




Betsy Ross Elementary
2016-2017
Grade Span KG-03

03-2900-060
BERGEN
MAHWAH TWP
20 MALCOLM RD
MAHWAH, NJ 07430-1822

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



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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	46	47	54
1	65	43	55
2	57	64	43
3	66	61	65
Ungraded	0	0	0
Total	234	215	217

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	52%	49%
Male	50%	48%	51%
Economically Disadvantaged Students	4%	3%	4%
Students with Disabilities	8%	9%	12%
English Learners	6%	4%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	62.7%
Asian	21.2%
Hispanic	7.4%
Black or African American	1.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.4%

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	0	0	0
KG - Full Day	41	47	54

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	90.8%
Tamil	1.8%
Spanish	1.8%
Hindi	1.4%
Other	4.4%



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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	61	96.9	86.90	76.40	54.90	86.9	80	Met Goal
White	38	97.5	89.50	78.40	63.90	89.5	80	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	N	N	N	47.10	35.20	N	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.40	*	80.70	83.4	**	**
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	26	96.4	84.60	82.30	62.20	84.6		
Male	35	97.3	88.60	70.90	48.10	88.6		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	63	782	775	749	*	*	*	60%	25%	86%	50%
White	39	783	778	759	*	*	*	69%	*	90%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	12	791	*	775	*	*	0%	*	*	83%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	27	779	782	754	*	*	*	63%	*	85%	55%
Male	36	784	770	745	*	*	*	58%	*	86%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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

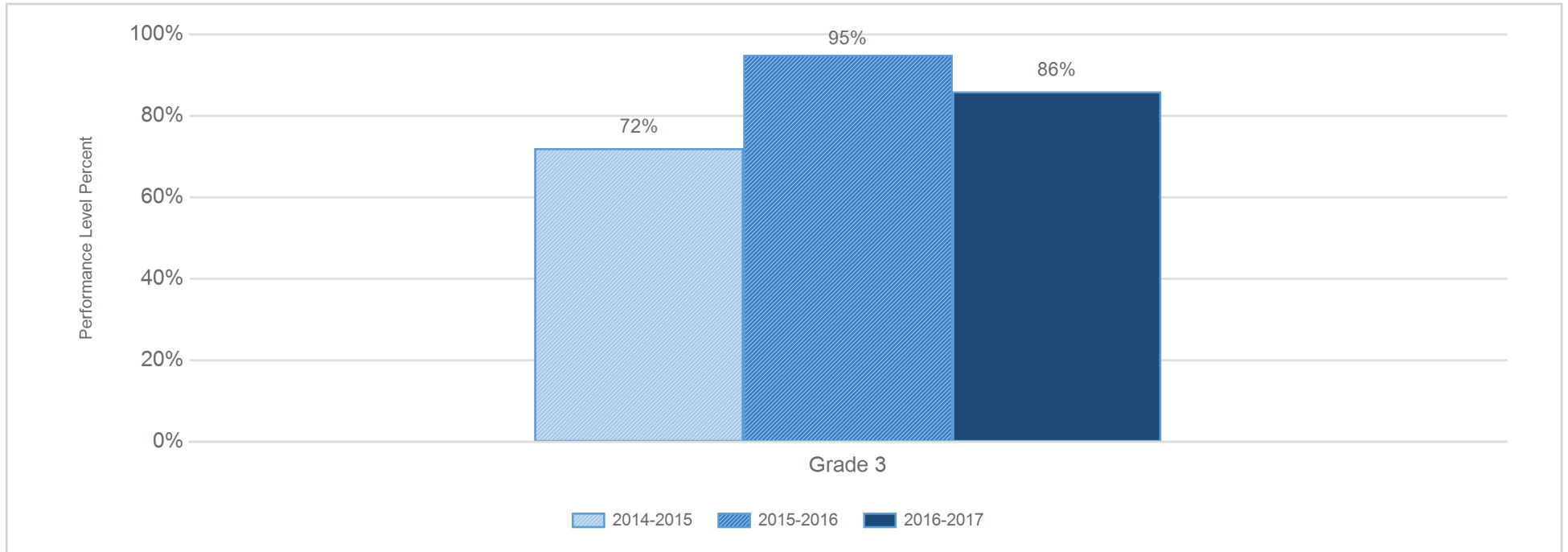


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English Language Arts/Literacy Assessment - Performance Trends

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](#).

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Schoolwide	61	96.9	81.90	69.10	43.50	81.9	80	Met Goal
White	38	97.5	81.50	70.20	52.40	81.5	80	Met Goal
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	N	N	N	26.40	21.70	N	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.30	*	75.60	83.3	**	**
American Indian or Alaska Native	N	N	N	11.10	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	26	96.4	80.80	69.90	44.10	80.8		
Male	35	97.3	82.90	68.20	42.90	82.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	779	776	751	*	*	*	43%	38%	81%	53%
White	39	779	777	759	*	0%	*	46%	36%	82%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	12	787	*	779	0%	0%	*	*	*	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	27	780	777	751	*	*	*	44%	37%	82%	52%
Male	36	778	775	751	*	*	*	42%	39%	81%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

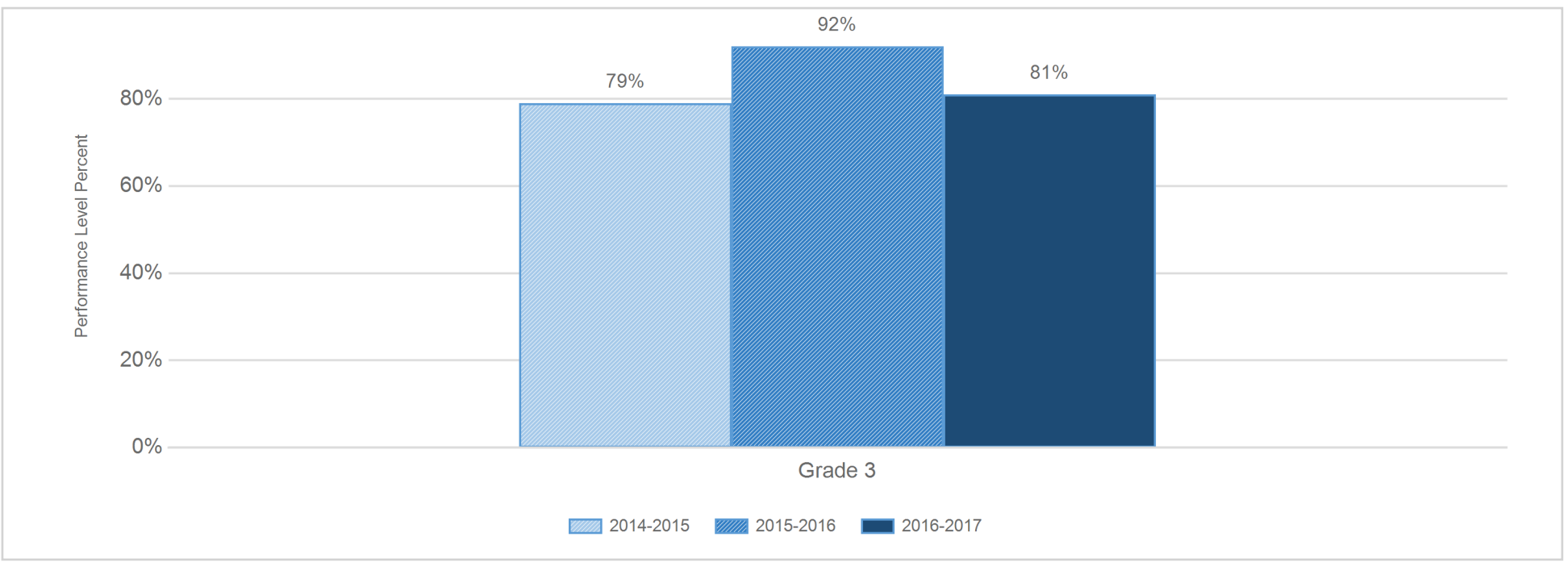


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

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+	*	*	*



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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

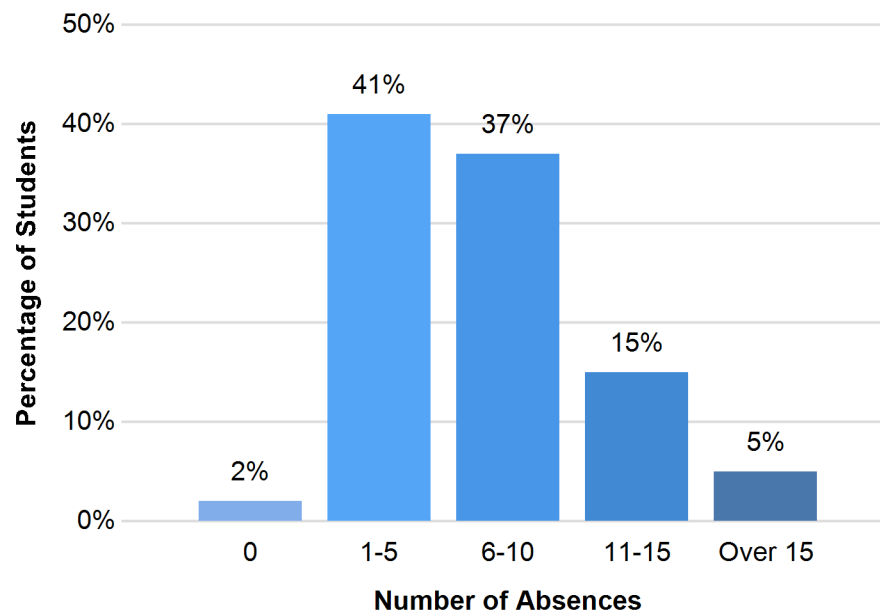
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.80	9.10	Met Target
White	2.90	9.10	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.20	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	3.70	9.10	Met Target
English Learners	N	**	**

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

Days Absent

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



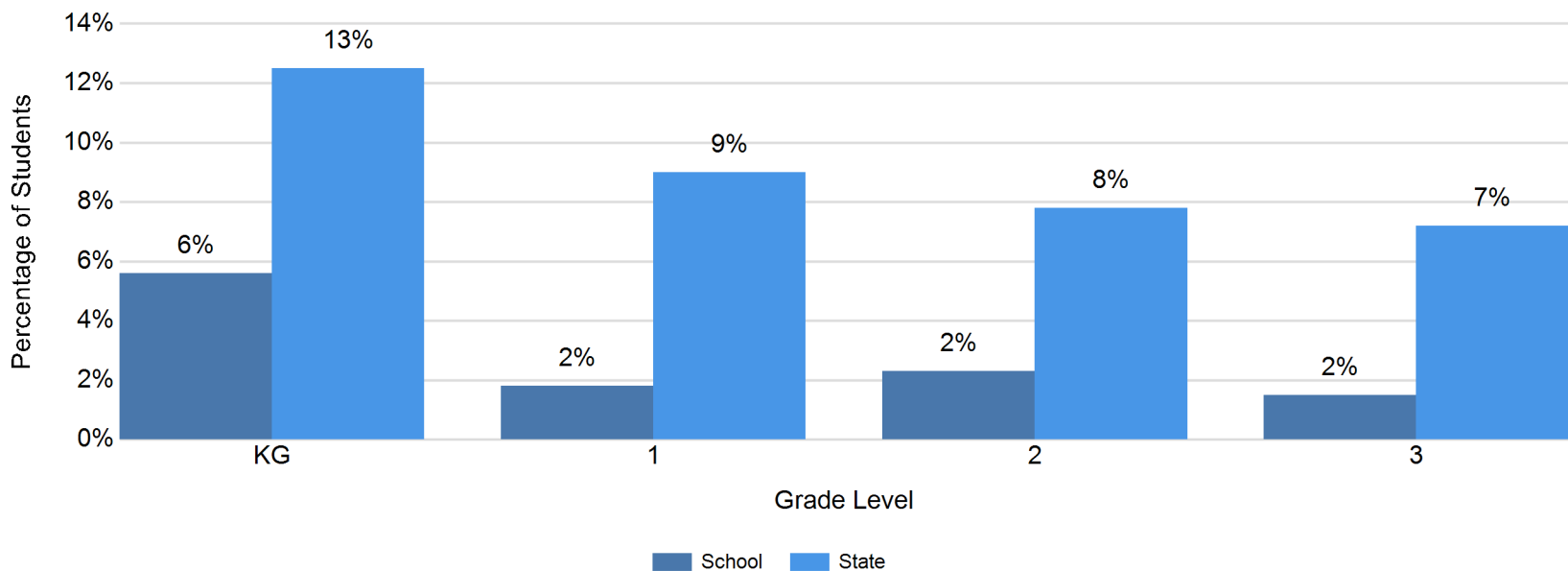


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	341.8 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	\$351	\$16,257	\$16,608



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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	18	120,724
Average years experience in public schools	14.7	11.8
Average years experience in district	12.9	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	71%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	217:1	122:1
Librarian/Media Specialists		585:1
Nurses		1463:1
Counselors		418:1
Child Study Team		225:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	74%	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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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



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

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Bovino	Email Address:	lbovino@mahwah.k12.nj.us
Address:	20 MALCOLM RD MAHWAH, NJ 07430-1822	Website:	https://www.mahwah.k12.nj.us/Domain/13
Phone:	(201)762-2250	Twitter:	https://twitter.com/betsyrossmahwah?lang=en

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Everyday Math, Reading/Writing workshop, and Next Gen Science Standards. • NJDOE award winning school and National Blue Ribbon school 2012. • Students have opportunities to think "outside the box" in our newly created STEAM lab.
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Mahwah Schools is to provide every student with the opportunity to maximize their educational and career potential in safe, high quality facilities, led by well trained and dedicated administrators, teachers and support staff. The culture of Betsy Ross is not just that of academic excellence but one of caring, loving, and acceptance. Each year we focus our attention to a theme which drives our conversations with students; this year our theme word is POWER.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>An element that separates Betsy Ross from many schools is that in the summer of 2014, the New Jersey Department of Education named Betsy Ross a Reward School for its high performance on standardized tests. In addition, on December 12, 2012, we had the honor of becoming a National Blue Ribbon School. This ceremony highlighted the amazing qualities of our K-3 school – high performing students, dedicated, skilled staff and supportive parents.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Our reading and writing programs, based on the Columbia University Teachers College Workshop model, emphasize “just-right” books, author study, and writing in multiple genres. Our mathematics program emphasizes problem-solving and the development of higher level thinking skills. Our Science and Social Studies curriculum allows students to experience Science through hands on activities and explore primary source documents in Social Studies. We offer PE, Art, Music and Library.</p>
 <p>Before and After School Programs:</p>	<p>The Wyckoff YMCA run morning and after care programs in our schools. We also open our doors to scout groups run by Boy/Girl Scouts of America.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Mahwah is committed to providing professional development that improves teaching craft and student learning outcomes. We have professional development opportunities on varied topics and have started our teachers teaching teachers academies where teachers have a chance to lead professional development workshops. Teachers also participate in Professional Learning Communities one time per month. Through their PLCs teachers do action research in their classrooms and report on their findings.</p>
 <p>Student Supports and Services:</p>	<p>We have 5 day a week classes for ELL students. We offer general education, resource room, and self-contained settings through special education. Students are offered OT/PT, speech, and behavioral therapies if applicable. We have 504 and health plans in place that support our students. We offer support services in reading, math, and multi-sensory reading and have I&RS plans in place to assist general education students. All teachers are certified in the corresponding specialized area.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in two PE classes per week and have 30 minutes of recess per day. Our Health and fitness teacher implements a health curriculum focused on healthy eating and students learn how to keep themselves fit and strong. We offer food at lunchtime that is balanced and nutritious. Pomptonian food service supplies the food for our district and makes sure that the food offered complies with all state and government mandates.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are an integral part of Betsy Ross School. Our HSO has 35 committees that sponsor numerous events to raise money for assemblies, field trips, Science day, and Field day all which provide school-wide enrichment. Our teachers seek mini-grants to fund innovative curricular projects through the Mahwah Schools Foundation, a volunteer group of parents and community members who, supported by local businesses and fund-raising efforts, have donated over a million dollars to the Mahwah schools.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>We utilized a school climate survey in 2014. After the results were compiled we discussed results at the SCIP meetings and SST meetings to help us identify if there were areas that need improvement. At the school level we also do internal surveys of staff on a yearly basis which focus on technology, program availability, and general functioning of the school, administration support and schedules. We use this information to inform us and help us plan for the next year.</p>
 <p>Facilities:</p>	<p>The original building was erected in 1931. There were two additions added to extend the building in 1960 and then again in 1996. Our classrooms, offices, and all-purpose room have air-conditioning. There are continual updates made to the doors, windows, security systems, boilers, and more to ensure that our school is up to date, safe and functions at its full capacity.</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.

The Betsy Ross staff and parents create a close-knit family of dedicated stakeholders providing a nurturing school environment – a “home away from home.” Character education is the center for our daily and monthly activities. Our social-emotional learning program, called “Responsive Classroom,” teaches children to value honesty, responsibility, and respect and actively teaches caring for one another.



