



Ewing High School
2016-2017
Grade Span 09-12

21-1430-050
MERCER
EWING TWP
900 PARKWAY AVE
EWING, NJ 08618-2308

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	286	283	259
10	297	243	273
11	233	245	228
12	266	214	262
Ungraded	53	48	50
Total	1133	1033	1072

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	48%
Male	53%	51%	52%
Economically Disadvantaged Students	43%	40%	40%
Students with Disabilities	18%	18%	18%
English Learners	1%	2%	3%
Homeless Students			1%
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
Black or African American	49.8%
White	29.5%
Hispanic	14.0%
Asian	3.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.8%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1031
Shared Time Students	79
Full Time Equivalent	1071

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	87.6%
Spanish	5.8%
Creoles and pidgins, French-based	1.5%
Polish	1.0%
Other	4.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	466	97.7	43.70	41.60	54.90	43.7	33.8	Met Target
White	151	95.7	57.00	55.30	63.90	57	42.9	Met Target
Hispanic	68	97.4	45.60	35.50	39.80	45.6	27.8	Met Target
Black or African American	217	98.8	31.40	32.90	35.20	31.4	26.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	16	100.0	81.30	*	80.70	81.3	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	14	100.0	42.80	36.00	54.90	42.8	**	**
Female	221	97.3	52.50	50.90	62.20	52.5		
Male	245	98.2	36.00	33.30	48.10	36		
Economically Disadvantaged Students	187	98.1	36.40	31.30	36.20	36.4	26.2	Met Target
Non-Economically Disadvantaged Students	279	97.5	48.80	49.80	65.80	48.8		
Students with Disabilities	90	95.0	22.20	17.80	20.50	22.2	14	Met Target
Students without Disabilities	376	98.4	48.90	48.10	61.90	48.9		
English Learners	14	100.0	*	*	25.20	*	N	N
Non-English Learners	452	97.7	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	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	261	739	739	749	13%	20%	31%	29%	8%	36%	52%
White	70	755	755	757	*	*	24%	44%	*	57%	62%
Hispanic	49	738	738	733	*	*	35%	35%	*	39%	35%
Black or African American	124	728	728	730	*	28%	34%	19%	*	22%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	131	746	746	756	*	16%	30%	34%	*	45%	60%
Male	130	732	732	741	*	24%	32%	24%	*	28%	43%
Economically Disadvantaged Students	106	734	734	731	*	25%	27%	26%	*	32%	32%
Non-Economically Disadvantaged Students	155	743	743	758	*	17%	34%	31%	*	39%	62%
Students with Disabilities	39	715	715	714	26%	44%	*	*	0%	13%	13%
Students without Disabilities	222	743	743	754	10%	16%	*	*	9%	41%	58%
English Learners	12	685	685	690	*	*	*	*	*	*	*
Non-English Learners	249	742	742	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	247	744	744	743	16%	14%	24%	33%	13%	46%	46%
White	85	754	754	749	*	*	19%	39%	19%	58%	52%
Hispanic	27	737	737	728	*	*	*	37%	*	44%	34%
Black or African American	119	738	738	725	21%	13%	30%	24%	12%	36%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	114	755	755	752	9%	11%	23%	40%	17%	57%	54%
Male	133	735	735	734	22%	17%	25%	26%	11%	37%	39%
Economically Disadvantaged Students	94	735	735	726	25%	*	23%	27%	*	36%	32%
Non-Economically Disadvantaged Students	153	750	750	751	11%	*	24%	37%	*	52%	54%
Students with Disabilities	45	710	710	704	40%	29%	*	*	0%	18%	12%
Students without Disabilities	202	752	752	749	10%	11%	*	*	16%	53%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	728	728	736	*	28%	26%	23%	*	25%	38%
White	63	736	736	738	*	21%	32%	27%	*	32%	40%
Hispanic	26	729	729	731	*	*	*	*	*	31%	34%
Black or African American	103	720	720	728	25%	29%	29%	*	*	17%	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	98	737	737	744	*	22%	30%	*	*	33%	46%
Male	114	721	721	729	*	33%	24%	*	*	18%	31%
Economically Disadvantaged Students	68	727	727	729	*	28%	25%	27%	*	27%	32%
Non-Economically Disadvantaged Students	144	728	728	740	*	29%	27%	21%	*	24%	42%
Students with Disabilities	31	724	724	709	*	36%	*	*	*	23%	12%
Students without Disabilities	181	729	729	741	*	27%	*	*	*	25%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

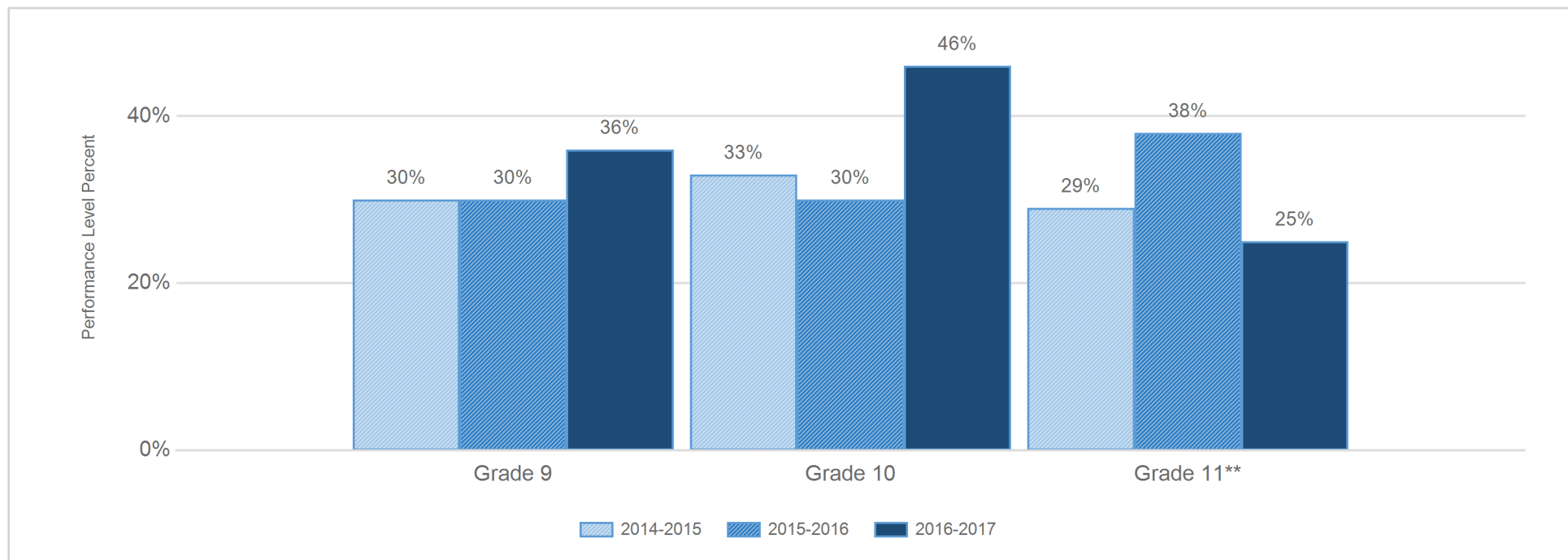


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	488	96.1	20.70	33.50	43.50	20.7	16.4	Met Target
White	150	95.2	28.00	47.40	52.40	28	20.2	Met Target
Hispanic	73	95.3	19.20	31.80	27.60	19.2	15.7	Met Target
Black or African American	236	97.1	12.70	22.20	21.70	12.7	12.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.80	*	75.60	68.8	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	13	87.5	30.80	38.10	44.90	28	**	**
Female	232	95.2	20.20	35.50	44.10	20.2		
Male	256	96.9	21.10	31.70	42.90	21.1		
Economically Disadvantaged Students	204	95.4	16.70	25.40	25.10	16.7	12.7	Met Target
Non-Economically Disadvantaged Students	284	96.6	23.60	40.10	54.30	23.6		
Students with Disabilities	100	92.1	*	12.50	16.50	*	8.8	Not Met
Students without Disabilities	388	97.1	*	39.40	48.80	*		
English Learners	15	100.0	*	*	23.30	*	N	N
Non-English Learners	473	95.9	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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	251	724	734	743	17%	35%	32%	16%	0%	16%	42%
White	52	731	751	751	*	19%	37%	29%	*	29%	52%
Hispanic	51	727	*	728	20%	26%	35%	20%	0%	20%	24%
Black or African American	135	720	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	115	723	735	744	16%	38%	34%	12%	0%	12%	43%
Male	136	725	732	741	18%	32%	29%	20%	0%	20%	40%
Economically Disadvantaged Students	111	722	*	727	16%	43%	27%	14%	0%	14%	23%
Non-Economically Disadvantaged Students	140	727	*	751	18%	29%	35%	19%	0%	19%	52%
Students with Disabilities	55	711	711	714	*	*	*	*	*	*	10%
Students without Disabilities	196	728	739	747	*	*	*	*	*	*	47%
English Learners	17	705	705	708	*	*	*	*	*	*	*
Non-English Learners	234	726	735	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	263	729	729	734	*	28%	42%	18%	*	19%	30%
White	87	737	737	740	*	24%	49%	23%	*	24%	38%
Hispanic	34	725	725	722	*	35%	35%	*	0%	15%	14%
Black or African American	125	722	722	719	18%	30%	41%	12%	0%	12%	*
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	127	732	732	735	*	26%	43%	22%	*	23%	31%
Male	136	725	725	733	*	29%	42%	15%	*	15%	30%
Economically Disadvantaged Students	104	726	726	721	*	32%	40%	16%	*	16%	13%
Non-Economically Disadvantaged Students	159	730	730	740	*	25%	43%	20%	*	21%	39%
Students with Disabilities	50	708	708	711	*	*	*	*	*	*	*
Students without Disabilities	213	733	733	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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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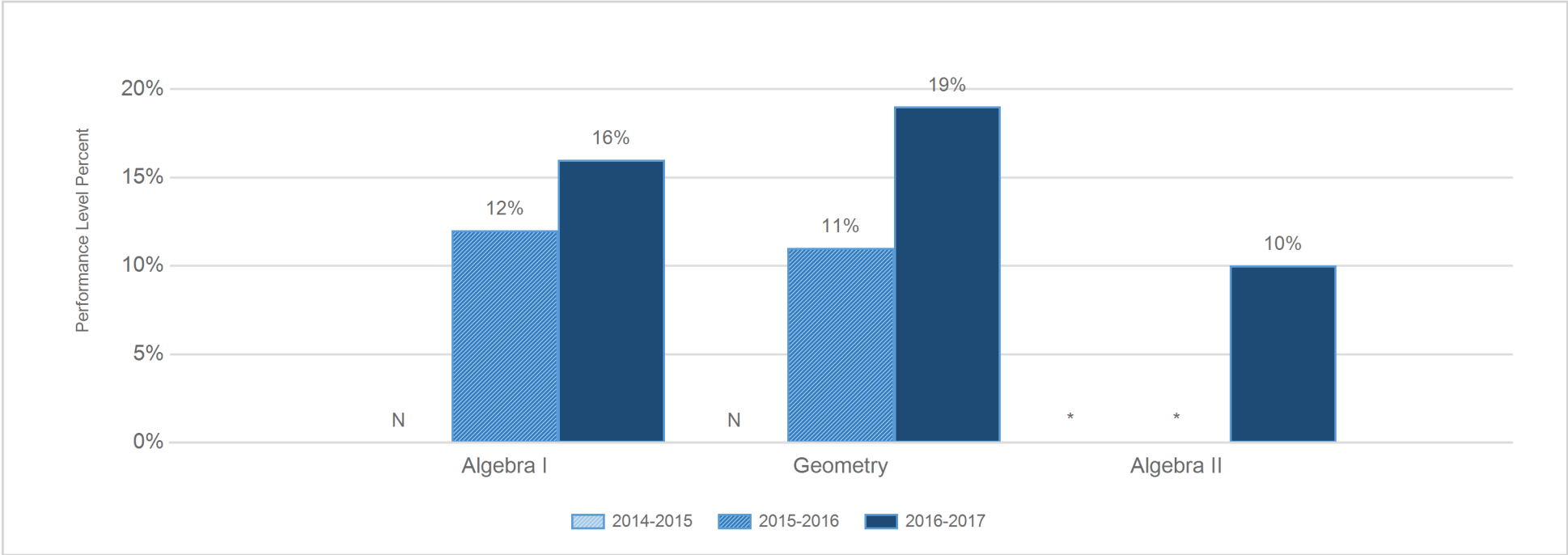
Mathematics Assessment - Performance by Test: Algebra II

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	188	705	705	725	47%	31%	12%	10%	0%	10%	28%
White	56	711	711	731	43%	34%	*	*	0%	14%	33%
Hispanic	19	711	711	710	*	*	*	*	0%	11%	14%
Black or African American	95	698	698	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	85	706	706	725	*	*	*	*	*	*	27%
Male	103	705	705	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	62	706	706	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	126	705	705	733	*	*	*	*	*	*	35%
Students with Disabilities	21	690	690	692	*	*	*	*	*	*	*
Students without Disabilities	167	707	707	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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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	11	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	13	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

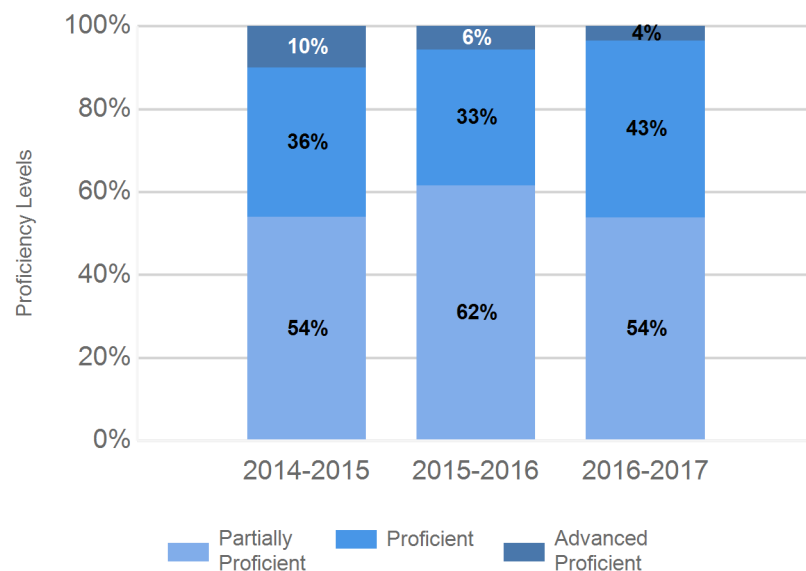
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	43%	54%
White	4%	61%	34%
Hispanic	*	29%	68%
Black or African American	3%	31%	66%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	4%	30%	66%
Students with Disabilities	N	17%	83%
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	98.7%	89.4%
Percentage of students taking the SAT	99.0%	70.0%
Percentage of students taking the ACT	19.9%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	453	481	Varies By Grade	63%	67%
PSAT - Math	448	483	Varies By Grade	31%	49%
SAT - Reading and Writing	534	551	480	71%	77%
SAT - Math	513	552	530	40%	58%
ACT - Reading	22	24	22	58%	65%
ACT - English	20	24	18	60%	79%
ACT - Math	21	24	22	42%	65%
ACT - Science	21	23	23	38%	54%



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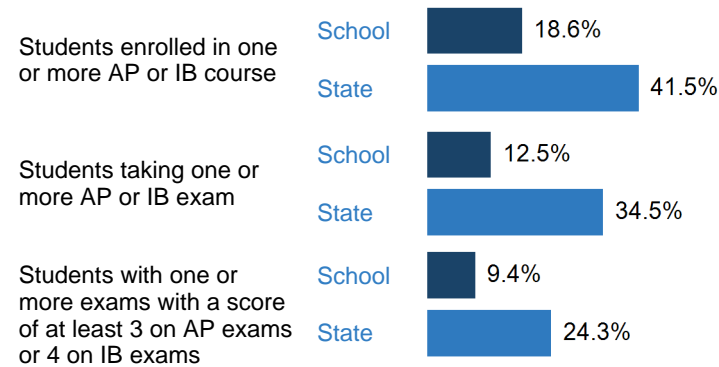
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

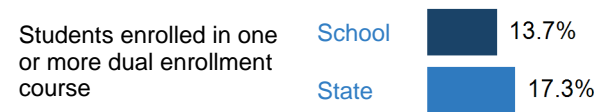
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	8
AP Calculus AB	6	0
AP Calculus BC	4	4
AP English Language and Composition	34	26
AP English Literature and Composition	32	13
AP Environmental Science	5	3
AP European History	5	2
AP Statistics	11	3
AP U.S. History	31	26
Total Exams Taken		85
Exams with scores of at least 3 on AP exams or 4 on IB exams		61



