The original building was first occupied in 1950 with additions added in 1953, 1958, 1970, 2000 and 2004. We are proud of our school mascot, "Dale the Dolphin" who appears regularly at school functions.</p>