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



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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	29	39	39
1	55	39	42
2	34	55	41
3	41	35	59
Ungraded	19	30	20
Total	178	198	201

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%	46%	48%
Male	50%	55%	52%
Economically Disadvantaged Students	7%	9%	10%
Students with Disabilities	17%	25%	27%
English Learners	2%	4%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	72.1%
Asian	10.4%
Hispanic	10.0%
Black or African American	1.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	31	39	39

Enrollment by Home Language

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

Home Language	% of Students
English	88.6%
Spanish	3.5%
Russian	1.5%
Chinese	1.0%
Polish	1.0%
Other	4.5%



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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	67	100.0	74.70	76.40	54.90	74.7	80	Met Target†
White	49	100.0	79.50	78.40	63.90	79.5	80	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	28	100.0	82.20	82.30	62.20	82.2		
Male	39	100.0	69.20	70.90	48.10	69.2		
Economically Disadvantaged Students	13	100.0	46.20	*	36.20	46.2	**	**
Non-Economically Disadvantaged Students	54	100.0	81.50	*	65.80	81.5		
Students with Disabilities	22	100.0	50.00	*	20.50	50	N	N
Students without Disabilities	45	100.0	86.60	*	61.90	86.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	61	780	775	749	*	*	*	53%	25%	77%	50%
White	46	786	778	759	0%	*	*	61%	22%	83%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	27	787	782	754	*	*	*	52%	*	82%	55%
Male	34	774	770	745	*	*	*	53%	*	74%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	15	737	*	720	*	*	*	*	0%	47%	24%
Students without Disabilities	46	793	*	755	*	*	*	*	33%	87%	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%

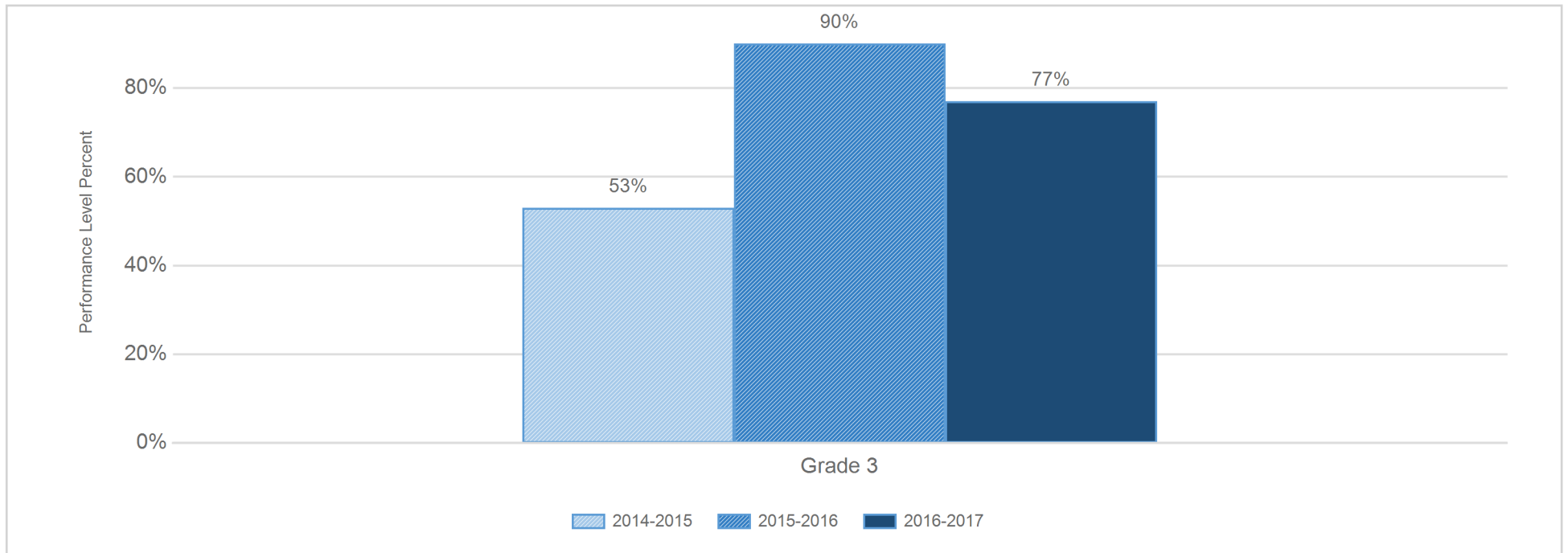


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English Language Arts/Literacy Assessment - Performance Trends

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	67	100.0	77.70	69.10	43.50	77.7	80	Met Target†
White	49	100.0	83.70	70.20	52.40	83.7	80	Met Goal
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	11.10	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	28	100.0	82.20	69.90	44.10	82.2		
Male	39	100.0	74.40	68.20	42.90	74.4		
Economically Disadvantaged Students	13	100.0	46.20	*	25.10	46.2	**	**
Non-Economically Disadvantaged Students	54	100.0	85.20	*	54.30	85.2		
Students with Disabilities	22	100.0	45.50	*	16.50	45.5	N	N
Students without Disabilities	45	100.0	93.30	*	48.80	93.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	61	784	776	751	*	*	*	30%	53%	82%	53%
White	46	788	777	759	*	*	*	28%	59%	87%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	27	782	777	751	*	*	*	*	44%	85%	52%
Male	34	786	775	751	*	*	*	*	59%	79%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	15	750	*	729	*	*	*	*	*	47%	29%
Students without Disabilities	46	795	*	755	*	*	*	*	*	94%	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%



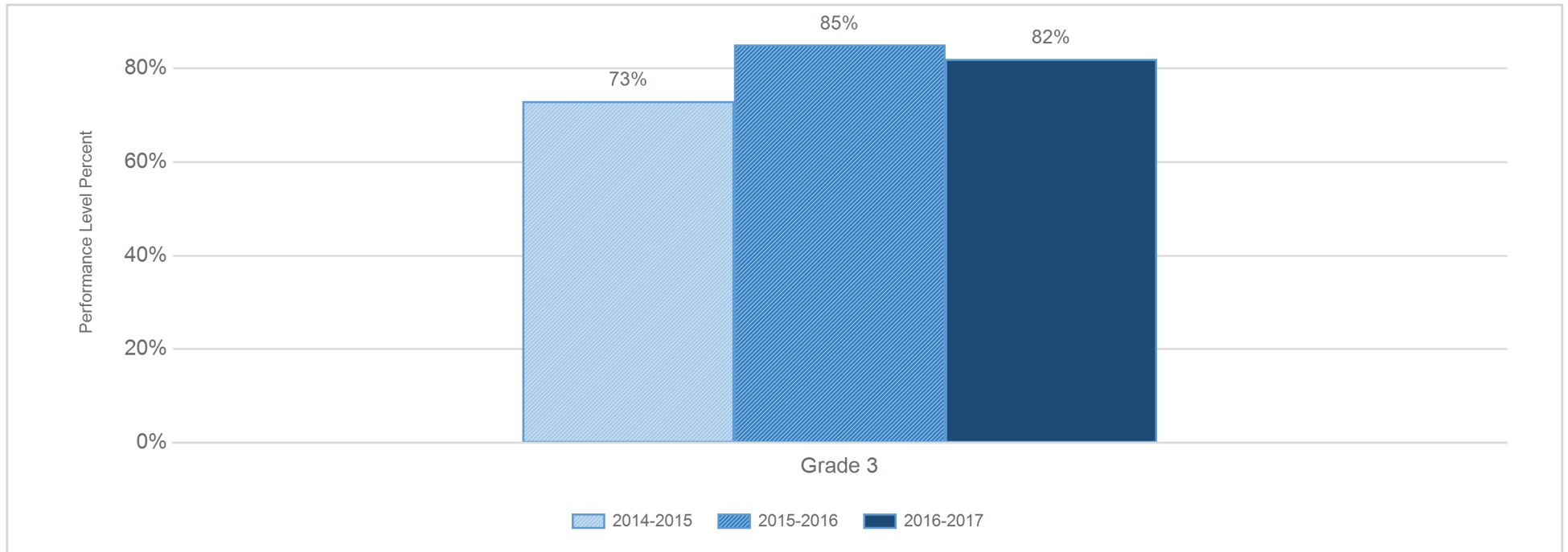
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Mathematics Assessment – Performance Trends

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	*	*

English Language Proficiency Test - Participation and Performance

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

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



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BERGEN
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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

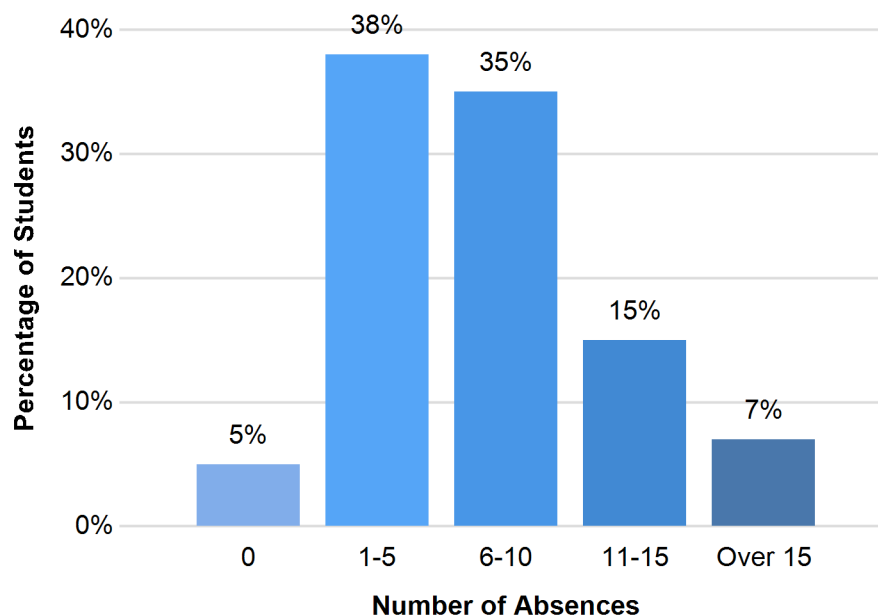
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.40	9.10	Met Target
White	3.40	9.10	Met Target
Hispanic	0	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	9.10	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	13.80	9.10	Not Met
English Learners	N	**	**

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

Days Absent

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



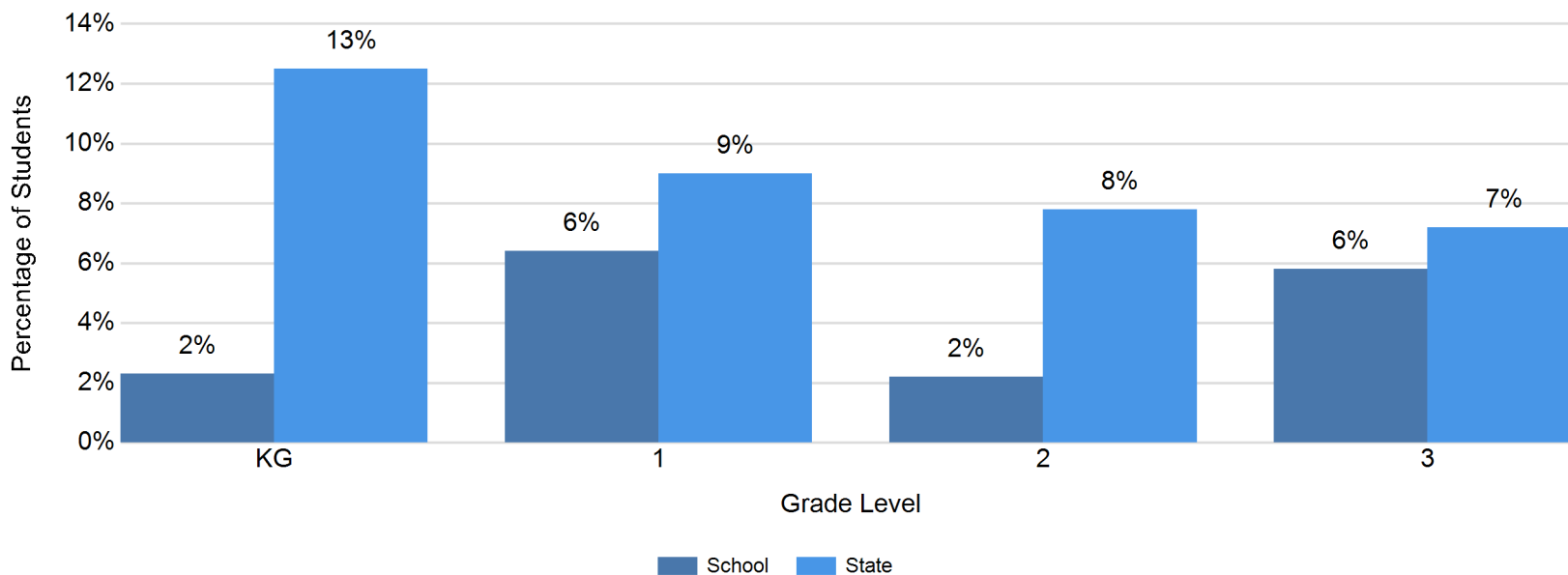


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Chronic Absenteeism by Grade

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





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School Day

Violence, Vandalism, HIB, and Substance Offenses

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.

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.

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

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

Student Suspension Rate

Student Expulsions

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.

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.

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.3:1	341.8 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	\$351	\$16,257	\$16,608



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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	18	120,724
Average years experience in public schools	11.9	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	71%	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	11:1
Administrators	201:1	122:1
Librarian/Media Specialists		585:1
Nurses		1463:1
Counselors		418:1
Child Study Team		225:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	74%	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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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



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

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Ulmer	Email Address:	kulmer@mahwah.k12.nj.us
Address:	39 FARDALE AVENUE MAHWAH, NJ 07430	Website:	https://www.mahwah.k12.nj.us/domain/12
Phone:	(201)762-2242		

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"> • Previously named NJDOE Reward School for High Performance • Curriculum includes Everyday Math, Balanced Literacy, and Next Gen Science Standards • GW strives to celebrate each student's unique gifts and encourage a love for learning.
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Mahwah Schools is to provide every student with the opportunity to maximize their educational and career potential in safe, high quality facilities, led by well trained and dedicated administrators, teachers, and support staff. The culture of GW is not just that of academic excellence but one of caring, loving, and acceptance. Each year our school community focuses on a common theme. Our 2017-18 theme is Be the Best You Can Be.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The New Jersey Department of Education named George Washington a Reward School for High Performance in 2013 and 2014. In addition, GW continues to annually be recognized by many online media outlets as one of the top elementary schools in New Jersey.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Our reading and writing programs, based on the Columbia University Teachers College Workshop model, emphasize "just-right" books, author study, and writing in multiple genres. Our mathematics program emphasizes problem-solving and the development of higher level thinking skills. Our Science and Social Studies curriculum allows students to experience Science through hands on activities and explore primary source documents in Social Studies. We offer PE, Art, Music and Library.</p>
 <p>Before and After School Programs:</p>	<p>The Wyckoff YMCA run morning and after care programs in our schools. We also open our doors to scout groups run by Boy/Girl Scouts of America.</p>







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 <p>Staff and Professional Learning:</p>	<p>Mahwah is committed to providing professional development that improves teaching craft and student learning outcomes. We have professional development opportunities on varied topics and have started our teachers teaching teachers academies where teachers have a chance to lead professional development workshops. Teachers also participate in Professional Learning Communities. GW also has a peer coaching program that promotes continual professional growth.</p>
 <p>Student Supports and Services:</p>	<p>We have 5 day a week classes for ELL students. We offer general education, resource room, and self-contained settings through special education. Students are offered OT/PT, speech, and behavioral therapies if applicable. When needed, 504 and health plans are implemented for students. We offer support services in reading, math, and multi-sensory reading and have I&RS plans in place to assist general education students. All teachers are certified in the corresponding specialized area.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in two PE classes per week and have 30 minutes of recess per day. Our Health and fitness teacher implements a health curriculum focused on healthy eating and students learn how to keep themselves fit and strong. We offer food at lunchtime that is balanced and nutritious. Pomptonian food service supplies the food for our district and makes sure that the food offered complies with all state and government mandates.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are an integral part of GW. Our HSO has committees that sponsor numerous events to raise money for assemblies, field trips, Science Day, Internatioanl Day, and Field Day all which provide school-wide enrichment. Our teachers seek grants to fund innovative curricular projects through the Mahwah Schools Foundation , a volunteer group of parents and community members who, supported by local businesses and fund-raising efforts, have donated over a million dollars to the Mahwah schools.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>We utilized a school climate survey in 2014. After the results were compiled, we discussed results at the SCIP meetings and SST meetings to help us identify if there were areas that needed improvement. At the school level we also do internal surveys of staff on a yearly basis which focus on technology, program availability, and general functioning of the school, administration support, and schedules. We use this information to inform us and help plan for the next year.</p>
 <p>Facilities:</p>	<p>The original school was built in 1910. In 1996, an addition to the school brought the building to its current floor plan. Modifications to the grounds, building, and classrooms are regularly made to ensure that the building is safe, comfortable, and meeting the needs of the school 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.

The GW staff and parents create a close-knit team, providing a nurturing, dynamic school environment. Character education is a focus in our daily and monthly activities. Our social-emotional learning program, called Responsive Classroom, teaches children to value honesty, responsibility and respect and actively teaches caring for one another.



Other Information:




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



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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
4	208	222	215
5	230	207	222
Ungraded	4	9	9
Total	442	438	446

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%	54%	54%
Male	50%	46%	46%
Economically Disadvantaged Students	12%	9%	10%
Students with Disabilities	14%	14%	17%
English Learners	2%	6%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	68.6%
Asian	12.8%
Hispanic	10.3%
Black or African American	1.8%
American Indian or Alaska Native	0.9%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	5.6%

Enrollment by Home Language

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

Home Language	% of Students
English	89.7%
Spanish	3.4%
<i>Other</i>	6.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	414	96.7	81.90	76.40	54.90	81.9	74.9	Met Goal
White	288	96.1	82.60	78.40	63.90	82.6	74.6	Met Goal
Hispanic	43	97.8	72.10	64.40	39.80	72.1	51.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	51	100.0	90.20	*	80.70	90.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	21	92.0	76.20	75.40	54.90	73.1	N	N
Female	219	95.9	86.30	82.30	62.20	86.3		
Male	195	97.6	76.90	70.90	48.10	76.9		
Economically Disadvantaged Students	42	95.6	52.40	*	36.20	52.4	40.6	Met Target
Non-Economically Disadvantaged Students	372	96.8	85.20	*	65.80	85.2		
Students with Disabilities	72	94.9	40.30	*	20.50	40.2	29.8	Met Target
Students without Disabilities	342	97.0	90.70	*	61.90	90.7		
English Learners	23	100.0	60.90	43.20	25.20	60.9	57.7	Met Target
Non-English Learners	391	96.4	83.10	77.80	57.40	83.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	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 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	210	775	775	753	*	*	13%	53%	30%	83%	56%
White	138	776	776	762	*	*	15%	51%	31%	83%	67%
Hispanic	21	766	766	740	0%	*	*	67%	*	81%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	26	784	784	777	0%	0%	*	58%	*	92%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	112	780	780	758	*	*	10%	51%	37%	88%	61%
Male	98	769	769	749	*	*	17%	55%	22%	78%	51%
Economically Disadvantaged Students	20	749	749	737	*	*	*	50%	0%	50%	36%
Non-Economically Disadvantaged Students	190	778	778	764	*	*	*	53%	33%	86%	69%
Students with Disabilities	33	747	747	725	*	*	42%	36%	*	42%	25%
Students without Disabilities	177	780	780	759	*	*	8%	56%	*	90%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	210	775	775	755	*	*	13%	53%	30%	83%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	215	774	774	756	*	*	12%	57%	23%	80%	59%
White	153	776	776	763	*	*	11%	60%	23%	83%	69%
Hispanic	21	748	748	743	*	*	*	48%	*	52%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	30	786	786	779	*	*	*	47%	43%	90%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	115	780	780	761	*	*	10%	56%	30%	85%	66%
Male	100	766	766	750	*	*	15%	59%	15%	74%	53%
Economically Disadvantaged Students	15	736	736	740	*	*	*	*	0%	40%	40%
Non-Economically Disadvantaged Students	200	777	777	765	*	*	*	*	25%	83%	71%
Students with Disabilities	34	736	736	725	*	*	32%	29%	*	29%	22%
Students without Disabilities	181	781	781	762	*	*	8%	62%	*	90%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