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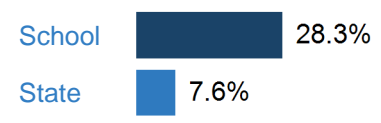
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

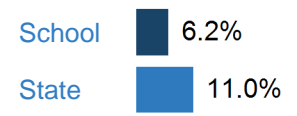
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

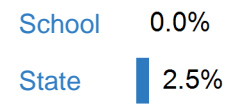
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	236	44	1	0	0	0	13
10	32	214	46	1	0	0	11
11	5	21	162	44	1	8	17
12	0	3	31	9	15	19	45
Schoolwide	273	282	240	54	16	27	86
Enrolled in AP/IB Course					6	11	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	18	1	218	3	0	3
10	251	19	27	15	0	3
11	30	101	19	94	13	21
12	31	27	9	66	57	45
Schoolwide	330	148	273	178	70	72
Enrolled in AP/IB Course	8	0		5	0	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	254	12	0	0	0	17
10	12	275	0	12	3	14
11	4	218	0	18	2	22
12	1	50	0	44	21	75
Schoolwide	271	555	0	74	26	128
Enrolled in AP/IB Course	0	31	0	0	0	5

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	107	40	23	0	0	0	0
10	118	64	19	0	0	0	0
11	67	33	6	0	0	0	0
12	32	24	3	0	0	0	0
Schoolwide	324	161	51	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	48	57	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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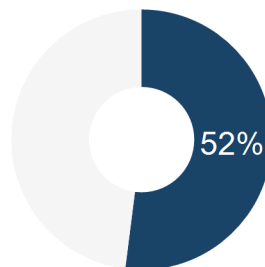
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Visual and Performing Arts – Course Participation

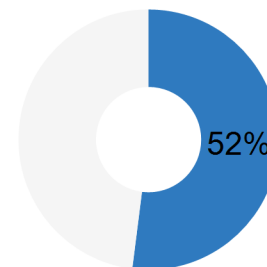
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

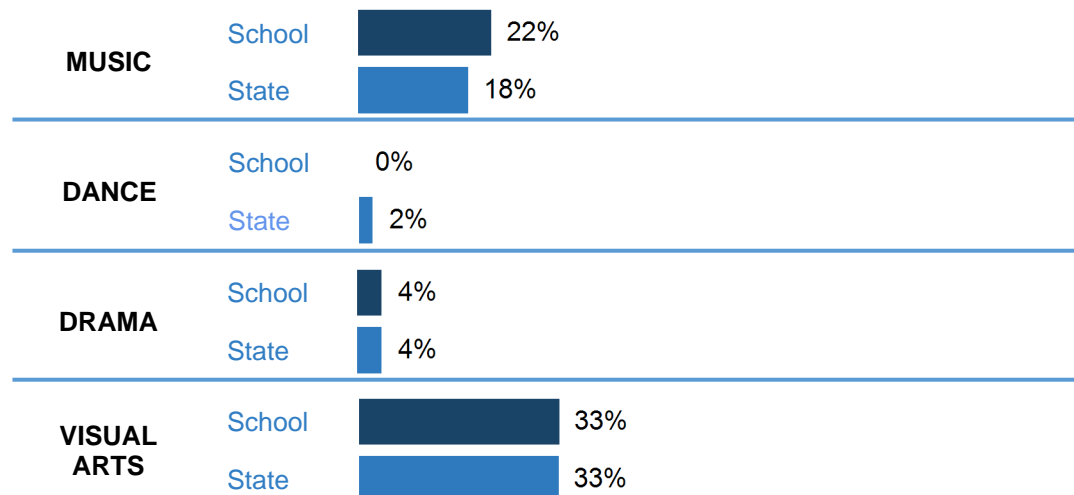


School



State

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	91.5%	90.5%	91.6%	91.8%	88.8%	89.9%	Not Met	91.0%	94.2%	Not Met
White	96.7%	94.5%	93.3%	95.1%	92.2%	90.9%	Met Target	89.8%	93.9%	Not Met
Hispanic	87.8%	84.3%	*	86.3%	*	88.8%	Not Met	92.2%	91.2%	Met Target
Black or African American	90.8%	83.4%	90.8%	85.3%	86.3%	89.3%	Not Met	90.7%	94.3%	Not Met
Asian, Native Hawaiian or Pacific Islander	80.0%	96.6%	100.0%	97.5%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	83.3%	91.9%	*	93.7%	*	**	**	90.0%	**	**
Economically Disadvantaged Students	89.9%	83.9%	87.5%	85.6%	83.2%	84.1%	Not Met	84.7%	92.5%	Not Met
Students with Disabilities	80.3%	78.8%	94.0%	82.1%	90.4%	78.1%	Met Target	83.6%	88.9%	Not Met
English Learners	100.0%	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	91.5%	-
2016	88.8%	91.6%
2015	89.6%	91.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.4%	1.1%
2015-2016	2.3%	1.1%
2014-2015	2.3%	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	73.9%	37.1%	62.9%
White	85.5%	37.3%	62.7%
Hispanic	66.7%	60%	40%
Black or African American	69.1%	34.5%	65.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	68.9%	31%	69%
Students with Disabilities	45.2%	57.1%	42.9%
English Learners	*	*	*

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	75.1%	52.5%	47.5%	84.4%	15.6%	80%	20%
White	81.5%	45.3%	54.7%	81.1%	18.9%	75.5%	24.5%
Hispanic	58.6%	52.9%	47.1%	76.5%	23.5%	82.4%	17.7%
Black or African American	74.8%	58.4%	41.6%	89.6%	10.4%	85.7%	14.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.6%	60.4%	39.6%	84.9%	15.1%	83%	17%
Students with Disabilities	63.6%	81%	19.1%	100%	0%	85.7%	14.3%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

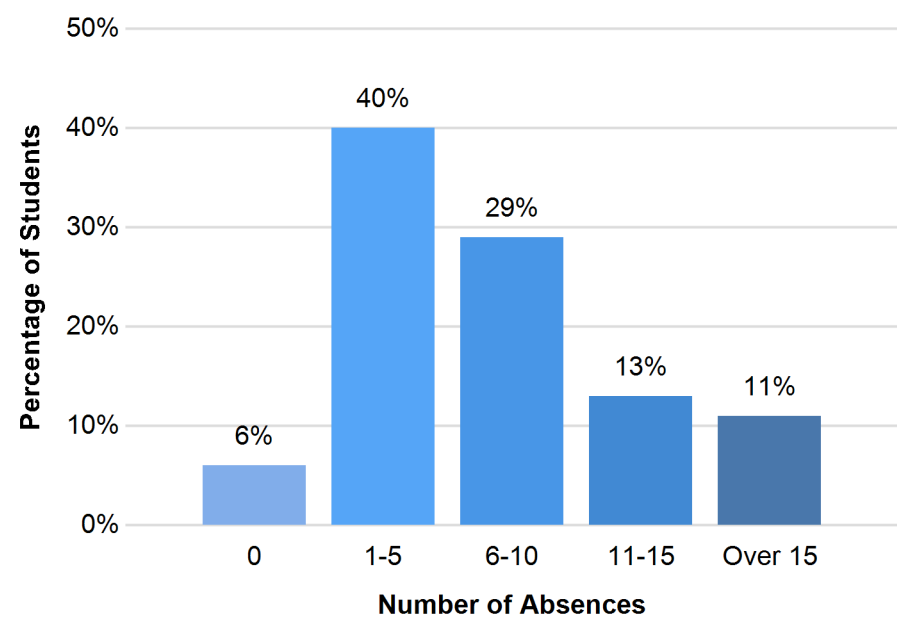
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.60	14.30	Met Target
White	10.40	14.30	Met Target
Hispanic	15.00	14.30	Not Met
Black or African American	8.20	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.40	14.30	Met Target
Economically Disadvantaged Students	11.40	14.30	Met Target
Students with Disabilities	14.20	14.30	Met Target
English Learners	22.70	14.30	Not Met

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

Days Absent

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



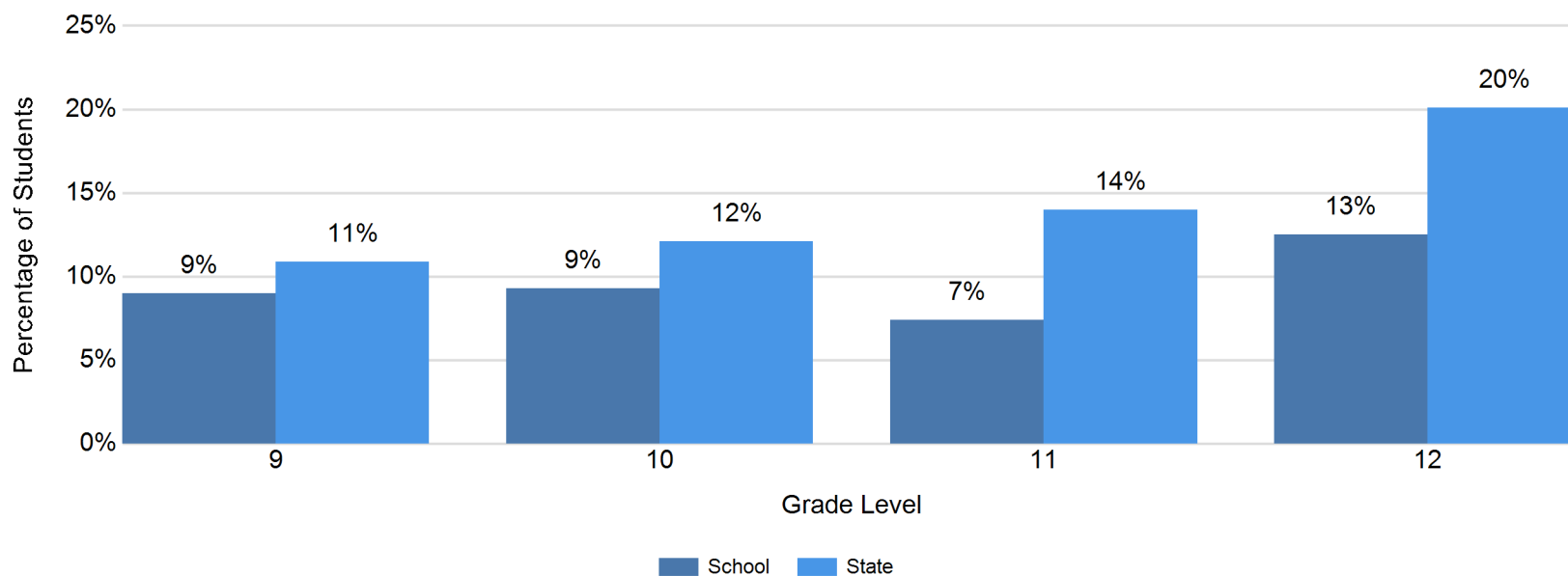


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 51 Mins.
Shared Time - Instructional Time	3 Hrs. 40 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	1
Vandalism	0
Weapons	2
Substances	10
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.59

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	24.3%
Out-of-School Suspensions	9.2%
Any Suspension	33.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	642.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$474	\$15,350	\$15,824



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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	98	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	10.4	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	21	9,506
Average years experience in public schools	22.1	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	86%	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	10:1
Administrators	153:1	169:1
Librarian/Media Specialists		708:1
Nurses		708:1
Counselors		354:1
Child Study Team		208:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	52.4	17.5%
Mathematics Proficiency	37.8	17.5%
Graduation - 4-Year	32.7	25.0%
Graduation - 5-Year	29.4	25.0%
Chronic Absenteeism	61.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		40.5
Summative Rating: Percentile rank of Summative Score		36.1
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	40.5	6.2	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
White	32.9	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	56.9	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Black or African American	58.1	6.2	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	49.6	6.2	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
Students with Disabilities	62.7	6.2	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Chmiel	Email Address:	echmiel@ewingboe.org
Address:	900 PARKWAY AVE EWING, NJ 08618-2308	Website:	https://www.ewing.nj.k12.us/Domain/62
Phone:	(609)538-9800	Twitter:	https://www.twitter.com/TheEwingSchools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • EHS was honored for the second consecutive year for increasing scores and access on AP courses. • Ewing High School's Boys Basketball Team won the CVC Patriot Championship. • Our International Business Practice Foundation II student team won first place in Youth Business Summit.
 Mission, Vision, Theme:	<p>The mission of the Ewing Public Schools District is to develop the academic, intellectual, creative, emotional, social, moral and physical aspects of its diverse student population. This will be achieved with the cooperation of student, faculty, home and community members. Through various opportunities and experiences students will maximize their potential to be responsible, life-long learners in a dynamic global society.</p>
 Awards, Recognition, Accomplishments:	<p>We are proud of both academic and athletic accomplishment of our students: 2016 Boys & Girls Basketball CVC Patriot Division Champions, 2016 Robotics Team Industrial Safety Award, 2016 Consumer Bowl Team 2nd Place Consumer Bowl Academic Competition, 2016 Odyssey of the Mind 3rd Place Lighthouse Regional Tournament , Division III.</p>



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Courses, Curriculum, Instruction:

College prep, honors and AP courses prepare students for College and Careers including S.T.E.M. art, music, world language options: Ceramics, Band, Orchestra, Intro to Computer Science, CISCO and Web Design. AP courses: Calculus A/B & B/C, English Literature/Composition, English Language/Composition, European History, US History I- II, Environmental Science, Biology, US Government & Politics, Studio Art, Probability & Statistics, Human Geography. Dual enrollment is available at local colleges.



Sports and Athletics:

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

2016 Boys Basketball team was CVC Patriot Division Champions and Sectional Division Champions, the Girls Basketball Team also won the CVC Patriot Division Championship and were runners up for the Central Jersey Group Championship.



Clubs and Activities:

The list of clubs at EHS are Anime, Art Club, Cheerleading, Coffee for the Soul, Common Ground, Consumer Bowl, Culinary Club, Debate Team, Drama Club, Environmental Club, Frescoes, GSA, Glee Club, Handbell, Key Club, Marching Band, Mastersingers, Math Club, National Honor Society, Newspaper, Odyssey of the Mind, One Simple Wish, Peer Leadership, Project Unify, Rotary Interact, Robotics, SADD, School Show, Spanish/Italian Club, Sports Medicine, Student Council, Yearbook.



Before and After School Programs:

Our ESL high school students received additional homework support in our after school program provided by the district. Algebra I Essential students received after- school tutoring and support. Our Media Center is open Tuesdays and Thursdays after-school for all our students.