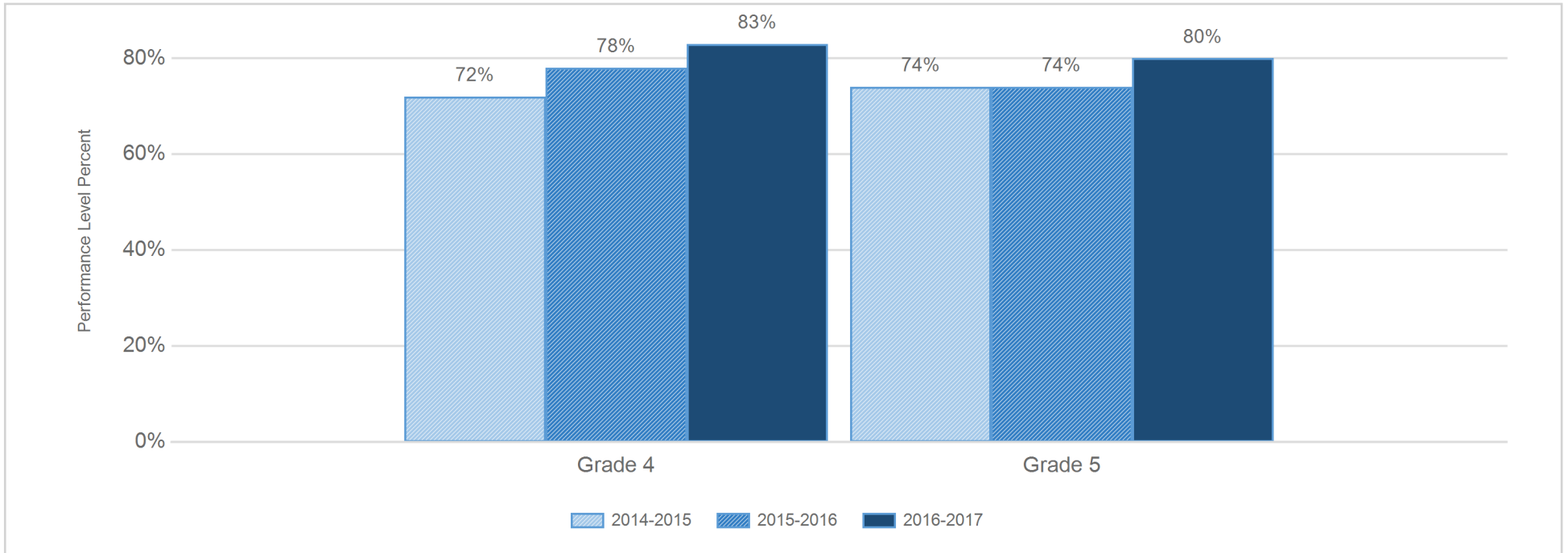


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	414	96.7	72.70	69.10	43.50	72.7	70.9	Met Target
White	288	96.1	74.30	70.20	52.40	74.3	71.8	Met Target
Hispanic	43	97.8	51.20	51.90	27.60	51.2	40.3	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	51	100.0	88.20	*	75.60	88.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	21	92.0	76.20	75.00	44.90	73.1	N	N
Female	219	95.9	73.10	69.90	44.10	73.1		
Male	195	97.6	72.30	68.20	42.90	72.3		
Economically Disadvantaged Students	42	95.6	38.10	*	25.10	38.1	35.6	Met Target
Non-Economically Disadvantaged Students	372	96.8	76.60	*	54.30	76.6		
Students with Disabilities	72	94.9	36.10	*	16.50	36	28.1	Met Target
Students without Disabilities	342	97.0	80.40	*	48.80	80.4		
English Learners	23	100.0	52.10	52.30	23.30	52.1	53.6	Met Target†
Non-English Learners	391	96.4	73.90	69.80	45.20	73.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	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 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	210	765	765	747	*	*	20%	59%	13%	72%	47%
White	138	765	765	755	*	*	18%	61%	12%	73%	59%
Hispanic	21	754	754	734	0%	*	*	48%	*	52%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	26	784	784	774	0%	0%	*	58%	*	89%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	112	765	765	747	*	*	19%	56%	15%	71%	47%
Male	98	766	766	747	*	*	21%	61%	11%	72%	48%
Economically Disadvantaged Students	20	744	744	732	*	*	*	*	0%	40%	27%
Non-Economically Disadvantaged Students	190	768	768	757	*	*	*	*	15%	75%	61%
Students with Disabilities	33	742	742	724	*	*	42%	*	*	30%	22%
Students without Disabilities	177	770	770	751	*	*	16%	*	*	80%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	210	765	765	749	*	*	20%	59%	13%	72%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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	215	766	766	747	*	*	19%	54%	19%	73%	46%
White	153	767	767	754	*	*	17%	58%	19%	77%	57%
Hispanic	21	747	747	735	*	*	*	*	*	43%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	30	779	779	774	0%	*	*	50%	33%	83%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	115	768	768	747	*	*	20%	56%	20%	76%	47%
Male	100	763	763	746	*	*	18%	53%	17%	70%	46%
Economically Disadvantaged Students	15	732	732	732	*	*	*	*	0%	20%	27%
Non-Economically Disadvantaged Students	200	768	768	756	*	*	*	*	20%	77%	59%
Students with Disabilities	34	739	739	725	*	*	29%	29%	*	35%	19%
Students without Disabilities	181	771	771	751	*	*	17%	59%	*	80%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

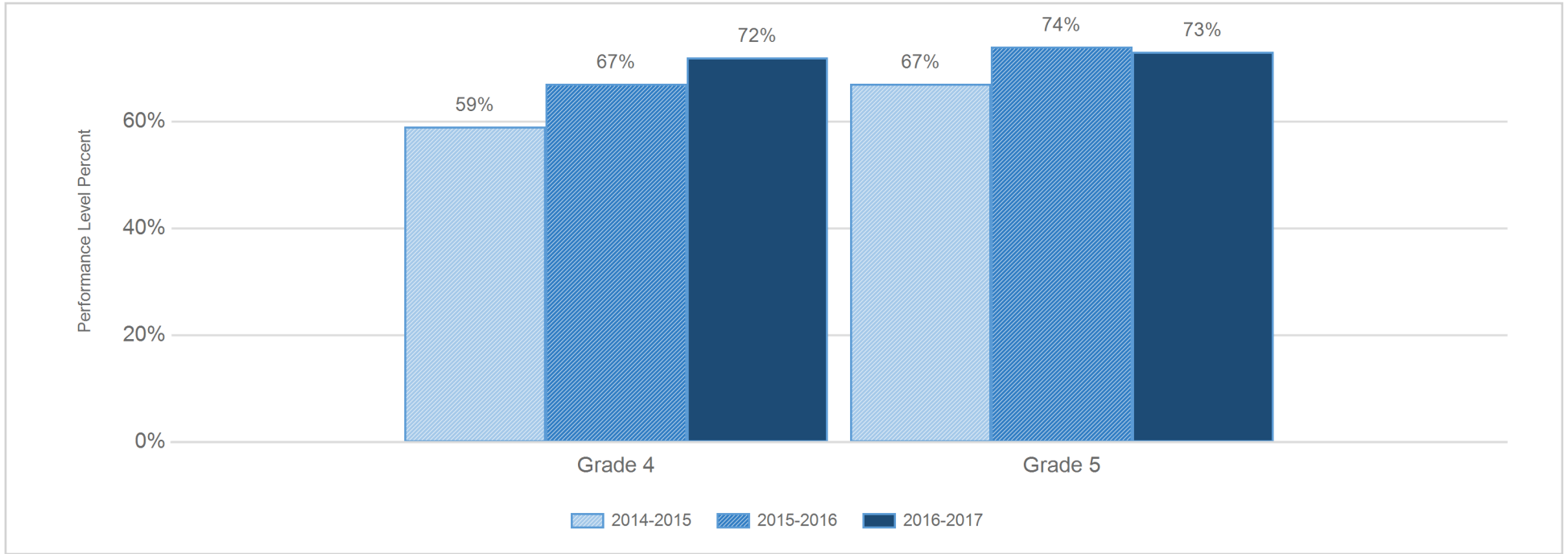


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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



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

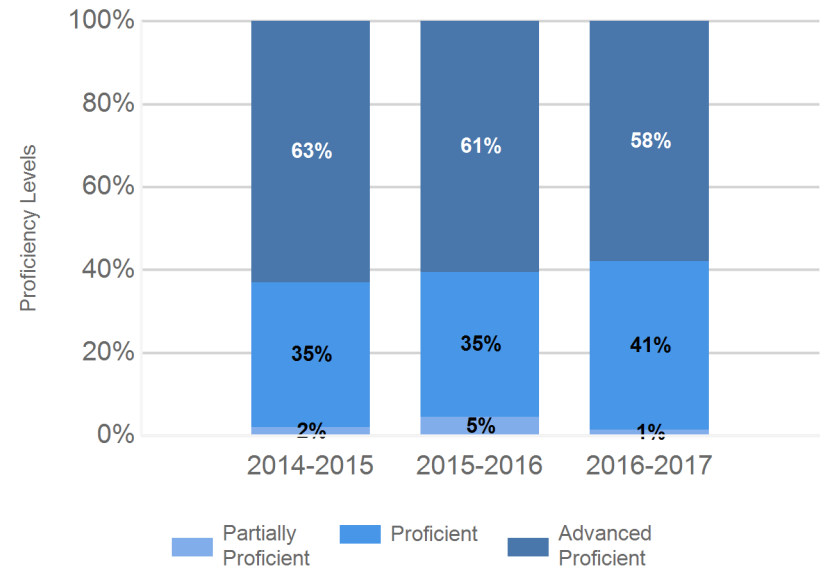
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	58%	41%	1%
White	62%	36%	*
Hispanic	25%	75%	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	70%	30%	N
American Indian or Alaska Native	N	*	N
Two or More Races	*	36%	N
Economically Disadvantaged Students	5%	91%	5%
Students with Disabilities	38%	59%	3%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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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	53	50	50	Met Target	62	53	50	Exceeds Target
White	49	48	50	Met Target	59	52	52	Met Target
Hispanic	48	36	49	Met Target	58	50	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	67.5	66	60	Exceeds Target	81	69.5	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	69.5	*	51	Exceeds Target	75	*	52	Exceeds Target
Economically Disadvantaged	53	49	47	Met Target	69	51	46	Exceeds Target
Students with Disabilities	40	38	41	Met Target	53	41	43	Met Target
English Learners	63	63	53	**	71.5	60	51	Exceeds Target

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



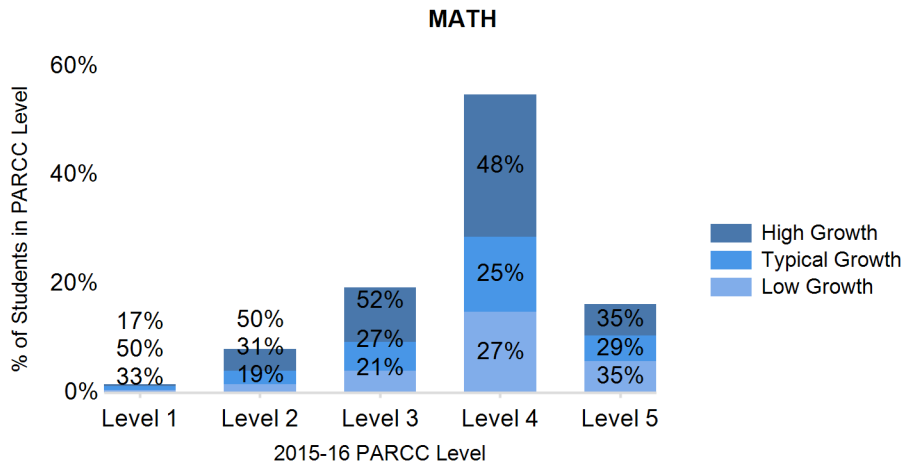
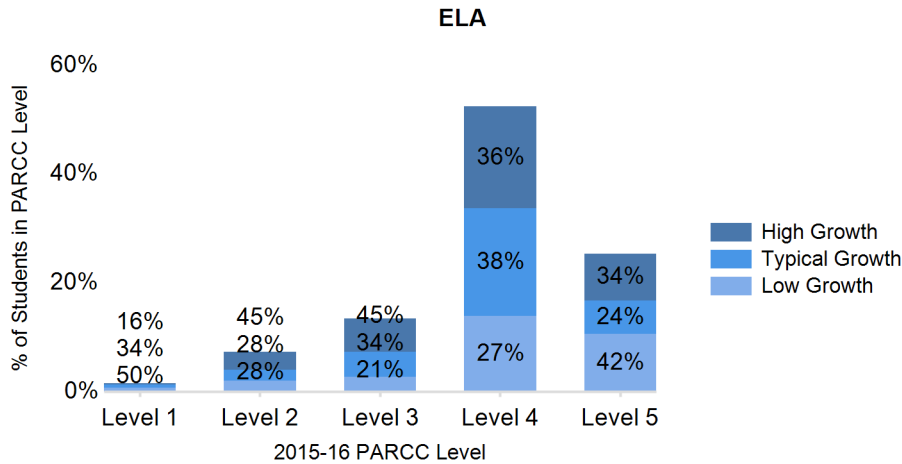
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

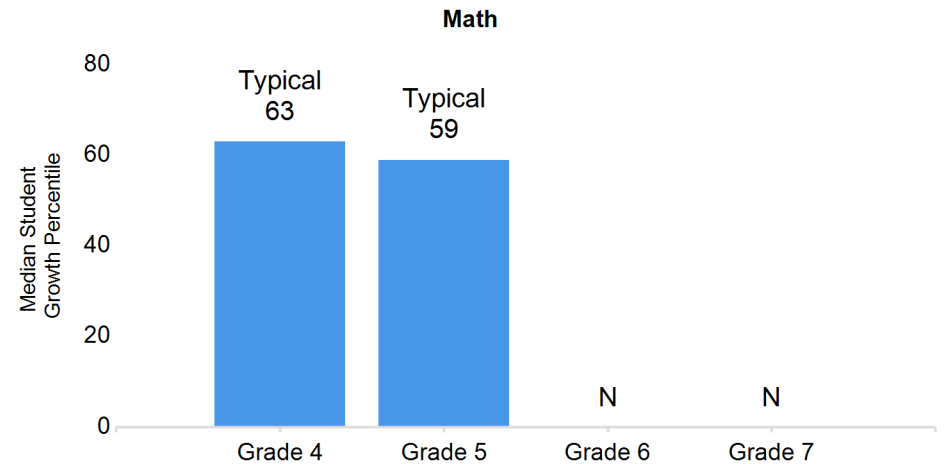
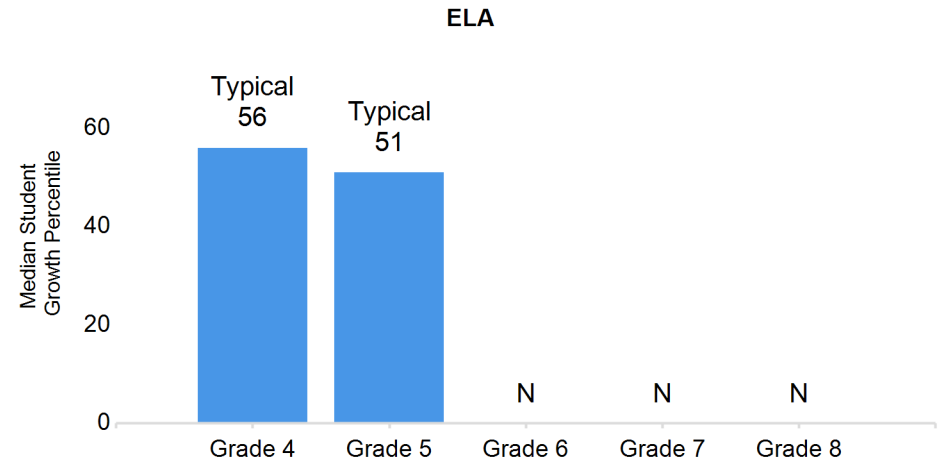
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

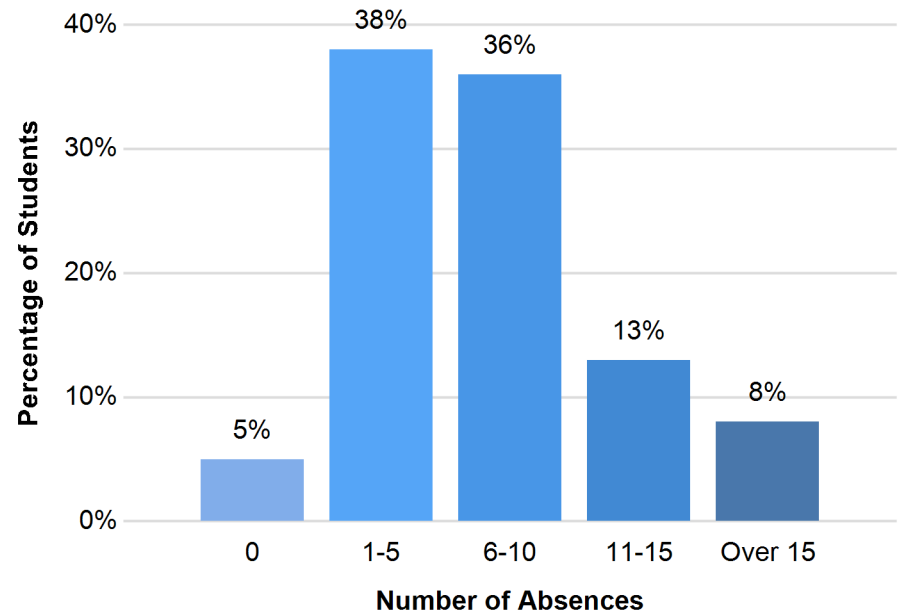
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.60	7.00	Met Target
White	7.80	7.00	Not Met
Hispanic	0	7.00	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	7.00	Met Target
Economically Disadvantaged Students	8.70	7.00	Not Met
Students with Disabilities	14.80	7.00	Not Met
English Learners	N	**	**

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

Days Absent

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



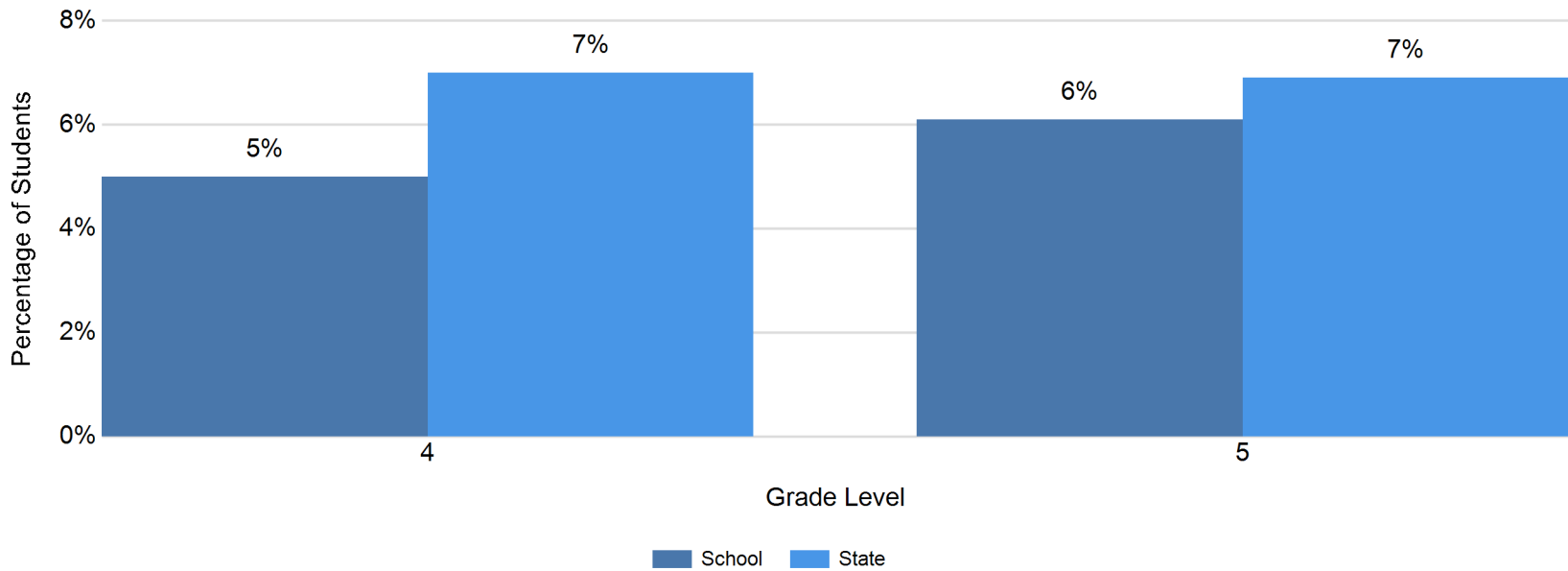


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Chronic Absenteeism by Grade

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	8:55AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.45

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.1%
Out-of-School Suspensions	0.2%
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	1.6:1	341.8 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	\$351	\$16,257	\$16,608



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	120,724
Average years experience in public schools	15.8	11.8
Average years experience in district	13.9	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	71%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	223:1	122:1
Librarian/Media Specialists		585:1
Nurses		1463:1
Counselors		418:1
Child Study Team		225:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	74%	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	89.7	17.5%
Mathematics Proficiency	87.3	17.5%
English Language Arts Growth	62.2	25.0%
Mathematics Growth	88.6	25.0%
Chronic Absenteeism	69.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		79.1
Summative Rating: Percentile rank of Summative Score		89.5
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	79.1	11.9	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
White	65.0	11.9	No	Met Goal	Met Target	Not Met	Met Target	Met Target	No
Hispanic	79.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	83.6	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	86.9	11.9	No	N	N	Met Target	Exceeds Target	Exceeds Target	No
Economically Disadvantaged Students	80.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	66.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	64.8	11.9	No	Met Target	Met Target†	**	**	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. DeTuro	Email Address:	mdeturo@mahwah.k12.nj.us
Address:	80 RIDGE ROAD MAHWAH, NJ 07430	Website:	https://www.mahwah.k12.nj.us/Domain/10
Phone:	(201)762-2270	Twitter:	https://twitter.com/JKSMahwah/media?lang=en

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Implementing Google for Education programs throughout the school. • Educational & Performing Arts experiences for students: Instrumental/Choral Music & Gifted Program for academic & art. • Ranked one of the top 100 elementary schools in the state of New Jersey.
 <p>Mission, Vision, Theme:</p>	<p>Joyce Kilmer School selects a theme each year in order to guide instructional focus, while inspiring the students in the school. The theme this year is “Explore.” This possesses multiple meanings, as we are committed to infusing technology and innovation into our instructional practice while also asking the students to “Explore” the possibilities both academically and socially.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>As stated above, the school has recently been selected as one of the top elementary schools in the State of New Jersey. This is a direct result of the hard work the staff at Joyce Kilmer has done over the years in the development of a curriculum that aligns standards as well as refinement of instructional practice that aligns with Best Practice.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Language Arts Curriculum aligns with the Columbia University’s Teacher College Workshop Approach, emphasizing “just-right” books, author study, and writing. Everyday Math is our instructional math program. The Discovery Education online program allows technology to be infused into Science. Primary source documents drive instruction for Social Studies. The Special Area teachers align their practices to meet the standards set by the state.</p>
 <p>Clubs and Activities:</p>	<p>Students are afforded an opportunity to take part in Instrumental Music (Band/Orchestra) as well as Choral Music.</p>
 <p>Before and After School Programs:</p>	<p>Joyce Kilmer School offers Math Magic and Future Problem Solvers. Both programs focus on STEM type activities and problem based learning.</p>







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 <p>Staff and Professional Learning:</p>	<p>Mahwah is committed to providing professional development that improves teaching craft & student learning outcomes. We have in house professional development opportunities on varied topics and have started our “teachers teaching teachers” academies where teachers have a chance to lead professional development workshops. Teachers also participate in Professional Learning Communities once a month. Through their PLCs, teachers do action research in their classrooms and report on their findings.</p>
 <p>Student Supports and Services:</p>	<p>We have 5 day a week classes for ELL students. We offer general ed, resource room, and self-contained settings through special education. Students are offered OT/PT, speech, and behavioral therapies if applicable. We have 504 and health plans in place that support of our students. We offer support services in reading, math, and multi-sensory reading and have I&RS plans in place to assist general education students. All teachers are certified in the corresponding specialized area.</p>
 <p>Student Health and Wellness:</p>	<p>All students have PE class once each week and 30 minutes of “game time” twice each week. Our Health and fitness teacher implements a health curriculum focused on healthy eating and students learn how to keep themselves fit and strong. We offer food at lunchtime that is balanced and nutritious. Pomptonian food service supplies the food for our district and makes sure that the food offered complies with all state and government mandates.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are an integral part of Joyce Kilmer School. Our HSO sponsors numerous events to raise money for assemblies, field trips, Team Building Day, Socials, The Color Run, and Field day, all which provide school-wide enrichment. Our teachers seek mini-grants to fund innovative curricular projects through the Mahwah Schools Foundation, which is a volunteer group of parents and community members who are supported by local businesses and fund-raising efforts.</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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>We utilized a school climate survey in 2014. After the results were compiled, we discussed results at the SCIP meetings and SST meetings to help us identify if there were areas that needed improvement. At the school level we also do internal surveys of staff on a yearly basis which focus on technology, program availability, and general functioning of the school, administration support, and schedules. We use this information to inform us and help plan for the next year.</p>
 <p>Facilities:</p>	<p>Our centrally air-conditioned school has Wi-Fi access points in every hallway that allows us to use over 200 wireless laptops throughout the building for instructional purposes. Every classroom is equipped with a multimedia presentation system that is connected to the Internet. Our Media Center as well as 3 other computer labs are hubs equipped with 28 computer workstations that students and teachers may utilize during the school day.</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.

Joyce Kilmer School serves as the bridge between the K-3 schools and the middle school. The staff follows the Responsive Classroom model which instills a strong social and emotional learning experience for our students. The staff is committed to infusing 21st century learning while embedding technology and innovation in the classroom.



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



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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	33	29	22
KG	100	91	95
1	103	108	83
2	106	96	107
3	100	110	94
Ungraded	36	37	26
Total	478	471	427

Student Group	2014-15	2015-16	2016-17
Female	48%	51%	53%
Male	52%	50%	48%
Economically Disadvantaged Students	16%	14%	16%
Students with Disabilities	18%	20%	18%
English Learners	7%	8%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	56.9%
Asian	17.6%
Hispanic	13.1%
Black or African American	2.8%
American Indian or Alaska Native	1.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	7.5%

PreK and K - Full Day and Half Day

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

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.

Grade	2014-15	2015-16	2016-17
PK - Half Day	38	29	22
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	101	91	95

Home Language	% of Students
English	79.4%
Spanish	6.1%
Chinese	2.1%
Gujarati	2.1%
Korean	1.9%
Other	8.2%



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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	86	94.7	63.90	76.40	54.90	63.6	66.7	Met Target†
White	45	90.2	68.90	78.40	63.90	65.2	64.4	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	56.30	*	80.70	56.3	**	**
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	11	100.0	72.80	75.40	54.90	72.8	**	**
Female	38	91.1	71.10	82.30	62.20	67.7		
Male	48	98.0	58.30	70.90	48.10	58.3		
Economically Disadvantaged Students	14	100.0	35.70	*	36.20	*	**	**
Non-Economically Disadvantaged Students	72	93.7	69.40	*	65.80	*		
Students with Disabilities	15	88.2	20.00	*	20.50	18.5	**	**
Students without Disabilities	71	96.2	73.20	*	61.90	73.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	767	775	749	*	*	23%	45%	18%	63%	50%
White	46	765	778	759	*	*	*	52%	*	67%	61%
Hispanic	11	768	764	734	0%	0%	*	*	*	64%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	777	*	775	0%	*	*	*	*	60%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	11	777	775	751	0%	*	*	*	*	73%	52%
Female	40	780	782	754	*	*	*	40%	*	70%	55%
Male	49	758	770	745	*	*	*	49%	*	57%	46%
Economically Disadvantaged Students	14	742	734	731	*	*	*	*	0%	36%	31%
Non-Economically Disadvantaged Students	75	772	780	762	*	*	*	*	21%	68%	63%
Students with Disabilities	14	725	*	720	*	*	*	*	0%	21%	24%
Students without Disabilities	75	775	*	755	*	*	*	*	21%	71%	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%

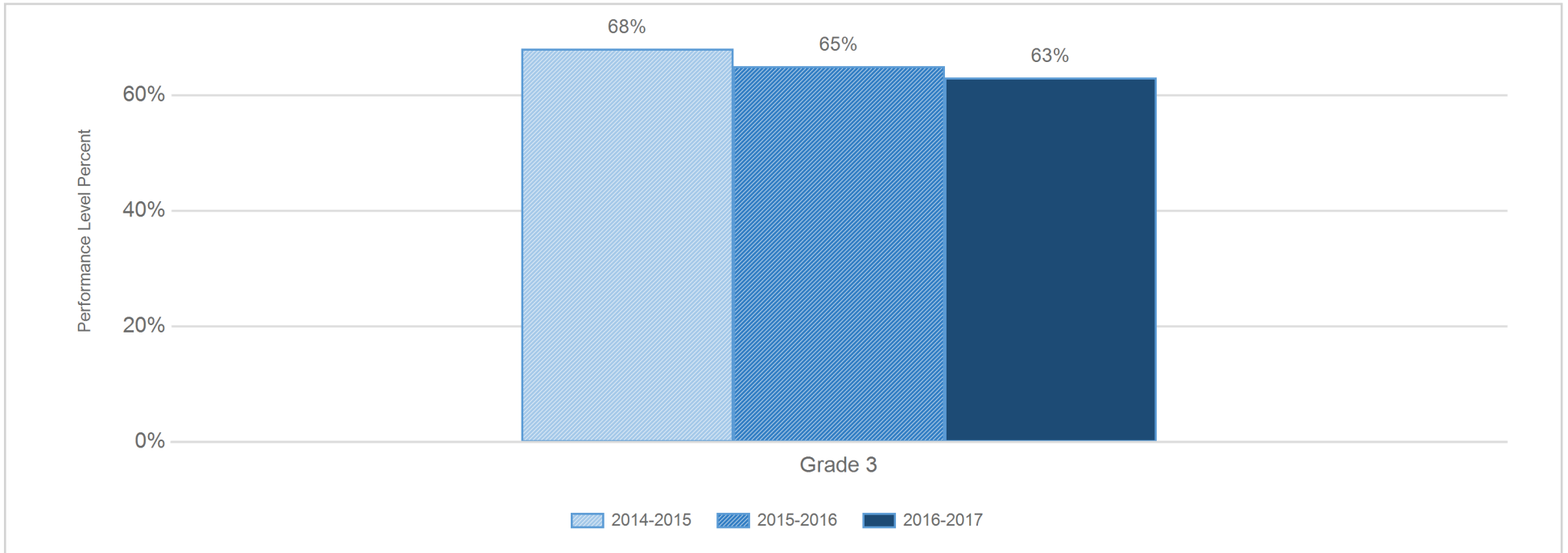


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English Language Arts/Literacy Assessment - Performance Trends

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	86	94.7	70.90	69.10	43.50	70.5	63.8	Met Target
White	45	90.2	66.60	70.20	52.40	63.2	66.2	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	81.30	*	75.60	81.3	**	**
American Indian or Alaska Native	N	N	N	11.10	42.50	N	**	**
Two or More Races	11	100.0	81.80	75.00	44.90	81.8	**	**
Female	38	91.1	71.10	69.90	44.10	67.7		
Male	48	98.0	70.80	68.20	42.90	70.8		
Economically Disadvantaged Students	14	100.0	50.00	*	25.10	*	**	**
Non-Economically Disadvantaged Students	72	93.7	75.00	*	54.30	*		
Students with Disabilities	15	88.2	26.70	*	16.50	24.7	**	**
Students without Disabilities	71	96.2	80.30	*	48.80	80.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	89	769	776	751	*	*	24%	43%	27%	70%	53%
White	46	766	777	759	*	*	28%	44%	22%	65%	63%
Hispanic	11	769	766	738	0%	0%	*	*	*	73%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	788	*	779	0%	0%	*	*	*	87%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	11	769	772	751	0%	*	*	*	*	82%	53%
Female	40	772	777	751	*	*	25%	38%	30%	68%	52%
Male	49	766	775	751	*	*	22%	47%	25%	71%	53%
Economically Disadvantaged Students	14	750	745	736	*	*	*	*	*	57%	34%
Non-Economically Disadvantaged Students	75	772	779	761	*	*	*	*	*	72%	65%
Students with Disabilities	14	738	*	729	*	*	*	*	0%	29%	29%
Students without Disabilities	75	774	*	755	*	*	*	*	32%	77%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

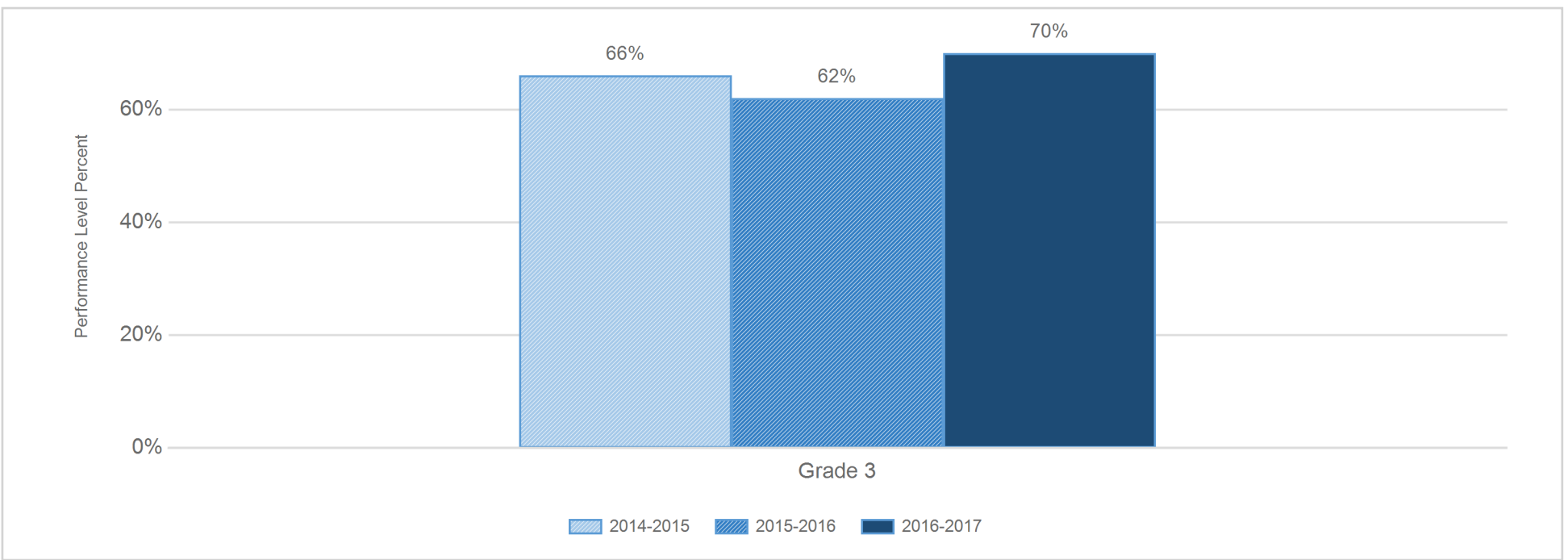


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Mathematics Assessment – Performance Trends

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	*	*

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	12	83.3%	16.7%
2	*	*	*
3	11	45.5%	54.5%
4	*	*	*
5+	*	*	*



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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

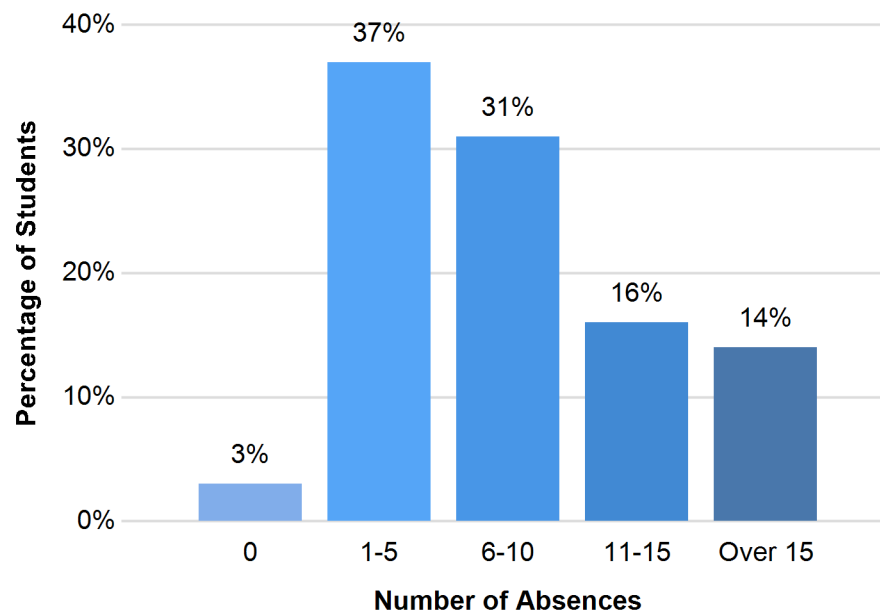
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.80	9.10	Met Target
White	10.80	9.10	Not Met
Hispanic	6.50	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.30	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	13.80	9.10	Not Met
Economically Disadvantaged Students	14.50	9.10	Not Met
Students with Disabilities	22.00	9.10	Not Met
English Learners	2.90	9.10	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.