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 Staff and Professional Learning:	<p>Each department engages in professional learning to promote critical thinking, problem solving skills and the infusion of technology as an instructional tool. All teachers focus on written communication in their content area. ELA staff Science teachers focus on engineering practices as part of the Next Generation Science Standards, Math teachers focus on problem based learning and cooperative learning strategies. Social studies teachers focus on learning from a historical prospective.</p>
 Postsecondary Information:	<p>92% of the reporting graduating class of 2017 planned higher education, 58% planned to enter four-year baccalaureate college programs, 34% planned to enter two-year associate degree or technical skills programs, 3% planned to enter other post-secondary school, 3% planned to enter military services, 1% planned to enter the work force, 1% are undecided</p>
 Student Supports and Services:	<p>Through our Peer Leadership Program our senior students mentor and teach freshman about making positive choices while in high school. The ESL program support students' learning to speak English. Our I&RS committee provides assistance to staff supporting students experiencing academic challenges. After school help is available for English and Math courses. A full time Child Study Team is in the building. Our ASYSST program provides social, emotional and counseling support programs to students.</p>
 Student Health and Wellness:	<p>We provide a healthy breakfast from 7:15-7:45 during our Breakfast Program. Through our afterschool Life Fitness Program from 2:45-4:00, students learn the value of physical fitness.</p>
 Parent and Community Involvement:	<p>We have many active parent groups that support our various student activities: Tempo (music program), Football Boosters, Post-Prom Parents, Robotics Parents, Class parents, etc. We use Genesis as our student information system where parents can access student grades, attendance, progress reports.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The cornerstone of Ewing High was placed on December 6th of 1950. The first graduating class was 1954. Additions and renovations were made in 1991, 1994 and 2002. We have a new Media Center, Science Wing, and Business/Art Wing with fully upgraded climate control system. Our football stadium was renovated in the Fall 2008 with new bleachers, track, and turf athletic field.</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:

Ewing High School is a comprehensive 9th-12th school on a 4x4, intensive block schedule. Our enrollment is approximately 1124 students and 160 staff members. Academically, Ewing High School operates on an intensive block schedule which allows students the opportunity to take eight 5-credit courses (40 credits) a year; four classes during each semester. Each instructional block is 87 minutes in length, with an average teacher-student ratio of 1:16. Included in the 140 credit graduation requirement are four courses in English, four courses in science, four courses of physical education/health, three courses in social studies, three courses in math, and one course in a world language (French, Spanish or Italian), all of which are offered over several ability levels. Additional requirements include one course in visual and performing arts, one course in career/consumer education, one course in financial literacy and a choice from an additional 10 elective courses. Over 225 courses are available for students at all levels of ability. We offer an ever-expanding Senior Experience Program which allows students the option of dual enrollment at local colleges and universities, completing an internship at a local business, school or government organization, or participating in a supervised work experience during their senior year. Ewing High School already has several computers labs in the building and has expanded its infusion of technology as an instructional tool, supported by the building-provided public access Wi-Fi and chrome book carts. Teachers use technology to enhance student learning. Our students celebrate and embrace our diversity.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	13	26	25
KG	95	92	87
1	92	94	94
2	82	87	89
3	100	87	89
4	76	100	87
5	80	82	102
Ungraded	14	30	35
Total	552	598	608

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	48%
Male	52%	53%	52%
Economically Disadvantaged Students	33%	36%	36%
Students with Disabilities	16%	16%	15%
English Learners	2%	5%	6%
Homeless Students			2%
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	40.0%
Black or African American	38.0%
Hispanic	12.5%
Asian	5.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.4%

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
PK - Half Day	18	26	25
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	95	92	87

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	89.6%
Spanish	4.8%
Gujarati	1.0%
Other	5.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	278	97.0	41.00	41.60	54.90	41	42.3	Met Target†
White	115	94.4	53.90	55.30	63.90	53.5	53.1	Met Target
Hispanic	29	96.8	34.50	35.50	39.80	34.5	16.3	Met Target
Black or African American	109	99.2	28.40	32.90	35.20	28.4	35.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.70	*	80.70	66.7	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	13	100.0	23.10	36.00	54.90	23.1	**	**
Female	130	95.8	47.70	50.90	62.20	47.7		
Male	148	98.1	35.20	33.30	48.10	35.2		
Economically Disadvantaged Students	95	99.0	29.50	31.30	36.20	29.5	34.3	Met Target†
Non-Economically Disadvantaged Students	183	96.0	47.00	49.80	65.80	47		
Students with Disabilities	61	96.9	19.70	17.80	20.50	19.7	23.7	Met Target†
Students without Disabilities	217	97.1	47.00	48.10	61.90	47		
English Learners	12	100.0	25.00	*	25.20	25	**	**
Non-English Learners	266	96.9	41.70	*	57.40	41.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	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	100	736	736	749	25%	*	23%	38%	*	39%	50%
White	45	745	744	759	*	*	24%	49%	0%	49%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	34	720	726	731	50%	*	*	*	*	21%	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	51	741	743	754	20%	*	*	41%	*	41%	55%
Male	49	731	729	745	31%	*	*	35%	*	37%	46%
Economically Disadvantaged Students	31	719	724	731	*	0%	*	*	*	23%	31%
Non-Economically Disadvantaged Students	69	743	745	762	*	19%	*	*	*	46%	63%
Students with Disabilities	21	717	706	720	*	*	*	*	*	24%	24%
Students without Disabilities	79	741	743	755	*	*	*	*	*	43%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	744	742	753	*	17%	34%	43%	*	45%	56%
White	27	757	*	762	0%	*	*	70%	0%	70%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	38	735	738	737	*	*	40%	32%	*	34%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	44	747	747	758	*	*	27%	50%	*	52%	61%
Male	38	742	738	749	*	*	42%	34%	*	37%	51%
Economically Disadvantaged Students	31	737	735	737	*	*	48%	*	*	32%	36%
Non-Economically Disadvantaged Students	51	749	750	764	*	*	26%	*	*	53%	69%
Students with Disabilities	16	731	*	725	*	*	*	*	*	31%	25%
Students without Disabilities	66	748	*	759	*	*	*	*	*	49%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	736	748	756	*	21%	30%	36%	*	37%	59%
White	44	744	*	763	*	*	23%	46%	*	50%	69%
Hispanic	13	737	743	743	*	*	*	*	0%	39%	44%
Black or African American	46	728	744	740	*	24%	37%	24%	*	24%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	43	740	756	761	*	*	26%	44%	*	47%	66%
Male	67	733	741	750	*	*	33%	30%	*	31%	53%
Economically Disadvantaged Students	40	727	740	740	*	*	33%	30%	*	30%	40%
Non-Economically Disadvantaged Students	70	740	754	765	*	*	29%	39%	*	41%	71%
Students with Disabilities	24	707	714	725	*	*	*	*	*	*	22%
Students without Disabilities	86	744	756	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

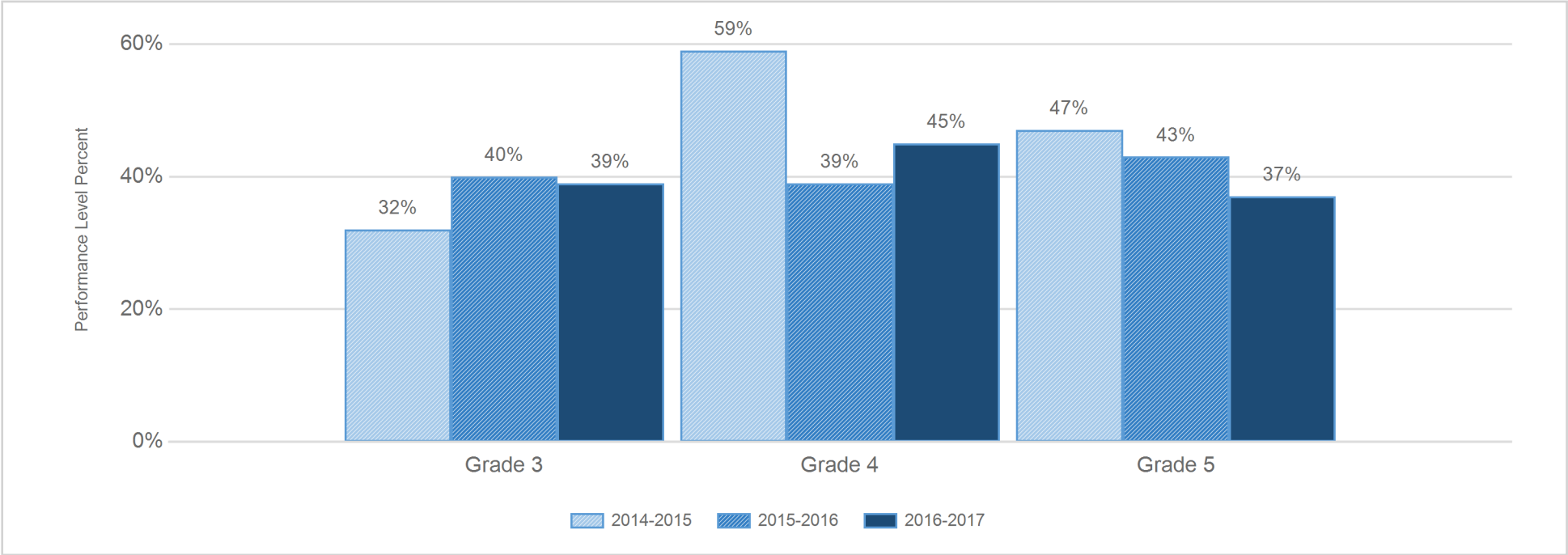


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	278	97.0	38.90	33.50	43.50	38.9	41.5	Met Target†
White	115	94.4	51.30	47.40	52.40	50.9	54	Met Target†
Hispanic	29	96.8	37.90	31.80	27.60	37.9	20.5	Met Target
Black or African American	109	99.2	25.70	22.20	21.70	25.7	32.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.70	*	75.60	66.7	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	13	100.0	15.40	38.10	44.90	15.4	**	**
Female	130	95.8	40.70	35.50	44.10	40.7		
Male	148	98.1	37.20	31.70	42.90	37.2		
Economically Disadvantaged Students	95	99.0	27.40	25.40	25.10	27.4	32.3	Met Target†
Non-Economically Disadvantaged Students	183	96.0	44.80	40.10	54.30	44.8		
Students with Disabilities	61	96.9	22.90	12.50	16.50	22.9	25.3	Met Target†
Students without Disabilities	217	97.1	43.30	39.40	48.80	43.3		
English Learners	12	100.0	41.60	*	23.30	41.6	**	**
Non-English Learners	266	96.9	38.80	*	45.20	38.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	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	100	749	747	751	*	18%	25%	43%	*	52%	53%
White	45	760	758	759	0%	*	*	67%	*	73%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	34	733	736	733	*	29%	35%	*	*	24%	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	51	752	749	751	*	*	*	43%	*	53%	52%
Male	49	745	744	751	*	*	*	43%	*	51%	53%
Economically Disadvantaged Students	31	737	738	736	*	*	*	32%	*	36%	34%
Non-Economically Disadvantaged Students	69	754	753	761	*	*	*	48%	*	59%	65%
Students with Disabilities	21	732	728	729	*	*	*	*	*	38%	29%
Students without Disabilities	79	753	751	755	*	*	*	*	*	56%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	738	739	747	*	22%	38%	34%	*	34%	47%
White	27	748	*	755	*	*	44%	41%	0%	41%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	38	733	734	729	*	*	40%	29%	0%	29%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	44	739	740	747	*	*	34%	36%	*	36%	47%
Male	38	738	739	747	*	*	42%	32%	*	32%	48%
Economically Disadvantaged Students	31	731	732	732	*	*	42%	*	0%	23%	27%
Non-Economically Disadvantaged Students	51	743	746	757	*	*	35%	*	0%	41%	61%
Students with Disabilities	16	722	*	724	*	*	*	*	0%	25%	22%
Students without Disabilities	66	742	*	751	*	*	*	*	0%	36%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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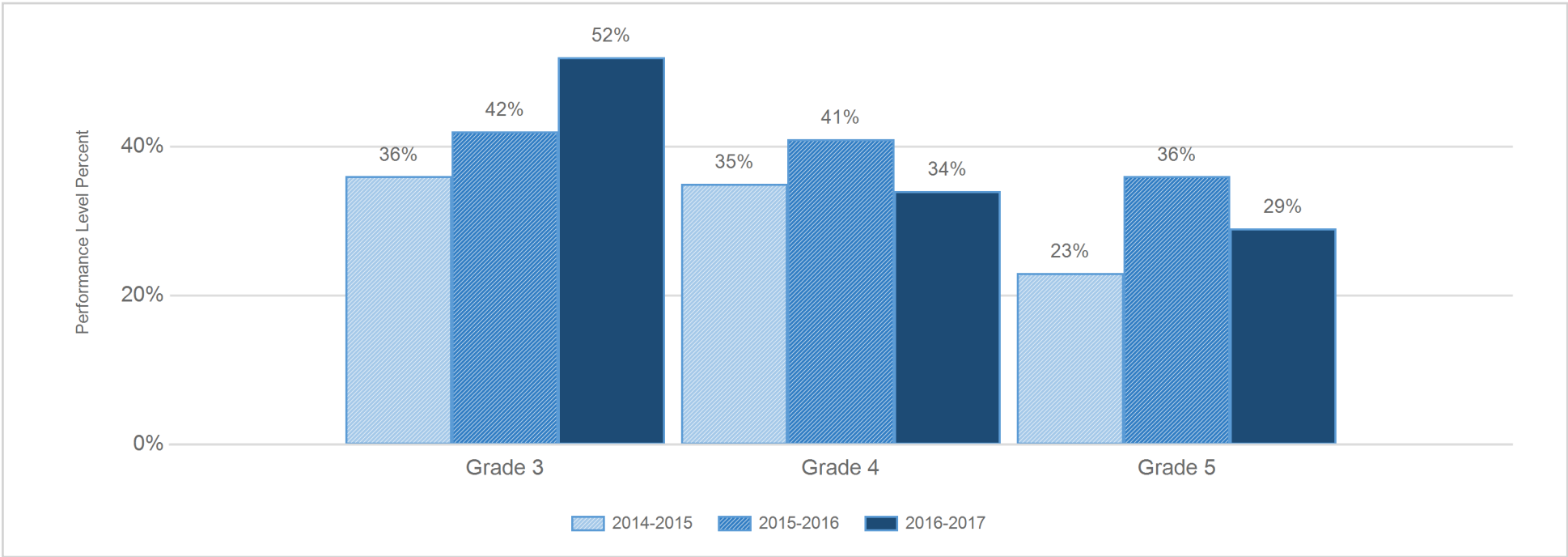
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	736	738	747	*	19%	42%	26%	*	29%	46%
White	44	745	*	754	*	*	52%	32%	*	36%	57%
Hispanic	13	739	737	735	*	*	*	*	0%	46%	30%
Black or African American	46	727	731	729	*	35%	33%	*	*	20%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	43	737	741	747	*	*	42%	28%	*	30%	47%
Male	67	735	736	746	*	*	42%	25%	*	28%	46%
Economically Disadvantaged Students	40	730	732	732	*	25%	38%	25%	*	25%	27%
Non-Economically Disadvantaged Students	70	739	743	756	*	16%	44%	27%	*	31%	59%
Students with Disabilities	24	720	722	725	*	*	*	*	*	*	19%
Students without Disabilities	86	740	742	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	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	10	*	*
2	*	*	*
3	*	*	*
4	*	*	*
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.

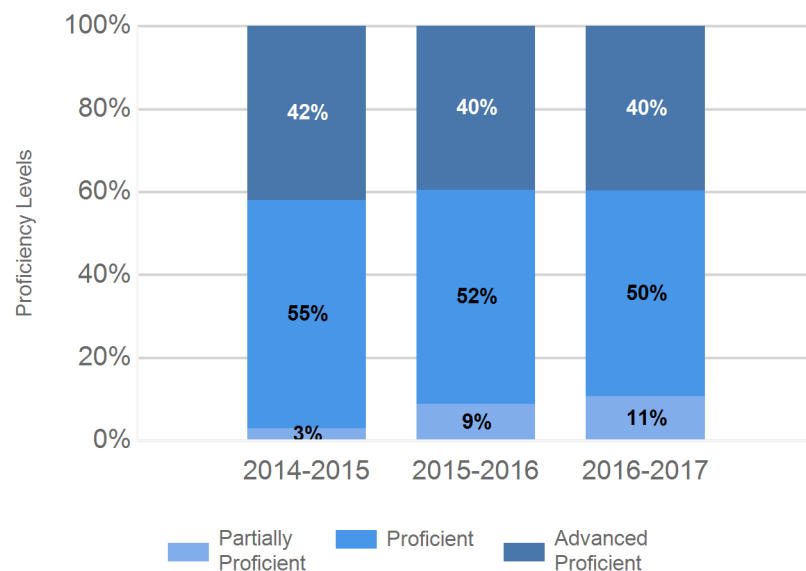
NJASK Science Assessment Performance: Grade 4

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	40%	50%	11%
White	50%	44%	6%
Hispanic	*	*	*
Black or African American	27%	61%	12%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	23%	60%	17%
Students with Disabilities	25%	75%	N
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	33.5	39	50	Not Met	32	46	50	Not Met
White	44	43	50	Met Target	36.5	51	52	Not Met
Hispanic	48	38	49	**	31.5	50	47	**
Black or African American	26	35	45	Not Met	32	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	50.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	27	35	47	Not Met	31	44	46	Not Met
Students with Disabilities	28.5	31	41	Not Met	30.5	44	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