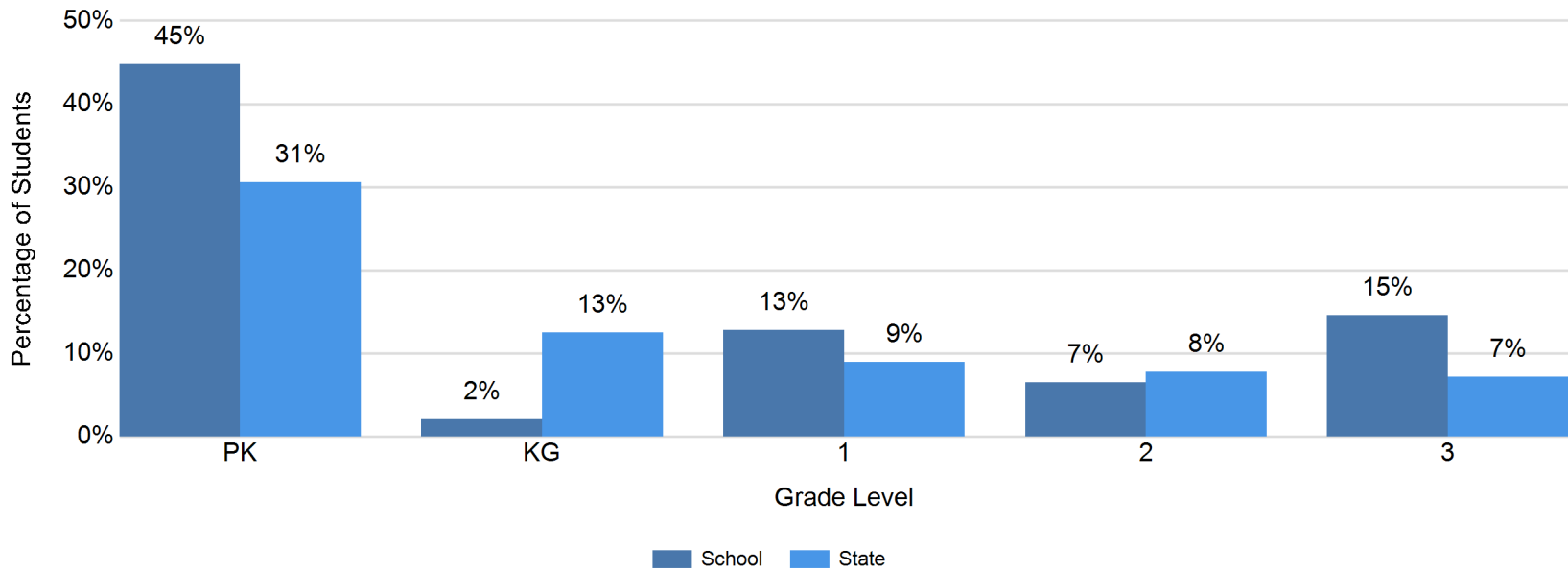


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Chronic Absenteeism by Grade

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	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.1:1	341.8 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	\$351	\$16,257	\$16,608



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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	35	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	71%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	214:1	122:1
Librarian/Media Specialists		585:1
Nurses		1463:1
Counselors		418:1
Child Study Team		225:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	74%	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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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



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

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Uttel	Email Address:	duttel@mahwah.k12.nj.us
Address:	160 RIDGE ROAD MAHWAH, NJ 07430	Website:	https://www.mahwah.k12.nj.us/Domain/11
Phone:	(201)762-2260		

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"> • Curriculum includes Everyday Math, Balanced Literacy, and Knowing Science (NJSL-S) • Technology is integrated into learning, with all students having access to laptops and the Media Lab. • Monthly assemblies that recognize citizenship, character traits, and accomplishments in music and art.
	<p>Mission, Vision, Theme:</p> <p>The mission of the Mahwah Schools is to provide every student with the opportunity to maximize their educational and career potential in safe, high quality facilities, led by well-trained and dedicated administrators, teachers and support staff. The culture of Lenape Meadows is not just that of academic excellence, but one of caring, loving, and acceptance. Each year we focus our attention to a theme which drives our conversations with students; this year our theme word is TOGETHER.</p>





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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our reading and writing programs, based on the Columbia University Teachers College Workshop model, emphasize "just-right" books, author study, and writing in multiple genres. Our mathematics program emphasizes problem-solving and the development of higher-level thinking skills. Our students experience 3-dimensional learning through hands-on science activities and explore themes and primary source documents in social studies. We offer PE, Art, Music, Library, and Spanish.</p>
 <p>Before and After School Programs:</p>	<p>The Wyckoff YMCA run morning and after care programs in our schools. We also open our doors to STACK basketball programs and scout groups run by Boy/Girl Scouts of America.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Mahwah is committed to providing professional development that improves teaching craft and student learning outcomes. We offer in-house PD opportunities on varied topics and offer "Professional Development Academies" where teachers have a chance to lead workshops. Teachers also participate in Professional Learning Communities one time per month. Through their PLCs, teachers do action research in their classrooms and report on their findings.</p>
 <p>Student Supports and Services:</p>	<p>We have 5 day a week classes for ELL students. We offer general ed, resource room, and self-contained settings through special education. Students are offered OT/PT, and behavioral therapies, if applicable. We have 504 and health plans in place that support our students. We offer support in reading, multi-sensory reading, and math, and have I&RS plans in place to assist general education students, as needed. All teachers are certified in the corresponding specialized area.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in 2 PE classes per week and have 30 minutes of recess per day. Our PE/Health teachers implements a health curriculum focused on wellness practices, and students learn how to keep themselves fit and strong. Pomptonian Food service offers a balanced and nutritious menu and ensures that the food complies with all state and government mandates.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are an integral part of Lenape Meadows. Our HSO has 26 committees that sponsor numerous events to raise money for assemblies, field trips, Science Day, and Field Day, all of which provide school-wide enrichment. Our teachers seek mini-grants to fund innovative curricular projects through the Mahwah School Foundation, a volunteer group of parents and community members, who, supported by local businesses and fund-raising efforts, have donated over a million dollars to the Mahwah schools</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, Teachers</p> <p>We utilized a school climate survey in 2014. After the results were compiled, we discussed results at the ScIP meetings and SST meetings to help us identify if there were areas that needed improvement. At the school level, we also do internal surveys of staff on a yearly basis which focus on technology, program, availability, and general functioning of the school, administration support, and schedules. We use this information to inform us and help us plan for next year.</p>
 <p>Facilities:</p>	<p>Our school building was built in 2002. The entire school building has central air-conditioning. There are continual updates made to the doors, windows, security systems, boilers, floors, and more to ensure that our school is safe, up-to-date, and functions at its full capacity.</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.



Other Information:

The Lenape Meadows staff and parents create a close-knit family of dedicated stakeholders providing a nurturing school environment - a "home away from home." Character education is the center of our daily and monthly activities, including our monthly Spirit Day. Our social-emotional learning program, called "Responsive Classroom," teaches children to value honesty, responsibility, and respect and actively teaches caring for one another. Our students work together each day during Morning Meeting to build their classroom community and learn about respect and kindness. Each morning, as our 411 students gather together and before they begin their day, all students recite our Lenape Meadows Pledge: "I pledge as a Lenape Meadows citizen to work hard, be kind to my schoolmates, and follow the rules of my school. This is just one reason why Lenape Meadows school is so special. Our Library/Media Center provides instruction in research and technology skills, as well as the development of lifelong readers. Students have supervised Internet access in all classrooms, through the Library/Media Center, our computer lab, tablets, and a wireless mobile cart with two sets of laptops. All of our classrooms, including our three Pre-K classrooms, have Promethean interactive whiteboards, which provide the opportunity for teachers to deliver lessons using multiple sources that provide dynamic auditory, visual, and kinesthetic experiences for all students. The Lenape Meadows staff and parents have bonded together to create a safe and caring school environment that is truly our "home away from home."



Mahwah High School
2016-2017


Grade Span 09-12

03-2900-050
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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.
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Other Resources:

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



**Mahwah High School
2016-2017**

Grade Span 09-12

**03-2900-050
BERGEN
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50 RIDGE ROAD
MAHWAH, NJ 07430**

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	238	213	247
10	246	222	209
11	223	241	221
12	251	222	244
Ungraded	10	12	7
Total	968	910	928

Enrollment Trends by Student Group

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

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

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	77.3%
Asian	9.7%
Hispanic	7.1%
Black or African American	3.0%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.3%

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	926
Shared Time Students	2
Full Time Equivalent	927

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	94.7%
Spanish	1.3%
Other	3.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	379	88.6	73.90	76.40	54.90	68.5	71.1	Met Target†
White	295	87.5	77.30	78.40	63.90	70.7	74	Met Target†
Hispanic	32	91.9	62.50	64.40	39.80	60	58.2	Met Target
Black or African American	12	87.5	41.60	47.10	35.20	40.4	**	**
Asian, Native Hawaiian, or Pacific Islander	31	97.2	74.20	*	80.70	74.2	75.4	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	181	85.0	77.90	82.30	62.20	69		
Male	198	92.1	70.20	70.90	48.10	68		
Economically Disadvantaged Students	37	86.4	40.50	*	36.20	*	51.6	Not Met
Non-Economically Disadvantaged Students	342	88.8	77.50	*	65.80	*		
Students with Disabilities	56	86.8	25.00	*	20.50	22.7	41.3	Not Met
Students without Disabilities	323	88.9	82.40	*	61.90	76.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	242	773	773	749	*	*	16%	44%	31%	75%	52%
White	189	776	776	757	*	*	12%	46%	33%	79%	62%
Hispanic	19	762	762	733	0%	*	*	*	*	58%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	21	770	770	777	*	*	*	*	*	76%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	106	780	780	756	*	*	16%	41%	38%	78%	60%
Male	136	767	767	741	*	*	16%	47%	26%	73%	43%
Economically Disadvantaged Students	19	744	744	731	*	*	*	*	*	42%	32%
Non-Economically Disadvantaged Students	223	775	775	758	*	*	*	*	*	78%	62%
Students with Disabilities	28	723	723	714	*	*	*	*	0%	25%	13%
Students without Disabilities	214	779	779	754	*	*	*	*	35%	82%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	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	159	771	771	743	8%	7%	17%	38%	30%	69%	46%
White	119	775	775	749	*	*	18%	39%	32%	71%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	85	777	777	752	*	*	15%	42%	32%	74%	54%
Male	74	764	764	734	*	*	19%	34%	28%	62%	39%
Economically Disadvantaged Students	18	737	737	726	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	141	775	775	751	*	*	*	*	*	73%	54%
Students with Disabilities	29	724	724	704	*	*	*	*	0%	24%	12%
Students without Disabilities	130	782	782	749	*	*	*	*	37%	79%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	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	51	737	737	736	22%	*	29%	33%	*	41%	38%
White	40	742	742	738	*	*	35%	33%	*	43%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	728	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	18	758	758	744	*	*	*	*	*	72%	46%
Male	33	726	726	729	*	*	*	*	*	24%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	22	728	728	709	*	*	*	*	*	32%	12%
Students without Disabilities	29	745	745	741	*	*	*	*	*	48%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

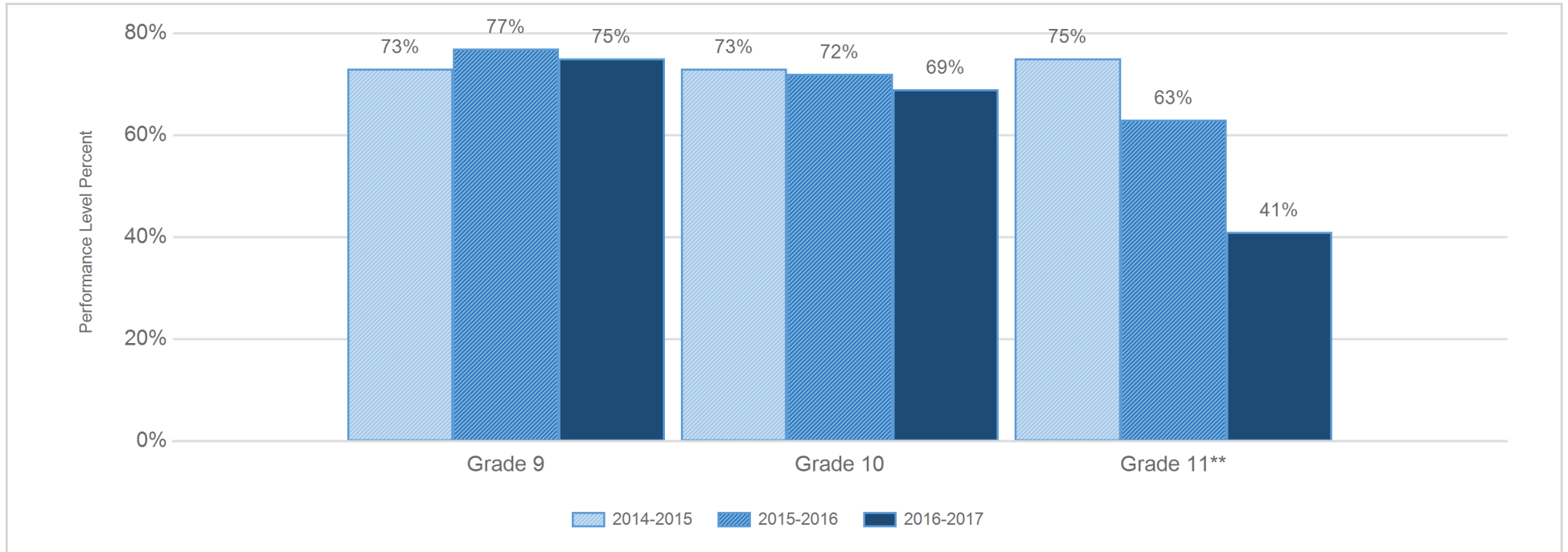


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	372	88.7	65.40	69.10	43.50	60.8	59.8	Met Target
White	287	87.0	70.00	70.20	52.40	64.2	63.6	Met Target
Hispanic	31	91.9	45.10	51.90	27.60	43.3	41.8	Met Target
Black or African American	12	93.7	25.00	26.40	21.70	24.2	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	67.70	*	75.60	67.7	64.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	180	85.1	62.20	69.90	44.10	55		
Male	192	92.3	68.30	68.20	42.90	66.6		
Economically Disadvantaged Students	38	86.7	31.50	*	25.10	*	40.8	Met Target†
Non-Economically Disadvantaged Students	334	88.9	69.20	*	54.30	*		
Students with Disabilities	58	85.9	20.60	*	16.50	19.1	22.6	Met Target†
Students without Disabilities	314	89.2	73.60	*	48.80	68.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	167	751	768	743	*	16%	22%	60%	*	60%	42%
White	127	754	768	751	*	11%	22%	65%	*	65%	52%
Hispanic	18	746	*	728	*	*	*	*	0%	50%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	10	751	784	774	0%	*	*	*	0%	60%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	76	751	767	744	*	13%	24%	61%	*	61%	43%
Male	91	751	768	741	*	18%	20%	59%	*	59%	40%
Economically Disadvantaged Students	21	739	*	727	*	*	*	*	*	38%	23%
Non-Economically Disadvantaged Students	146	753	*	751	*	*	*	*	*	63%	52%
Students with Disabilities	26	726	*	714	*	46%	*	*	*	19%	10%
Students without Disabilities	141	756	*	747	*	10%	*	*	*	67%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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: 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	165	749	754	734	*	10%	30%	50%	*	56%	30%
White	121	753	756	740	*	*	27%	56%	*	63%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	14	755	*	758	0%	*	*	*	*	57%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	85	749	*	735	*	*	39%	47%	*	51%	31%
Male	80	750	*	733	*	*	21%	54%	*	61%	30%
Economically Disadvantaged Students	18	729	729	721	*	*	*	*	*	17%	13%
Non-Economically Disadvantaged Students	147	752	756	740	*	*	*	*	*	61%	39%
Students with Disabilities	31	727	727	711	*	*	32%	*	*	16%	*
Students without Disabilities	134	755	759	738	*	*	30%	*	*	65%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	165	749	754	735	*	10%	30%	50%	*	56%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	763	763	725	13%	11%	9%	53%	15%	67%	28%
White	87	766	766	731	*	12%	*	56%	13%	69%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	11	779	779	761	0%	*	*	*	*	82%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	48	762	762	725	*	*	*	56%	*	67%	27%
Male	62	764	764	725	*	*	*	50%	*	68%	29%
Economically Disadvantaged Students	12	705	705	708	*	*	0%	*	*	17%	13%
Non-Economically Disadvantaged Students	98	770	770	733	*	*	10%	*	*	74%	35%
Students with Disabilities	25	710	710	692	*	*	*	*	0%	20%	*
Students without Disabilities	85	779	779	729	*	*	*	*	19%	81%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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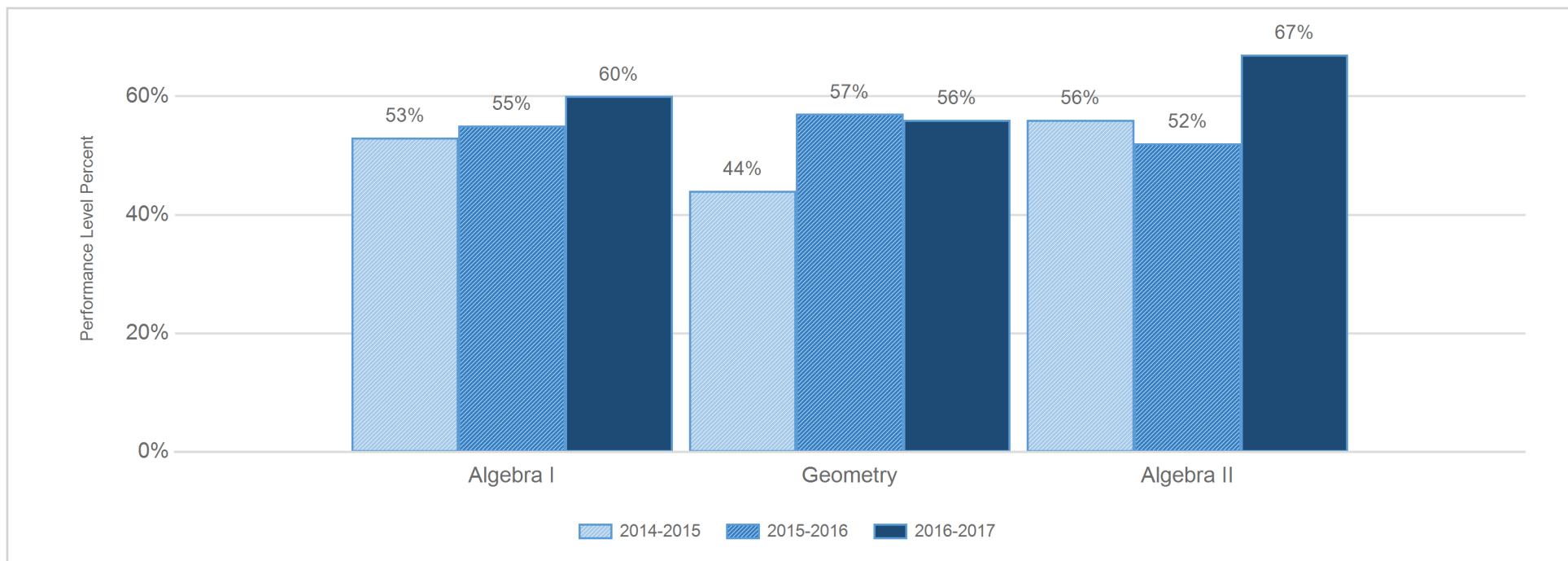
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

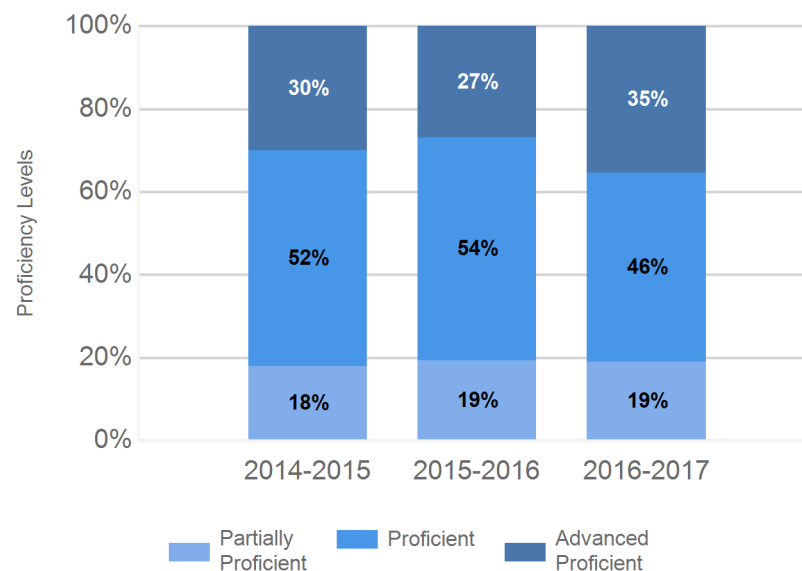
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	35%	46%	19%
White	37%	49%	14%
Hispanic	*	43%	24%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	41%	36%	23%
American Indian or Alaska Native	N	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	19%	24%	57%
Students with Disabilities	17%	11%	71%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	63.1%	89.4%
Percentage of students taking the SAT	94.3%	70.0%
Percentage of students taking the ACT	66.8%	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	532	481	Varies By Grade	89%	67%
PSAT - Math	540	483	Varies By Grade	74%	49%
SAT - Reading and Writing	594	551	480	92%	77%
SAT - Math	609	552	530	83%	58%
ACT - Reading	25	24	22	68%	65%
ACT - English	24	24	18	85%	79%
ACT - Math	25	24	22	72%	65%
ACT - Science	24	23	23	62%	54%



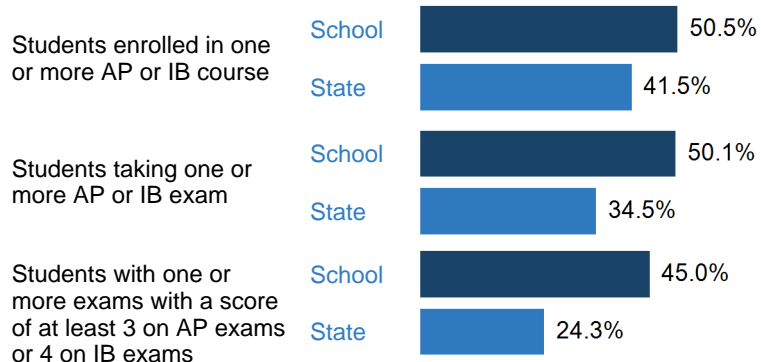
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	7
AP Biology	43	43
AP Calculus AB	40	39
AP Calculus BC	25	25
AP Chemistry	6	6
AP Computer Science A	11	11
AP English Language and Composition	43	42
AP English Literature and Composition	45	44
AP Environmental Science	0	2
AP European History	19	19
AP French Language and Culture	5	5
AP Macroeconomics	0	22
AP Microeconomics	22	22
AP Music Theory	9	9
AP Physics C: Electricity and Magnetism	13	2
AP Physics C: Mechanics	0	13
AP Psychology	77	76
AP Spanish Language	7	6
AP Statistics	44	44
AP Studio Art—Drawing Portfolio	16	9



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Three-Dimensional	8	8
AP Studio Art—Two-Dimensional	0	7
AP U.S. Government and Politics	25	24
AP U.S. History	30	29
Total Exams Taken		514
Exams with scores of at least 3 on AP exams or 4 on IB exams		429



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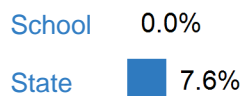
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

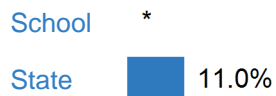
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

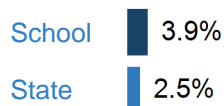
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	166	65	15	0	0	0	38
10	4	131	66	11	0	6	50
11	0	5	123	80	12	29	37
12	0	3	9	54	144	27	16
Schoolwide	170	204	213	145	156	62	141
Enrolled in AP/IB Course					65	44	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	245	0	0	0	0	0
10	4	203	0	0	1	1
11	2	10	0	0	210	6
12	43	6	0	22	29	120
Schoolwide	294	219	0	22	240	127
Enrolled in AP/IB Course	43	6		0	13	0



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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	244	1	0	0	0	0
10	2	205	2	0	0	1
11	1	219	3	30	7	51
12	0	6	29	77	27	128
Schoolwide	247	431	34	107	34	180
Enrolled in AP/IB Course	0	30	22	77	0	41

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	193	25	0	0	0	15	0
10	161	31	0	0	0	12	0
11	128	45	0	0	0	9	0
12	123	16	0	0	0	5	0
Schoolwide	605	117	0	0	0	41	0
Enrolled in AP/IB Course	7	5	0	0	0	0	0
Enrolled in Level 3 or Higher	344	86	0	0	0	11	0
Earned Seal of Biliteracy	59	*	0	0	*	0	0



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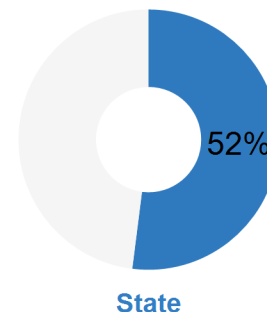
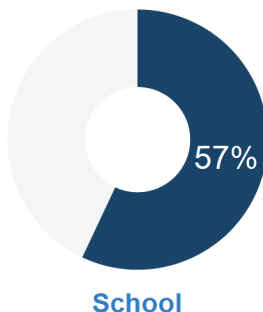
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Visual and Performing Arts – Course Participation

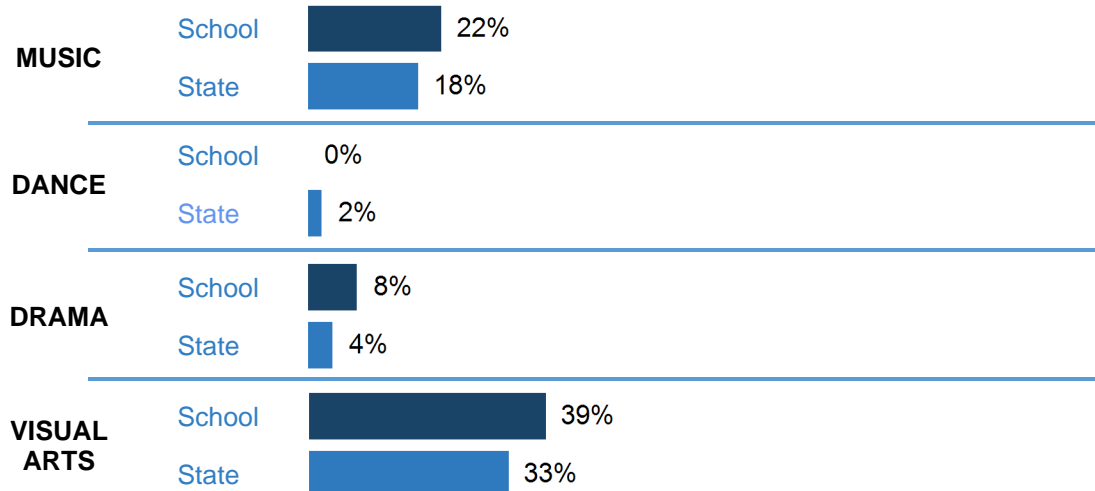
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.9%	90.5%	97.0%	91.8%	97.4%	N	Met Goal	97.3%	N	Met Goal
White	98.5%	94.5%	97.4%	95.1%	99.0%	N	Met Goal	98.6%	N	Met Goal
Hispanic	83.3%	84.3%	90.9%	86.3%	90.9%	**	**	91.7%	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	97.0%	96.6%	94.7%	97.5%	84.2%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	82.1%	83.9%	95.0%	85.6%	95.0%	N	Met Goal	90.0%	90.8%	Not Met
Students with Disabilities	90.6%	78.8%	93.0%	82.1%	100.0%	N	Met Goal	100.0%	N	Met Goal
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	*	74.4%	*	*	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	96.9%	-
2016	97.4%	97.0%
2015	95.8%	97.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.5%	1.1%
2015-2016	1%	1.1%
2014-2015	0.2%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	83.2%	5.8%	94.2%
White	84.7%	3.8%	96.3%
Hispanic	68.8%	18.2%	81.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	3.6%	96.4%
American Indian or Alaska Native	*	*	0%
Two or More Races	*	*	*
Economically Disadvantaged Students	81.8%	22.2%	77.8%
Students with Disabilities	59.3%	18.8%	81.3%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	83.3%	14.6%	85.4%	60.5%	39.5%	38.4%	61.6%
White	83.8%	14.2%	85.8%	60.7%	39.4%	36.1%	63.9%
Hispanic	91.7%	36.4%	63.6%	63.6%	36.4%	54.6%	45.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82.4%	0%	100%	57.1%	42.9%	42.9%	57.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	65%	38.5%	61.5%	84.6%	15.4%	61.5%	38.5%
Students with Disabilities	69.2%	40.7%	59.3%	74.1%	25.9%	40.7%	59.3%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

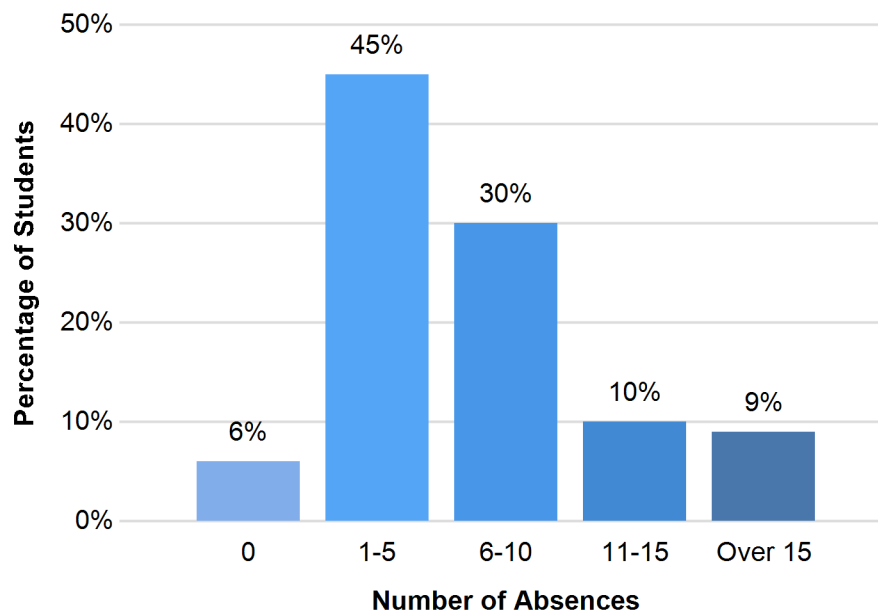
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	14.30	Met Target
White	7.40	14.30	Met Target
Hispanic	6.00	14.30	Met Target
Black or African American	7.10	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.20	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.50	14.30	Met Target
Economically Disadvantaged Students	7.60	14.30	Met Target
Students with Disabilities	20.30	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



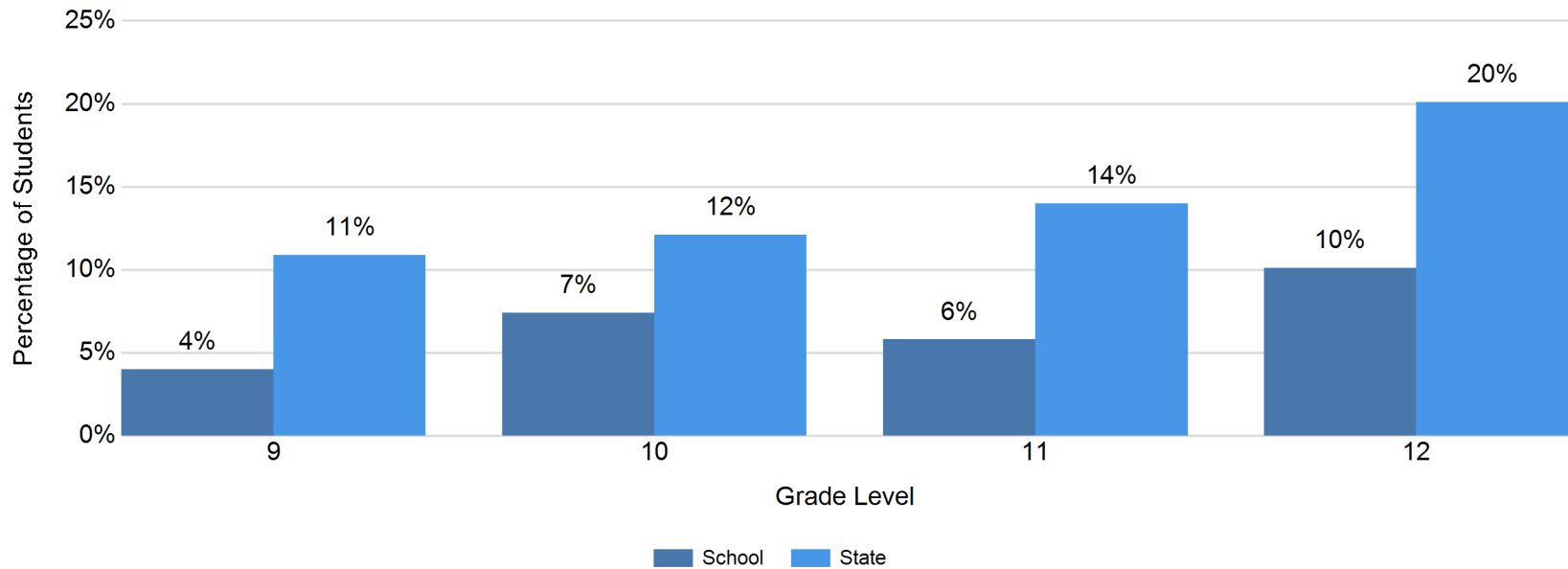


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	3 Hrs. 50 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	5
Vandalism	15
Weapons	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.91

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.3%
Any Suspension	2.3%

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	341.8 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	\$351	\$16,257	\$16,608



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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	97	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	71%	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	24	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	71%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	77:1	122:1
Librarian/Media Specialists		585:1
Nurses		1463:1
Counselors		418:1
Child Study Team		225:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	74%	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	81.6	17.5%
Mathematics Proficiency	91.0	17.5%
Graduation - 4-Year	91.3	25.0%
Graduation - 5-Year	82.5	25.0%
Chronic Absenteeism	77.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		85.3
Summative Rating: Percentile rank of Summative Score		92.1
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	85.3	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
White	85.8	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	66.7	6.2	No	Met Target†	Met Target	Met Target	**	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	75.7	6.2	No	Not Met	Met Target†	Met Target	Met Goal	Not Met	No
Students with Disabilities	87.4	6.2	No	Not Met	Met Target†	Not Met	Met Goal	Met Goal	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Pascale	Email Address:	jpascale@mahwah.k12.nj.us
Address:	50 RIDGE ROAD MAHWAH, NJ 07430	Website:	www.mahwah.k12.nj.us/hs
Phone:	(201)762-2300	Facebook:	www.facebook.com/mahwahhs.guidancedept
		Twitter:	https://twitter.com/@MahwahHS

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"> • Over 12 academic STEAM electives offered. Mobile App Design Team placed 1st at Pace University Mobile App Challenge. • NJSIAA Football State Sectional, Girls Soccer, Girls Tennis, Wrestling, Boys Bowling, Boys Lacrosse Champions. • Award winning music, theater, and visual arts programs, as well as NJ State Future Problem Solving Champions.
 <p>Mission, Vision, Theme:</p>	<p>Mahwah, derived from the Lenni Lenape mawewi, is a place where people & paths meet. Mahwah High School is the “meeting place” where various neighborhoods converge as one community. Our mission is to ensure that rigorous and relevant curricula will pave the way for challenging & diverse opportunities for all students. Small learning communities will be the vehicle through which we pursue our mission by focusing on strong relationships, learning preferences, performance levels, & interests.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Over sixty Mahwah High School students were recognized for their musical achievement through auditions & placement in the county, regional, and state groups. The remarkable musical theater production cast of “Sound of Music” received high praise from the school community. The Robotics Team 1672 participated in the local FIRST competition for the eleventh year. Future Problem Solving Team won the NJ Future Problem Solving State Bowl & qualified for the Future Problem Solving International Bowl.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>S.T.E.M. courses include: Computer Programming/Design, Interior & Structural Design using AutoCAD, Advanced Interior & Structural Design, Mobile App Design, Computer Animation 3-D, Humanoid Robotics, AP Computer Science A, Technology and Engineering Principles, Data Structures, Computer Modeling, STEAM Capstone Research/Internship, STEAM Design and Research. This year we added several new electives to our program: Broadcast Journalism, Humanoid Robotics, AP Chinese & The Big History Project.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Football (Co-ed), Golf (Boys & Girls), Ice Hockey (Co-ed), 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), Volleyball (Girls), Wrestling (Co-ed)</p> <p>Thunderbirds won Football NJSIAA State Sectional Champion, Girls Soccer Patriot Division & NJSIAA State Sectional Champions, Girls Tennis Patriot Division Champions, Wrestling Group C County Champions, Boys Bowling Patriot Division Champions, & Boys Lacrosse Jacobson Division Champions. 70 athletes were selected All-league First Team, 13 athletes were named All-County First Team Players, and 3 players to All State Team. 183 student-athletes earned Minds in Motion recognition.</p>
 <p>Clubs and Activities:</p>	<p>Our extra-curricular activities, musical opportunities, interscholastic athletics, and enrichment programs continue to provide students with diverse opportunities for exploring learning experiences and developing their talents. Students are extremely active in such programs as athletic teams, volunteer work, community problem solving, environmental projects, dramatic productions, academic competitions, school publications, musical competitions, and class activities.</p>
 <p>Before and After School Programs:</p>	<p>Mahwah High School offers symphonic band, string orchestra, and choir during zero period prior to the school day to avoid conflicts with other academic courses. We offer SAT and ACT preparation course after the formal school day ends for interested students during the fall, winter, and spring.</p>







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 <p>Staff and Professional Learning:</p>	<p>Mahwah High School has an outstanding staff of caring and dedicated individuals who go above and beyond the call of duty for every student entrusted into their care. Faculty members continue to take courses and workshops to further their expertise in content and pedagogy. In-class support teachers & content area teachers have a common dedicated prep period scheduled each day. Content area teachers work in professional learning communities to create engaging lessons and common assessments.</p>
 <p>Postsecondary Information:</p>	<p>We are proud to announce that 97.3% of our senior class received diplomas. Over 95.2% of our graduates went on to some form of higher education, 84.0% were accepted to four year colleges. 2% of our graduates entered the United States Military. Many of our students begin their post-secondary careers having already earned college credit through our partnerships with Ramapo College of New Jersey, Farleigh Dickenson University, Seton Hall University, and Bergen Community College.</p>
 <p>Student Supports and Services:</p>	<p>Our guidance department provides a plethora of information through Naviance and Facebook about the college admissions process, testing, and related guidance services available to students and parents. In addition, parents and students can access all student information via the Realtime Parent and Student Portals. We have Intervention & Referral Service Team, full CST team, ESS therapeutic program, and ELL services available to students in need of these services.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents and students can access student information including attendance, progress reports, report cards, course grades, activities, etc. via the Realtime Parent and Student Portals. The Home School Organization, various Boosters clubs, Special Education Parents Advisory Group, Mahwah Schools Foundation, and Mahwah Municipal Alliance work collaboratively to support academic and character education initiatives.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>We utilized a school climate survey in 2014. After the results were compiled, we discussed results at the SCIP meetings and SST meetings to help us identify if there were areas that needed improvement. At the school level we also do internal surveys of staff on a yearly basis which focus on technology, program availability, and general functioning of the school, administration support, and schedules. We use this information to inform us and help plan for the next year.</p>
 <p>Facilities:</p>	<p>Our centrally air conditioned high school has Wi-Fi access point in every classroom which allows us to use over 300 wireless laptops throughout the building for instructional purposes. Every classroom is equipped with a multimedia presentation system that is connected to the Internet. Our media center has a hub of 65 computer workstations that students and teachers may utilize before and after school, as well as during lunch and study hall periods.</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.