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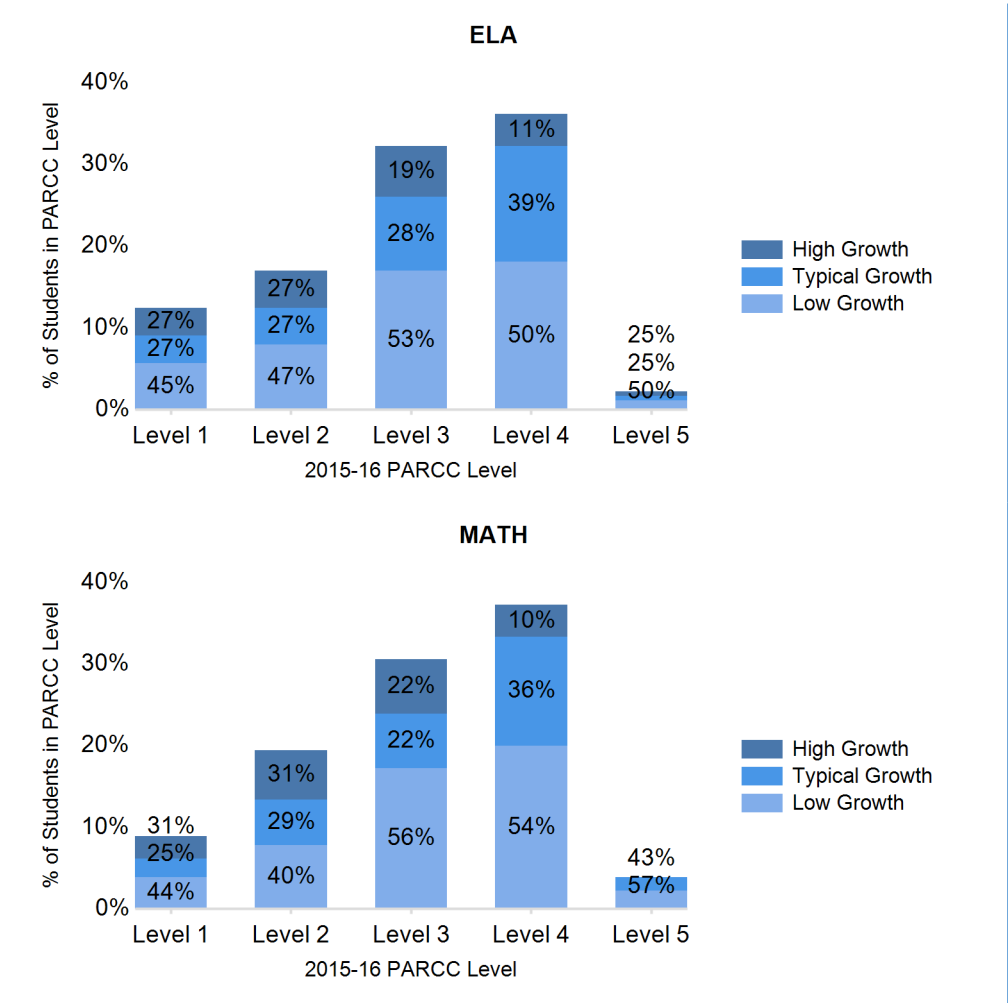
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

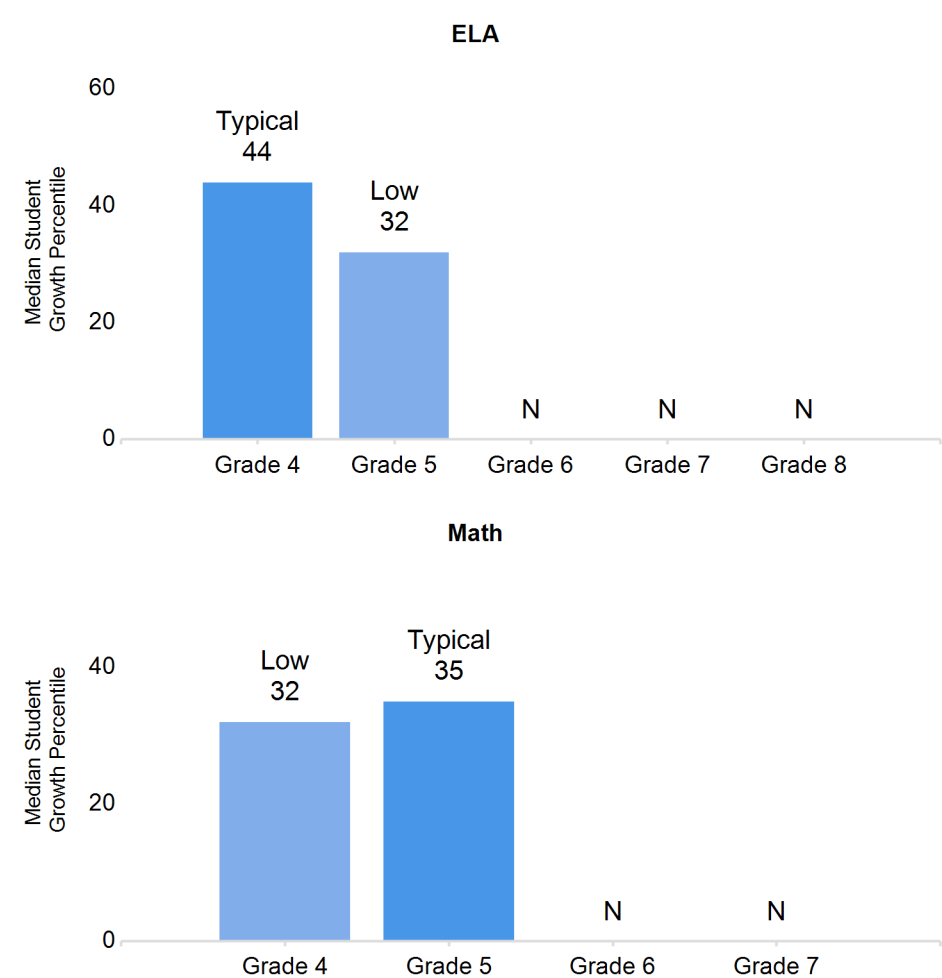
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

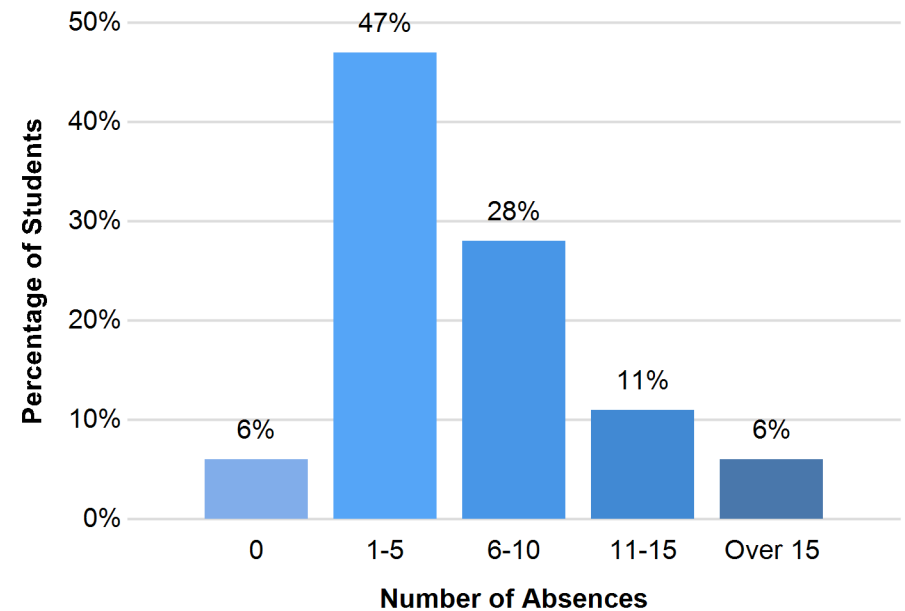
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.40	8.40	Met Target
White	4.80	8.40	Met Target
Hispanic	2.70	8.40	Met Target
Black or African American	3.00	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.70	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	22.70	8.40	Not Met
Economically Disadvantaged Students	4.50	8.40	Met Target
Students with Disabilities	7.70	8.40	Met Target
English Learners	0	8.40	Met Target

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

Days Absent

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



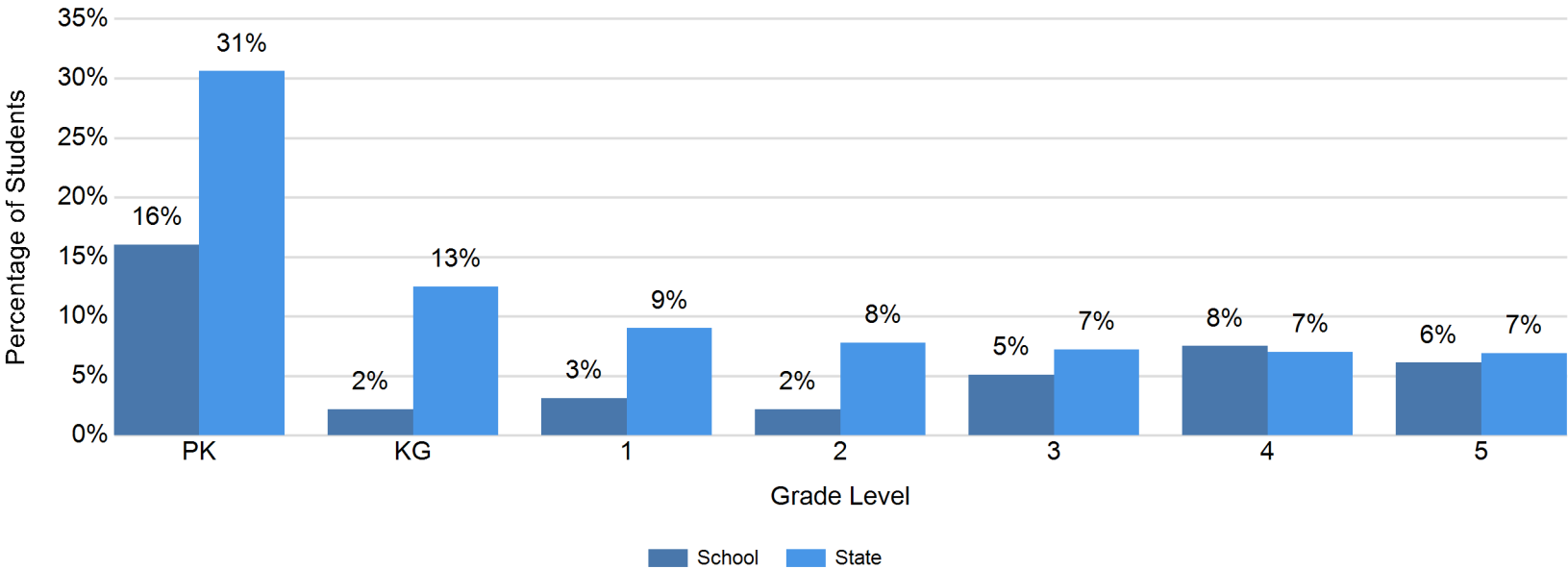


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.49

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	5.4%
Out-of-School Suspensions	0.7%
Any Suspension	6.1%

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	642.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$474	\$15,350	\$15,824



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	120,724
Average years experience in public schools	14.9	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	79%	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	21	9,506
Average years experience in public schools	22.1	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	86%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	10:1
Administrators	608:1	169:1
Librarian/Media Specialists		708:1
Nurses		708:1
Counselors		354:1
Child Study Team		208:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	95%	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	22.4	17.5%
Mathematics Proficiency	40.7	17.5%
English Language Arts Growth	4.9	25.0%
Mathematics Growth	6.6	25.0%
Chronic Absenteeism	70.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		24.5
Summative Rating: Percentile rank of Summative Score		13.4
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	24.5	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
White	27.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	35.7	11.9	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	29.1	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Students with Disabilities	37.7	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	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. Welsh	Email Address:	cwelsh@ewingboe.org
Address:	13 WESTWOOD DRIVE EWING, NJ 08628-1912	Website:	https://www.ewing.k12.nj.us/Domain/242
Phone:	(609)538-9800	Twitter:	https://www.twitter.com/TheEwingSchools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Curriculum includes Balanced Literacy, Investigations Math, Next Generation Science, and Social Studies. • Technology is used daily and includes Interactive Whiteboards, iPads, laptops and Chromebooks. • Character Education is a focus through our Unity and Linking Programs based on the Responsive Classroom model.
 Mission, Vision, Theme:	<p>Lore Elementary School is a Pre-K-5 school committed to providing a strong academic foundation in an atmosphere where cooperative and collaborative efforts bring about a genuine understanding and respect for all. Lore School is dedicated to identifying and addressing the educational needs of its students and providing them the opportunity to reach their maximum potential.</p>
 Awards, Recognition, Accomplishments:	<p>2010 National School of Character - "Teachers work together as professionals-and with parents and community members as partners-to positively shape the social, emotional, and character development of the young people entrusted to them each day. Students...feel safe, respected, and connected to those around them, allowing them to thrive academically and socially and be motivated to give back to their communities" (character.org).</p>






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 Courses, Curriculum, Instruction:	<p>All curriculum prepare students for College and Careers: English Language Arts - Balanced Literacy and reading/writing workshop; Math - standards-based learning with Investigations as the primary resource; Science - learning and hands-on exploration aligned to Next Gen Standards; Social Studies - reading, writing, and thinking aligned to NJ Standards. ESL instruction aligned to WIDA Standards. ACE/AIM classes for gifted learners. Approximately 30 minutes of homework is assigned nightly.</p>
 Clubs and Activities:	<p>Lore students are invited to participate in Student Council, which gives voice to students and increases positive student interactions, Helping Hands, where members organize and distribute food bags to families in our school community, and Safety Patrol, where fifth grade students work with teachers to keep Lore's hallways and buses safe. Lore's Odyssey of the Mind team members look forward to competition each year, having won Division 1-2nd place in 2011 and 1st place in 2012.</p>
 Before and After School Programs:	<p>Before and after school Extended Day Programs (EDP) is available for students in grades K-5. During EDP, students are supervised by certified teachers and can work on homework, receive additional support in all academic areas, engage in structured or free play, and socialize with classmates. After school reading and math assistance is provided for identified students in grades 3-5, and ESL support is offered to all K-5 English learners.</p>







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School Narrative

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 Staff and Professional Learning:	<p>All new teachers attend a New Teacher Academy and participate in the district Mentoring Program. Teachers and administrators participate in four PD days each year and are invited to participate in professional book study groups. Content-area supervisors facilitate monthly grade level meetings to support teaching and learning, and instructional coaches support teachers through job-embedded PD. Teachers are encouraged to attend PD outside the district and turn key concepts as well.</p>
 Student Supports and Services:	<p>English Language Learners (ELLs) meet with Lore's ESL teacher daily and receive support through a mainstream model. Students with disabilities are also appropriately mainstreamed and are supported by a building-based CST. Students who struggle in reading and/or math receive small group support with Early Intervention Specialists; after school and summer support programs are also offered. The school I&RS team meets bi-monthly to ensure the proper supports are in place for all students.</p>
 Student Health and Wellness:	<p>All students participate in Structured Life Fitness and physical education (PE) classes. Lore's PE teachers facilitate other activities including Jump Rope for Hearts, Hoops for Heart, and Laps for Life, which encourage fitness and promote philanthropy. Pedometers are used to help students understand the importance of activity. After school clubs such as Fitness Club and Yoga are offered as well. The Breakfast Program is offered to all students.</p>
 Parent and Community Involvement:	<p>The Lore Parent Association (LPA) is very active within the school community. Through events such as Spaghetting to Know You, the LPA is able secure revenue for classroom presentations, school assemblies, and field trips. Community volunteers including STARS (Seniors Teaching and Reinforcing Students) are welcomed into Lore's classrooms and library. Lore students and teachers also collaborate with future teachers from local colleges and universities.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Lore Elementary School opened its doors in 1963. The original one story building was expanded in 1994, adding 6 classrooms, art, music, and computer rooms, a nurse's suite, large library, and double gymnasium with a retractable wall. In 2001, eight additional classrooms, new lavatories, and small group instruction rooms were added; the entire school was refurbished with new windows, exterior walls, and air conditioning as well. Three courtyards serve as outdoor learning areas.</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:

Lore School’s core curriculum was designed to align with the NJ Student Learning Standards. The Language Arts program includes reading/writing workshop, with an emphasis on phonics, comprehension and text-based writing. The math program develops mathematical thinkers through a variety of activities that provide opportunities for students to apply problem-solving strategies. In science, students learn through hands-on experiences, with an emphasis on problem-solving and decision-making. The social studies curriculum integrates texts and materials which emphasizes history, geography, and citizenship and prepares students to be active citizens in our democratic society. The art and musical education programs promote aesthetic awareness and creativity. Health and physical education classes stress the importance of proper diet and physical fitness, as well as the hazards of alcohol, drugs, and tobacco. In computers, students are taught digital literacy, internet safety and awareness, and keyboarding. In library special, students are actively involved in reading and project-based learning. Art, vocal and instrumental music stimulate an appreciation of musical and artistic talents. Other services such as speech, occupational and physical therapy, gifted math, Academic Class Enrichment, ESL services, child study team support, and other related special educational programs are offered to broaden each child’s horizon and meet individual needs.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	274	215	197
7	252	270	223
8	265	245	277
Ungraded	79	60	52
Total	870	790	749

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%	49%	47%
Male	51%	51%	53%
Economically Disadvantaged Students	49%	45%	48%
Students with Disabilities	21%	21%	23%
English Learners	2%	3%	2%
Homeless Students			1%
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
Black or African American	46.2%
White	28.4%
Hispanic	18.7%
Asian	3.5%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.9%

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	85.6%
Spanish	8.3%
Creoles and pidgins, English based	1.3%
Polish	1.2%
Other	3.3%



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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	679	95.0	36.00	41.60	54.90	36	42.6	Not Met
White	192	91.6	55.70	55.30	63.90	53.6	62.2	Not Met
Hispanic	124	98.6	24.20	35.50	39.80	24.2	37	Not Met
Black or African American	318	95.8	28.60	32.90	35.20	28.6	29.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	27	96.4	48.10	*	80.70	48.1	65.7	Not Met
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	36.00	54.90	16.5	**	**
Female	312	94.8	47.10	50.90	62.20	47		
Male	367	95.1	26.40	33.30	48.10	26.4		
Economically Disadvantaged Students	323	96.1	25.70	31.30	36.20	*	29.4	Met Target†
Non-Economically Disadvantaged Students	356	93.9	45.20	49.80	65.80	*		
Students with Disabilities	161	94.4	15.50	17.80	20.50	15.4	20.9	Not Met
Students without Disabilities	518	95.1	42.30	48.10	61.90	42.3		
English Learners	28	97.0	10.70	*	25.20	10.7	26.6	Not Met
Non-English Learners	651	94.9	37.00	*	57.40	37		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	736	736	752	*	26%	35%	28%	*	31%	54%
White	61	748	748	758	*	*	34%	39%	*	48%	63%
Hispanic	39	729	729	740	*	39%	36%	*	0%	18%	38%
Black or African American	90	731	731	736	*	29%	32%	24%	*	26%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	82	745	745	758	*	26%	26%	40%	*	46%	61%
Male	118	730	730	746	*	25%	42%	19%	*	20%	46%
Economically Disadvantaged Students	90	732	732	737	*	29%	40%	20%	*	21%	34%
Non-Economically Disadvantaged Students	110	740	740	761	*	23%	31%	34%	*	38%	65%
Students with Disabilities	49	714	714	722	*	*	*	*	*	*	17%
Students without Disabilities	151	744	744	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



GILMORE J FISHER MIDDLE
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Grade Span 06-08

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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	228	738	738	756	16%	18%	27%	29%	11%	39%	59%
White	55	757	757	764	*	*	*	35%	26%	60%	69%
Hispanic	47	732	732	742	*	21%	32%	*	*	28%	44%
Black or African American	110	731	731	737	20%	*	31%	30%	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	111	749	749	764	10%	11%	26%	41%	13%	53%	68%
Male	117	728	728	749	21%	25%	28%	17%	9%	26%	51%
Economically Disadvantaged Students	108	729	729	739	*	*	32%	24%	*	28%	40%
Non-Economically Disadvantaged Students	120	746	746	766	*	*	23%	33%	*	49%	70%
Students with Disabilities	46	707	707	719	44%	26%	*	*	*	15%	19%
Students without Disabilities	182	746	746	763	9%	16%	*	*	*	45%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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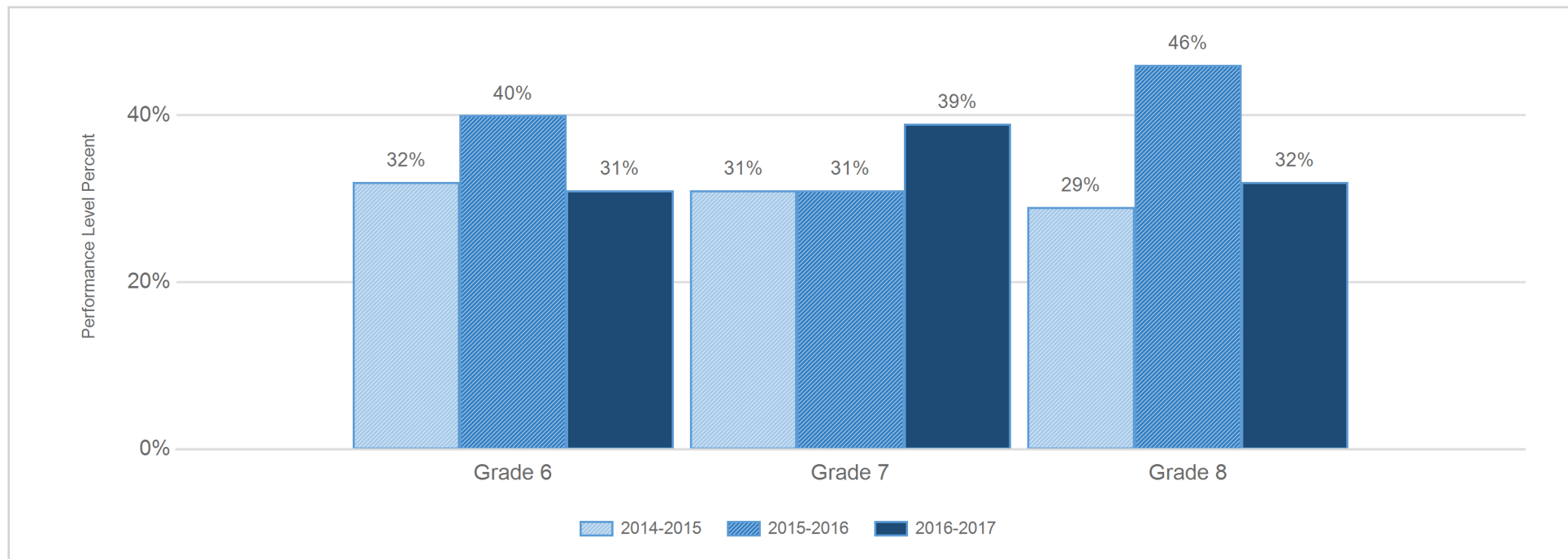
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	271	735	735	757	18%	22%	28%	27%	5%	32%	59%
White	77	752	752	764	*	*	25%	43%	*	55%	68%
Hispanic	49	731	731	742	*	*	37%	*	*	22%	44%
Black or African American	127	724	724	738	24%	30%	24%	22%	0%	22%	39%
Asian, Native Hawaiian, or Pacific Islander	12	759	759	786	0%	*	*	*	*	50%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	130	742	742	766	*	17%	32%	30%	*	38%	68%
Male	141	728	728	749	*	26%	25%	25%	*	27%	50%
Economically Disadvantaged Students	131	724	724	739	26%	27%	28%	*	*	19%	40%
Non-Economically Disadvantaged Students	140	744	744	766	11%	17%	28%	*	*	44%	69%
Students with Disabilities	55	707	707	718	*	*	*	*	*	*	18%
Students without Disabilities	216	742	742	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

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	682	95.3	35.90	33.50	43.50	35.9	39.1	Not Met
White	194	92.5	57.80	47.40	52.40	56.1	57.7	Met Target†
Hispanic	125	98.6	32.80	31.80	27.60	32.8	32.9	Met Target†
Black or African American	318	95.8	22.00	22.20	21.70	22	26.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	96.4	59.20	*	75.60	59.2	70.8	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	38.10	44.90	33.1	**	**
Female	314	95.2	40.10	35.50	44.10	40.1		
Male	368	95.4	32.30	31.70	42.90	32.3		
Economically Disadvantaged Students	324	96.2	28.10	25.40	25.10	*	25.6	Met Target
Non-Economically Disadvantaged Students	358	94.4	43.00	40.10	54.30	*		
Students with Disabilities	162	95.0	*	12.50	16.50	*	13.4	Not Met
Students without Disabilities	520	95.4	*	39.40	48.80	*		
English Learners	29	97.3	31.00	*	23.30	31	8.3	Met Target
Non-English Learners	653	95.2	36.20	*	45.20	36.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	739	739	743	*	24%	41%	29%	*	32%	44%
White	61	750	750	751	*	*	38%	46%	*	49%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	82	742	742	745	*	21%	31%	39%	*	43%	45%
Male	118	736	736	742	*	25%	48%	22%	*	24%	43%
Economically Disadvantaged Students	90	735	735	728	*	28%	41%	22%	*	24%	24%
Non-Economically Disadvantaged Students	110	742	742	752	*	20%	40%	35%	*	37%	56%
Students with Disabilities	49	720	720	717	*	*	*	*	*	*	13%
Students without Disabilities	151	745	745	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	737	737	741	*	24%	36%	30%	*	33%	40%
White	57	756	756	748	*	*	32%	53%	*	60%	49%
Hispanic	48	734	734	730	*	29%	29%	31%	*	31%	23%
Black or African American	110	728	728	726	11%	31%	42%	16%	0%	16%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	112	740	740	743	*	22%	36%	34%	*	36%	41%
Male	119	735	735	740	*	25%	36%	27%	*	29%	38%
Economically Disadvantaged Students	109	731	731	729	*	30%	39%	22%	*	22%	22%
Non-Economically Disadvantaged Students	122	744	744	749	*	18%	33%	38%	*	42%	50%
Students with Disabilities	47	713	713	716	*	*	*	*	*	*	11%
Students without Disabilities	184	744	744	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	233	731	731	728	18%	22%	32%	28%	0%	28%	28%
White	51	741	741	736	*	22%	28%	43%	*	43%	35%
Hispanic	48	731	731	721	21%	*	29%	31%	*	31%	21%
Black or African American	122	725	725	715	23%	21%	36%	21%	0%	21%	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	107	730	730	730	18%	23%	34%	25%	0%	25%	30%
Male	126	731	731	725	18%	20%	31%	31%	0%	31%	26%
Economically Disadvantaged Students	125	728	728	719	22%	22%	26%	30%	0%	30%	19%
Non-Economically Disadvantaged Students	108	734	734	734	13%	20%	40%	27%	0%	27%	34%
Students with Disabilities	55	710	710	705	*	*	*	*	*	*	*
Students without Disabilities	178	737	737	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	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	41	790	734	743	*	*	*	85%	*	100%	42%
White	26	790	751	751	*	*	*	89%	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	26	788	735	744	*	*	*	89%	*	100%	43%
Male	15	793	732	741	*	*	*	80%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	41	790	739	747	*	*	*	85%	*	100%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	41	790	735	745	*	*	*	85%	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

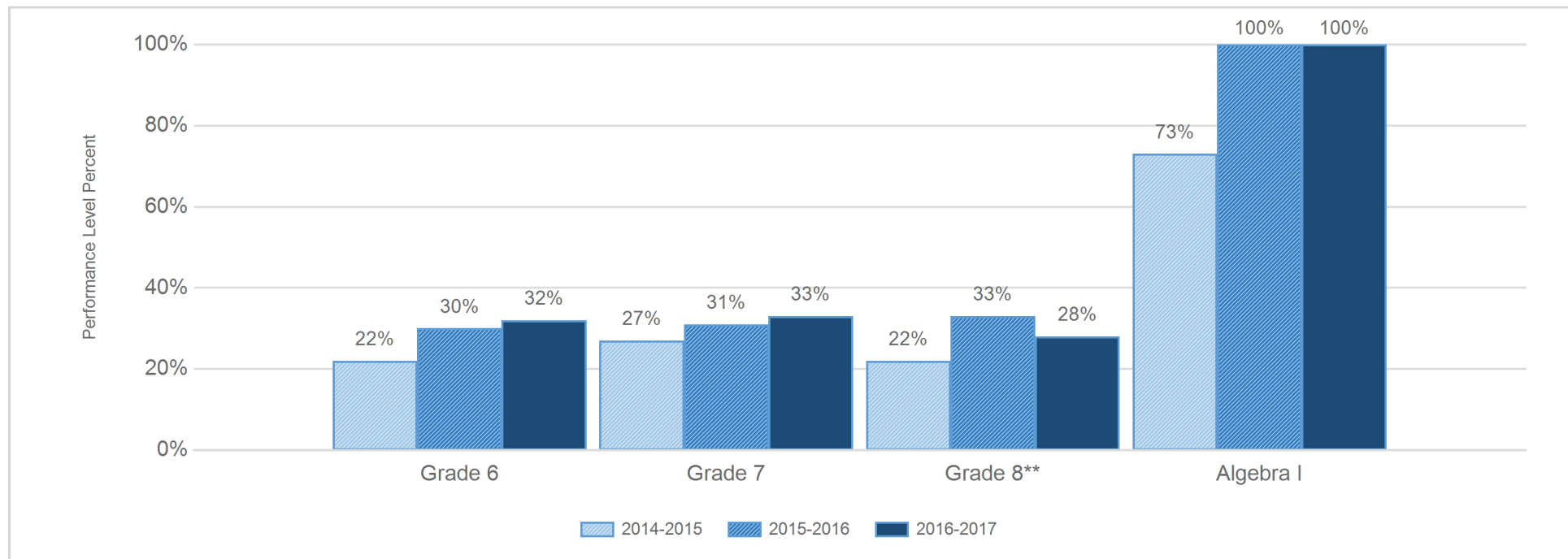


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	*	*	*



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

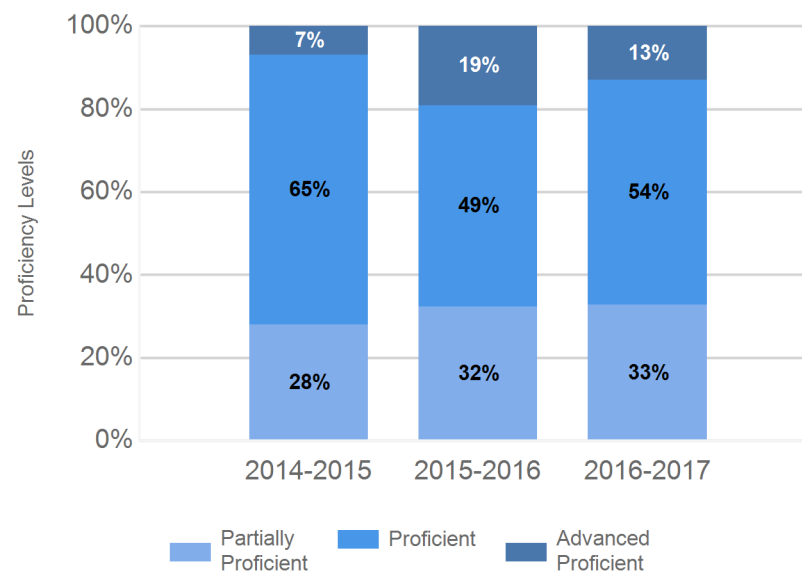
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	13%	54%	33%
White	16%	71%	13%
Hispanic	12%	56%	33%
Black or African American	9%	42%	49%
Asian, Native Hawaiian, or Pacific Islander	50%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	11%	45%	44%
Students with Disabilities	N	29%	71%
English Learners	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	35	39	50	Not Met	56	46	50	Met Target
White	38.5	43	50	Not Met	61	51	52	Exceeds Target
Hispanic	32	38	49	Not Met	59.5	50	47	Met Target
Black or African American	30	35	45	Not Met	51.5	42	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	45.5	56	60	Met Target	67	50.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	30	35	47	Not Met	52	44	46	Met Target
Students with Disabilities	27	31	41	Not Met	44.5	44	43	Met Target
English Learners	30	*	53	Not Met	53.5	*	51	**

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



GILMORE J FISHER MIDDLE
2016-2017

Grade Span 06-08

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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

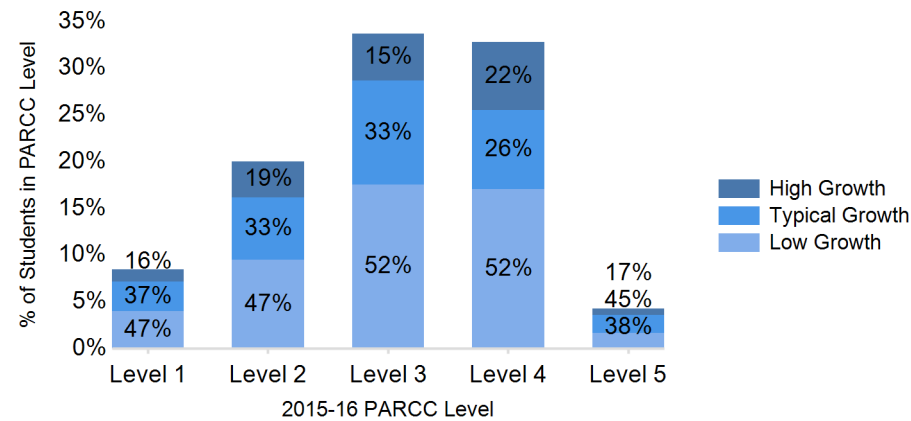
Typical Growth: Between 35 and 65

High Growth: Greater than 65

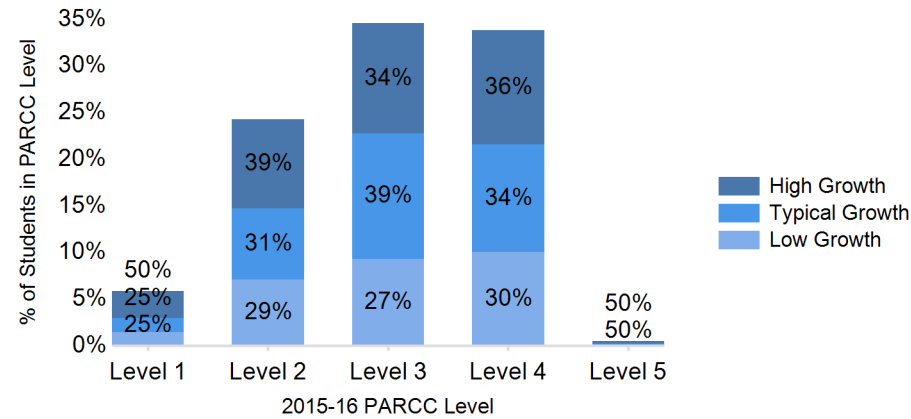
Student Growth by Performance Level

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.