Other Information:

We are proud to announce that 97.3% of Mahwah High School’s senior class received diplomas. Over 95.2% of our graduates went on to some form of higher education, 84.0% were accepted to four year colleges. Two percent of our graduates entered the United States Military. Many of our students begin their post-secondary careers having already earned college credit through our partnerships with Ramapo College of New Jersey, Farleigh Dickenson University, Seton Hall University, and Bergen Community College. Others receive credit by scoring well on the Advanced Placement tests. Last year Mahwah High School offered 22 Advanced Placement (AP) courses spread over seven major curricular areas. Two-hundred thirty-three students took five hundred thirteen AP Examinations in 24 subjects. We are proud of our National Merit Scholarship Finalist, 8 National Merit Commended Students, 30 Presidential Education Recipients, 68 Seal of Bi-literacy candidates, 48 members of the National Honor Society, 31 Principal’s Award Recipients, 5 Platinum Thunderbird Scholars (all grades in all courses were greater than 90% for all four years at MHS), and 4 Presidential Fitness Award Recipients. U.P.S. volunteers help students improve their reading skills with one to one assistance in the classroom each week. In addition, we continue to participate in a mentoring program with U.P.S. to facilitate and encourage life skills with at-risk students, both in and out of the classroom environment. Further, we are implementing Effective Schools Solutions, a wraparound program for at risk students who require therapeutic and academic support services within their home school. The Option Two programs include: Structured Learning Experience, a community service program, and co-curricular activities such as Marching Band, Jazz Band, Physical Education through athletic participation, Physical Education off campus, Capri Institute, and virtual distance learning programs.



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



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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	239	243	201
7	273	241	244
8	237	263	251
Ungraded	4	6	8
Total	753	753	704

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	49%
Male	50%	52%	51%
Economically Disadvantaged Students	11%	10%	9%
Students with Disabilities	12%	13%	14%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	73.6%
Asian	12.5%
Hispanic	5.8%
Black or African American	3.7%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.1%
<i>Two or More Races</i>	3.8%

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	87.8%
Korean	2.3%
Russian	2.1%
Spanish	1.3%
<i>Other</i>	6.3%



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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	646	94.4	75.30	76.40	54.90	74.6	76	Met Target†
White	471	93.1	76.20	78.40	63.90	74.5	75.2	Met Target†
Hispanic	39	95.3	53.90	64.40	39.80	53.9	71.4	Not Met
Black or African American	24	96.2	50.00	47.10	35.20	50	N	N
Asian, Native Hawaiian, or Pacific Islander	86	100.0	87.20	*	80.70	87.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	75.40	54.90	82.6	75.2	Met Goal
Female	308	91.9	83.10	82.30	62.20	80.2		
Male	338	96.7	68.00	70.90	48.10	68		
Economically Disadvantaged Students	77	94.0	40.30	*	36.20	*	55.4	Not Met
Non-Economically Disadvantaged Students	569	94.4	80.00	*	65.80	*		
Students with Disabilities	90	90.6	28.90	*	20.50	27.4	21.7	Met Target
Students without Disabilities	556	95.0	82.80	*	61.90	82.8		
English Learners	22	100.0	36.30	43.20	25.20	36.3	N	N
Non-English Learners	624	94.2	76.60	77.80	57.40	75.8		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	196	768	768	752	*	*	19%	50%	23%	73%	54%
White	134	769	769	758	*	*	19%	50%	25%	75%	63%
Hispanic	10	749	749	740	*	*	*	*	0%	50%	38%
Black or African American	12	748	748	736	0%	*	*	*	0%	58%	32%
Asian, Native Hawaiian, or Pacific Islander	33	780	780	776	0%	*	*	49%	30%	79%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	102	770	770	758	*	*	15%	54%	25%	78%	61%
Male	94	766	766	746	*	*	23%	46%	21%	67%	46%
Economically Disadvantaged Students	17	732	732	737	*	*	*	*	0%	29%	34%
Non-Economically Disadvantaged Students	179	772	772	761	*	*	*	*	25%	77%	65%
Students with Disabilities	20	734	734	722	*	*	50%	*	*	25%	17%
Students without Disabilities	176	772	772	758	*	*	15%	*	*	78%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance 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	229	771	771	756	5%	5%	13%	40%	37%	77%	59%
White	172	773	773	764	*	*	11%	44%	37%	81%	69%
Hispanic	16	755	755	742	*	*	*	*	*	56%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	22	797	797	784	0%	*	0%	*	68%	96%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	110	781	781	764	*	*	10%	36%	49%	85%	68%
Male	119	762	762	749	*	*	16%	45%	25%	70%	51%
Economically Disadvantaged Students	26	737	737	739	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	203	775	775	766	*	*	*	*	*	82%	70%
Students with Disabilities	34	724	724	719	*	*	*	*	*	27%	19%
Students without Disabilities	195	779	779	763	*	*	*	*	*	86%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	780	780	757	*	*	15%	39%	38%	77%	59%
White	164	777	777	764	*	*	17%	41%	34%	74%	68%
Hispanic	13	755	755	742	*	*	*	*	*	54%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	33	804	804	786	0%	0%	*	*	73%	97%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	104	787	787	766	*	*	11%	39%	47%	86%	68%
Male	120	773	773	749	*	*	18%	39%	30%	69%	50%
Economically Disadvantaged Students	15	754	754	739	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	209	781	781	766	*	*	*	*	*	79%	69%
Students with Disabilities	21	725	725	718	*	*	*	*	0%	19%	18%
Students without Disabilities	203	785	785	764	*	*	*	*	42%	83%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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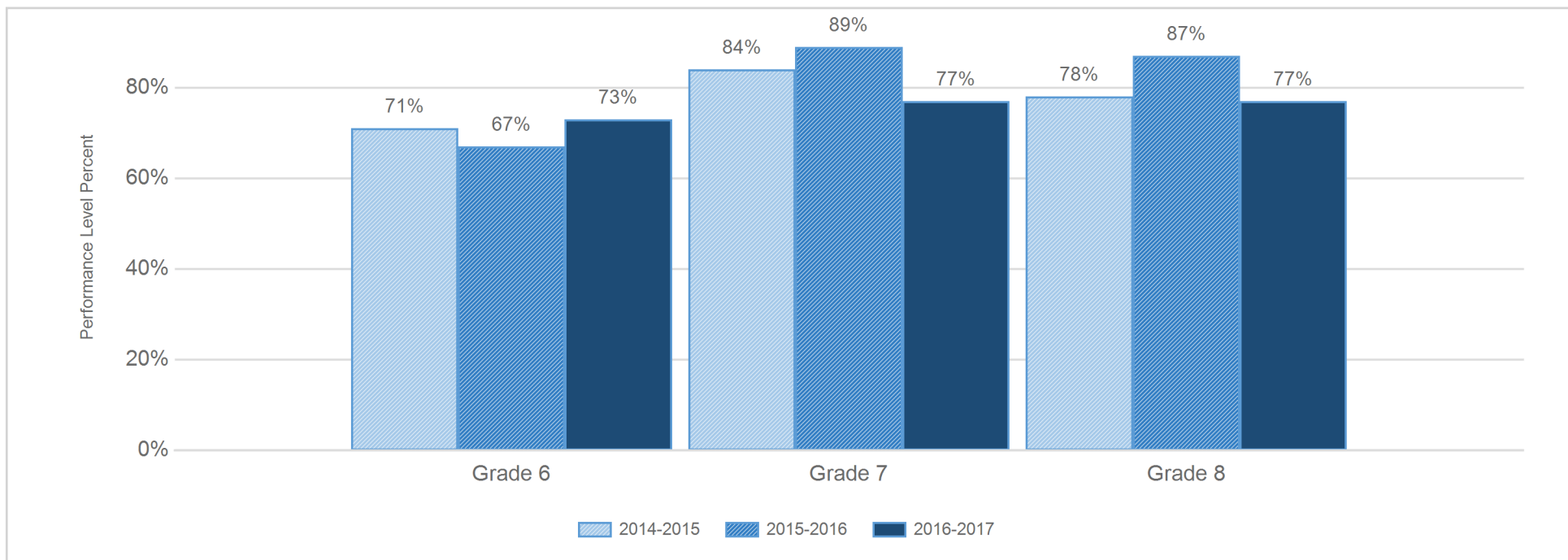


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English Language Arts/Literacy Assessment - Performance Trends

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	649	94.9	66.50	69.10	43.50	66.4	66.5	Met Target†
White	473	93.7	65.80	70.20	52.40	64.7	65.3	Met Target†
Hispanic	39	95.3	46.20	51.90	27.60	46.2	54	Met Target†
Black or African American	*	*	*	26.40	21.70	25	N	N
Asian, Native Hawaiian, or Pacific Islander	86	100.0	90.70	*	75.60	90.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	75.00	44.90	79.2	75.2	Met Target
Female	312	93.1	70.20	69.90	44.10	68.6		
Male	337	96.7	63.20	68.20	42.90	63.2		
Economically Disadvantaged Students	75	93.9	26.70	*	25.10	26.3	41.5	Not Met
Non-Economically Disadvantaged Students	574	95.1	71.80	*	54.30	71.8		
Students with Disabilities	89	90.5	12.30	*	16.50	11.7	14.5	Met Target†
Students without Disabilities	560	95.7	75.20	*	48.80	75.2		
English Learners	22	100.0	54.60	52.30	23.30	54.6	N	N
Non-English Learners	627	94.8	67.00	69.80	45.20	66.6		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	197	761	761	743	*	*	19%	49%	18%	68%	44%
White	135	759	759	751	*	*	19%	52%	16%	68%	54%
Hispanic	10	743	743	731	*	*	*	*	0%	50%	27%
Black or African American	12	734	734	724	*	*	*	*	0%	25%	20%
Asian, Native Hawaiian, or Pacific Islander	33	780	780	771	0%	*	*	46%	39%	85%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	102	758	758	745	*	*	17%	57%	13%	70%	45%
Male	95	763	763	742	*	*	21%	41%	24%	65%	43%
Economically Disadvantaged Students	17	731	731	728	*	*	*	*	*	24%	24%
Non-Economically Disadvantaged Students	180	763	763	752	*	*	*	*	*	72%	56%
Students with Disabilities	21	719	719	717	*	52%	*	*	0%	14%	13%
Students without Disabilities	176	765	765	748	*	7%	*	*	21%	74%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance 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	211	753	753	741	*	12%	26%	49%	*	59%	40%
White	159	754	754	748	*	*	28%	52%	*	61%	49%
Hispanic	16	741	741	730	*	*	*	*	*	31%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	17	776	776	764	0%	0%	*	71%	*	94%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	10	749	749	740	*	*	*	*	*	50%	39%
Female	103	757	757	743	*	*	22%	52%	*	64%	41%
Male	108	750	750	740	*	*	30%	46%	*	54%	38%
Economically Disadvantaged Students	26	727	727	729	*	*	*	*	0%	19%	22%
Non-Economically Disadvantaged Students	185	757	757	749	*	*	*	*	11%	64%	50%
Students with Disabilities	34	717	717	716	*	*	*	*	*	*	11%
Students without Disabilities	177	760	760	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	741	741	728	*	18%	34%	39%	*	39%	28%
White	81	738	738	736	*	19%	37%	35%	*	35%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	45	742	742	730	*	*	44%	36%	*	36%	30%
Male	57	740	740	725	*	*	26%	42%	*	42%	26%
Economically Disadvantaged Students	11	740	740	719	*	*	*	*	*	46%	19%
Non-Economically Disadvantaged Students	91	741	741	734	*	*	*	*	*	39%	34%
Students with Disabilities	20	721	721	705	*	*	*	*	*	20%	*
Students without Disabilities	82	746	746	734	*	*	*	*	*	44%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	102	741	741	729	*	18%	34%	39%	*	39%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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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	124	790	768	743	*	*	*	76%	22%	98%	42%
White	87	788	768	751	*	*	*	76%	21%	97%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	28	796	784	774	*	*	*	71%	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	64	786	767	744	*	*	*	84%	*	97%	43%
Male	60	794	768	741	*	*	*	67%	*	98%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance 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	20	790	754	734	*	*	*	*	65%	100%	30%
White	12	790	756	740	0%	0%	0%	*	*	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	20	790	756	740	*	*	*	*	65%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	20	790	759	738	*	*	*	*	65%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	20	790	754	735	*	*	*	*	65%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

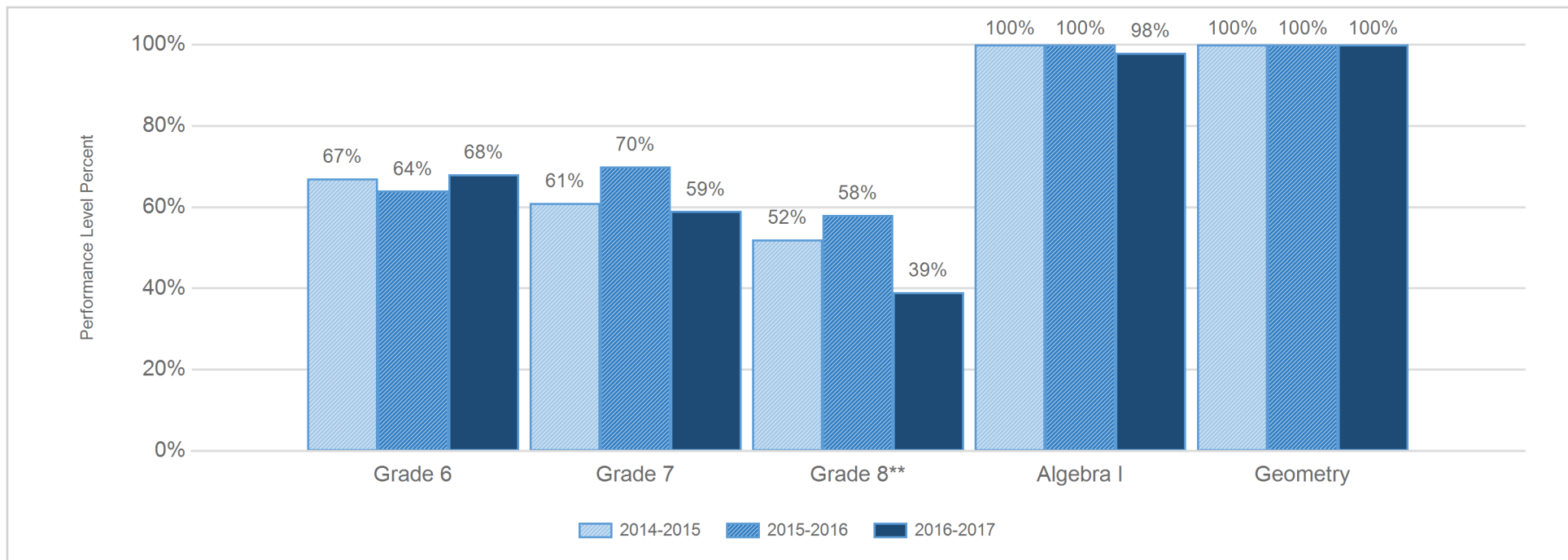


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Mathematics Assessment – Performance Trends

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	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	N	N	N
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

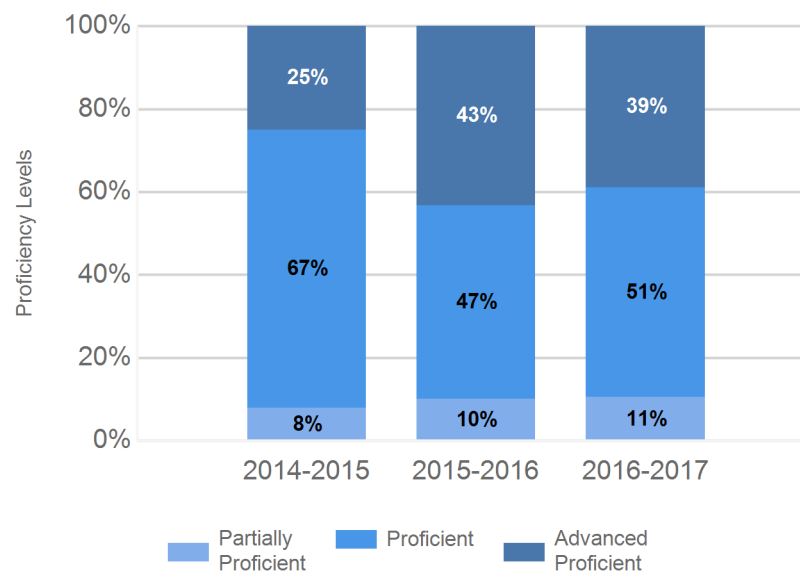
NJASK Science Assessment Performance: Grade 8