ELA



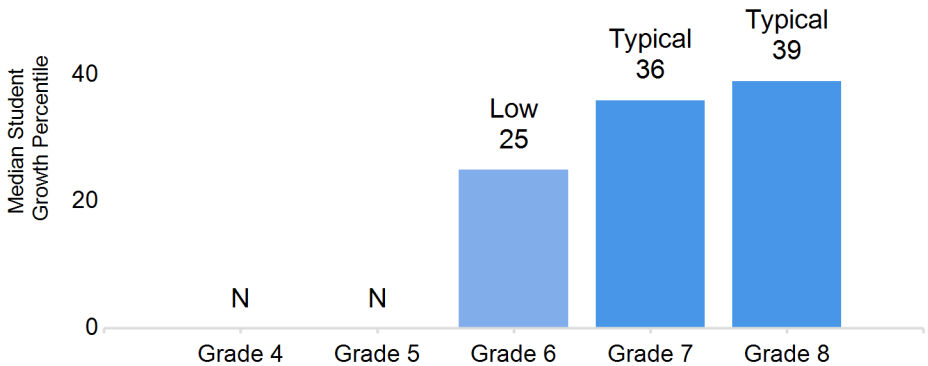
MATH



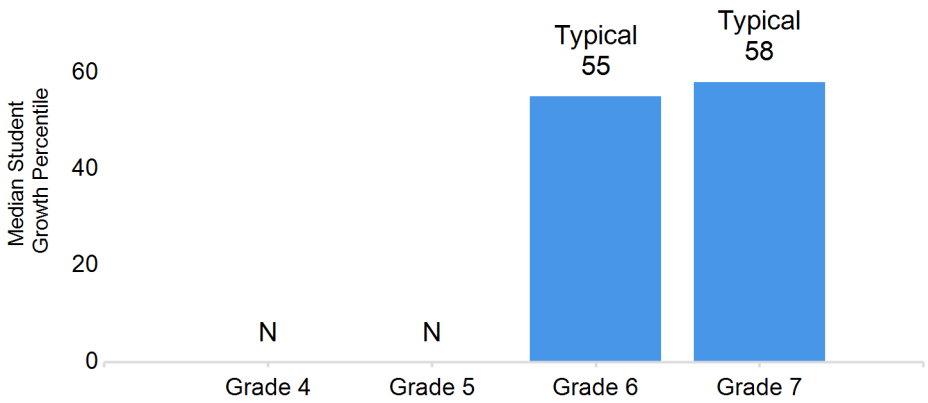
Student Growth by Grade

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

ELA



Math





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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	233
7	0	0	250
8	47	0	254
Schoolwide	47	0	737

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	143	71	0	0	0	0	0
7	138	103	0	0	0	0	0
8	160	82	45	0	0	0	0
Schoolwide	441	256	45	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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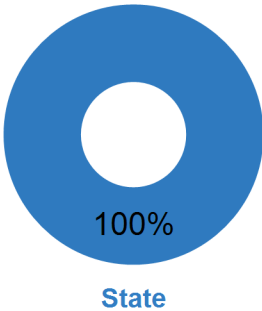
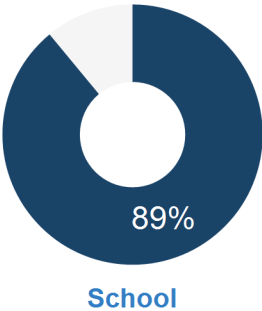
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Visual and Performing Arts – Course Participation

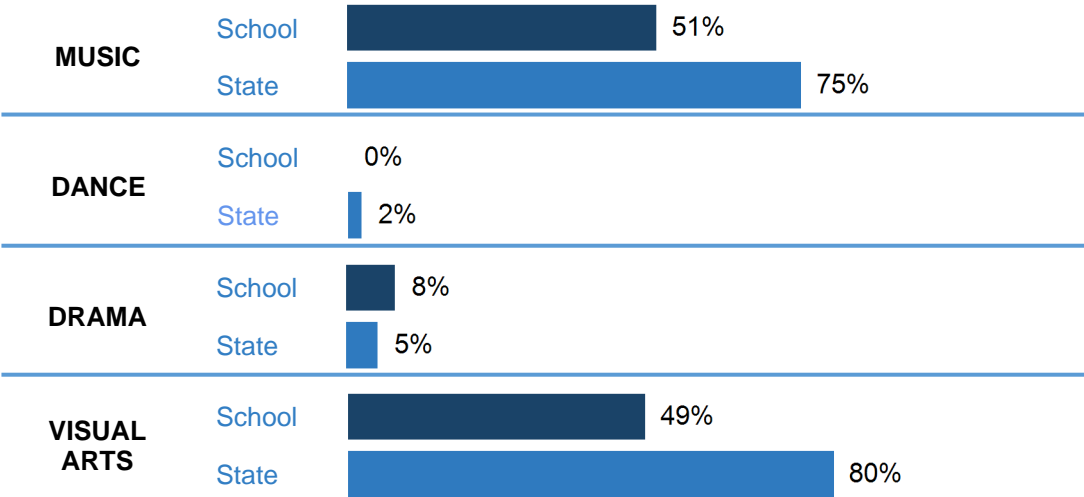
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

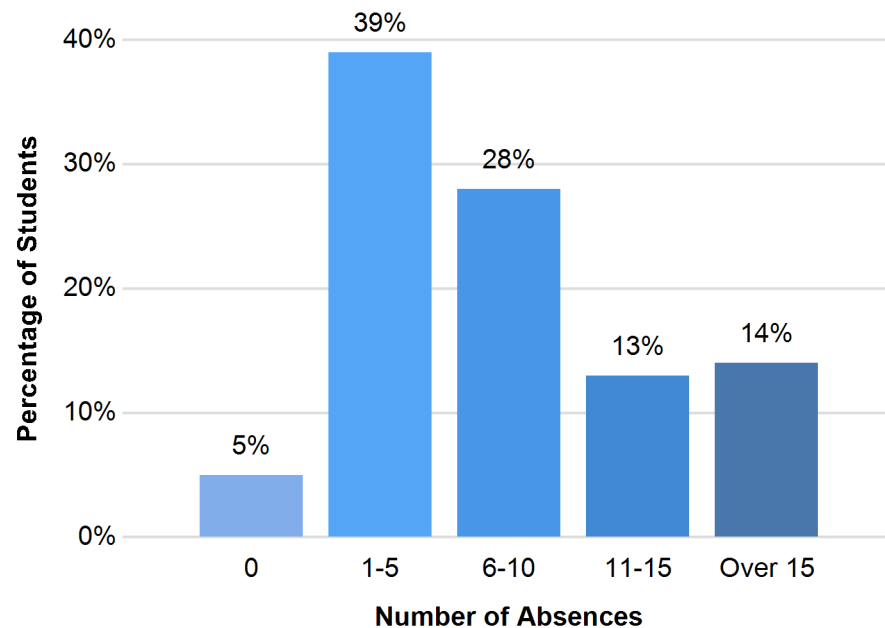
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.90	8.70	Not Met
White	9.30	8.70	Not Met
Hispanic	11.20	8.70	Not Met
Black or African American	9.20	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	31.80	8.70	Not Met
Economically Disadvantaged Students	13.50	8.70	Not Met
Students with Disabilities	17.20	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.



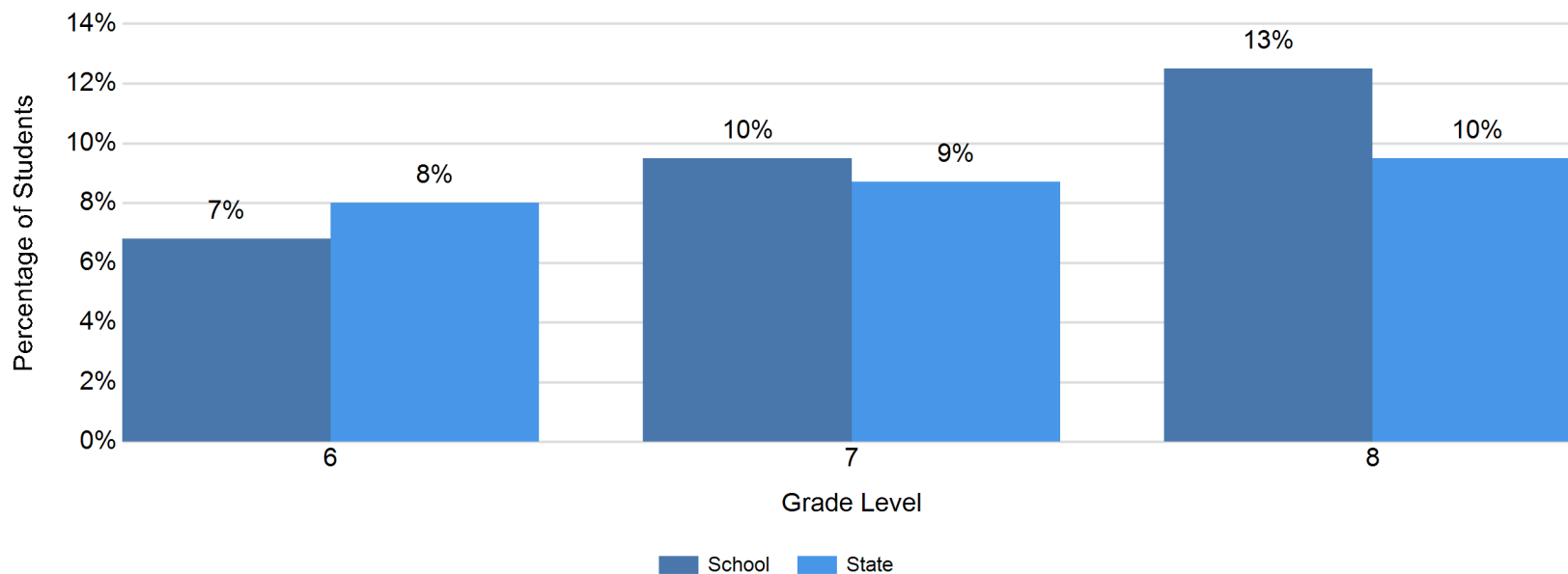


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Chronic Absenteeism by Grade

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	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	*

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	21.5%
Out-of-School Suspensions	13.1%
Any Suspension	34.6%

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	7
Vandalism	1
Weapons	6
Substances	1
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	3.74

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	642.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$474	\$15,350	\$15,824



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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	92	120,724
Average years experience in public schools	11.6	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	69%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	22.1	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	86%	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	8:1	10:1
Administrators	187:1	169:1
Librarian/Media Specialists		708:1
Nurses		708:1
Counselors		354:1
Child Study Team		208:1



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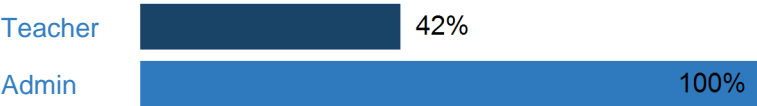
Teachers and Administrators - Level of Education

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

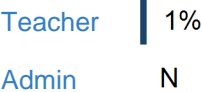
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	95%	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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2016-2017

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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	12.8	17.5%
Mathematics Proficiency	31.2	17.5%
English Language Arts Growth	5.2	25.0%
Mathematics Growth	71.2	25.0%
Chronic Absenteeism	23.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		30.3
Summative Rating: Percentile rank of Summative Score		19.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	30.3	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
White	37.5	11.9	No	Not Met	Met Target†	Not Met	Not Met	Exceeds Target	No
Hispanic	39.2	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	45.0	11.9	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	20.9	11.9	No	Not Met	Met Target†	Met Target	Met Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	35.1	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	30.3	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	18.2	11.9	No	Not Met	Met Target	**	Not Met	**	No

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

† Target was met within a confidence interval.



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2016-2017
Grade Span 06-08

21-1430-060
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School General Info

Principal:	Dr. Hanna	Email Address:	mhanna@ewingboe.org
Address:	1325 LOWER FERRY ROAD EWING, NJ 08618-1409	Website:	https://www.ewing.k12.nj.us/Domain/123
Phone:	(609)538-9800	Twitter:	https://www.twitter.com/TheEwingSchools

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • All curricula are rigorous and aligned with New Jersey Student Learning Standards and Common Core State Standards. • There are over 50 Enrichment courses offered including Introduction to Engineering and Robotics Engineering. • School offers over 27 extracurricular and athletic activities.
Mission, Vision, Theme:	<p>Our mission at Fisher middle school is to promote the academic, social, emotional, and physical development of the unique middle level learner. We provide a rigorous curriculum that integrates the New Jersey Student Learning Standards in order to make every student college and career ready. In order to promote the socio-emotional development of our students, we use a Positive Behavior Support System which focuses on the concept of S.O.A.R. (Safety, Ownership, Achievement, and Respect).</p>







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 Courses, Curriculum, Instruction:	<p>Fisher Middle School is a learning community comprised of more than 740 students in grades 6, 7, and 8 with over 100 certified staff members who are organized into six interdisciplinary teams, and one Enrichment and PE team. Courses include English/Language Arts, Mathematics, Science, Social Studies, World Languages, Art, Vocal and Instrumental Music, Healthy Living, Computer Technology, and Health and Physical Education. We also offer a Gifted and Talented program at all grade levels.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Boys)</p> <p>Consistent with meeting the needs of the whole child, Fisher Middle School has 11 athletic teams in order to engage the students on an extracurricular level. Athletics are offered every season students are enrolled in school so that students can play multiple sports.</p>
 Clubs and Activities:	<p>Fisher Middle school offers about 17 extracurricular clubs to all students. There is a wide range of extracurricular activities; some focus on developing academics further such as Odyssey of the Mind; others focus on community service programs such as the Intergenerational Club; a few center on developing student leadership such as the Student Council; while some cultivate student creativity such as the Drama Club, which allows students to perform in an annual play or musical.</p>
 Before and After School Programs:	<p>Fisher Middle School has formed partnerships with various institutions of higher learning and local businesses. Each year, Fisher collaborates on a variety of levels with The College of New Jersey and Rider University. Fisher also works closely with The Credit Union of New Jersey as they sponsor 'Smart Kids Rule in Ewing,' which is a program that recognizes student achievement.</p>







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School Narrative

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

 Staff and Professional Learning:	<p>Fisher Middle School engages staff members in various types of professional development throughout the year. The district offers 4 full days of professional development for all staff members, along with department, team, and faculty meetings with the same focus of improving teaching and learning for all students. Additionally, staff members are allowed to choose their own professional development based on their own needs and interests for at least one professional development day.</p>
 Student Supports and Services:	<p>Fisher uses a Response to Intervention approach to support student learning. A co-teaching approach serves as the second tier of intervention and small group targeted instruction is a Tier III intervention.</p>
 Student Health and Wellness:	<p>Student health and wellness is part of the culture at Fisher Middle School. For students' physical and health and wellness, we offer Physical Education daily for students, as well as a balanced breakfast and lunch program. For students' socio-emotional health, we utilize a Positive Behavior Support System and an array of counseling services.</p>
 Parent and Community Involvement:	<p>Fisher is supported by the extremely active Fisher Parents Association. Additionally, the school and the district hold informational programs for parents, such The Role of Parenting in Reducing the Achievement Gap. Parents are encouraged to take advantage of the support systems at Fisher Middle School. This includes the use of the agenda book to touch base with the teachers, as well as the district and school web pages which provide the opportunity for parents to be informed and become involved.</p>



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2016-2017
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School Narrative

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



Facilities:

Fisher Middle School is a two story building that features two gymnasiums, two cafeterias, a garden, and central air conditioning; as well as being Wi-Fi enabled. Additionally, Fisher Middle School has an updated auditorium that seats over three hundred people and two classrooms dedicated to Orchestra, Band, and Vocal instruction.




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School Narrative

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

<div>Other Information:</div>	<p>With our belief in the power of positive reinforcement, Fisher has Students of the Month and Academic Award assemblies supported by a school-wide Positive Behavior Support program. Each of these programs recognizes students for outstanding accomplishments in school life. Other noteworthy endeavors include our Parent Conference Program, our Summer Reading Program, and two book fairs each year. We can be proud of what we achieve at Fisher Middle School, but our achievements are not due to complacency and satisfaction with the status quo. On the contrary, the program is effective because all of the stakeholders have a common goal - to do what is best for students - and we are always looking for innovative ways to attain that goal.</p>
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PARKWAY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

21-1430-130
MERCER
EWING TWP
446 PARKWAY AVENUE
EWING, NJ 08618-2605

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.
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- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

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

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PARKWAY ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

21-1430-130
MERCER
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EWING, NJ 08618-2605

Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	19	12
KG	63	66	59
1	76	58	61
2	57	62	57
3	65	49	65
4	56	63	48
5	57	53	61
Ungraded	22	39	52
Total	396	409	415

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	50%
Male	54%	55%	50%
Economically Disadvantaged Students	62%	61%	60%
Students with Disabilities	15%	19%	21%
English Learners	6%	8%	8%
Homeless Students			1%
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
Black or African American	58.3%
White	16.9%
Hispanic	15.2%
Asian	2.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	11	19	12
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	61	66	59

Enrollment by Home Language

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

Home Language	% of Students
English	86.7%
Spanish	6.5%
Creoles and pidgins, English based	1.7%
Creoles and pidgins	1.2%
Other	3.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	186	97.1	41.40	41.60	54.90	41.4	39.1	Met Target
White	34	100.0	50.00	55.30	63.90	50	49.9	Met Target
Hispanic	34	97.4	35.30	35.50	39.80	35.3	35.6	Met Target†
Black or African American	102	95.7	38.20	32.90	35.20	38.2	34.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	11	100.0	36.40	36.00	54.90	36.4	**	**
Female	91	97.0	49.50	50.90	62.20	49.5		
Male	95	97.2	33.70	33.30	48.10	33.7		
Economically Disadvantaged Students	109	97.6	32.10	31.30	36.20	32.1	31.2	Met Target
Non-Economically Disadvantaged Students	77	96.3	54.50	49.80	65.80	54.5		
Students with Disabilities	37	88.6	13.50	17.80	20.50	12.5	17.2	Met Target†
Students without Disabilities	149	99.4	48.30	48.10	61.90	48.3		
English Learners	13	92.9	38.50	*	25.20	37.6	**	**
Non-English Learners	173	97.4	41.60	*	57.40	41.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	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	71	732	736	749	17%	20%	32%	31%	0%	31%	50%
White	16	738	744	759	*	*	*	*	0%	44%	61%
Hispanic	10	731	*	734	*	*	*	*	0%	40%	35%
Black or African American	43	729	726	731	*	26%	35%	*	0%	21%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	740	743	754	*	*	*	*	0%	36%	55%
Male	35	724	729	745	*	*	*	*	0%	26%	46%
Economically Disadvantaged Students	41	726	724	731	*	*	24%	24%	*	24%	31%
Non-Economically Disadvantaged Students	30	740	745	762	*	*	43%	40%	*	40%	63%
Students with Disabilities	14	701	706	720	*	*	*	*	*	*	24%
Students without Disabilities	57	740	743	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	740	742	753	*	21%	36%	36%	*	38%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	11	728	*	740	*	*	*	*	0%	27%	40%
Black or African American	27	743	738	737	*	*	37%	37%	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	23	740	747	758	*	*	*	*	*	35%	61%
Male	30	740	738	749	*	*	*	*	*	40%	51%
Economically Disadvantaged Students	34	737	735	737	*	*	*	*	*	29%	36%
Non-Economically Disadvantaged Students	19	746	750	764	*	*	*	*	*	53%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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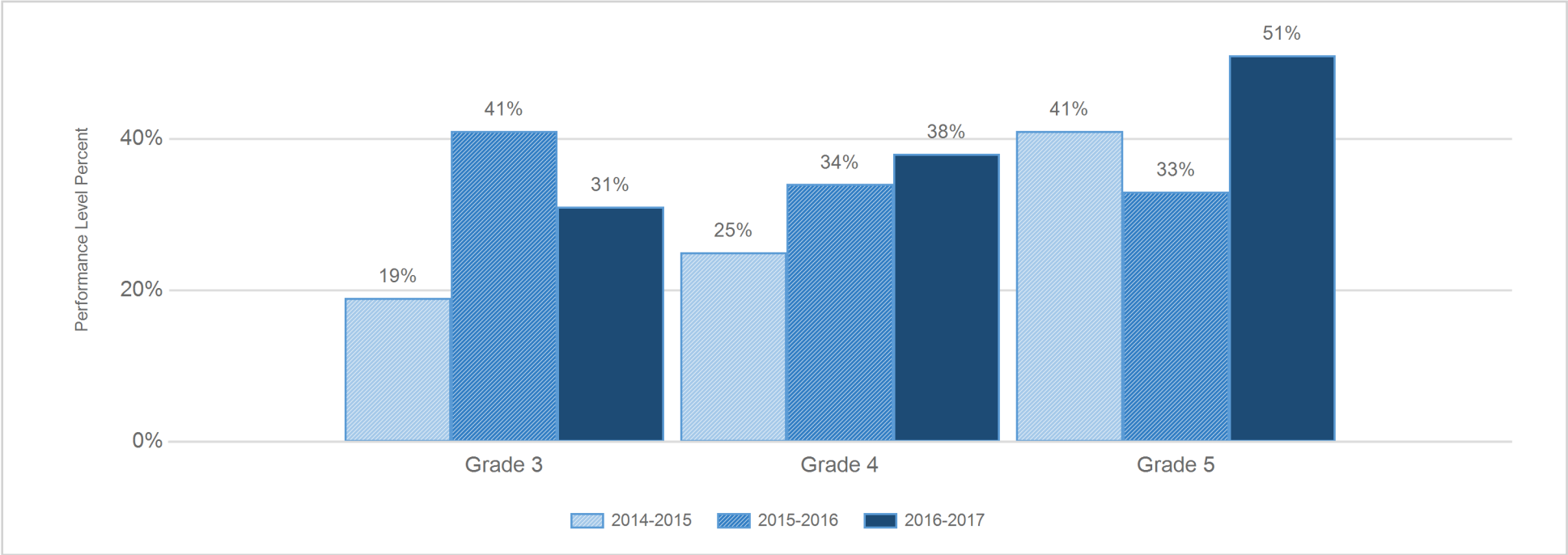
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	750	748	756	*	*	30%	47%	*	51%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	14	736	743	743	*	*	*	*	0%	29%	44%
Black or African American	37	750	744	740	*	*	30%	51%	*	54%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	36	761	756	761	*	*	*	*	*	72%	66%
Male	34	738	741	750	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	41	743	740	740	*	*	*	37%	*	39%	40%
Non-Economically Disadvantaged Students	29	761	754	765	*	*	*	62%	*	69%	71%
Students with Disabilities	13	716	714	725	*	*	*	*	*	15%	22%
Students without Disabilities	57	758	756	762	*	*	*	*	*	60%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	70	750	749	757	*	*	30%	47%	*	51%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	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%

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	186	96.1	35.50	33.50	43.50	35.5	38.6	Met Target†
White	34	100.0	44.10	47.40	52.40	44.1	36.8	Met Target
Hispanic	34	92.5	38.20	31.80	27.60	38.2	44.3	Met Target†
Black or African American	102	95.7	32.40	22.20	21.70	32.4	34.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	11	100.0	36.40	38.10	44.90	36.4	**	**
Female	91	95.0	34.10	35.50	44.10	34.1		
Male	95	97.2	36.90	31.70	42.90	36.9		
Economically Disadvantaged Students	109	96.0	30.30	25.40	25.10	30.3	29.2	Met Target
Non-Economically Disadvantaged Students	77	96.3	42.90	40.10	54.30	42.9		
Students with Disabilities	37	88.6	21.60	12.50	16.50	20	11.9	Met Target
Students without Disabilities	149	98.2	38.90	39.40	48.80	38.9		
English Learners	13	81.2	30.80	*	23.30	30.1	**	**
Non-English Learners	173	97.4	35.80	*	45.20	35.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	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	71	743	747	751	*	20%	37%	39%	*	42%	53%
White	16	752	758	759	0%	0%	*	*	0%	50%	63%
Hispanic	10	746	*	738	*	*	*	*	*	60%	37%
Black or African American	43	738	736	733	0%	30%	37%	33%	0%	33%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	744	749	751	*	*	39%	42%	*	44%	52%
Male	35	741	744	751	*	*	34%	37%	*	40%	53%
Economically Disadvantaged Students	41	738	738	736	*	*	37%	29%	*	34%	34%
Non-Economically Disadvantaged Students	30	749	753	761	*	*	37%	53%	*	53%	65%
Students with Disabilities	14	736	728	729	*	*	*	*	*	21%	29%
Students without Disabilities	57	745	751	755	*	*	*	*	*	47%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	739	739	747	*	*	42%	30%	*	32%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	11	727	*	734	*	*	*	*	0%	18%	30%
Black or African American	27	740	734	729	*	*	*	*	*	37%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	23	737	740	747	*	*	52%	*	*	22%	47%
Male	30	741	739	747	*	*	33%	*	*	40%	48%
Economically Disadvantaged Students	34	737	732	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	19	743	746	757	*	*	*	*	*	37%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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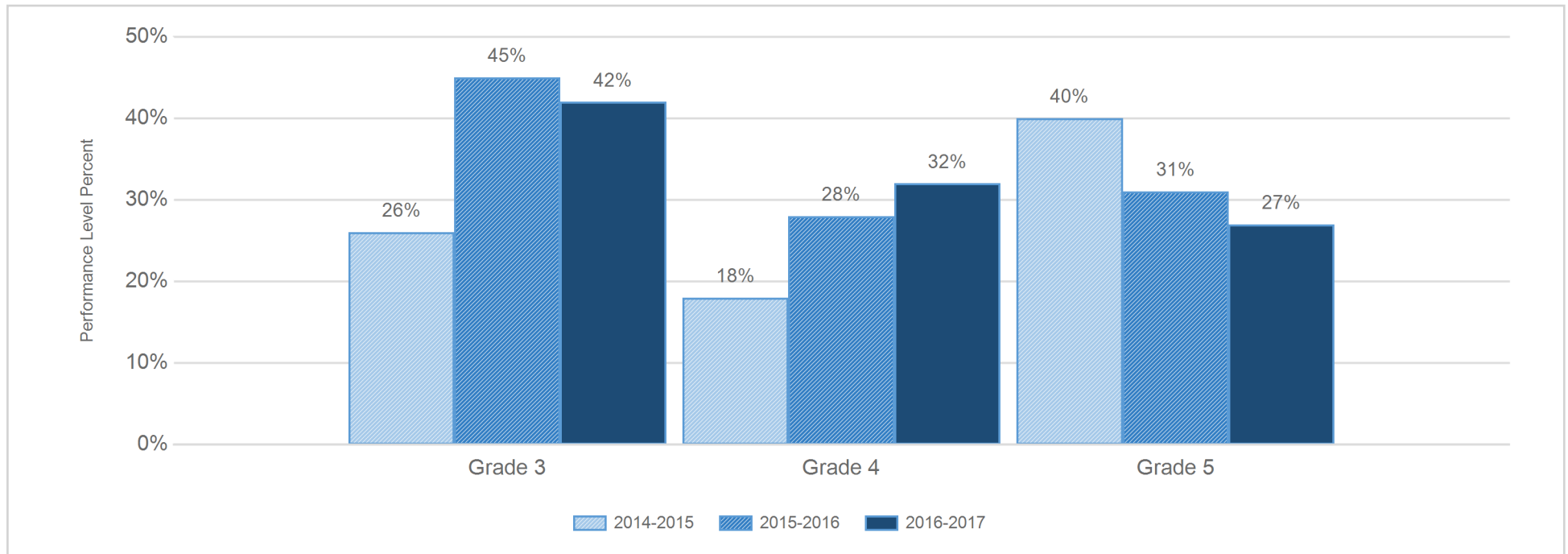
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	737	738	747	*	23%	47%	27%	*	27%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	14	734	737	735	0%	*	*	*	0%	29%	30%
Black or African American	37	735	731	729	*	*	57%	*	0%	22%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	36	740	741	747	*	*	50%	*	*	28%	47%
Male	34	734	736	746	*	*	44%	*	*	27%	46%
Economically Disadvantaged Students	41	732	732	732	*	*	44%	*	0%	22%	27%
Non-Economically Disadvantaged Students	29	744	743	756	*	*	52%	*	0%	35%	59%
Students with Disabilities	13	719	722	725	*	*	*	*	*	*	19%
Students without Disabilities	57	741	742	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	70	737	739	748	*	23%	47%	27%	*	27%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	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	10	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

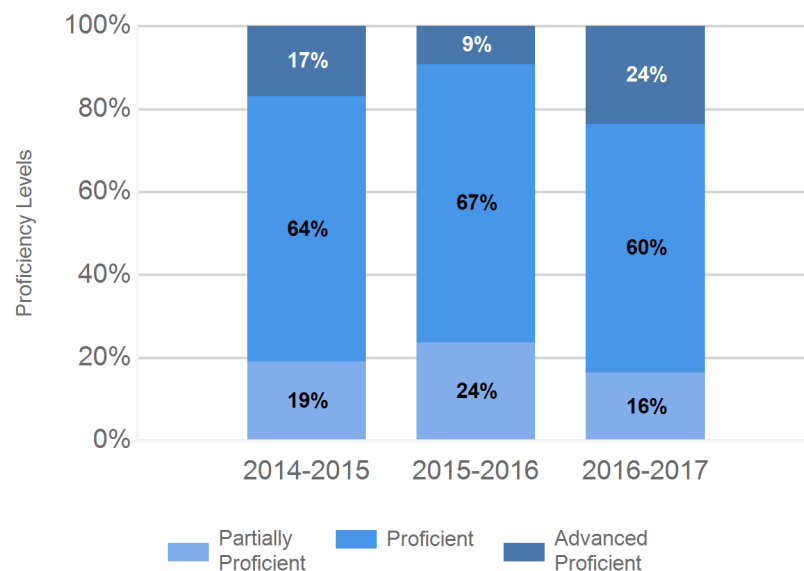
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	24%	60%	16%
White	*	*	N
Hispanic	17%	67%	*
Black or African American	26%	56%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	9%	68%	24%
Students with Disabilities	N	*	*
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	44	39	50	Met Target	47	46	50	Met Target
White	62.5	43	50	**	53	51	52	**
Hispanic	51	38	49	Met Target	48	50	47	Met Target
Black or African American	44	35	45	Met Target	47	42	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	50.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43	35	47	Met Target	48	44	46	Met Target
Students with Disabilities	41	31	41	**	53	44	43	**
English Learners	54	*	53	**	64	*	51	**

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



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

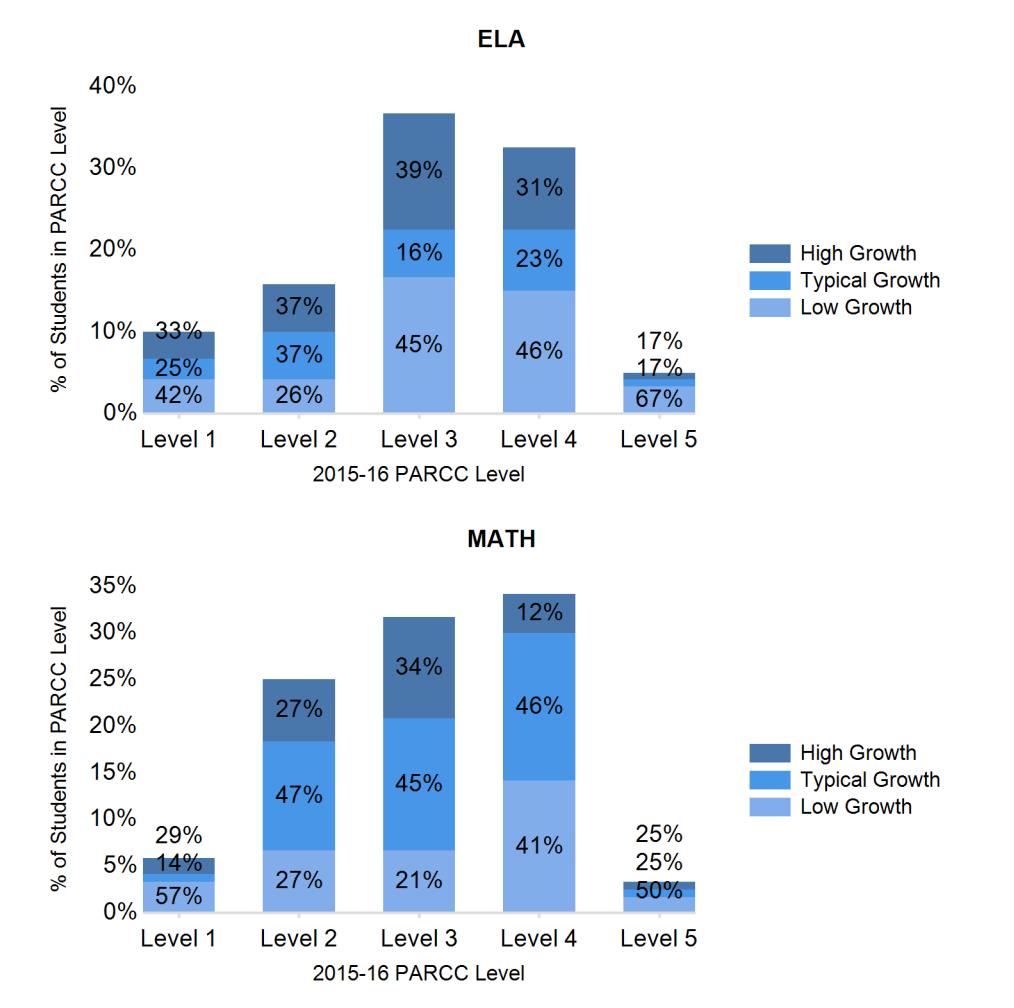
Low Growth: Less than 35

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High Growth: Greater than 65

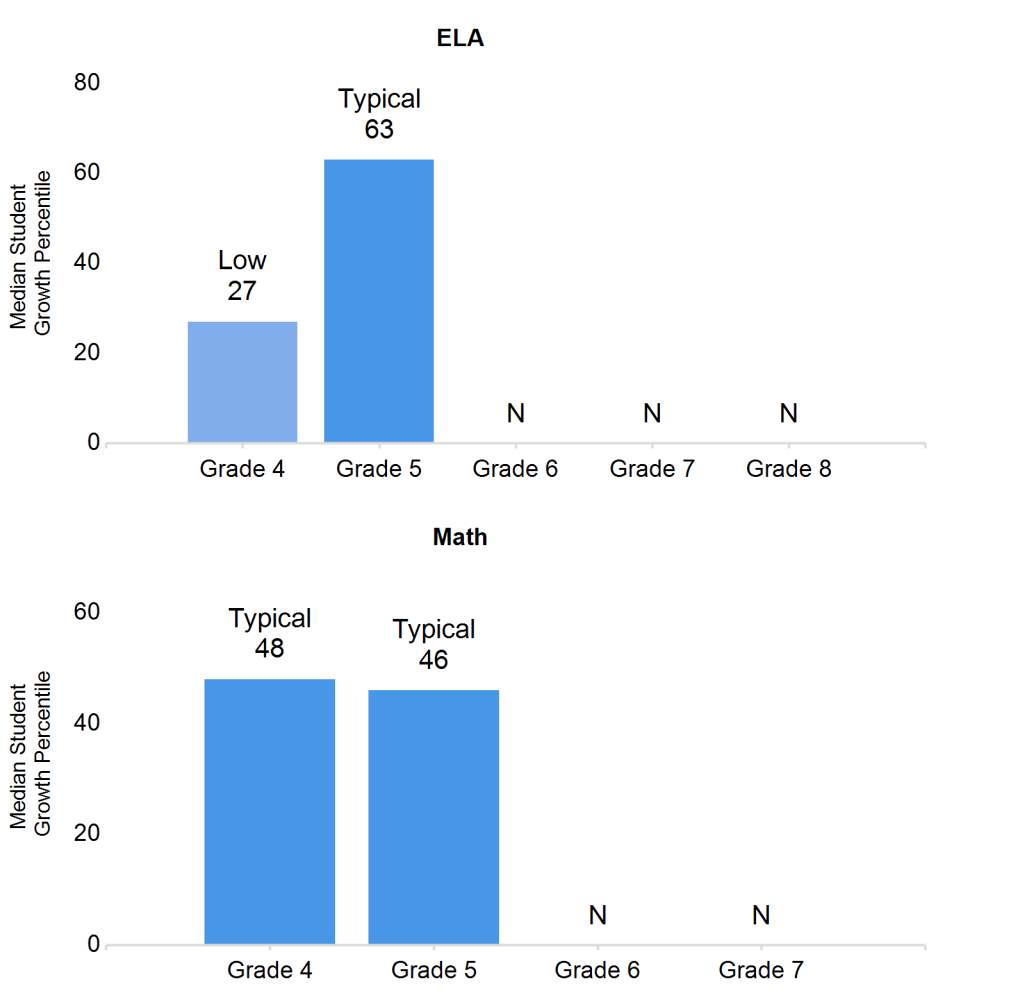
Student Growth by Performance Level

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

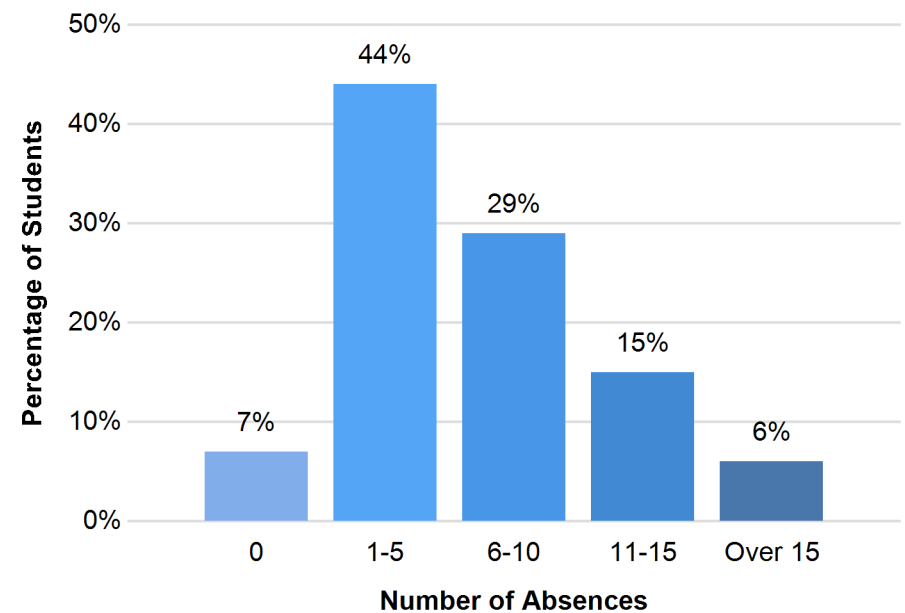
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	8.40	Met Target
White	4.50	8.40	Met Target
Hispanic	9.70	8.40	Not Met
Black or African American	3.40	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	5.40	8.40	Met Target
Students with Disabilities	5.10	8.40	Met Target
English Learners	13.00	8.40	Not Met

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

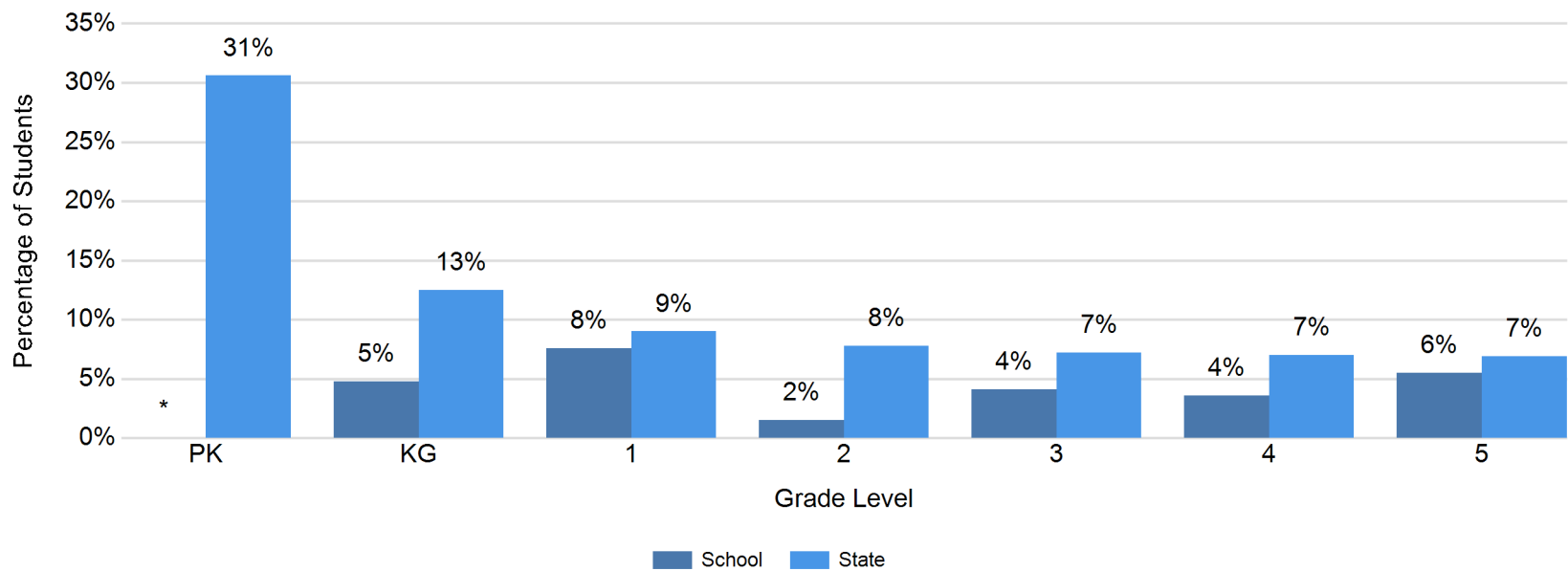
Days Absent

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



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	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.45

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	5.8%
Out-of-School Suspensions	8.7%
Any Suspension	14.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	642.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$474	\$15,350	\$15,824



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	88%	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	21	9,506
Average years experience in public schools	22.1	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	86%	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	10:1
Administrators	415:1	169:1
Librarian/Media Specialists		708:1
Nurses		708:1
Counselors		354:1
Child Study Team		208:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	95%	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	23.2	17.5%
Mathematics Proficiency	37.7	17.5%
English Language Arts Growth	34.4	25.0%
Mathematics Growth	46.7	25.0%
Chronic Absenteeism	71.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.7
Summative Rating: Percentile rank of Summative Score		36.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	Met Target	Met Target	Met Target	**	**	No
Hispanic	51.3	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	65.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	51.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Harris	Email Address:	nharris@ewingboe.org
Address:	446 PARKWAY AVENUE EWING, NJ 08618-2605	Website:	https://www.ewing.k12.nj.us/Domain/204
Phone:	(609)538-9800	Twitter:	https://www.twitter.com/TheEwingSchools




School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Our yearly MLK community service project received Promising Practice Character Award in 2016. • Instruction includes Balanced Literacy in ELA, Investigations Math, Next Gen Science, and Social Studies. • Technology is a part of every school day with the use of Chromebooks, laptops, Smartboards and document cameras.
Mission, Vision, Theme:	<p>At Parkway Elementary School, a home to 425 students and 65 staff members, we work as a team with our parents/guardians to instill a positive outlook in our students and to build a sense of respect, readiness, responsibility, resourcefulness and cooperation to help them become productive citizens in today's society. We take pride in striving for excellence and engaging our students in active learning. At Parkway, staff members are committed and dedicated to promoting the success of every child.</p>
Awards, Recognition, Accomplishments:	<p>In 2016 Parkway Elementary School was awarded a Promising Practice Award from the organization Charater.org for a project named "Dr. Martin Luther King, Jr. Day of Service". This has become a yearly school-wide project where every grade level is involved in an activity to benefit the Trenton Area Soup Kitchen. Student-decorated brown bags are filled with student-made lunches which accompany toiletry kits distributed to the clients of the soup kitchen on a specified date.</p>

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 <div> Courses, Curriculum, Instruction: </div>	<p>The curricula and rigor for the academic subjects of math, reading, writing, science and social studies are all aligned to current state standards. Specifically we use guided reading and guided writing to teach grade level ELA skills and a constructivist approach to math skills. In Grades 3 - 5, students are eligible to enter our Gifted and Talented Program. Our G&T Program offers a replacement math class which meets daily and an enrichment language arts-based program that meets twice weekly.</p>
 <div> Clubs and Activities: </div>	<p>At Parkway School we offer students in grades 3 – 5 an opportunity to try out for and participate as team members of an Odyssey of the Mind Team. In grades 2 – 3 students are able to sign up for the community service club Jr. Paws and when in 4th and 5th grades those same students may serve on the Jr. Paws Advisory Board.</p>
 <div> Before and After School Programs: </div>	<p>Afterschool we offer READ 180, an online reading program, to targeted 3rd – 5th grade students. The program is run by certificated teachers. We also offer a homework club for ESL and other recommended students in grades 2nd – 5th. This club is supervised by certificated teachers and further staffed with local college students as tutors. Our Title 1 funded Parent/Child afterschool book clubs have been very well received and attended by the PES community.</p>







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 Staff and Professional Learning:	<p>Professional development is offered district-wide using 4 school calendar days. Teachers also receive curriculum updates and trainings within administrator run, monthly, grade level meetings. Cooperatively teachers are able to facilitate and participate in professional book clubs and professional learning communities. Teachers are expected to turn key train other teachers the skills learned at an outside professional workshop.</p>
 Student Supports and Services:	<p>The needs of our special education students are facilitated by certificated special education teachers and a full time social worker, school psychologist and speech and language therapist. ESL students receive pull-out language acquisition services from a full-time ESL teacher. Students who demonstrate a need to be addressed are reviewed by the I&RS committee where a plan is developed with interventions and strategies developed to achieve student specific goals.</p>
 Student Health and Wellness:	<p>Every student receives physical education regularly as a special area class. Daily, at recess, students are encouraged to play on the equipment, participate in a group sport on the field or in small group game on the black top. Hot breakfast is offered and daily over 100 students are served. Parkway School has a full service guidance program, which includes individual and group sessions and student lessons on character education, peer mediation, win-win guidelines and anti-bullying.</p>
 Parent and Community Involvement:	<p>Our PTA sponsors a variety school-wide programs and events, including the annual family pancake breakfast, enrichment materials, fundraising, family social events, school spirit-wear apparel and the book fairs. As a Schoolwide Title 1 school we offer programs such as Family Bingo Night and Parent/Child book clubs to foster positive family interactions. Every winter we partner with the Trenton Area Soup Kitchen to make bagged lunches and toiletry bags to donate to their clients.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>At Parkway School our students enjoy special area subjects in a content specific art room, computer lab, vocal music room, physical education in a regulation gym, a library and an instrumental music room. In the center of our school structure is a courtyard used by teachers as an outdoor classroom which houses an award winning garden that has been recognized by The National Wildlife Preservation as a Certified Schoolyard Habitats Site.</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 believe a child-centered environment helps children meet their needs and aspirations and empowers them to be successful. We believe education is fostered through partnerships which accomplish positive goals. All students receive instruction in art, music, physical education, library and computers. Our Parkway Panther Book Club, Safety Patrol, Odyssey of the Mind, Jr. Paws, and the ELL Homework Club are all enrichment activities facilitated and organized by Parkway staff to offer additional opportunities for students to explore their special interests and talents and to strengthen their academic foundations. Our Wee Deliver postal program, which is sponsored by the U.S. Postal Service, encourages correct letter writing procedures and enriches literacy. Students are able to write letters to anyone in Parkway School. We continually encourage our students to be ‘Paws-itive’ Parkway Panthers. We remind them daily to work toward and embrace the 4Rs of Parkway School (to be ready, responsible, resourceful and respectful). This, along with the tenets of Responsive Classroom, has caused the climate of the school to be fully intertwined with positive attitudes and good behavioral choices. Parkway School is truly a place where ‘Everyone Is Someone Special’. We endeavor to continue on a path of success by using teamwork, home/school connections, and the encouragement of positive student choices as stepping stones.