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%	51%	11%
White	36%	52%	11%
Hispanic	31%	54%	15%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	61%	39%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	6%	67%	28%
Students with Disabilities	4%	54%	42%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	50	50	Met Target	44	53	50	Met Target
White	47	48	50	Met Target	43.5	52	52	Met Target
Hispanic	23	36	49	Not Met	42	50	47	Met Target
Black or African American	*	*	45	Not Met	35	*	43	**
Asian, Native Hawaiian, or Pacific Islander	66	66	60	Exceeds Target	58.5	69.5	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Exceeds Target	*	*	52	**
Economically Disadvantaged	43	49	47	Met Target	29.5	51	46	Not Met
Students with Disabilities	36	38	41	Not Met	26.5	41	43	Not Met
English Learners	59.5	63	53	Met Target	51.5	60	51	**

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



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

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

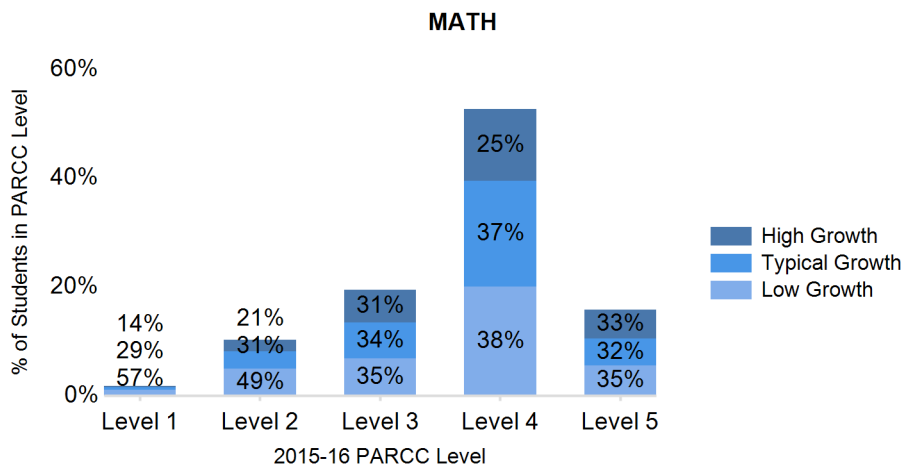
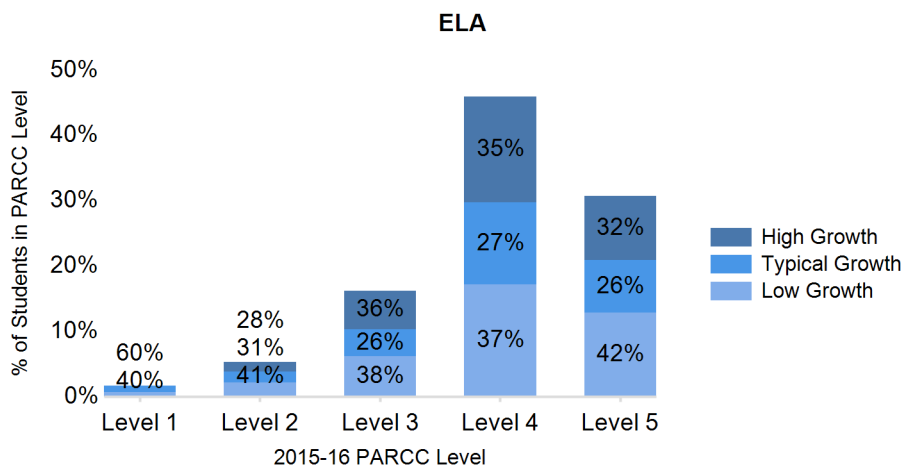
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

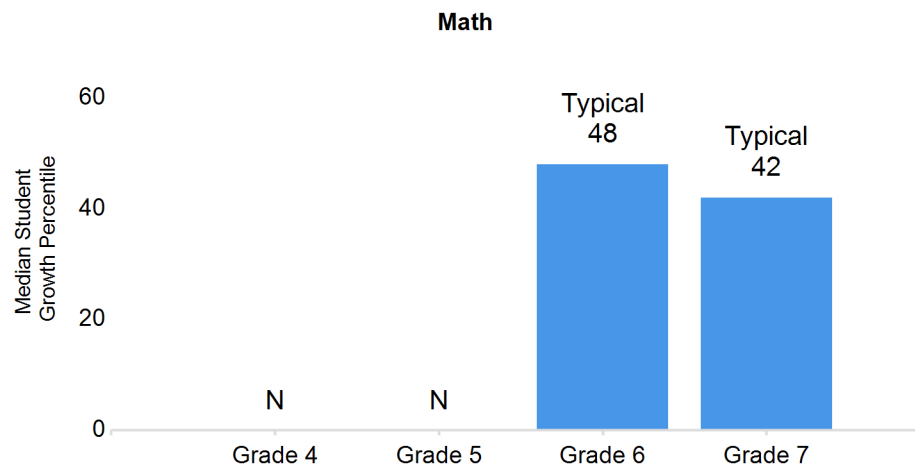
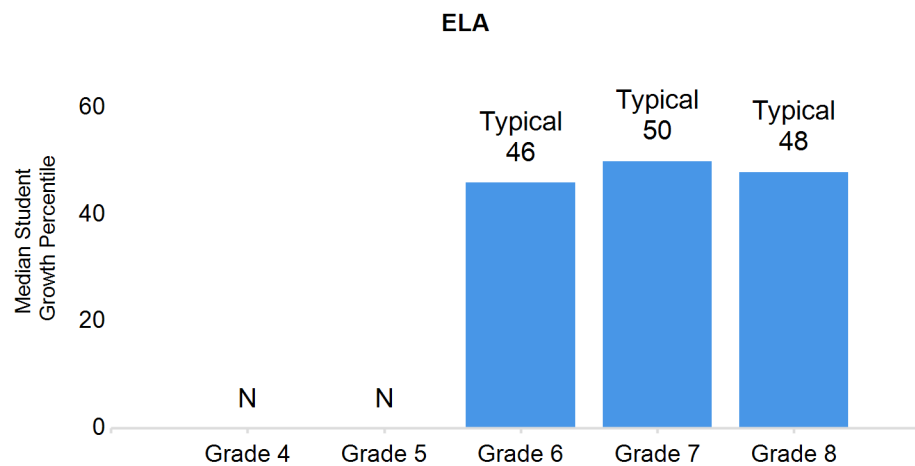
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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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	200
7	18	0	226
8	109	20	119
Schoolwide	127	20	545

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	64	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Schoolwide	64	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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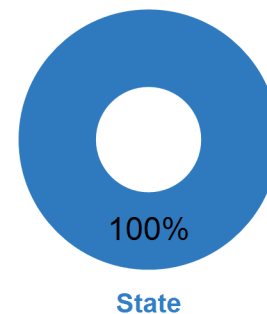
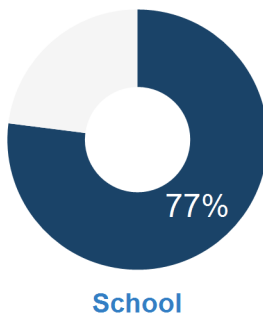
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Visual and Performing Arts – Course Participation

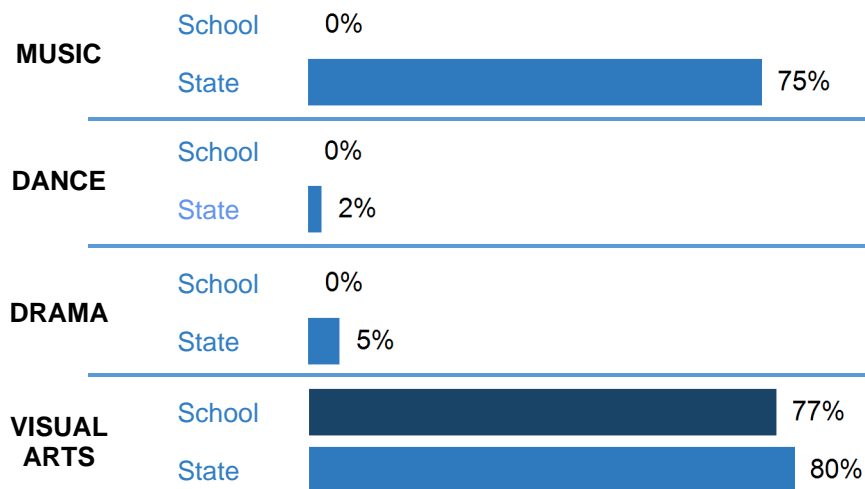
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

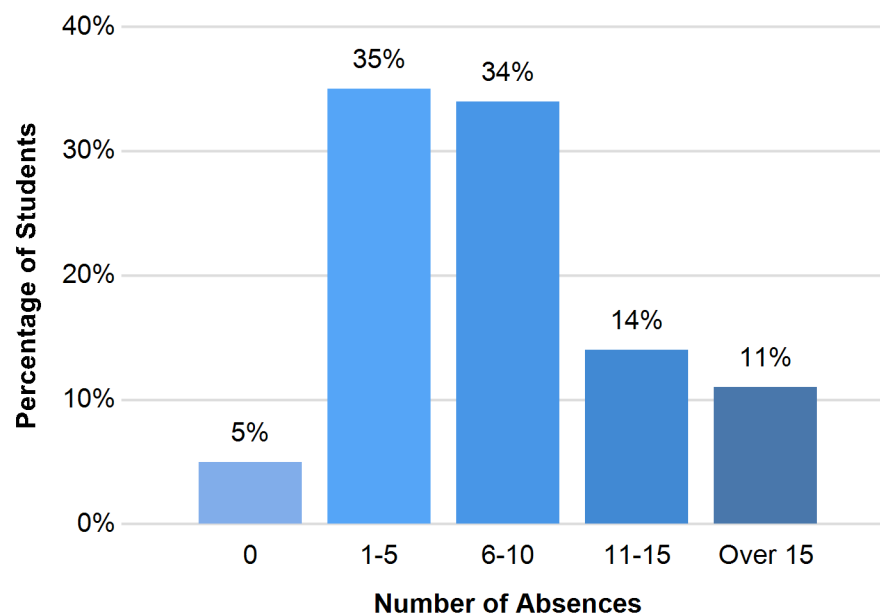
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.90	8.70	Met Target
White	8.10	8.70	Met Target
Hispanic	11.60	8.70	Not Met
Black or African American	3.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.60	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	10.70	8.70	Not Met
Economically Disadvantaged Students	20.00	8.70	Not Met
Students with Disabilities	22.20	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



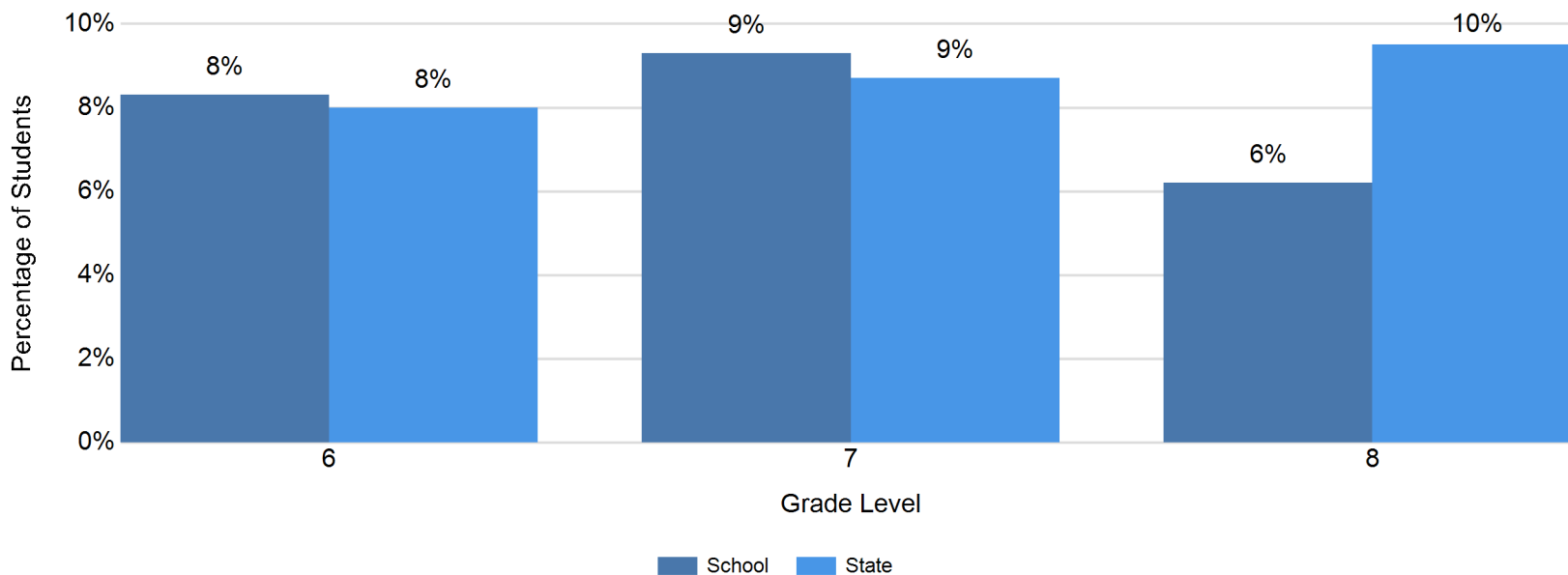


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 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	6
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.13

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	0.7%
Out-of-School Suspensions	0.9%
Any Suspension	1.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	341.8 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	\$351	\$16,257	\$16,608



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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	63	120,724
Average years experience in public schools	14.9	11.8
Average years experience in district	12.7	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	71%	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	11:1
Administrators	78:1	122:1
Librarian/Media Specialists		585:1
Nurses		1463:1
Counselors		418:1
Child Study Team		225:1



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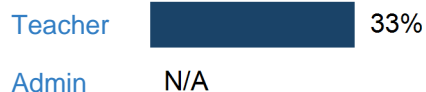
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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	90%	89%
2015-16 Administrators: Same district 2016-17	74%	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	74.9	17.5%
Mathematics Proficiency	73.9	17.5%
English Language Arts Growth	37.9	25.0%
Mathematics Growth	21.4	25.0%
Chronic Absenteeism	30.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.4
Summative Rating: Percentile rank of Summative Score		42.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	43.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	39.5	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	54.0	11.9	No	N	N	Met Target	Not Met	**	No
Asian, Native Hawaiian, or Pacific Islander	56.8	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	75.9	11.9	No	Met Goal	Met Target	Not Met	Exceeds Target	**	No
Economically Disadvantaged Students	29.6	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	30.0	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	55.3	11.9	No	N	N	**	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. Vander Molen	Email Address:	dvandermolen@mahwah.k12.nj.us
Address:	150 RIDGE ROAD MAHWAH, NJ 07430	Website:	https://www.mahwah.k12.nj.us/Domain/9
Phone:	(201)762-2380	Twitter:	https://twitter.com/RamapoRidgeMS

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"> • Technology initiative with over 630 laptops and 5 computer labs are available for students and teachers • Our Future Problem Solving teams placed 1st and 3rd in the 2017 state competition
	<p>Mission, Vision, Theme:</p> <p>Ramapo Ridge Middle School is a comprehensive sixth through eighth grade middle school composed of 695 students. The teaching staff is comprised of a team of dedicated educators who believe in bringing out the best in each individual student. Ramapo Ridge is committed to nurturing a caring and supportive learning environment for all students. Grade level teams meet daily and utilize their time to collaborate on curriculum, communicate with parents, and share student progress.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our curriculum provides opportunities for students to acquire a strong foundation of knowledge & skills in the core academic areas of language arts, math, science and social studies. Special subject area courses of world languages, physical education, health, art, music, computer education, careers and financial literacy allow students opportunities to explore and pursue their interests. We boast a music program that is extensive with offerings in choral, instrumental band, and string orchestra.</p>
 <p>Clubs and Activities:</p>	<p>Ramapo Ridge Middle School provides a wide array of activities that are open to all students that extend beyond the classroom. Students may participate in our co-curricular activities, which include student council, National Junior Honor Society, community service, drama, fitness, school newspaper, yearbook and other clubs.</p>
 <p>Before and After School Programs:</p>	<p>Ramapo Ridge partners with students from Ramapo College to provide the Ramapo College Reading and Writing workshop. This activity allows students to work with future teachers to help hone their reading and writing literacy.</p>







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 <p>Staff and Professional Learning:</p>	<p>Through staff development, work with administrators, professional development opportunities, mentoring opportunities, and workshops, our teachers continue to evaluate and extend our curriculum to challenge and ensure that students are being prepared for their futures and practicing the concept of being life-long learners. Teachers meet daily with their grade level teams to engage in PLCs and other collaborative opportunities.</p>
 <p>Student Supports and Services:</p>	<p>We provide a full range of programs designed to support the social and emotional development of our students, including guidance counseling, psychological and social services, and ELL classes. We partner with high school students through the National Honor Society to provide tutoring for struggling students. A homework club meets twice a week after school for students who need additional assistance. Our I&RS team meets weekly to discuss and implement strategies for struggling students.</p>
 <p>Student Health and Wellness:</p>	<p>We offer a student advisory that meets regularly and is designed to build relationships and provide faculty advocacy for each student. Advisory groups discuss topics relevant to the middle school setting including stress management, mindfulness, bullying prevention, study skills, and community service. Students participate in physical education every day and have the opportunity to go to recess during their lunch period.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Home and School Organization continues to sponsor numerous events, trips and services that enhance our programs. Generous funding through the Mahwah Schools Foundation provided staff members with a variety of classroom grants. These combined efforts continue to foster a positive connection between school and community.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>We utilized a school climate survey in 2014. After the results were compiled, we discussed results at the SCIP meetings and SST meetings to help us identify if there were areas that needed improvement. At the school level we also do internal surveys of staff on a yearly basis which focus on technology, program availability, and general functioning of the school, administration support, and schedules. We use this information to inform us and help plan for the next year.</p>
 <p>Facilities:</p>	<p>Ramapo Ridge has air conditioning throughout the building. An addition to the building was completed 12 years ago and includes modern science labs. There are five computer labs throughout the building, including one lab in the Library/Media Center. Ramapo Ridge boasts one of the largest middle school gymnasiums, including a fitness center for students.</p>



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School Narrative

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

The school day is organized into a traditional 8 period day. Students attend 5 core academic, cycle, physical education and health classes and lunch/recess. We have over 630 laptops and five computer labs for our almost 700 students. Students and teachers use technology including Microsoft Office 365 and Google Classroom to participate in digital learning. Students can print wirelessly to a centralized location in our Media Center. The Ramapo Ridge Middle School administrative team and teaching staff are very proud of the tradition of excellence which has come to symbolize our school. We believe the continued success of the school is the shared responsibility between staff, our parents, and the community.



Other Information: