




Allenwood Elementary School  
2016-2017  
Grade Span KG-05

25-5420-060  
MONMOUTH  
WALL TWP  
3301 ALLENWOOD LAKEWOOD RD  
WALL, NJ 07719-1199

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

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

### Navigating through the reports:

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

### Other Resources:

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



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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	49	56	57
1	45	50	57
2	54	48	52
3	54	58	53
4	63	57	62
5	65	65	60
Ungraded	18	16	14
Total	348	350	355

### 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%	48%
Male	51%	51%	52%
Economically Disadvantaged Students	4%	4%	6%
Students with Disabilities	22%	20%	24%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	89.3%
Hispanic	5.9%
Asian	2.0%
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.0%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	51	56	57

### 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	96.3%
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	166	97.2	75.30	65.70	54.90	75.3	71.1	Met Target
White	146	97.5	72.60	67.10	63.90	72.6	68.8	Met Target
Hispanic	12	92.3	91.70	52.80	39.80	88.7	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	72	98.7	79.20	74.80	62.20	79.2		
Male	94	96.2	72.30	57.60	48.10	72.3		
Economically Disadvantaged Students	13	93.3	23.10	40.10	36.20	22.6	**	**
Non-Economically Disadvantaged Students	153	97.6	79.70	69.10	65.80	79.7		
Students with Disabilities	42	95.6	45.20	33.80	20.50	45.2	35.7	Met Target
Students without Disabilities	124	97.8	85.50	73.00	61.90	85.5		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	166	97.2	75.30	*	57.40	75.3		
Homeless Students	N	N	N	45.50	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	50	785	766	749	*	*	*	44%	36%	80%	50%
White	48	783	769	759	*	*	*	46%	33%	79%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	18	792	772	754	*	*	*	*	*	72%	55%
Male	32	782	762	745	*	*	*	*	*	84%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	50	785	*	752	*	*	*	44%	36%	80%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	770	765	753	0%	*	*	61%	22%	83%	56%
White	49	769	765	762	0%	*	*	57%	22%	80%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	26	781	771	758	0%	*	*	50%	*	89%	61%
Male	33	762	759	749	0%	*	*	70%	*	79%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	16	752	*	725	0%	*	*	69%	0%	69%	25%
Students without Disabilities	43	777	*	759	0%	*	*	58%	30%	88%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	59	770	*	755	0%	*	*	61%	22%	83%	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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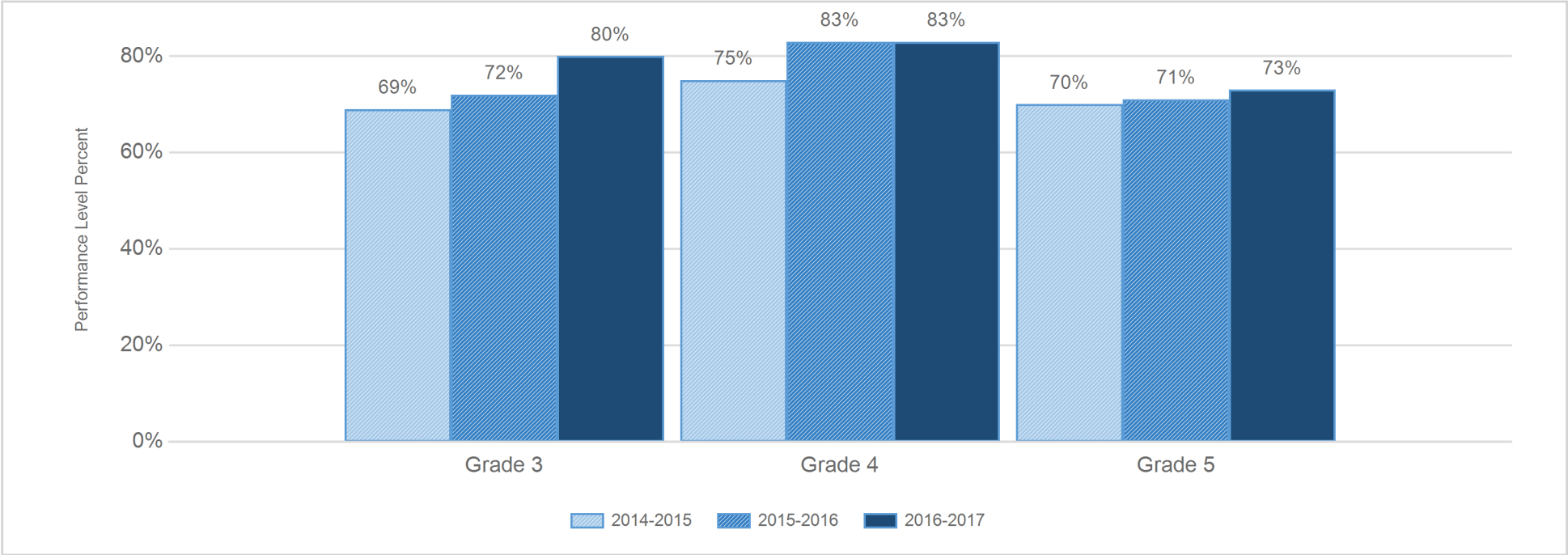
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	60	765	766	756	*	*	18%	63%	*	73%	59%
White	52	764	768	763	*	*	21%	64%	*	71%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	30	771	771	761	*	*	*	67%	*	80%	66%
Male	30	759	763	750	*	*	*	60%	*	67%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	13	738	756	725	*	*	*	*	*	23%	22%
Students without Disabilities	47	773	769	762	*	*	*	*	*	87%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	60	765	*	757	*	*	18%	63%	*	73%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

### 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	165	97.2	66.60	54.00	43.50	66.6	62.3	Met Target
White	145	97.5	67.60	55.90	52.40	67.6	61.3	Met Target
Hispanic	12	92.3	41.60	35.70	27.60	40.4	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	72	98.7	68.10	56.40	44.10	68.1		
Male	93	96.1	65.60	51.90	42.90	65.6		
Economically Disadvantaged Students	13	93.3	30.80	33.40	25.10	30.1	**	**
Non-Economically Disadvantaged Students	152	97.6	69.70	56.80	54.30	69.7		
Students with Disabilities	42	95.6	42.80	32.00	16.50	42.8	40.6	Met Target
Students without Disabilities	123	97.8	74.80	59.20	48.80	74.8		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	165	97.2	66.60	*	45.20	66.6		
Homeless Students	N	N	N	40.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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	50	785	766	751	*	0%	*	34%	52%	86%	53%
White	48	784	768	759	*	0%	*	35%	50%	85%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	18	786	767	751	*	0%	*	*	56%	78%	52%
Male	32	785	765	751	*	0%	*	*	50%	91%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	50	785	*	753	*	0%	*	34%	52%	86%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	760	752	747	*	*	26%	59%	*	67%	47%
White	48	759	753	755	*	*	23%	60%	*	69%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	26	764	755	747	*	*	*	58%	*	73%	47%
Male	32	756	750	747	*	*	*	59%	*	63%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	16	740	*	724	*	*	*	*	*	44%	22%
Students without Disabilities	42	767	*	751	*	*	*	*	*	76%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	58	760	*	749	*	*	26%	59%	*	67%	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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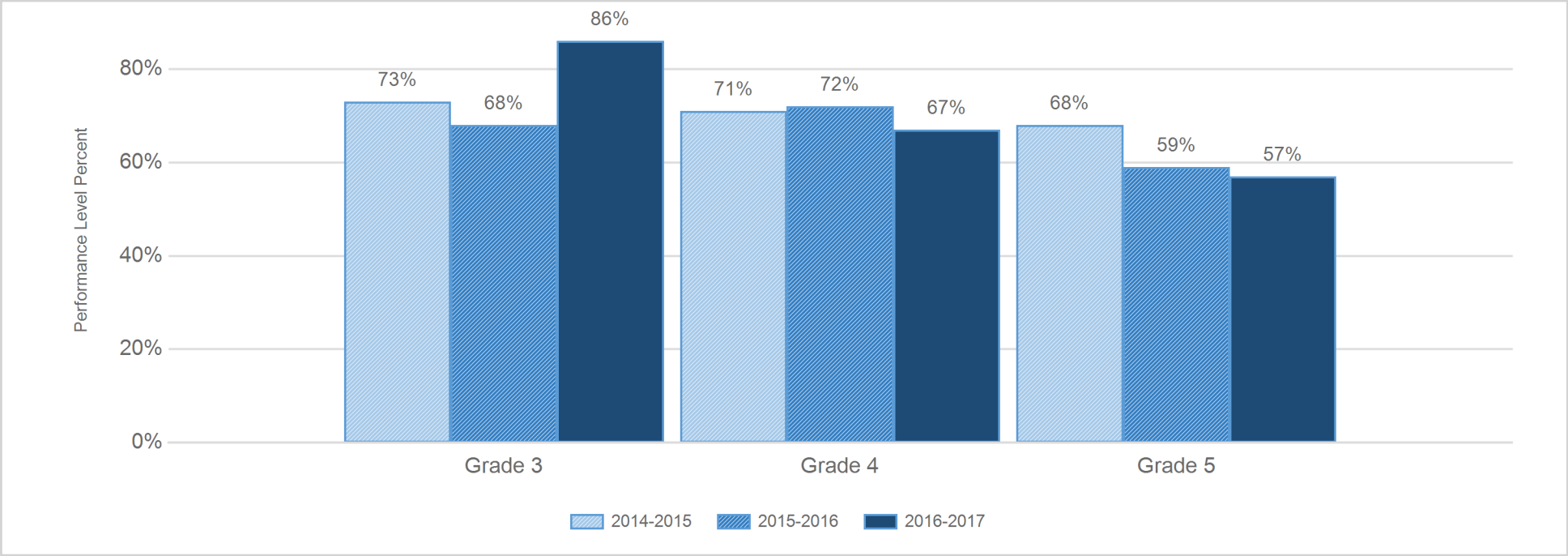
Mathematics Assessment - Performance by Grade: Grade 5

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.

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Schoolwide	60	755	756	747	*	17%	27%	48%	*	57%	46%
White	52	755	758	754	0%	*	27%	52%	*	58%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	30	760	755	747	0%	*	*	47%	*	63%	47%
Male	30	751	756	746	0%	*	*	50%	*	50%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	13	737	749	725	0%	*	*	*	*	31%	19%
Students without Disabilities	47	760	757	751	0%	*	*	*	*	64%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	60	755	*	748	*	17%	27%	48%	*	57%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

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





Allenwood Elementary School  
2016-2017  
Grade Span KG-05

25-5420-060  
MONMOUTH  
WALL TWP  
3301 ALLENWOOD LAKEWOOD RD  
WALL, NJ 07719-1199

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



**Allenwood Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-060  
**MONMOUTH**  
**WALL TWP**  
**3301 ALLENWOOD LAKEWOOD RD**  
**WALL, NJ 07719-1199**

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

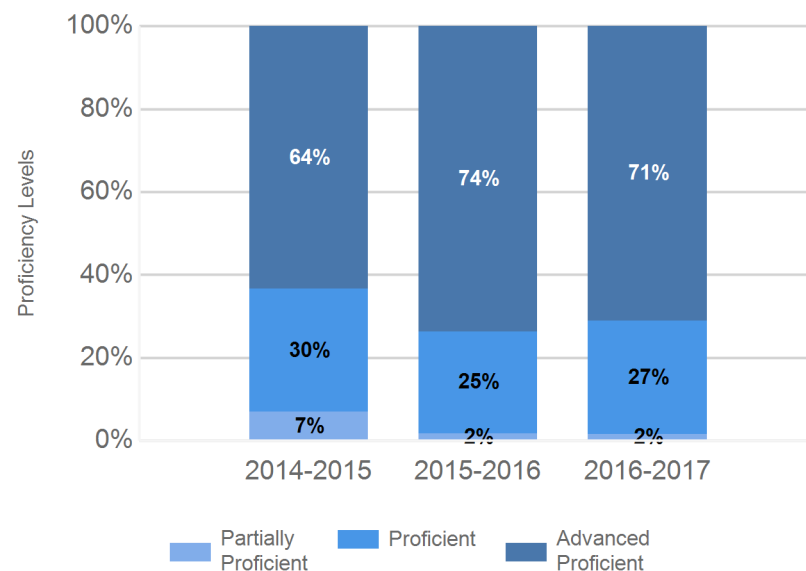
### NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	71%	27%	2%
White	69%	*	2%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	47%	47%	6%
English Learners	N	N	N

### NJASK Science Assessment Performance Trends: Grade 4

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





Allenwood Elementary School  
2016-2017  
Grade Span KG-05

25-5420-060  
MONMOUTH  
WALL TWP  
3301 ALLENWOOD LAKEWOOD RD  
WALL, NJ 07719-1199

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	39.5	50	50	Not Met	52	53	50	Met Target
White	39	50.5	50	Not Met	52	53	52	Met Target
Hispanic	44	47	49	**	42	50	47	**
Black or African American	*	42	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	60	**	*	53	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	50	51	**	*	65	52	**
Economically Disadvantaged	*	42	47	**	*	49	46	**
Students with Disabilities	39	50	41	Not Met	52	55	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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





Allenwood Elementary School  
2016-2017

Grade Span KG-05

25-5420-060  
MONMOUTH  
WALL TWP  
3301 ALLENWOOD LAKEWOOD RD  
WALL, NJ 07719-1199

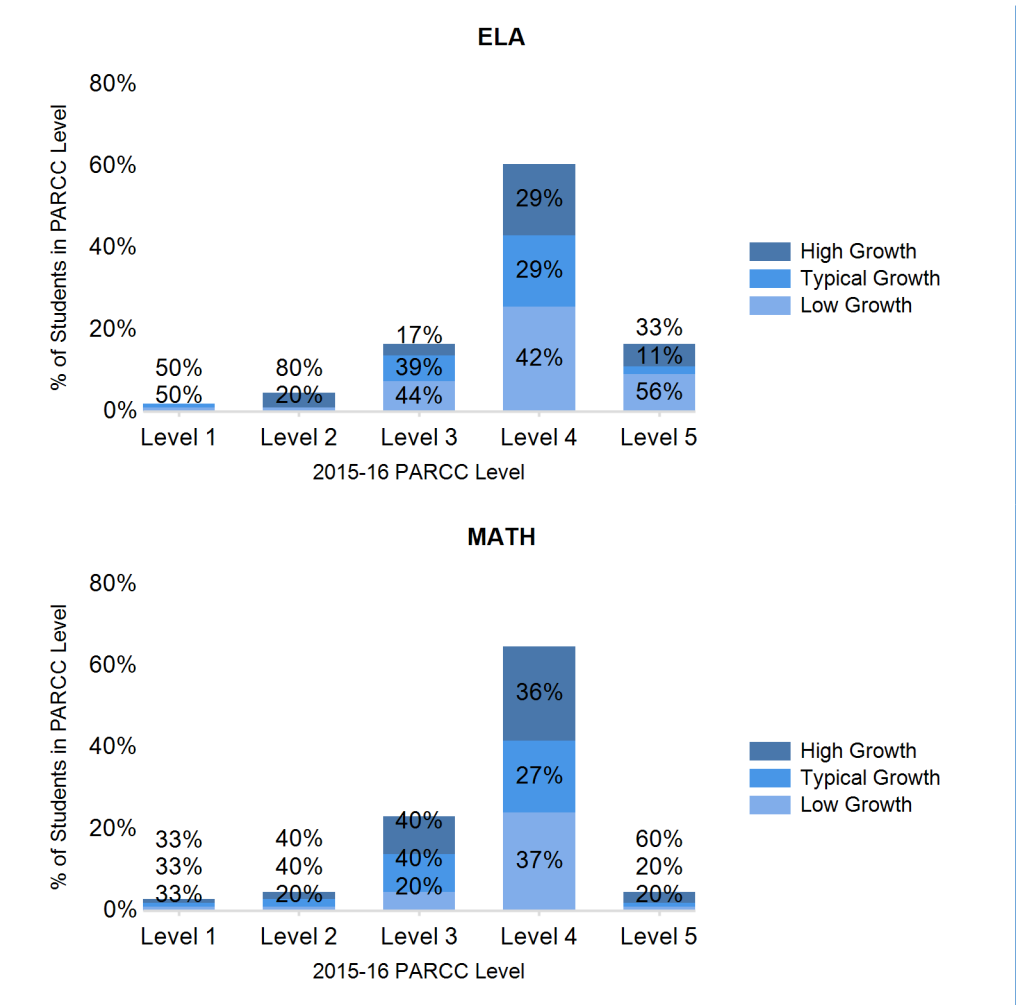
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

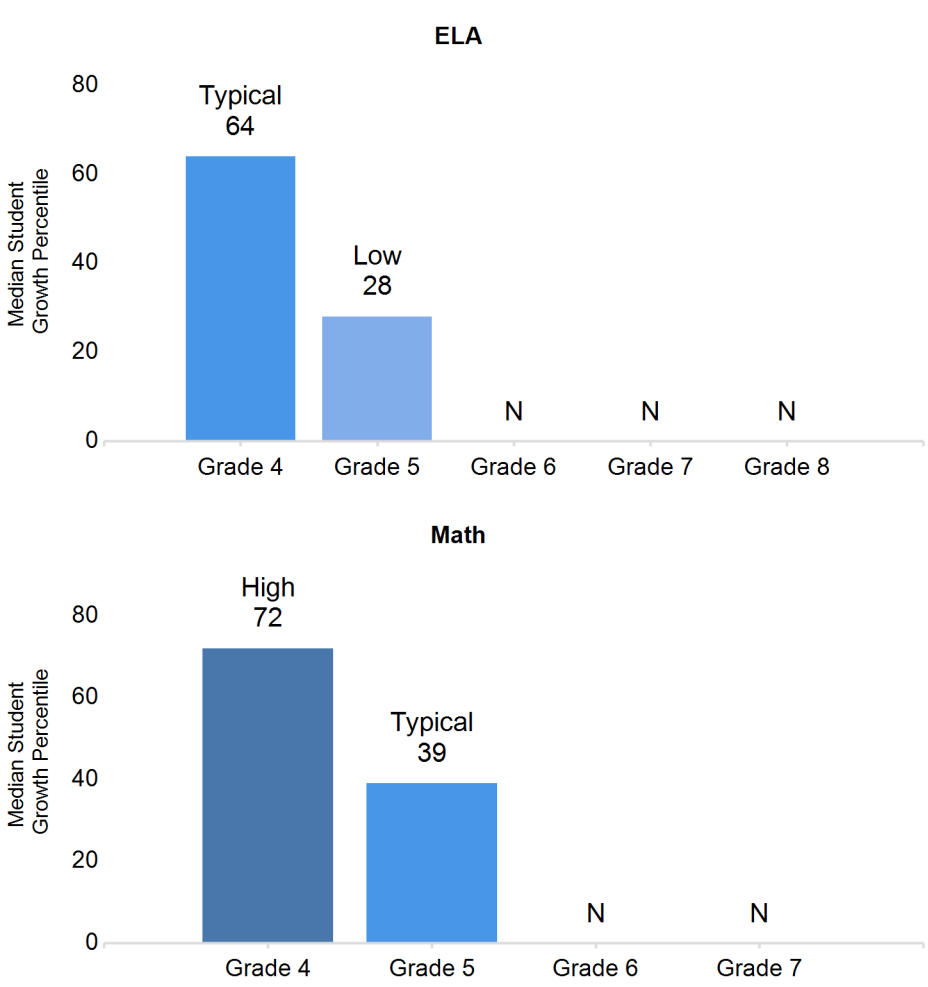
Student Growth by Performance Level

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.





Allenwood Elementary School  
2016-2017  
Grade Span KG-05

25-5420-060  
MONMOUTH  
WALL TWP  
3301 ALLENWOOD LAKEWOOD RD  
WALL, NJ 07719-1199

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

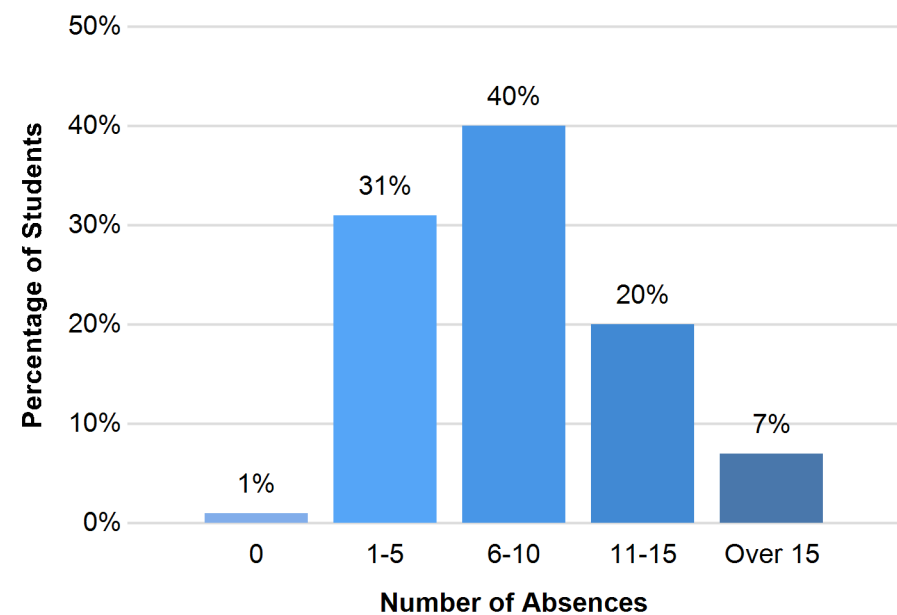
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	8.40	Met Target
White	4.20	8.40	Met Target
Hispanic	5.00	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.50	8.40	Not Met
Students with Disabilities	5.10	8.40	Met Target
English Learners	N	**	**

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

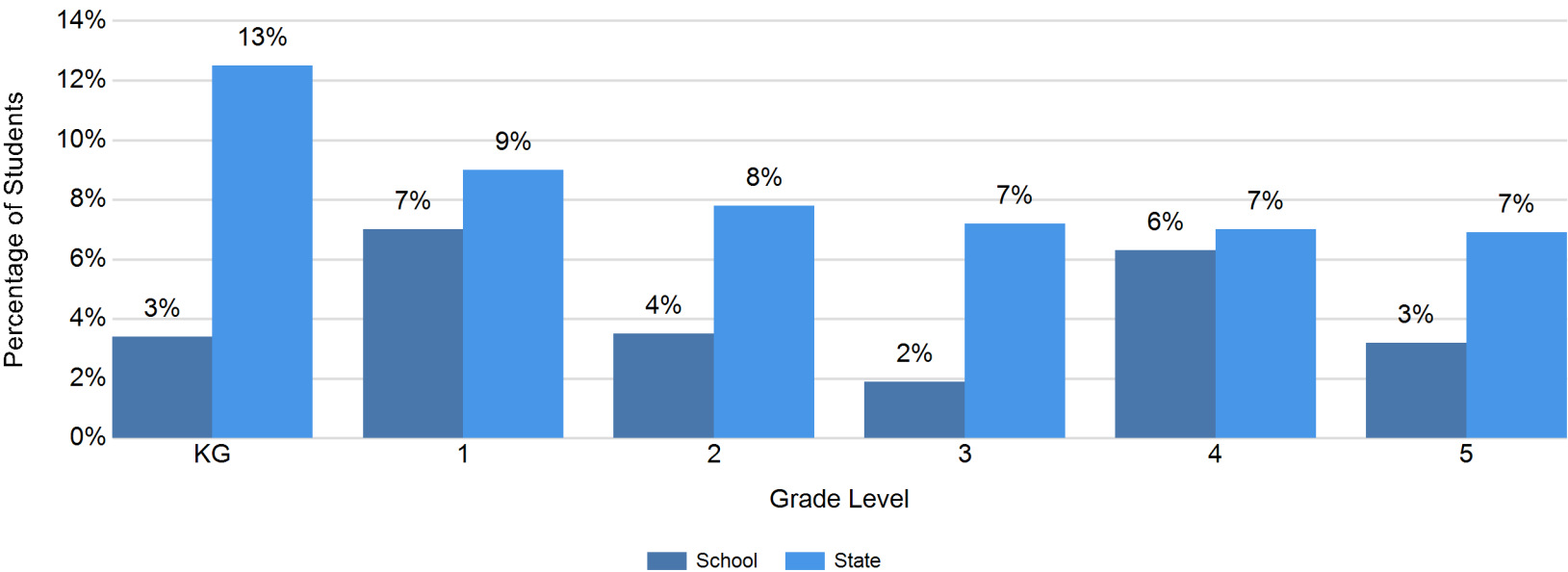
### Days Absent

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



### 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.





Allenwood Elementary School  
2016-2017  
Grade Span KG-05

25-5420-060  
MONMOUTH  
WALL TWP  
3301 ALLENWOOD LAKEWOOD RD  
WALL, NJ 07719-1199

### 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	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.56

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



**Allenwood Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-060  
**MONMOUTH**  
**WALL TWP**  
**3301 ALLENWOOD LAKEWOOD RD**  
**WALL, NJ 07719-1199**

### 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	859.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$345	\$16,117	\$16,462



Allenwood Elementary School  
2016-2017

Grade Span KG-05

25-5420-060  
MONMOUTH  
WALL TWP  
3301 ALLENWOOD LAKEWOOD RD  
WALL, NJ 07719-1199

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	40	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	85%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	59%	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	9:1	9:1
Administrators	355:1	159:1
Librarian/Media Specialists		1164:1
Nurses		499:1
Counselors		349:1
Child Study Team		145:1



Allenwood Elementary School  
2016-2017  
Grade Span KG-05

25-5420-060  
MONMOUTH  
WALL TWP  
3301 ALLENWOOD LAKEWOOD RD  
WALL, NJ 07719-1199

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	87%	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%



Allenwood Elementary School  
2016-2017  
Grade Span KG-05

25-5420-060  
MONMOUTH  
WALL TWP  
3301 ALLENWOOD LAKEWOOD RD  
WALL, NJ 07719-1199

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	83.8	17.5%
Mathematics Proficiency	85.3	17.5%
English Language Arts Growth	15.8	25.0%
Mathematics Growth	58.6	25.0%
Chronic Absenteeism	77.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.8
Summative Rating: Percentile rank of Summative Score		65.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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





**Allenwood Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-060  
**MONMOUTH**  
**WALL TWP**  
**3301 ALLENWOOD LAKEWOOD RD**  
**WALL, NJ 07719-1199**

### 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	59.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	51.7	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	74.6	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**Allenwood Elementary School**  
**2016-2017**  
**Grade Span KG-05**



25-5420-060  
 MONMOUTH  
 WALL TWP  
 3301 ALLENWOOD LAKEWOOD RD  
 WALL, NJ 07719-1199

### School General Info

<b>Principal:</b>	Ms. O'Connell	<b>Email Address:</b>	<a href="mailto:eoconnell@wall.k12.nj.us">eoconnell@wall.k12.nj.us</a>
<b>Address:</b>	3301 ALLENWOOD LAKEWOOD RD WALL, NJ 07719-1199	<b>Website:</b>	<a href="http://aw.wall.k12.nj.us">aw.wall.k12.nj.us</a>
<b>Phone:</b>	(732)556-2150		



### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes comprehensive literacy and EnVision 2.0 math</li> <li>• Eighteen inclusive homerooms, three Resource Rooms, and four self-contained classrooms</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.</p>

School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>Our academic program, anchored by the NJ State Learning Standards, includes language arts, mathematics, science, social studies, physical education, music, art, technology, and Spanish. Comprehensive Literacy uses direct instruction and the workshop model; students progress from teacher-led reading and writing to independent practice. enVision 2.0 encourages our students to develop their math skills through problem-based instruction, visual learning, and small group work.</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>The Wrap is a monthly, tuition-based program that provides families with care both before and after school. Children are supervised by responsible, attentive adults who organize activities and homework time. The Wrap provides children with developmentally-appropriate and interest-driven activities.</div>







**Allenwood Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-060  
**MONMOUTH**  
**WALL TWP**  
**3301 ALLENWOOD LAKEWOOD RD**  
**WALL, NJ 07719-1199**

**School Narrative**

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

 <b>Staff and Professional Learning:</b>	<p>The Wall Township professional staff engages in continual professional development. Whether working in grade level teams analyzing student performance data or attending off-campus workshops, teachers actively seek ways to refine their instructional practices. During the 2017-2018 school year, elementary teachers are working collaboratively to design standards-based assessments.</p>
 <b>Student Supports and Services:</b>	<p>Allenwood is home to eighteen inclusive homerooms, three Resource Rooms, and four self-contained classrooms. Students work together in academic and social settings; all students benefit from the accepting environment. For students in general education, the Intervention and Referral Services team meets monthly to review learners' progress and to develop action plans to address academic, behavioral, or social concerns.</p>
 <b>Student Health and Wellness:</b>	<p>In addition to rich academic instruction in homeroom and pull-out settings, Allenwood's students also attend special area classes. Children learn the importance of developing the mind and the body through participation in vocal music, visual arts, physical education, technology, and Spanish. Allenwood is an inclusive environment; students in our self-contained classrooms join their peers for special classes.</p>
 <b>Parent and Community Involvement:</b>	<p>The Parent Teacher Group is invaluable to our school family. Whether raising funds for special projects or volunteering to help in classrooms, dedicated families work tirelessly to support our school community. Members of the PTG provide opportunities for our students to participate in field trips, art enrichment, and the annual May Fair. The strong home school connection is a critical piece of our students' success.</p>

## School Narrative

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



### Climate Surveys:

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

Allenwood's families and staff work in tandem to help our students make positive choices and develop strong characters. Each month, we celebrate teachers' and students' academic and social achievements at a Spirit Day Assembly. We wear our best green and end the celebration by singing our school song. A yearly survey provides the School Climate Team with information about how to improve an already supportive and inclusive culture.



### Facilities:

Our technology lab is a Google environment home to twenty-six Chrome Books. Students continue to hone their research and typing skills in their classrooms. An additional one hundred forty Chrome Books are distributed among our homerooms. Allenwood's library boasts more than 11,000 books for our readers! From easy readers to the latest chapter books, the library meets the needs of our learners.



Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
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2007 ALLENWOOD ROAD  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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.



Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	78	81	85
1	90	87	85
2	81	95	88
3	77	80	97
4	81	81	79
5	97	80	84
Ungraded	3	0	0
Total	507	504	518

### 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	44%	45%	43%
Male	56%	55%	57%
Economically Disadvantaged Students	9%	16%	16%
Students with Disabilities	17%	17%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	84.2%
Black or African American	7.7%
Hispanic	4.6%
Asian	0.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.5%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	82	81	85

### 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	96.9%
Other	3.2%





**Central Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-070  
**MONMOUTH**  
**WALL TWP**  
**2007 ALLENWOOD ROAD**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

**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	228	91.6	65.80	65.70	54.90	63.4	66.1	Met Target†
White	193	91.0	69.90	67.10	63.90	67	69.2	Met Target†
Hispanic	13	100.0	69.20	52.80	39.80	69.2	**	**
Black or African American	14	93.7	*	35.70	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	96	95.4	70.90	74.80	62.20	70.9		
Male	132	89.0	62.10	57.60	48.10	58.3		
Economically Disadvantaged Students	34	90.2	38.20	40.10	36.20	*	38.8	Met Target†
Non-Economically Disadvantaged Students	194	91.9	70.70	69.10	65.80	*		
Students with Disabilities	39	87.0	38.50	33.80	20.50	35	25.9	Met Target
Students without Disabilities	189	92.6	71.40	73.00	61.90	69.7		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	228	91.6	65.80	*	57.40	63.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Central Elementary School  
2016-2017

Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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	93	757	766	749	*	14%	28%	54%	*	57%	50%
White	75	760	769	759	0%	*	29%	56%	*	60%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	39	767	772	754	*	*	*	64%	*	69%	55%
Male	54	750	762	745	*	*	*	46%	*	48%	46%
Economically Disadvantaged Students	19	744	739	731	*	*	*	*	*	32%	31%
Non-Economically Disadvantaged Students	74	760	771	762	*	*	*	*	*	64%	63%
Students with Disabilities	15	734	742	720	*	*	*	*	*	20%	24%
Students without Disabilities	78	762	771	755	*	*	*	*	*	64%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	93	757	*	752	*	14%	28%	54%	*	57%	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%



Central Elementary School  
2016-2017

Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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	75	765	765	753	*	*	25%	49%	19%	68%	56%
White	65	766	765	762	*	*	26%	52%	19%	71%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	28	767	771	758	0%	*	*	50%	*	71%	61%
Male	47	763	759	749	0%	*	*	49%	*	66%	51%
Economically Disadvantaged Students	10	751	747	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	65	767	768	764	*	*	*	*	*	71%	69%
Students with Disabilities	19	751	*	725	*	*	*	*	*	53%	25%
Students without Disabilities	56	770	*	759	*	*	*	*	*	73%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	75	765	*	755	*	*	25%	49%	19%	68%	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%



Central Elementary School  
2016-2017

Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

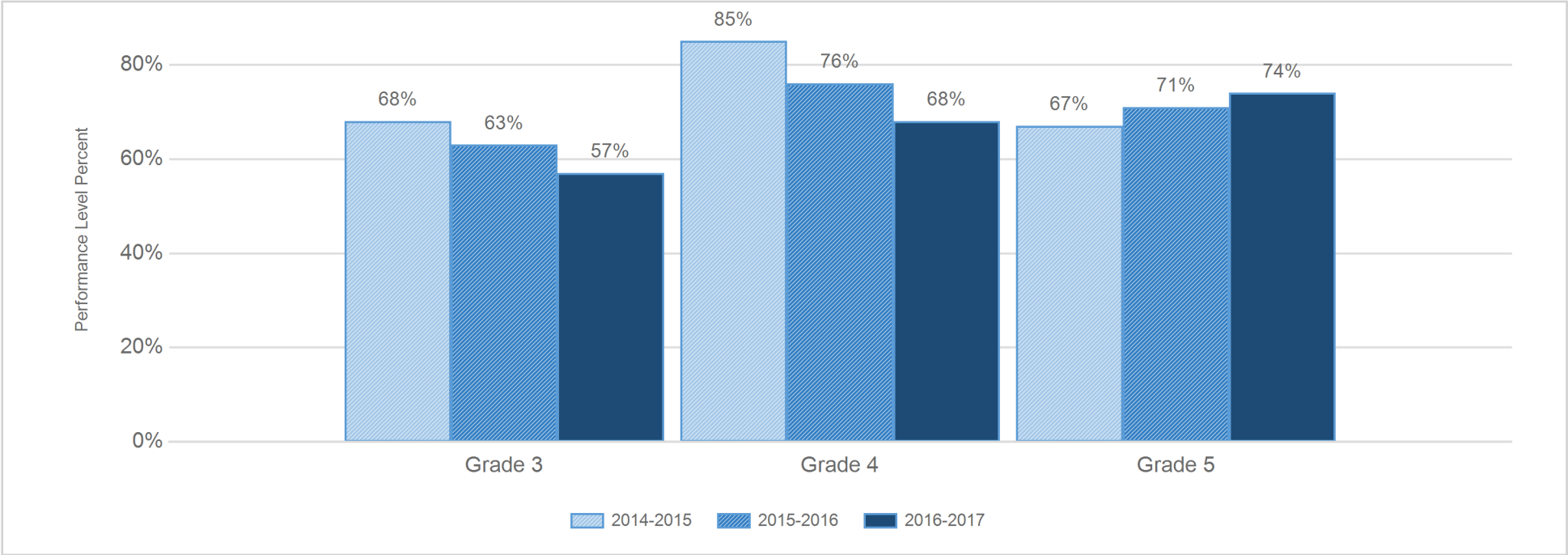
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	73	765	766	756	*	*	22%	60%	14%	74%	59%
White	63	768	768	763	*	*	19%	62%	16%	78%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	36	769	771	761	0%	*	*	56%	*	75%	66%
Male	37	762	763	750	0%	*	*	65%	*	73%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	73	765	*	757	*	*	22%	60%	14%	74%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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

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





Central Elementary School  
2016-2017

Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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	228	91.6	58.30	54.00	43.50	56.2	49.6	Met Target
White	193	91.0	61.20	55.90	52.40	58.6	53	Met Target
Hispanic	13	100.0	46.20	35.70	27.60	46.2	**	**
Black or African American	14	93.7	21.40	24.40	21.70	21	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	96	95.4	58.30	56.40	44.10	58.3		
Male	132	89.0	58.30	51.90	42.90	54.8		
Economically Disadvantaged Students	34	90.2	41.10	33.40	25.10	*	21.4	Met Target
Non-Economically Disadvantaged Students	194	91.9	61.30	56.80	54.30	*		
Students with Disabilities	39	87.0	35.90	32.00	16.50	32.7	33.3	Met Target†
Students without Disabilities	189	92.6	63.00	59.20	48.80	61.4		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	228	91.6	58.30	*	45.20	56.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Central Elementary School  
2016-2017

Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	758	766	751	*	*	24%	53%	15%	68%	53%
White	75	761	768	759	*	*	23%	52%	17%	69%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	39	768	767	751	*	*	*	62%	*	85%	52%
Male	54	752	765	751	*	*	*	46%	*	56%	53%
Economically Disadvantaged Students	19	748	745	736	*	*	*	*	*	53%	34%
Non-Economically Disadvantaged Students	74	761	770	761	*	*	*	*	*	72%	65%
Students with Disabilities	15	741	747	729	*	*	*	*	0%	33%	29%
Students without Disabilities	78	762	770	755	*	*	*	*	18%	74%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	93	758	*	753	*	*	24%	53%	15%	68%	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%





**Central Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-070  
**MONMOUTH**  
**WALL TWP**  
**2007 ALLENWOOD ROAD**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	748	752	747	*	19%	24%	51%	*	53%	47%
White	65	751	753	755	*	17%	23%	55%	*	59%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	28	748	755	747	*	*	*	43%	*	46%	47%
Male	47	748	750	747	*	*	*	55%	*	57%	48%
Economically Disadvantaged Students	10	729	736	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	65	751	755	757	*	*	*	*	*	57%	61%
Students with Disabilities	19	737	*	724	*	*	*	*	*	42%	22%
Students without Disabilities	56	751	*	751	*	*	*	*	*	57%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	75	748	*	749	*	19%	24%	51%	*	53%	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%





Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

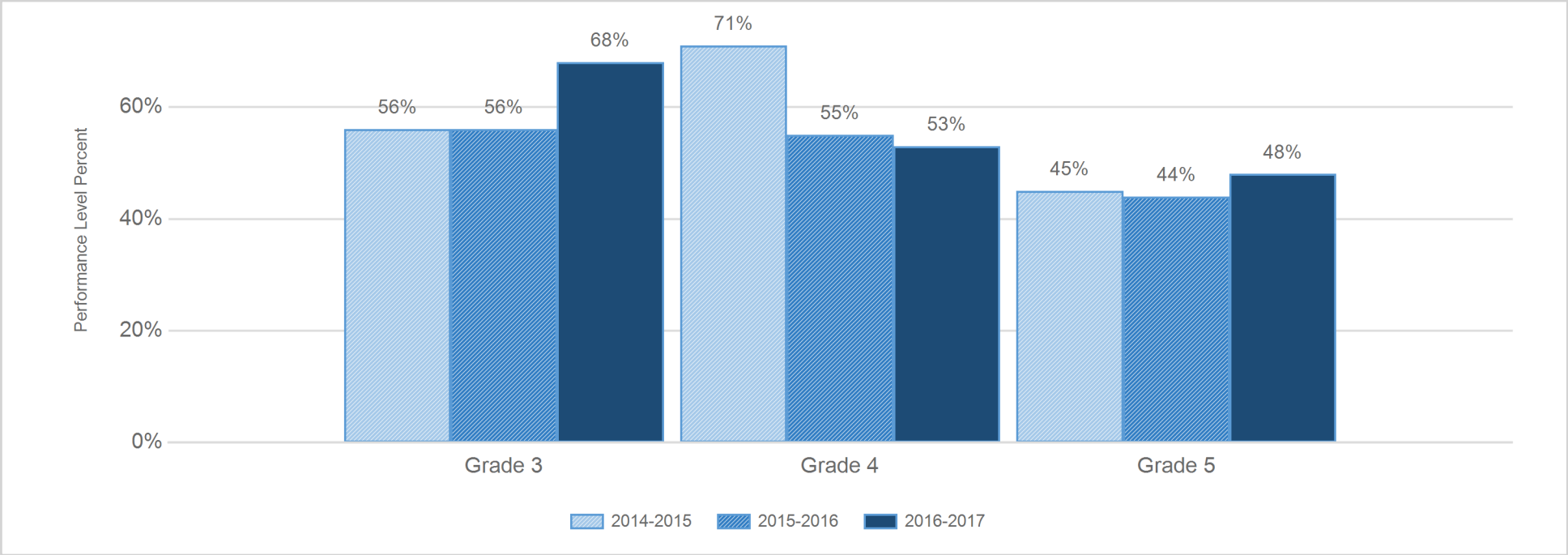
Mathematics Assessment - Performance by Grade: Grade 5

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	73	751	756	747	*	*	37%	41%	*	48%	46%
White	63	754	758	754	*	*	40%	41%	*	49%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	36	747	755	747	*	*	44%	33%	*	39%	47%
Male	37	755	756	746	*	*	30%	49%	*	57%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	73	751	*	748	*	*	37%	41%	*	48%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

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





Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

Alternate Assessments - Participation

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

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



**Central Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-070  
**MONMOUTH**  
**WALL TWP**  
**2007 ALLENWOOD ROAD**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

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.

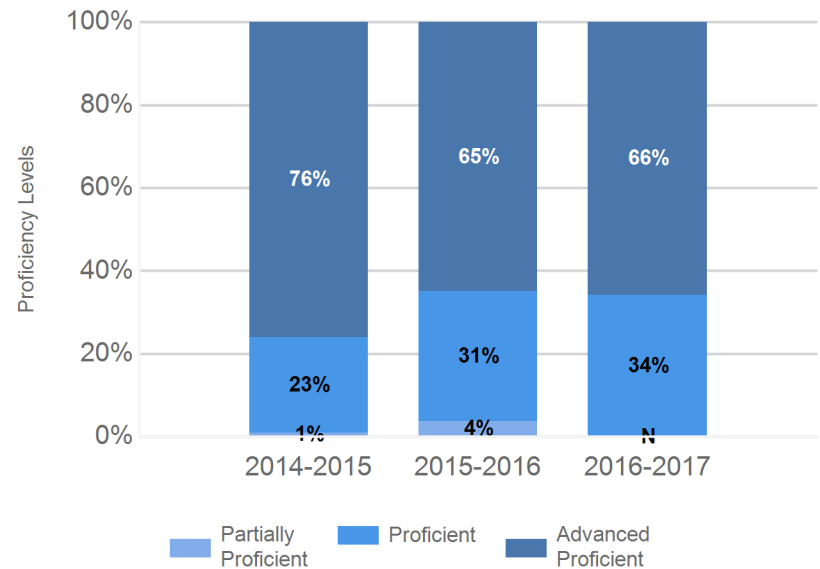
**NJASK Science Assessment Performance: Grade 4**

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	66%	34%	N
White	69%	31%	N
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	55%	46%	N
Students with Disabilities	59%	41%	N
English Learners	N	N	N

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

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





Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	41	50	50	Met Target	44	53	50	Met Target
White	48	50.5	50	Met Target	47	53	52	Met Target
Hispanic	*	47	49	**	*	50	47	**
Black or African American	*	42	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	50	51	**	*	65	52	**
Economically Disadvantaged	38	42	47	**	20	49	46	**
Students with Disabilities	55	50	41	Met Target	48	55	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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



Central Elementary School  
2016-2017

Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

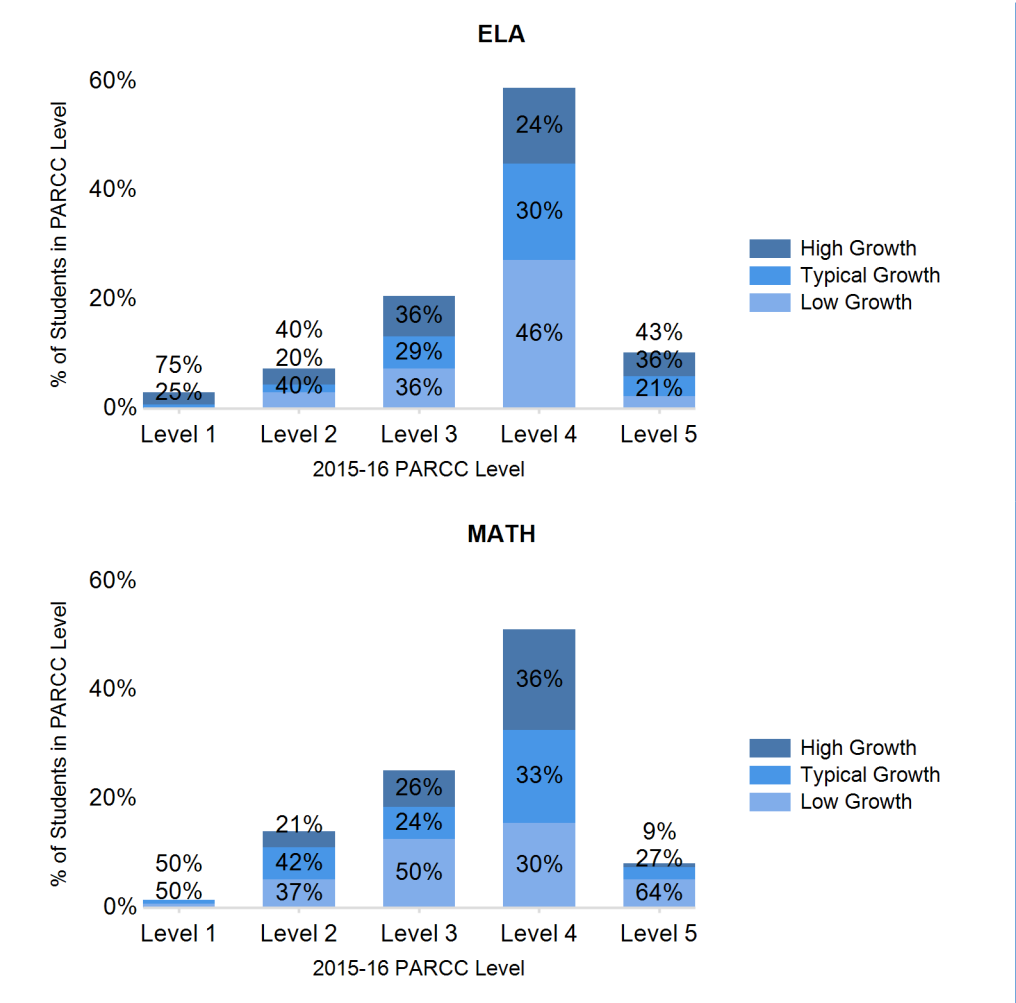
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

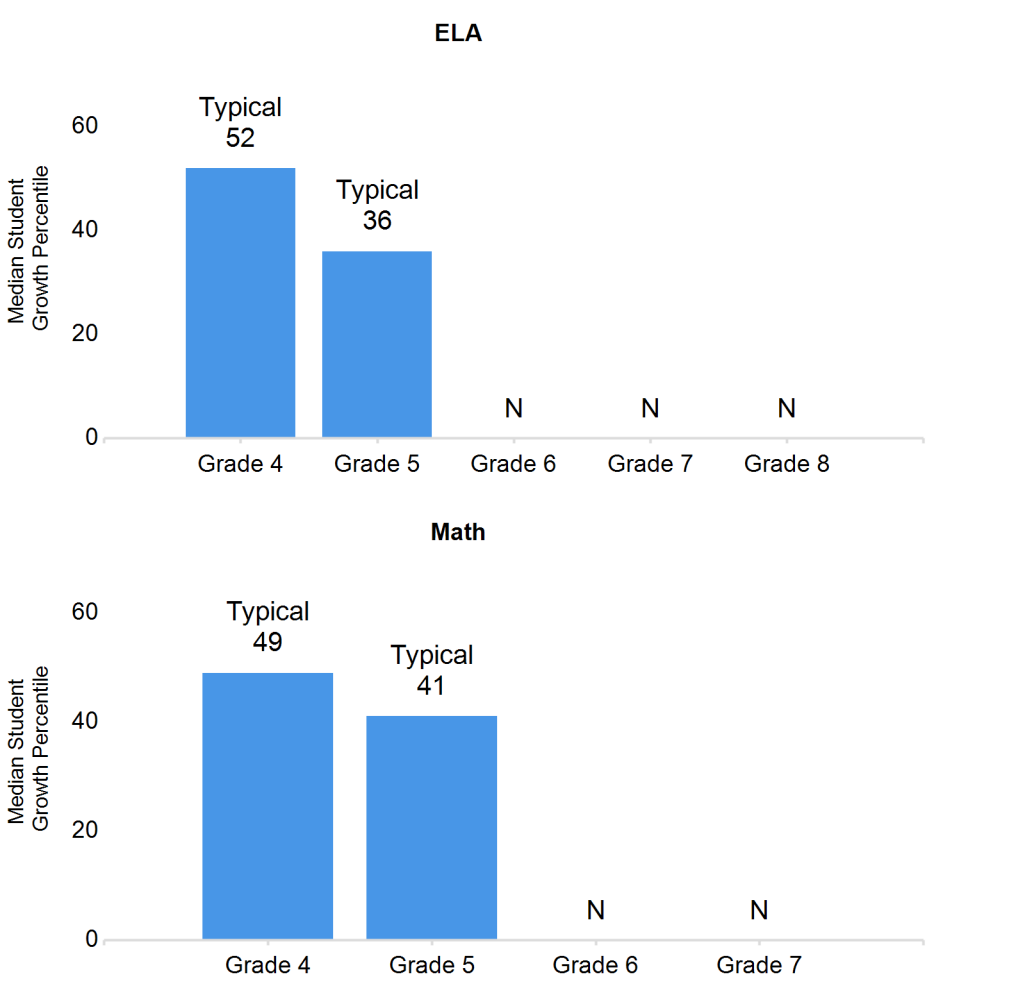
Student Growth by Performance Level

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



Student Growth by Grade

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





Central Elementary School  
2016-2017

Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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

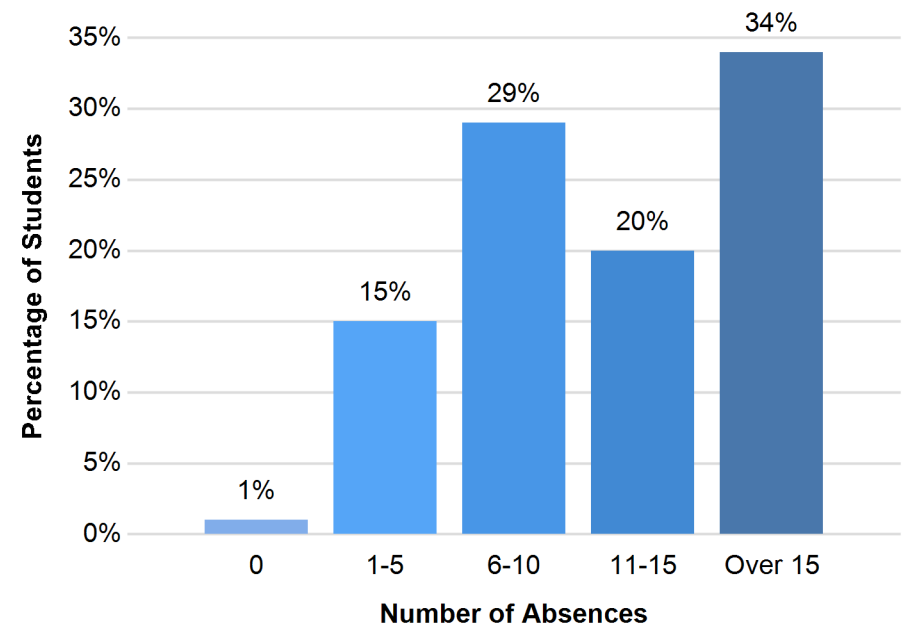
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	24.70	8.40	Not Met
White	26.10	8.40	Not Met
Hispanic	4.20	8.40	Met Target
Black or African American	25.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	24.40	8.40	Not Met
Students with Disabilities	26.90	8.40	Not Met
English Learners	N	**	**

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

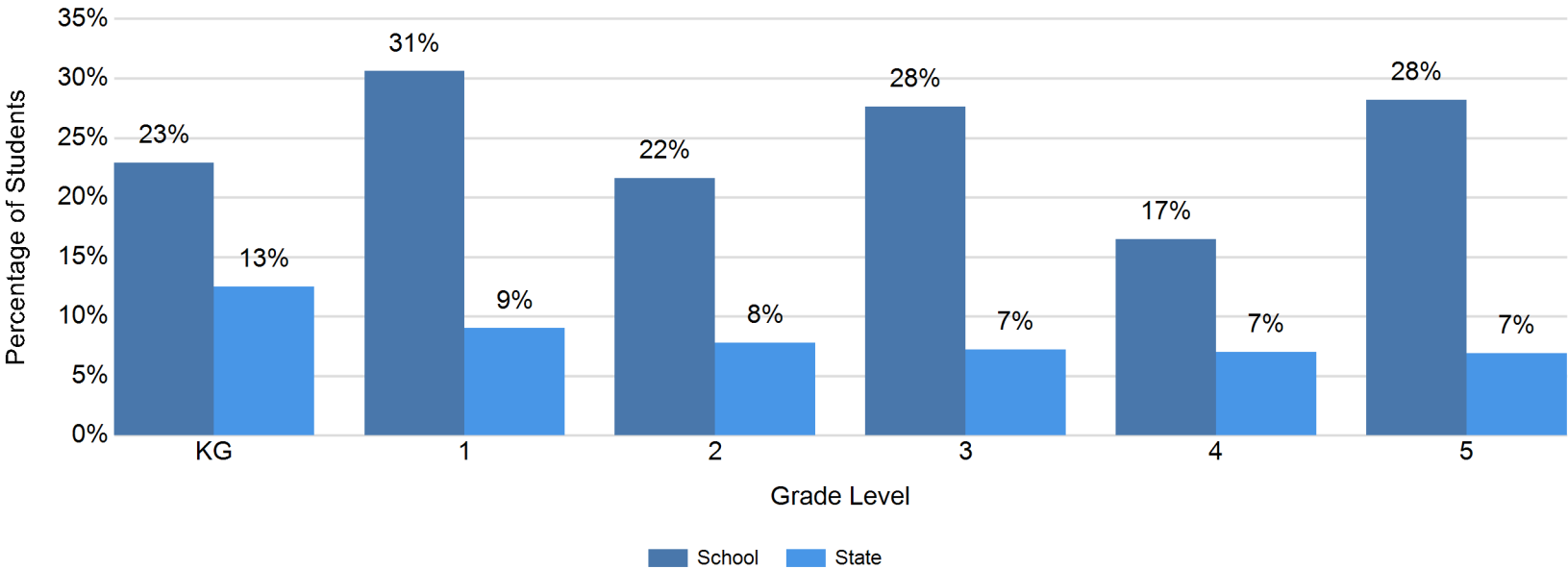
### Days Absent

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



### Chronic Absenteeism by Grade

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







Central Elementary School  
2016-2017

Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

### 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	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



**Central Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-070  
**MONMOUTH**  
**WALL TWP**  
**2007 ALLENWOOD ROAD**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	859.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$345	\$16,117	\$16,462



Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	59%	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	9:1
Administrators	518:1	159:1
Librarian/Media Specialists		1164:1
Nurses		499:1
Counselors		349:1
Child Study Team		145:1



Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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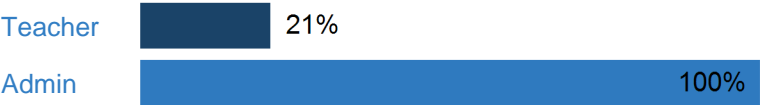
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	87%	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%



Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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	57.9	17.5%
Mathematics Proficiency	66.2	17.5%
English Language Arts Growth	39.3	25.0%
Mathematics Growth	36.4	25.0%
Chronic Absenteeism	4.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.3
Summative Rating: Percentile rank of Summative Score		35.9
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.



**Central Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-070  
**MONMOUTH**  
**WALL TWP**  
**2007 ALLENWOOD ROAD**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

**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	41.3	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
White	37.0	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Students with Disabilities	67.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**Central Elementary School**  
**2016-2017**  
**Grade Span KG-05**



25-5420-070  
**MONMOUTH**  
**WALL TWP**  
**2007 ALLENWOOD ROAD**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

### School General Info

<b>Principal:</b>	Mrs. Antoniello	<b>Email Address:</b>	<a href="mailto:jantoniello@wall.k12.nj.us">jantoniello@wall.k12.nj.us</a>
<b>Address:</b>	2007 ALLENWOOD ROAD P O BOX 1199 WALL, NJ 07719-1199	<b>Website:</b>	<a href="http://cn.wall.k12.nj.us">cn.wall.k12.nj.us</a>
<b>Phone:</b>	(732)556-2540		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes balanced literacy, reading and writing workshop.</li> <li>• Math curriculum includes Envision 2.0 Math and Next Gen Science.</li> <li>• Technology is integrated into instruction utilizing ipads and chromebooks.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.</p>





Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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 <div>Courses, Curriculum, Instruction:</div>	<p>Students participate in meaningful literacy-based center activities, guided reading groups and writer’s workshop. The math program follows an inquiry-based model of instruction including a combination of cooperative learning, direct instruction, labs or hands-on investigations, and manipulatives. Hands-on experiences, discussions, and inquiry projects in science and social studies develop critical thinking and inquiry skills.</p>
 <div>Before and After School Programs:</div>	<p>The Wrap is a monthly, tuition-based program that provides families with care both before and after school. Children are supervised by responsible, attentive adults who organize activities and homework time. The Wrap provides children with developmentally-appropriate and interest-driven activities.</p>









**Central Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-070  
**MONMOUTH**  
**WALL TWP**  
**2007 ALLENWOOD ROAD**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

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 <b>Staff and Professional Learning:</b>	<p>The Wall Township professional staff engages in continual professional development. Whether working in grade level teams analyzing student performance data or attending off-campus workshops, teachers actively seek ways to refine their instructional practices. During the 2017-2018 school year, elementary teachers are working collaboratively to design standards-based assessments</p>
 <b>Student Supports and Services:</b>	<p>At Central School, students are at the heart of solid differentiated instruction. The teacher forms small, flexible teacher-led instructional groups based on student data and observations. Our I&amp;RS committee assists students who are experiencing learning, behavior, or health difficulties. We also have a child study team who supports students with disabilities.</p>
 <b>Student Health and Wellness:</b>	<p>In addition to rich academic instruction in homeroom and pull-out settings, Central's students also attend special area classes. Children learn the importance of developing the mind and the body through participation in vocal music, visual arts, physical education, technology, and Spanish. Our health and wellness committee meets regularly to make health and wellness a priority.</p>
 <b>Parent and Community Involvement:</b>	<p>Central School prides itself on its home/school connection in support of the children. The Central Association of Parents and Educators (CAPE) is an outstanding asset to the school. CAPE supports the overall educational programs at Central School through extensive fundraising at events. CAPE sponsors a variety of activities for students. These activities include, but are not limited to, educational assembly programs, the school Lip Sync, the Fall Festival, and Theater Week.</p>





Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>Central School encourages a true commitment to the values prevalent in supportive communities, including the Character Counts Pillars. Students participate in anti-bullying activities during a Week of Respect, participation in food drives, and other activities. The students participate in the “Noble Knight” program where srandom acts of kindness are recognized. A yearly survey provides the School Climate Team with information about how to improve an already supportive and inclusive culture.</p>
<div>Facilities:</div>	<p>The Media Center and Computer Lab both provide constant activity as students develop research skills and explore literature from a variety of resources, and refine computer skills. Technology empowers students to take responsibility for their own learning. We also have a post office that is run by our students.</p>




Central Elementary School  
2016-2017  
Grade Span KG-05

25-5420-070  
MONMOUTH  
WALL TWP  
2007 ALLENWOOD ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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>Teachers, staff, and parents work collaboratively to provide rich, meaningful, academic and social experiences for students. The positive school climate embodied by the entire school community promotes learning and academic confidence within the learner. The staff utilizes research-based educational strategies while implementing new and innovative methods to best deliver instruction to students. They strive to provide a supportive environment where children have the opportunity to reach their full potential. When you first enter the school, you see a banner that states, “Central School: A place where learning is a fun adventure.” The staff believes that it’s important for learning to be student-centered, fun, and engaging.</p>
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Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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

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

Navigating through the reports:

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

Other Resources:

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



Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

**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.



Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	70	57	61
1	62	73	53
2	58	67	75
3	54	61	66
4	86	57	65
5	78	91	52
Ungraded	11	4	10
Total	419	410	382

### 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	45%	47%	47%
Male	55%	53%	53%
Economically Disadvantaged Students	12%	11%	9%
Students with Disabilities	17%	21%	19%
English Learners	0%	0%	0%
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
White	88.0%
Hispanic	5.8%
Asian	1.3%
Black or African American	0.8%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.9%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	64	57	61

### 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	97.9%
Spanish	1.0%
Other	1.2%



Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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	175	97.3	75.40	65.70	54.90	75.4	68.7	Met Target
White	152	97.0	73.70	67.10	63.90	73.7	68.9	Met Target
Hispanic	10	100.0	80.00	52.80	39.80	80	**	**
Black or African American	*	*	*	35.70	35.20	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	10	100.0	90.00	71.40	54.90	90	**	**
Female	81	97.7	82.70	74.80	62.20	82.7		
Male	94	97.0	69.10	57.60	48.10	69.1		
Economically Disadvantaged Students	15	100.0	66.60	40.10	36.20	66.6	**	**
Non-Economically Disadvantaged Students	160	97.1	76.30	69.10	65.80	76.3		
Students with Disabilities	40	95.2	60.00	33.80	20.50	60	48.2	Met Target
Students without Disabilities	135	97.9	80.00	73.00	61.90	80		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	175	97.3	75.40	*	57.40	75.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	767	766	749	*	*	*	70%	*	79%	50%
White	57	765	769	759	*	*	*	70%	*	79%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	30	774	772	754	*	*	*	67%	*	80%	55%
Male	33	761	762	745	*	*	*	73%	*	79%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	10	732	742	720	*	*	*	*	*	40%	24%
Students without Disabilities	53	773	771	755	*	*	*	*	*	87%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	63	767	*	752	*	*	*	70%	*	79%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%





Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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	64	764	765	753	*	*	25%	42%	20%	63%	56%
White	53	763	765	762	*	*	28%	38%	21%	59%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	37	771	771	758	*	*	*	46%	*	73%	61%
Male	27	754	759	749	*	*	*	37%	*	48%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	12	737	*	725	*	*	*	*	0%	42%	25%
Students without Disabilities	52	770	*	759	*	*	*	*	25%	67%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	64	764	*	755	*	*	25%	42%	20%	63%	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%



Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

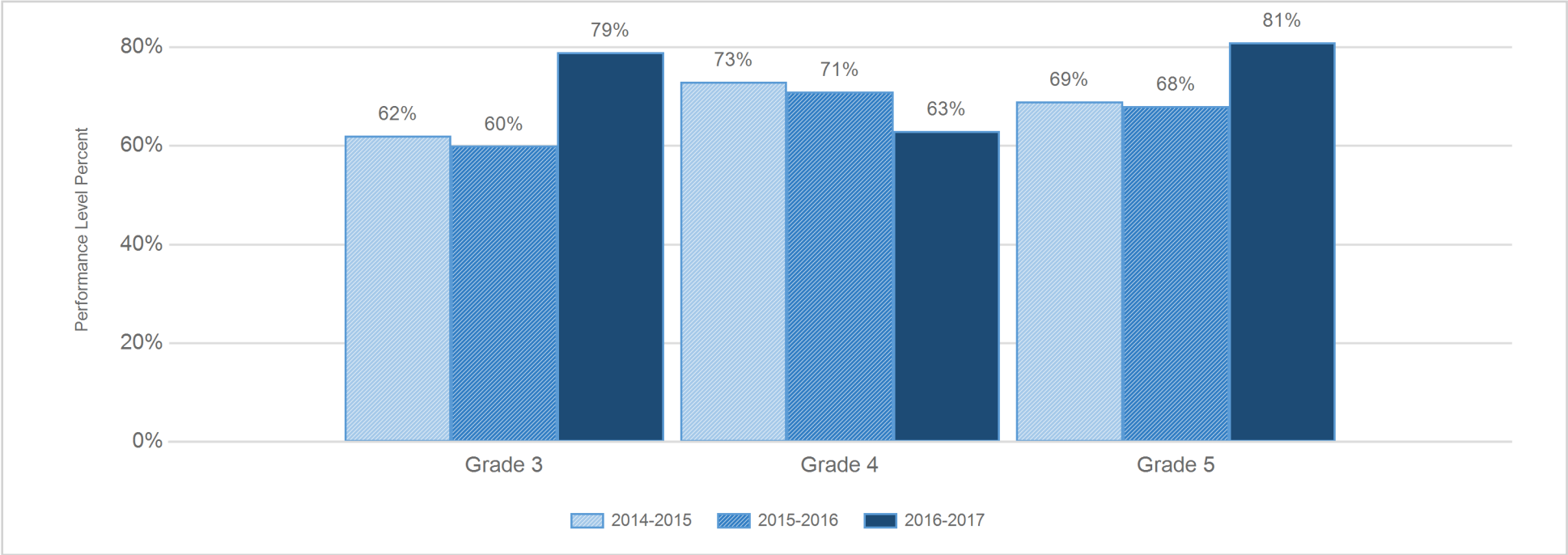
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	48	766	766	756	0%	*	*	73%	*	81%	59%
White	44	766	768	763	0%	*	*	71%	*	80%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	17	770	771	761	0%	*	*	77%	*	94%	66%
Male	31	764	763	750	0%	*	*	71%	*	74%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	11	771	756	725	0%	*	*	*	*	82%	22%
Students without Disabilities	37	764	769	762	0%	*	*	*	*	81%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	48	766	*	757	0%	*	*	73%	*	81%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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

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





Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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	176	97.9	64.80	54.00	43.50	64.8	60.9	Met Target
White	153	97.6	64.10	55.90	52.40	64.1	62.3	Met Target
Hispanic	10	100.0	70.00	35.70	27.60	70	**	**
Black or African American	*	*	*	24.40	21.70	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	10	100.0	60.00	57.10	44.90	60	**	**
Female	81	97.7	63.00	56.40	44.10	63		
Male	95	98.0	66.30	51.90	42.90	66.3		
Economically Disadvantaged Students	15	100.0	46.70	33.40	25.10	46.7	**	**
Non-Economically Disadvantaged Students	161	97.7	66.50	56.80	54.30	66.5		
Students with Disabilities	41	97.6	41.50	32.00	16.50	41.5	52.9	Met Target†
Students without Disabilities	135	97.9	71.80	59.20	48.80	71.8		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	176	97.9	64.80	*	45.20	64.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	764	766	751	*	*	*	54%	18%	71%	53%
White	57	762	768	759	*	*	*	54%	*	70%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	30	764	767	751	*	*	*	53%	*	70%	52%
Male	33	764	765	751	*	*	*	55%	*	73%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	10	737	747	729	*	*	*	*	0%	30%	29%
Students without Disabilities	53	769	770	755	*	*	*	*	21%	79%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	63	764	*	753	*	*	*	54%	18%	71%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	65	750	752	747	*	19%	26%	45%	*	52%	47%
White	54	750	753	755	*	20%	26%	44%	*	52%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	754	755	747	*	*	*	43%	*	54%	47%
Male	28	745	750	747	*	*	*	46%	*	50%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	722	*	724	*	*	*	*	*	*	22%
Students without Disabilities	52	758	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	65	750	*	749	*	19%	26%	45%	*	52%	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%



Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

Mathematics Assessment - Performance by Grade: Grade 5

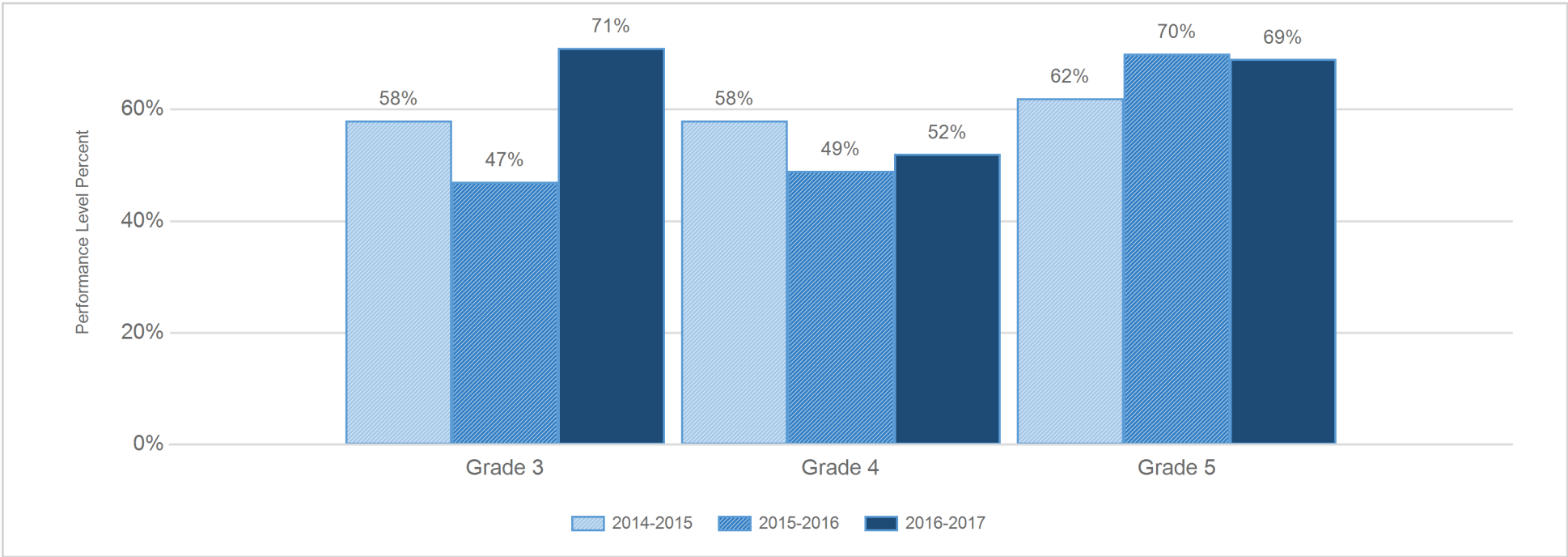
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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	49	764	756	747	0%	*	27%	57%	*	69%	46%
White	45	764	758	754	0%	*	27%	56%	*	69%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	17	763	755	747	0%	*	*	*	*	65%	47%
Male	32	764	756	746	0%	*	*	*	*	72%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	12	770	749	725	0%	*	*	*	*	67%	19%
Students without Disabilities	37	762	757	751	0%	*	*	*	*	70%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	49	764	*	748	0%	*	27%	57%	*	69%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



### Mathematics Assessment – Performance Trends

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







Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



**Old Mill Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-077  
**MONMOUTH**  
**WALL TWP**  
**2119 OLD MILL ROAD**  
**OLD MILL ROAD**  
**SEA GIRT, NJ 08750-1199**

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.

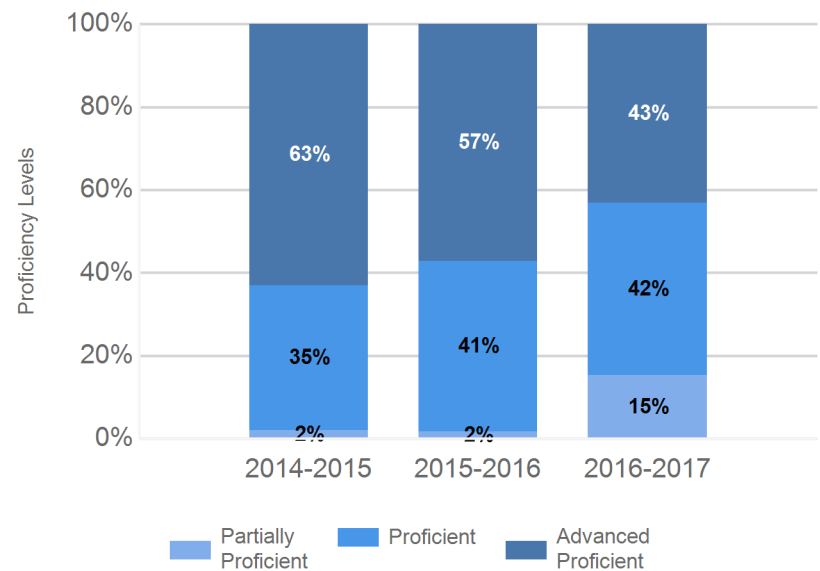
**NJASK Science Assessment Performance: Grade 4**

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	43%	42%	15%
White	47%	40%	13%
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	N	*	*
Students with Disabilities	15%	39%	46%
English Learners	N	N	N

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

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





Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	50	50	Met Target	73.5	53	50	Exceeds Target
White	49.5	50.5	50	Met Target	73	53	52	Exceeds Target
Hispanic	*	47	49	**	*	50	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	51	60	**	*	53	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	50	51	**	*	65	52	**
Economically Disadvantaged	*	42	47	**	*	49	46	**
Students with Disabilities	49	50	41	Met Target	62	55	43	Exceeds Target
English Learners	N	N	N	N	N	N	N	N

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



Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

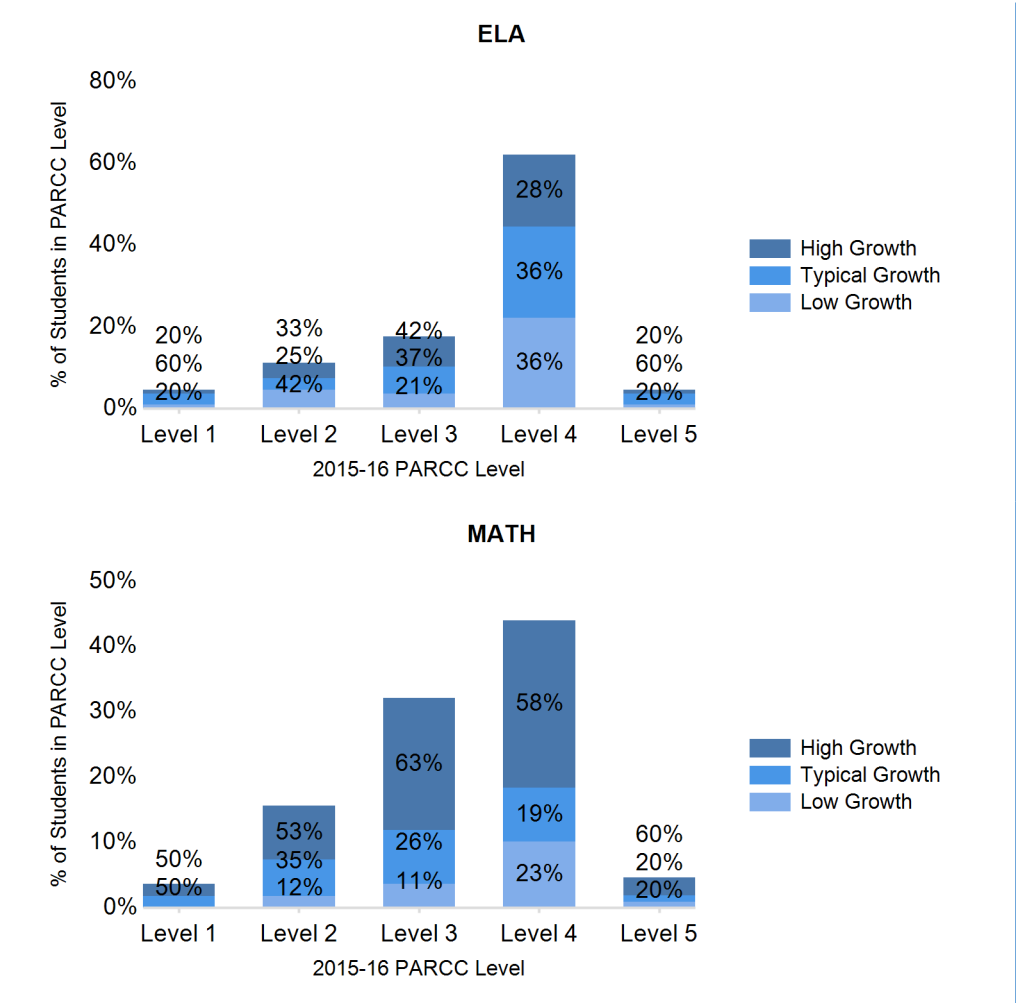
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

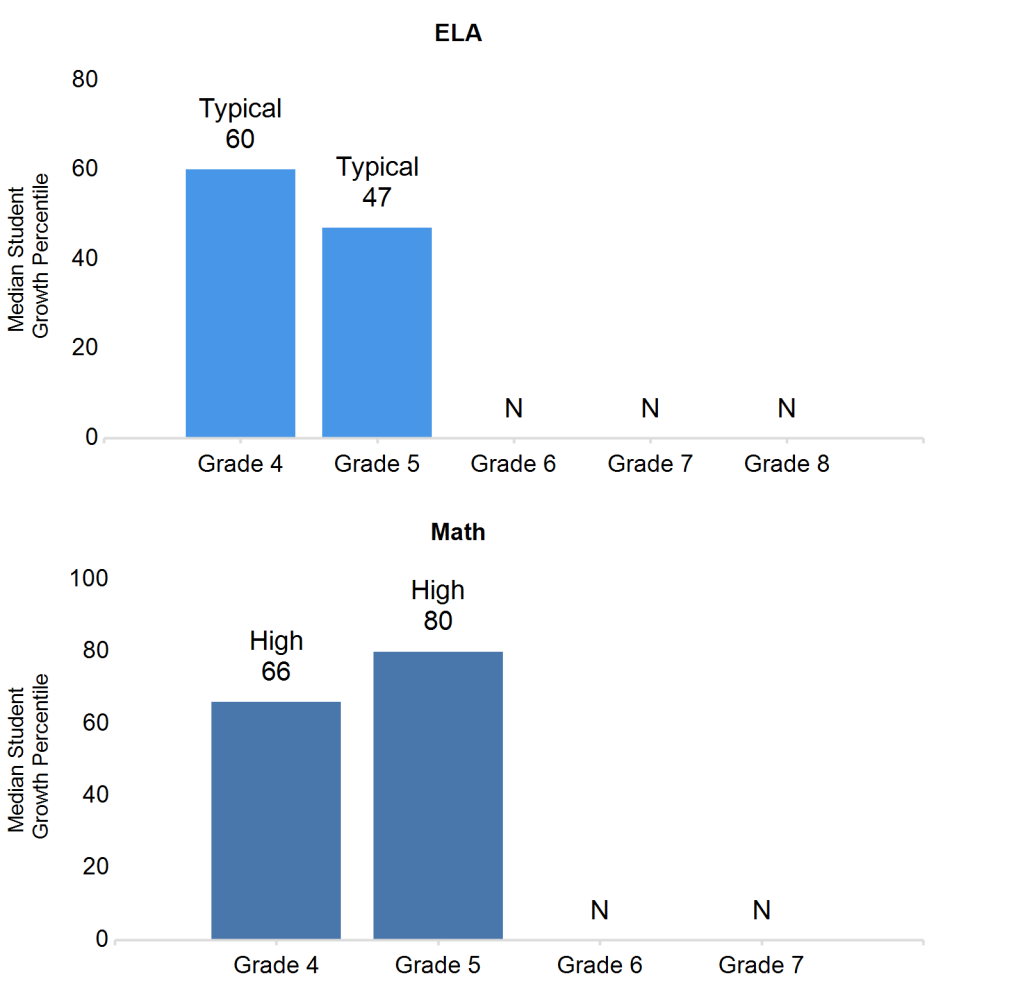
Student Growth by Performance Level

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



Student Growth by Grade

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





Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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

Chronic Absenteeism

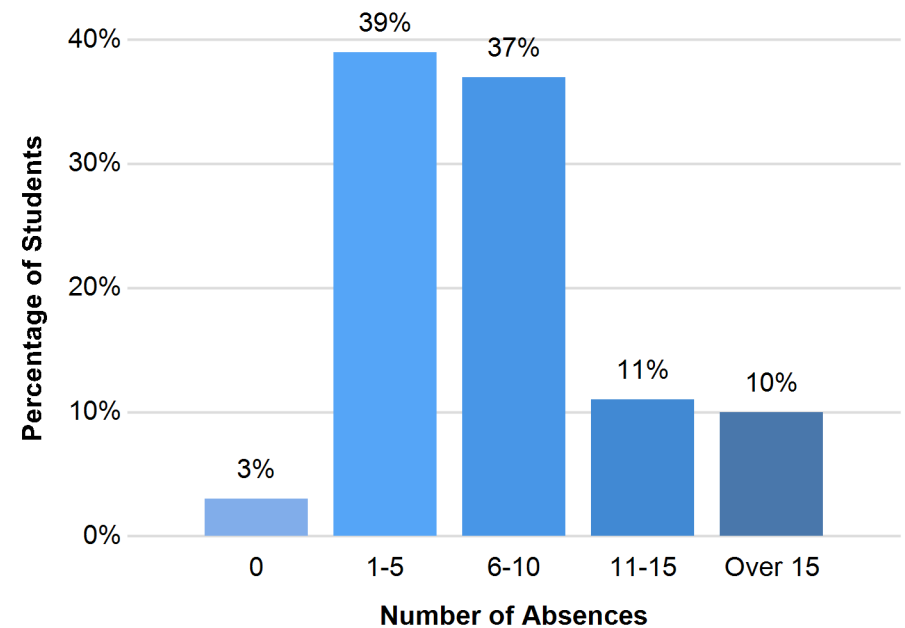
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.50	8.40	Met Target
White	5.70	8.40	Met Target
Hispanic	0	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.70	8.40	Not Met
Students with Disabilities	9.90	8.40	Not Met
English Learners	N	**	**

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

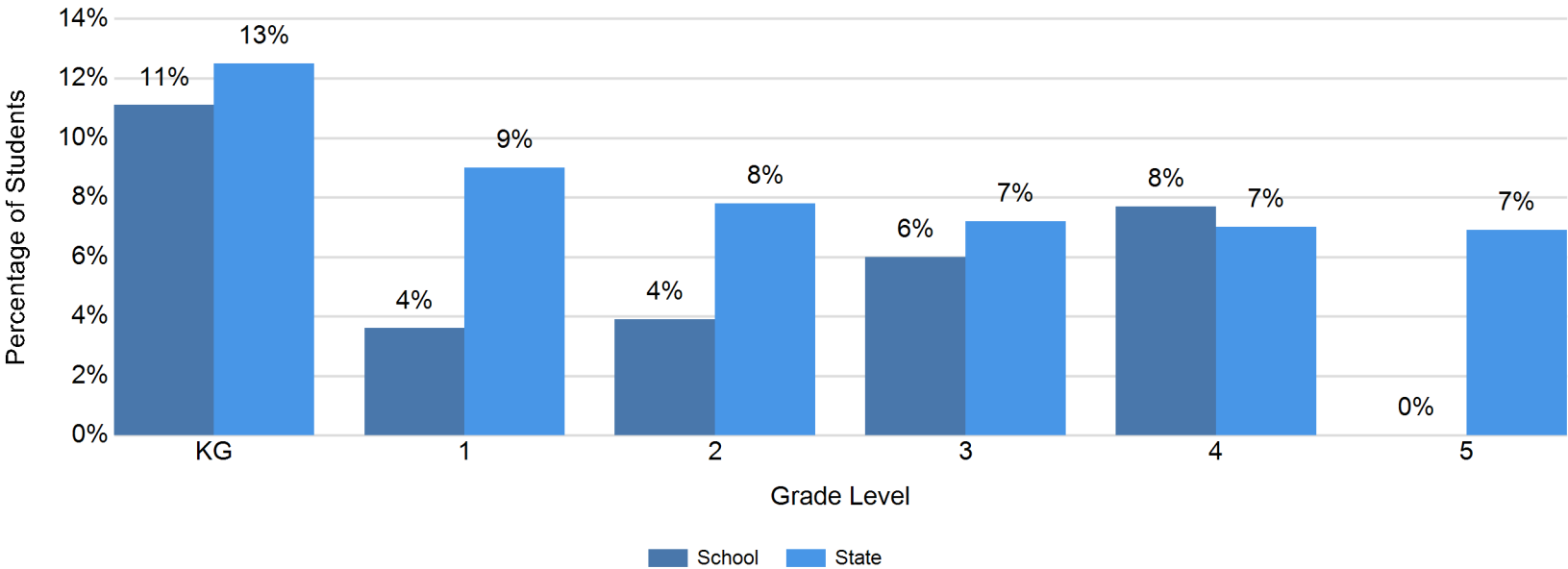
Days Absent

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



### Chronic Absenteeism by Grade

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





Old Mill Elementary School  
2016-2017

Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.26

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	859.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$345	\$16,117	\$16,462





Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	10.0	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	22	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	59%	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	9:1	9:1
Administrators	382:1	159:1
Librarian/Media Specialists		1164:1
Nurses		499:1
Counselors		349:1
Child Study Team		145:1



Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	87%	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%



Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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	90.3	17.5%
Mathematics Proficiency	81.7	17.5%
English Language Arts Growth	58.6	25.0%
Mathematics Growth	96.8	25.0%
Chronic Absenteeism	63.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		78.4
<b>Summative Rating:</b> Percentile rank of Summative Score		88.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

### 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	78.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	67.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	84.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**Old Mill Elementary School**  
**2016-2017**  
**Grade Span KG-05**



25-5420-077  
**MONMOUTH**  
**WALL TWP**  
 2119 OLD MILL ROAD  
 OLD MILL ROAD  
 SEA GIRT, NJ 08750-1199

### School General Info

<b>Principal:</b>	Mr. Laughlin	<b>Email Address:</b>	<a href="mailto:elaughlin@wall.k12.nj.us">elaughlin@wall.k12.nj.us</a>
<b>Address:</b>	2119 OLD MILL ROAD OLD MILL ROAD SEA GIRT, NJ 08750-1199	<b>Website:</b>	<a href="http://om.wall.k12.nj.us">om.wall.k12.nj.us</a>
<b>Phone:</b>	(732)556-2140		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes comprehensive literacy and EnVision 2.0 math</li> <li>• Offers 19 homeroom classes, 5 resource rooms and 2 self-contained classes</li> <li>• Offers a comprehensive set of special area and fine arts classes</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.</p>





Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

School Narrative

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 Courses, Curriculum, Instruction:	Our academic program, anchored by the NJ State Learning Standards, includes language arts, mathematics, science, social studies, physical education, music, art, technology, and Spanish. Comprehensive Literacy uses direct instruction and the workshop model; students progress from teacher-led reading and writing to independent practice. enVision 2.0 encourages our students to develop their math skills through problem-based instruction, visual learning, and small group work.
 Before and After School Programs:	The Wrap is a monthly, tuition-based program that provides families with care both before and after school. Children are supervised by responsible, attentive adults who organize activities and homework time. The Wrap provides children with developmentally-appropriate and interest-driven activities.







**Old Mill Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-077  
**MONMOUTH**  
**WALL TWP**  
**2119 OLD MILL ROAD**  
**OLD MILL ROAD**  
**SEA GIRT, NJ 08750-1199**

**School Narrative**

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

 <b>Staff and Professional Learning:</b>	<p>The Wall Township professional staff engages in continual professional development. Whether working in grade level teams analyzing student performance data or attending off-campus workshops, teachers actively seek ways to refine their instructional practices. During the 2017-2018 school year, elementary teachers are working collaboratively to design standards-based assessments.</p>
 <b>Student Supports and Services:</b>	<p>Old Mill School is home to nineteen inclusive homerooms, five Resource Rooms, and two self-contained classrooms. Students work together in academic and social settings; all students benefit from the accepting environment. For students in general education, the Intervention and Referral Services team meets monthly to review learners' progress and to develop action plans to address academic, behavioral, or social concerns.</p>
 <b>Student Health and Wellness:</b>	<p>In addition to rich academic instruction in homeroom and pull-out settings, Old Mill School's students also attend special area classes. Children learn the importance of developing the mind and the body through participation in vocal music, visual arts, physical education, technology, and Spanish. Old Mill School is an inclusive environment; students in our self-contained classrooms join their peers for special classes.</p>
 <b>Parent and Community Involvement:</b>	<p>The Old Mill Home and School Association is invaluable to our school family. Whether raising funds for special projects or volunteering to help in classrooms, dedicated families work tirelessly to support our school community. Members of the OMH&amp;S provide opportunities for our students to participate in field trips, Theater Week, and the OM Fun Run. The strong home school connection is a critical piece of our students' success.</p>





Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
WALL TWP  
2119 OLD MILL ROAD  
OLD MILL ROAD  
SEA GIRT, NJ 08750-1199

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>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Old Mill School families and staff work in tandem to help our students make positive choices and develop strong characters. Monthly, we celebrate Acts of Character which recognize at each grade level a student's effort. During our Spirit Days and Pep Rally Week, students show their pride by wearing our school colors. A yearly survey provides the School Climate Team with information about how to improve an already supportive and inclusive culture.</p>
<div>Facilities:</div>	<p>Our technology lab is a Google environment home to twenty-six Chrome Box stations. Students continue to hone their research and typing skills in their classrooms via access through over 130 Chrome Books and over 100 iPads. Old Mill School's library boasts more than 10,000 books for our readers! From easy readers to the latest chapter books, the library meets the needs of our learners.</p>






Old Mill Elementary School  
2016-2017  
Grade Span KG-05

25-5420-077  
MONMOUTH  
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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>The school day offers students a continuous two-hour block of learning time for English Language Arts. An uninterrupted one-hour block of time is used for mathematics. Science and Social Studies are held in forty-minute blocks of time. Teachers are challenging students in a variety of ways and are offer learning opportunities that tap into the different learning styles of students. Small group instruction, centers and stations and independent study help to ensure that students are progressing to the best of their ability.</p>
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Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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

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

#### Navigating through the reports:

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

#### Other Resources:

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



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

### 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.



Wall High School  
2016-2017

Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

### 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	282	292	239
10	287	282	278
11	319	272	280
12	285	308	291
Ungraded	6	9	7
Total	1178	1163	1095

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	49%
Male	50%	51%	51%
Economically Disadvantaged Students	10%	11%	10%
Students with Disabilities	16%	15%	12%
English Learners	0%	0%	1%
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
White	88.8%
Hispanic	5.8%
Black or African American	2.1%
Asian	1.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.6%

### 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	1071
Shared Time Students	47
Full Time Equivalent	1095

### 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	96.9%
Spanish	1.7%
Other	1.5%



**Wall High School**  
**2016-2017**  
**Grade Span 09-12**

25-5420-050  
 MONMOUTH  
 WALL TWP  
 1630 18TH AVE  
 P O BOX 1199  
 WALL, NJ 07719-1199

**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	494	96.2	57.10	65.70	54.90	57.1	62	Not Met
White	434	96.5	58.30	67.10	63.90	58.3	64.1	Not Met
Hispanic	35	97.2	48.60	52.80	39.80	48.6	45.8	Met Target
Black or African American	10	90.9	20.00	35.70	35.20	19	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	230	96.7	66.60	74.80	62.20	66.6		
Male	264	95.7	48.90	57.60	48.10	48.9		
Economically Disadvantaged Students	52	94.6	36.50	40.10	36.20	36.3	35.4	Met Target
Non-Economically Disadvantaged Students	442	96.4	59.50	69.10	65.80	59.5		
Students with Disabilities	78	96.3	15.40	33.80	20.50	15.4	17.5	Met Target†
Students without Disabilities	416	96.2	64.90	73.00	61.90	64.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



**Wall High School**  
**2016-2017**  
**Grade Span 09-12**

**25-5420-050**  
**MONMOUTH**  
**WALL TWP**  
**1630 18TH AVE**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	232	757	757	749	*	*	28%	47%	13%	60%	52%
White	200	759	759	757	*	*	29%	47%	15%	61%	62%
Hispanic	22	743	743	733	0%	*	*	*	*	36%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	103	766	766	756	*	*	19%	52%	*	71%	60%
Male	129	750	750	741	*	*	34%	42%	*	51%	43%
Economically Disadvantaged Students	26	742	742	731	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	206	759	759	758	*	*	*	*	*	63%	62%
Students with Disabilities	38	727	727	714	*	*	50%	*	0%	16%	13%
Students without Disabilities	194	763	763	754	*	*	23%	*	16%	69%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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	269	753	753	743	7%	13%	25%	44%	12%	55%	46%
White	241	754	754	749	6%	13%	25%	44%	12%	56%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	131	761	761	752	*	*	21%	46%	*	64%	54%
Male	138	745	745	734	*	*	28%	41%	*	47%	39%
Economically Disadvantaged Students	24	736	736	726	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	245	755	755	751	*	*	*	*	*	57%	54%
Students with Disabilities	37	717	717	704	*	*	35%	*	0%	14%	12%
Students without Disabilities	232	759	759	749	*	*	23%	*	14%	62%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	269	753	753	745	7%	13%	25%	44%	12%	55%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



**Wall High School**  
**2016-2017**  
**Grade Span 09-12**

**25-5420-050**  
**MONMOUTH**  
**WALL TWP**  
**1630 18TH AVE**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

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

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

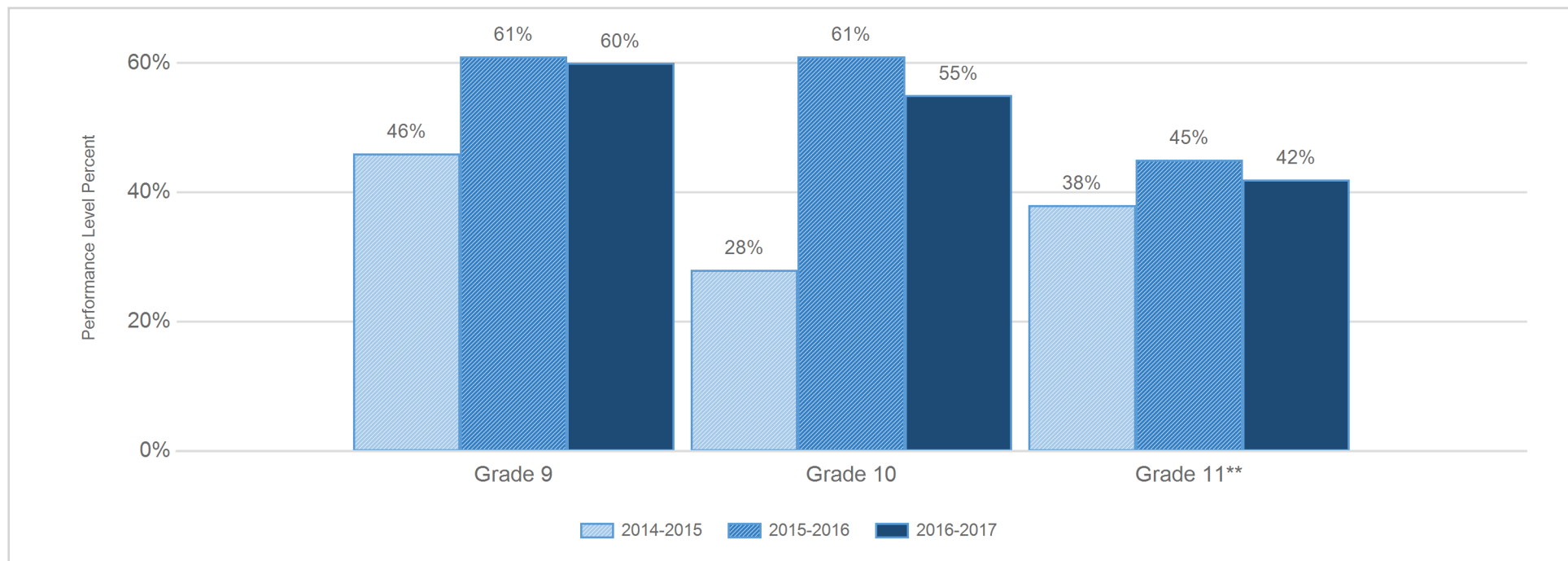
Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	257	739	739	736	*	18%	28%	39%	*	42%	38%
White	233	740	740	738	*	16%	30%	39%	*	42%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	127	746	746	744	*	13%	29%	47%	*	50%	46%
Male	130	731	731	729	*	22%	26%	30%	*	33%	31%
Economically Disadvantaged Students	22	723	723	729	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	235	740	740	740	*	*	*	*	*	43%	42%
Students with Disabilities	42	711	711	709	*	*	*	*	*	*	12%
Students without Disabilities	215	744	744	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	257	739	739	737	*	18%	28%	39%	*	42%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



## English Language Arts/Literacy Assessment - Performance Trends

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



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



Wall High School

2016-2017

Grade Span 09-12

25-5420-050

MONMOUTH

WALL TWP

1630 18TH AVE

P O BOX 1199

WALL, NJ 07719-1199

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	443	96.2	37.70	54.00	43.50	37.7	34.1	Met Target
White	386	96.6	39.60	55.90	52.40	39.6	34.8	Met Target
Hispanic	33	94.3	27.30	35.70	27.60	27	41.1	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	208	97.3	39.40	56.40	44.10	39.4		
Male	235	95.2	36.20	51.90	42.90	36.2		
Economically Disadvantaged Students	50	92.7	22.00	33.40	25.10	21.4	22	Met Target†
Non-Economically Disadvantaged Students	393	96.6	39.70	56.80	54.30	39.7		
Students with Disabilities	77	96.2	16.90	32.00	16.50	16.9	7.9	Met Target
Students without Disabilities	366	96.2	42.00	59.20	48.80	42		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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	121	738	756	743	*	22%	41%	32%	*	32%	42%
White	98	740	757	751	*	21%	41%	35%	*	35%	52%
Hispanic	16	735	*	728	0%	*	*	*	0%	25%	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	*	*	*	741	*	*	*	*	*	*	41%
Female	41	740	760	744	*	24%	46%	29%	*	29%	43%
Male	80	737	752	741	*	21%	38%	34%	*	34%	40%
Economically Disadvantaged Students	21	737	*	727	*	*	*	*	*	33%	23%
Non-Economically Disadvantaged Students	100	738	*	751	*	*	*	*	*	32%	52%
Students with Disabilities	38	729	*	714	*	34%	32%	*	*	24%	10%
Students without Disabilities	83	742	*	747	*	17%	45%	*	*	36%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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%



**Wall High School**  
**2016-2017**  
**Grade Span 09-12**

25-5420-050  
 MONMOUTH  
 WALL TWP  
 1630 18TH AVE  
 P O BOX 1199  
 WALL, NJ 07719-1199

**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	200	736	744	734	*	22%	45%	28%	*	28%	30%
White	173	738	745	740	*	21%	46%	29%	*	30%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	93	738	744	735	*	20%	47%	29%	*	29%	31%
Male	107	735	743	733	*	23%	42%	26%	*	27%	30%
Economically Disadvantaged Students	25	720	*	721	*	*	*	*	*	12%	13%
Non-Economically Disadvantaged Students	175	739	*	740	*	*	*	*	*	30%	39%
Students with Disabilities	37	719	719	711	*	38%	32%	*	*	11%	*
Students without Disabilities	163	740	748	738	*	18%	47%	*	*	32%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	200	736	744	735	*	22%	45%	28%	*	28%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



**Wall High School**  
**2016-2017**  
**Grade Span 09-12**

25-5420-050  
 MONMOUTH  
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 1630 18TH AVE  
 P O BOX 1199  
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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	205	738	738	725	*	18%	32%	37%	*	38%	28%
White	191	738	738	731	*	18%	33%	37%	*	38%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
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	112	740	740	725	*	17%	30%	40%	*	40%	27%
Male	93	737	737	725	*	18%	34%	33%	*	34%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	16	706	706	692	*	*	*	*	*	*	*
Students without Disabilities	189	741	741	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	205	738	738	726	*	18%	32%	37%	*	38%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

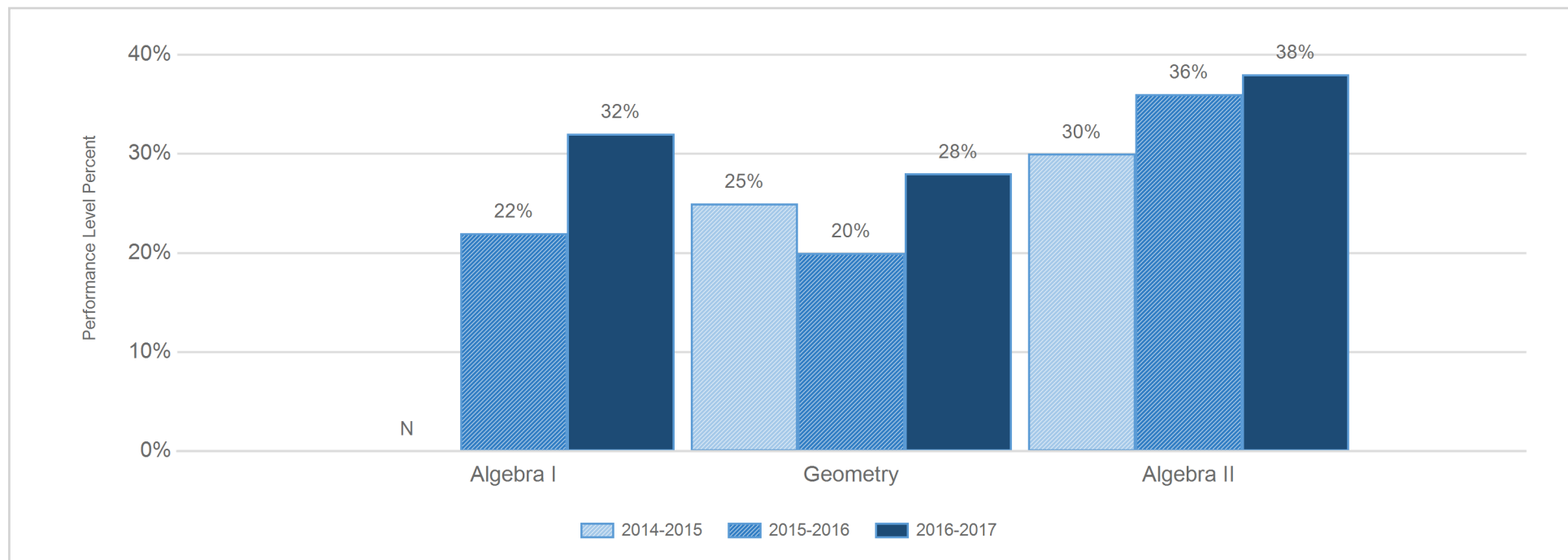


**Wall High School**  
**2016-2017**  
**Grade Span 09-12**

25-5420-050  
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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.





Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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.

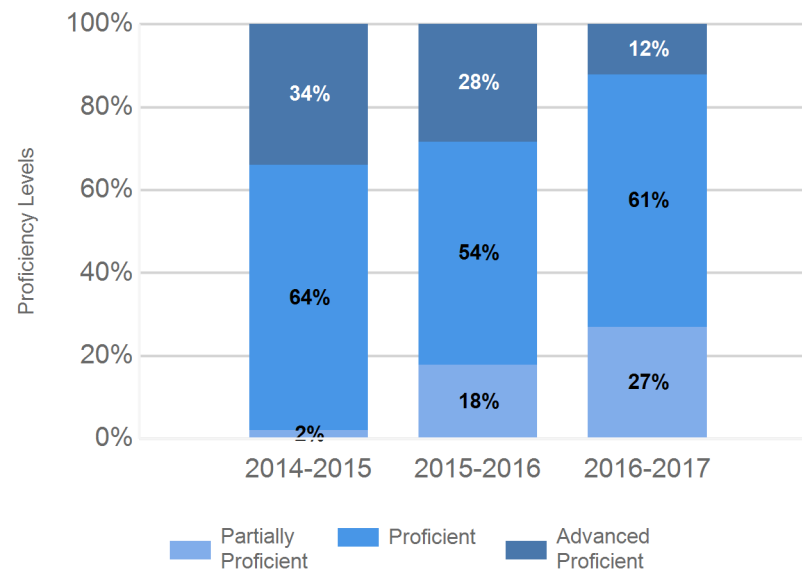
Biology Assessment - Performance

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	12%	61%	27%
White	12%	63%	25%
Hispanic	4%	54%	43%
Black or African American	N	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	4%	51%	46%
Students with Disabilities	3%	37%	60%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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







**Wall High School  
2016-2017**

**Grade Span 09-12**

**25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199**

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	97.8%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	34.0%	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	504	481	Varies By Grade	78%	67%
PSAT - Math	512	483	Varies By Grade	63%	49%
SAT - Reading and Writing	574	551	480	88%	77%
SAT - Math	569	552	530	69%	58%
ACT - Reading	25	24	22	71%	65%
ACT - English	24	24	18	83%	79%
ACT - Math	24	24	22	77%	65%
ACT - Science	23	23	23	58%	54%



Wall High School  
2016-2017

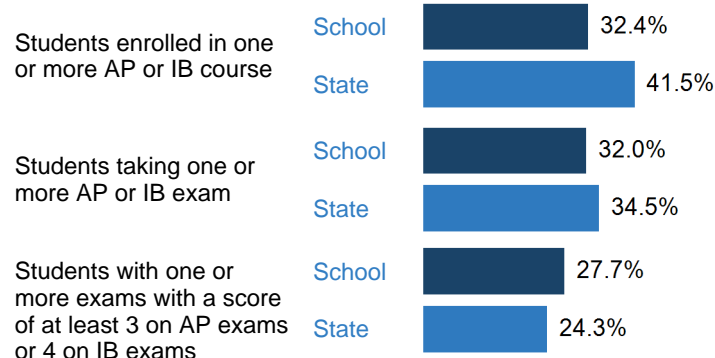
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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.

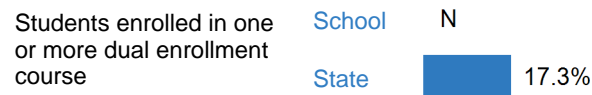
### AP/IB Coursework – Participation and Performance

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	0	36
AP Calculus AB	17	17
AP Calculus BC	47	45
AP Chemistry	21	21
AP Comparative Government and Politics	20	0
AP Computer Science A	0	1
AP English Language and Composition	12	8
AP English Literature and Composition	33	31
AP Environmental Science	46	45
AP European History	12	12
AP French Language and Culture	5	5
AP Human Geography	0	1
AP Latin (Virgil Catullus and Horace)	11	10
AP Macroeconomics	34	31
AP Microeconomics	14	14
AP Music Theory	5	5
AP Physics 1	17	16
AP Psychology	40	35
AP Spanish Language	9	9
AP Statistics	8	7



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Drawing Portfolio	12	8
AP Studio Art—Two-Dimensional	0	3
AP U.S. Government and Politics	0	17
AP U.S. History	18	18
Total Exams Taken		395
Exams with scores of at least 3 on AP exams or 4 on IB exams		314



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

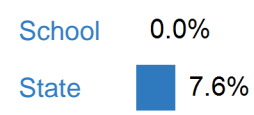
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

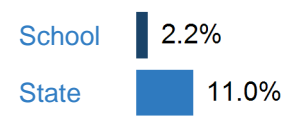
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

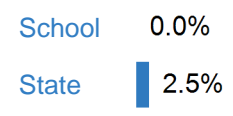
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



Wall High School  
2016-2017

Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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	119	84	40	0	0	0	38
10	13	122	108	17	0	1	39
11	3	17	74	58	48	2	103
12	1	2	31	13	109	5	102
Schoolwide	136	225	253	88	157	8	282
Enrolled in AP/IB Course					64	8	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	230	0	0	0	0	2
10	119	148	0	5	0	8
11	19	108	0	32	92	49
12	17	15	0	37	44	150
Schoolwide	385	271	0	74	136	209
Enrolled in AP/IB Course	0	21		46	17	0



**Wall High School**  
**2016-2017**  
**Grade Span 09-12**

25-5420-050  
 MONMOUTH  
 WALL TWP  
 1630 18TH AVE  
 P O BOX 1199  
 WALL, NJ 07719-1199

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	240	0	0	0	0	9
10	6	280	1	0	4	24
11	5	259	11	45	41	72
12	2	19	53	74	49	193
Schoolwide	253	558	65	119	94	298
Enrolled in AP/IB Course	0	18	46	40	0	31

### World Languages - Course Participation

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

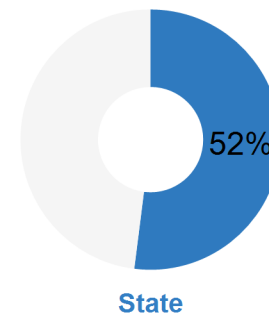
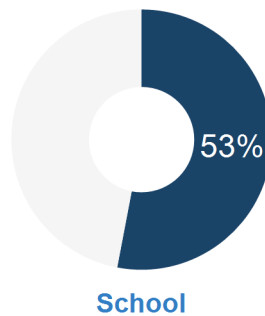
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	155	36	0	28	0	0	0
10	213	22	0	39	0	0	0
11	140	37	0	22	0	0	0
12	67	7	0	13	0	0	0
Schoolwide	575	102	0	102	0	0	0
Enrolled in AP/IB Course	9	5	0	11	0	0	0
Enrolled in Level 3 or Higher	250	44	0	44	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

## Visual and Performing Arts – Course Participation

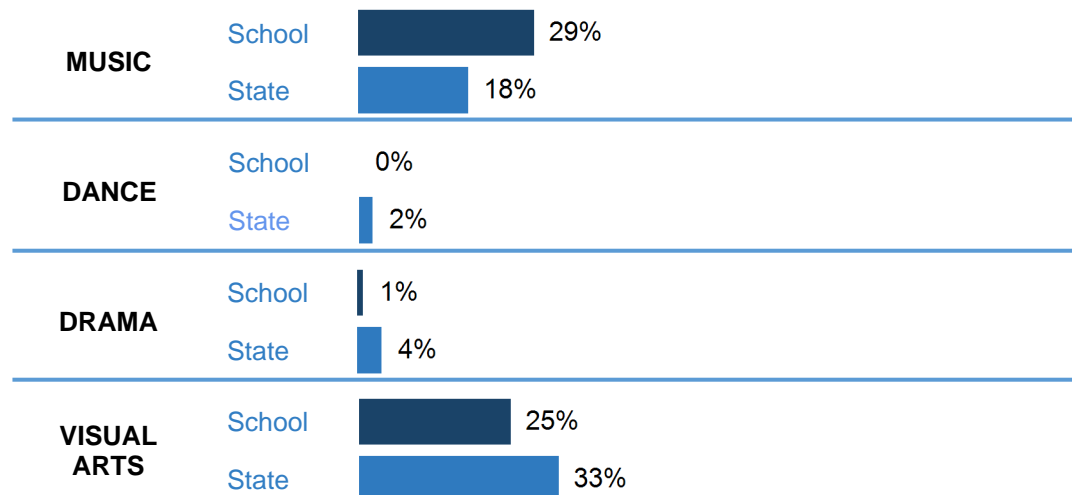
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

### Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Wall High School

2016-2017

Grade Span 09-12

25-5420-050

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WALL, NJ 07719-1199

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	95.2%	90.5%	98.5%	91.8%	98.5%	N	Met Goal	97.4%	N	Met Goal
White	95.7%	94.5%	98.7%	95.1%	99.0%	N	Met Goal	97.5%	N	Met Goal
Hispanic	89.5%	84.3%	91.7%	86.3%	92.3%	**	**	93.3%	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	94.7%	83.9%	97.9%	85.6%	95.8%	N	Met Goal	92.9%	**	**
Students with Disabilities	89.1%	78.8%	96.4%	82.1%	93.3%	82.2%	Met Target	94.4%	88.2%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	*	N	N		

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

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	95.2%	-
2016	98.5%	98.5%
2015	93.7%	97.4%

### 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	0.1%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.4%	1.1%





**Wall High School  
2016-2017**

**Grade Span 09-12**

**25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199**

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	81.9%	24.3%	75.7%
White	84.4%	22.4%	77.6%
Hispanic	68.8%	54.6%	45.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	62.5%	66.7%	33.3%
Students with Disabilities	0%	0%	0%
English Learners	N	N	N

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	83.8%	35.7%	64.3%	70.5%	29.5%	56.6%	43.4%
White	84.5%	35.4%	64.6%	70.4%	29.6%	55.4%	44.6%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	62.1%	61.1%	38.9%	88.9%	11.1%	88.9%	11.1%
Students with Disabilities	76.1%	60%	40%	77.1%	22.9%	68.6%	31.4%
English Learners	*	*	*	*	*	*	*



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
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WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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

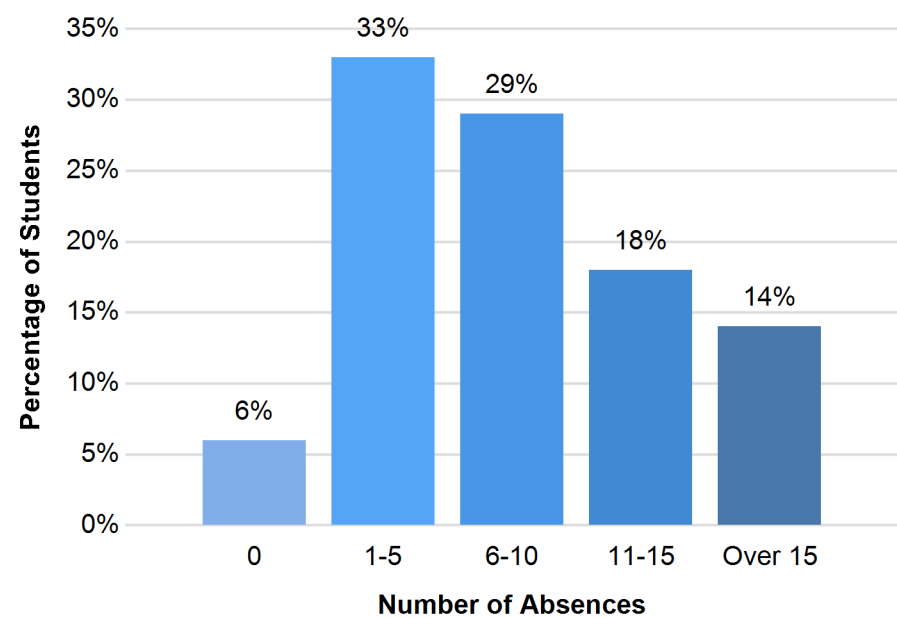
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.80	14.30	Met Target
White	10.40	14.30	Met Target
Hispanic	17.50	14.30	Not Met
Black or African American	16.70	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	23.20	14.30	Not Met
Students with Disabilities	11.20	14.30	Met Target
English Learners	N	**	**

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

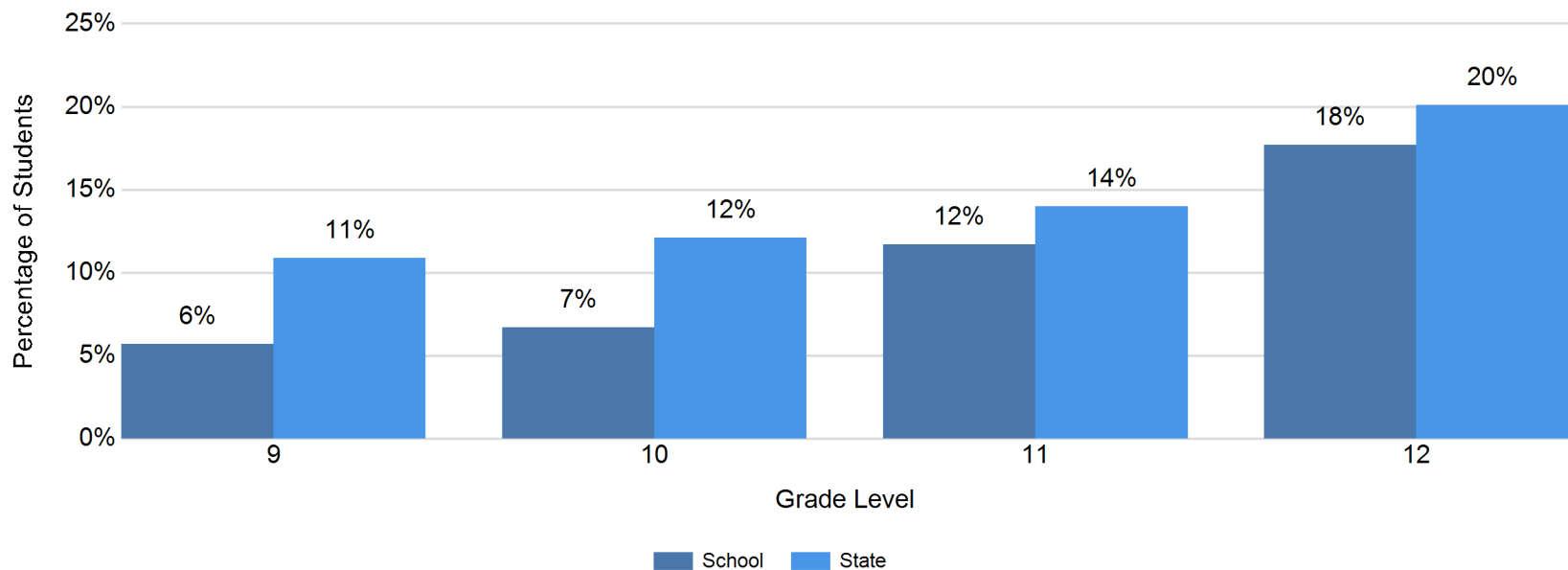
Days Absent

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



### 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.





## Wall High School 2016-2017

Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

### 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	7:20AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 23 Mins.
Shared Time - Instructional Time	2 Hrs. 48 Mins.

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

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

Incident Type	Number of Incidents
Violence	6
Vandalism	3
Weapons	1
Substances	11
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	2.56

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.6%
Out-of-School Suspensions	1.6%
Any Suspension	3.3%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



Wall High School  
 2016-2017  
 Grade Span 09-12

25-5420-050  
 MONMOUTH  
 WALL TWP  
 1630 18TH AVE  
 P O BOX 1199  
 WALL, NJ 07719-1199

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	859.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$345	\$16,117	\$16,462



Wall High School  
2016-2017

Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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	124	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	68%	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	22	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	59%	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	9:1	9:1
Administrators	156:1	159:1
Librarian/Media Specialists		1164:1
Nurses		499:1
Counselors		349:1
Child Study Team		145:1



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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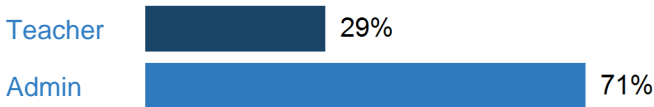
Teachers and Administrators - Level of Education

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

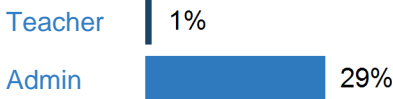
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	87%	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%



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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	67.4	17.5%
Mathematics Proficiency	73.2	17.5%
Graduation - 4-Year	89.9	25.0%
Graduation - 5-Year	81.1	25.0%
Chronic Absenteeism	50.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		74.9
<b>Summative Rating:</b> Percentile rank of Summative Score		82.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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





Wall High School

2016-2017

Grade Span 09-12

25-5420-050

MONMOUTH

WALL TWP

1630 18TH AVE

P O BOX 1199

WALL, NJ 07719-1199

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	74.9	6.2	No	Not Met	Met Target	Met Target	Met Goal	Met Goal	No
White	69.0	6.2	No	Not Met	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Not Met	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	69.5	6.2	No	Met Target	Met Target†	Not Met	Met Goal	**	No
Students with Disabilities	83.2	6.2	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**Wall High School**  
**2016-2017**  
**Grade Span 09-12**




25-5420-050  
**MONMOUTH**  
**WALL TWP**  
 1630 18TH AVE  
 P O BOX 1199  
 WALL, NJ 07719-1199

### School General Info

<b>Principal:</b>	Mrs. Sirchio	<b>Email Address:</b>	<a href="mailto:rsirchio@wall.k12.nj.us">rsirchio@wall.k12.nj.us</a>
<b>Address:</b>	1630 18TH AVE P O BOX 1199 WALL, NJ 07719-1199	<b>Website:</b>	<a href="http://www.wall.k12.nj.us">www.wall.k12.nj.us</a>
<b>Phone:</b>	(732)556-2040	<b>Twitter:</b>	<a href="https://twitter.com/wallhsknights">https://twitter.com/wallhsknights</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• WHS offers 33 varsity level sports and had 3 state championship teams in 2016-17: Girls Soccer, Football, and Boys Golf.</li> <li>• WHS offers 22 AP classes and is a member of the AP District Honor Roll. 87% of our students earned a 3 or higher.</li> <li>• WHS students in art and music have been recognized for achievement in local, county, regional, and state competitions.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our mission is to provide meaningful educational experiences and opportunities, thereby ensuring all students achieve the New Jersey Core Curriculum Content Standards and are prepared to become productive citizens, informed decision-makers, and life-long learners in a diverse and evolving society.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>WHS offers 22 AP courses. A total of 395 exams were administered with 87% of our students scoring a 3 or higher. College Board has recognized 31 AP Scholars, 15 AP Scholars with Honor, 21 AP Scholars with Distinction and 2 National Scholars. WHS was placed on the College Board's 7th Annual District Honor Roll for significant student gains. WHS tied for 10th place nationally in the WordWright Reading Challenge. Four WHS students won the NHD Regional Competition in the Documentary Category.</p>






**Wall High School**  
**2016-2017**  
**Grade Span 09-12**

25-5420-050  
**MONMOUTH**  
**WALL TWP**  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

### School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>WHS houses four academies for our students. The Crimson College Academy offers the opportunity for students to earn an Associate's degree from Brookdale Community College (BCC). The WHS Engineering Academy hosts our makerspace and provides internships to students. The WBFA partners with community businesses for student internships. The Service &amp; Leadership Academy anchors our NNDCC students. Seniors participate in Dual Enrollment with BCC. WHS also offers the Middle College Program.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>Wall High School offers 33 varsity level sports under its athletic program (in addition to those listed above we also offer Surf team, Chess, Sideline and Competitive Cheer). Wall had three state championship programs in 2016-17 (Girls Soccer, Football, and Boys Golf). In addition we had a state finalist (Ice Hockey) and six Shore Conference division champion teams (Field Hockey, Gymnastics, Girls Soccer, Girls Volleyball, Boys Volleyball and Boys Golf).</p>
 <b>Clubs and Activities:</b>	<p>There is a club or activity for everyone at WHS. We offer over 50 active clubs and pride ourselves on engaging 100% student participation in multi-faceted activities. Clubs are involved in service learning projects throughout the year and host bring a friend initiatives to increase participation. Select students also receive invitations to multiple honor societies and a Leadership Council. All clubs are started by students and student leadership is promoted throughout all aspects.</p>



## Wall High School

2016-2017

Grade Span 09-12

25-5420-050

MONMOUTH

WALL TWP

1630 18TH AVE

P O BOX 1199

WALL, NJ 07719-1199

## 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:

WHS teachers use weekly CD time to collaborate and design challenging lesson plans. Teachers meet in their PLCs 3 times per month. Teachers research best practices, analyze data, and develop rigorous assessments. WHS provides PD both online and face to face through our Professional Knight Academy. Teachers have the chance to become leaders & present to their peers. Opportunities to attend outside PD and meet with professionals in the field are afforded to all staff.



## Postsecondary Information:

91% of WHS students pursue a college education after graduation. WHS provides a comprehensive college and career planning program beginning freshman year. Each student is provided a Naviance account. Through this program, students complete a learning style inventory, personality assessment and a career interest form. Several financial aid workshops are offered each Fall. Students attend 4 year private & public universities ranging from competitive to Ivy League.



## Student Supports and Services:

Our support services include counselors, case managers, occupational, physical, and speech therapists, teacher of visually impaired, behaviorist, and a job coach for students with disabilities. WHS IR&S team is comprised of teachers, counselors, and nurse. Instructional support classes are offered during the unit lunch as well as after school. The NHS provides an extensive peer tutoring program. WHS offers a comprehensive ELL program.



## Student Health and Wellness:

WHS has a school based health and wellness committee. Students have PE every other day for 84 minutes. WHS has a variety of clubs that focus on wellness including: Be well, Badminton, Dance, Yoga to name a few. Our cafeteria adheres to all recommended nutritional guidelines.



## Parent and Community Involvement:

The WHS Parent Advisory is one of many ways the high school administration shares their thinking, collaborates with, and gathers input from parents. Monthly meetings are held to hold productive, honest conversations. Feedback is one of the essential elements of good communication. To assist administration with developing agendas that include topics of interest for future meetings, parents are invited to complete a survey yearly. WHS has an active PTO as well as numerous Sport Team Boosters.



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

School Narrative

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



Climate Surveys:

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

We have an outstanding school climate. We have used formal surveys in the past, but also acquire meaningful feedback from direct conversations with students and parents through our Parent, Student, and Faculty Advisory Committees. Our transition program from the Intermediate level to the high school level is robust. Students and families are excited to come to WHS, and they enjoy the many opportunities available at our school.



Facilities:

Wall High School completed a renovation of the High School Athletic Stadium entering the 2017-2018 school year. Both the home and visitor side bleachers were replaced to meet ADA compliance standards. The press box and sound system were also replaced as part of the renovation. The scoreboard was also renovated with wireless capabilities and decorated with new "Home of the Crimson Knights" panels.



Wall High School  
2016-2017  
Grade Span 09-12

25-5420-050  
MONMOUTH  
WALL TWP  
1630 18TH AVE  
P O BOX 1199  
WALL, NJ 07719-1199

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:

WHS provides meaningful educational experiences and opportunities, with the goal of ensuring all students are prepared to become productive citizens, informed decision makers, and life-long learners in a diverse and evolving society. Wall High School achieves this goal by challenging students to embrace innovative ideas, while fostering the courage to support and uphold ethical values and personal convictions. Creating an environment conducive to learning and open to advances in technology provides our students opportunities for college and career readiness. The school environment is one that is rich in tradition yet challenging and innovative, focusing on each student as a unique individual. A multitude of course offerings enable our students to develop their personal interests, strengths, and talents. Our school community is comprised of approximately 1,200 students. Through continuing professional development, involvement by key community stakeholders and rigorous examination of existing curricula, Wall High School's course offerings are continue to build a tradition of excellence. Wall High School requires that each student register for 40 credits per year, which includes the requisite core courses. Wall High School's instructional schedule is centered on an alternating block schedule (A/B). Students have gained 48 hours of instructional time over the course of a school year. Students attend 4 classes each day lasting for 84 minutes each. Classes are taught for the entire school year with 4 different classes on A day and 4 on B day. AP Biology, AP Chemistry and AP Calculus BC earn 10 credits and are taught in a double block. Wall High School is recognized by New Jersey Monthly magazine as one of the top 100 performing high schools in New Jersey. Additionally, the high school was recognized by College Board in the 7th Annual AP District Honor Roll. WHS students are competent, well-rounded individuals who are prepared for an ever-changing society.




Wall Intermediate School  
2016-2017  
Grade Span 06-08

25-5420-075  
MONMOUTH  
WALL TWP  
2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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

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

### Navigating through the reports:

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

### Other Resources:

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



Wall Intermediate School  
2016-2017  
Grade Span 06-08

25-5420-075  
MONMOUTH  
WALL TWP  
2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

**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.





Wall Intermediate School  
2016-2017

Grade Span 06-08

25-5420-075  
MONMOUTH  
WALL TWP  
2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

### 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	301	275	276
7	282	313	276
8	331	290	308
Ungraded	9	9	12
Total	923	887	872

### 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%	47%	49%
Male	52%	53%	51%
Economically Disadvantaged Students	10%	12%	10%
Students with Disabilities	15%	17%	19%
English Learners	1%	1%	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
White	86.1%
Hispanic	8.1%
Black or African American	1.9%
Asian	1.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.2%

### 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	95.3%
Spanish	3.4%
Other	1.2%



Wall Intermediate School

2016-2017

Grade Span 06-08

25-5420-075

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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	831	97.4	65.60	65.70	54.90	65.6	57.8	Met Target
White	719	97.5	67.80	67.10	63.90	67.8	59.2	Met Target
Hispanic	63	97.2	38.10	52.80	39.80	38.1	43.4	Met Target†
Black or African American	15	88.2	66.70	35.70	35.20	61.7	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.30	81.80	80.70	64.3	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	20	100.0	75.00	71.40	54.90	75	N	N
Female	409	97.2	78.00	74.80	62.20	78		
Male	422	97.5	53.60	57.60	48.10	53.6		
Economically Disadvantaged Students	92	93.1	38.00	40.10	36.20	38	38.3	Met Target†
Non-Economically Disadvantaged Students	739	97.9	69.00	69.10	65.80	69		
Students with Disabilities	153	95.7	27.40	33.80	20.50	27.4	27	Met Target
Students without Disabilities	678	97.8	74.20	73.00	61.90	74.2		
English Learners	23	92.0	13.00	*	25.20	13	N	N
Non-English Learners	808	97.5	67.10	*	57.40	67.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



**Wall Intermediate School  
2016-2017**

**Grade Span 06-08**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	263	760	760	752	*	*	22%	57%	11%	68%	54%
White	220	762	762	758	*	*	20%	61%	11%	71%	63%
Hispanic	28	749	749	740	*	*	43%	*	*	43%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	133	766	766	758	*	*	17%	62%	*	77%	61%
Male	130	754	754	746	*	*	28%	52%	*	59%	46%
Economically Disadvantaged Students	31	743	743	737	*	*	52%	*	*	32%	34%
Non-Economically Disadvantaged Students	232	763	763	761	*	*	18%	*	*	73%	65%
Students with Disabilities	43	736	736	722	*	*	51%	*	*	21%	17%
Students without Disabilities	220	765	765	758	*	*	16%	*	*	77%	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	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**

25-5420-075  
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### English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	265	766	766	756	*	*	21%	37%	30%	67%	59%
White	231	767	767	764	*	*	18%	39%	31%	70%	69%
Hispanic	20	751	751	742	*	*	*	*	*	45%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	122	776	776	764	*	*	12%	43%	39%	82%	68%
Male	143	757	757	749	*	*	29%	31%	23%	54%	51%
Economically Disadvantaged Students	22	754	754	739	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	243	767	767	766	*	*	*	*	*	69%	70%
Students with Disabilities	40	747	747	719	*	*	35%	30%	*	40%	19%
Students without Disabilities	225	769	769	763	*	*	19%	38%	*	72%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**

25-5420-075  
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**2801 ALLAIRE ROAD**  
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**WALL, NJ 07719-1199**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	305	759	759	757	8%	7%	22%	45%	18%	63%	59%
White	266	760	760	764	8%	6%	23%	44%	19%	64%	68%
Hispanic	20	738	738	742	*	*	*	*	*	35%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	159	770	770	766	*	*	17%	54%	23%	77%	68%
Male	146	747	747	749	*	*	27%	35%	13%	48%	50%
Economically Disadvantaged Students	25	734	734	739	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	280	761	761	766	*	*	*	*	*	65%	69%
Students with Disabilities	54	719	719	718	*	*	33%	19%	*	19%	18%
Students without Disabilities	251	768	768	764	*	*	20%	50%	*	73%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

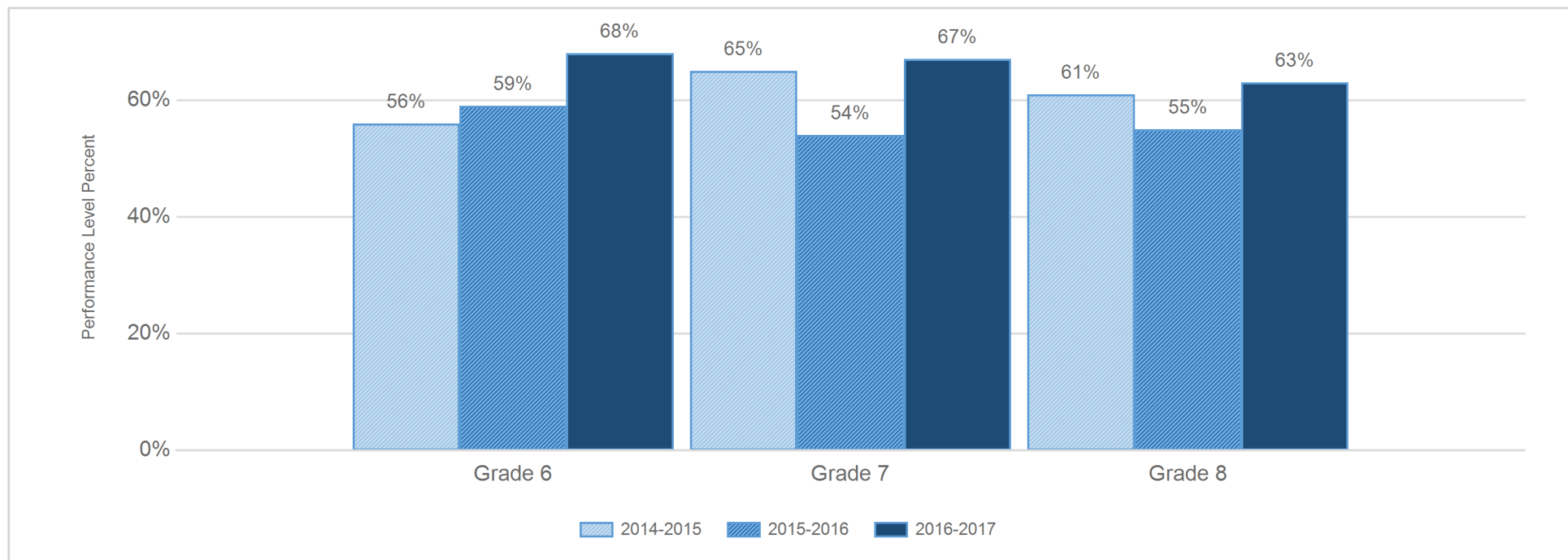


Wall Intermediate School  
2016-2017  
  
Grade Span 06-08

25-5420-075  
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WALL, NJ 07719-1199

English Language Arts/Literacy Assessment - Performance Trends

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





Wall Intermediate School

2016-2017

Grade Span 06-08

25-5420-075

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WALL, NJ 07719-1199

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	830	97.7	55.00	54.00	43.50	55	59.3	Not Met
White	718	97.6	56.90	55.90	52.40	56.9	60.6	Not Met
Hispanic	63	100.0	31.80	35.70	27.60	31.8	43.4	Not Met
Black or African American	15	88.2	40.00	24.40	21.70	37.1	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.30	75.70	75.60	64.3	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	20	100.0	65.00	57.10	44.90	65	N	N
Female	407	97.4	60.00	56.40	44.10	60		
Male	423	98.0	50.40	51.90	42.90	50.4		
Economically Disadvantaged Students	91	95.0	31.90	33.40	25.10	31.9	41.8	Not Met
Non-Economically Disadvantaged Students	739	98.1	57.90	56.80	54.30	57.9		
Students with Disabilities	153	96.2	27.50	32.00	16.50	27.5	32.3	Met Target†
Students without Disabilities	677	98.0	61.30	59.20	48.80	61.3		
English Learners	23	100.0	21.70	*	23.30	21.7	N	N
Non-English Learners	807	97.6	56.00	*	45.20	56		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.





**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**

25-5420-075  
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### Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	263	752	752	743	5%	9%	31%	49%	7%	56%	44%
White	219	754	754	751	*	7%	29%	54%	*	60%	54%
Hispanic	29	733	733	731	*	*	48%	*	*	21%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	135	754	754	745	*	*	30%	53%	*	61%	45%
Male	128	749	749	742	*	*	32%	46%	*	51%	43%
Economically Disadvantaged Students	32	735	735	728	*	*	47%	*	*	22%	24%
Non-Economically Disadvantaged Students	231	754	754	752	*	*	29%	*	*	61%	56%
Students with Disabilities	45	731	731	717	*	*	36%	24%	*	24%	13%
Students without Disabilities	218	756	756	748	*	*	30%	55%	*	62%	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	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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





Wall Intermediate School  
2016-2017  
Grade Span 06-08

25-5420-075  
MONMOUTH  
WALL TWP  
2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

### 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	206	743	743	741	*	14%	47%	37%	*	38%	40%
White	176	744	744	748	*	14%	47%	38%	*	39%	49%
Hispanic	18	739	739	730	0%	*	*	*	0%	33%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	93	746	746	743	*	11%	42%	45%	*	47%	41%
Male	113	741	741	740	*	17%	51%	30%	*	30%	38%
Economically Disadvantaged Students	21	739	739	729	*	*	52%	*	*	33%	22%
Non-Economically Disadvantaged Students	185	744	744	749	*	*	47%	*	*	38%	50%
Students with Disabilities	38	737	737	716	*	*	53%	*	*	24%	11%
Students without Disabilities	168	745	745	746	*	*	46%	*	*	41%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**

25-5420-075  
**MONMOUTH**  
**WALL TWP**  
**2801 ALLAIRE ROAD**  
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**WALL, NJ 07719-1199**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	726	726	728	23%	*	36%	*	*	22%	28%
White	71	725	725	736	23%	23%	35%	*	*	20%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	36	733	733	730	*	*	53%	*	*	17%	30%
Male	57	722	722	725	*	*	25%	*	*	25%	26%
Economically Disadvantaged Students	21	724	724	719	*	*	*	*	*	24%	19%
Non-Economically Disadvantaged Students	72	727	727	734	*	*	*	*	*	21%	34%
Students with Disabilities	49	719	719	705	*	*	22%	*	*	22%	*
Students without Disabilities	44	734	734	734	*	*	50%	*	*	21%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**

25-5420-075  
**MONMOUTH**  
**WALL TWP**  
**2801 ALLAIRE ROAD**  
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### Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	225	765	756	743	*	*	24%	72%	*	74%	42%
White	206	765	757	751	*	*	24%	71%	*	73%	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	*	*	*	741	*	*	*	*	*	*	41%
Female	131	766	760	744	*	*	24%	74%	*	75%	43%
Male	94	764	752	741	*	*	23%	69%	*	72%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	225	765	*	745	*	*	24%	72%	*	74%	*
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%



Wall Intermediate School

2016-2017

Grade Span 06-08

25-5420-075

MONMOUTH

WALL TWP

2801 ALLAIRE ROAD

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WALL, NJ 07719-1199

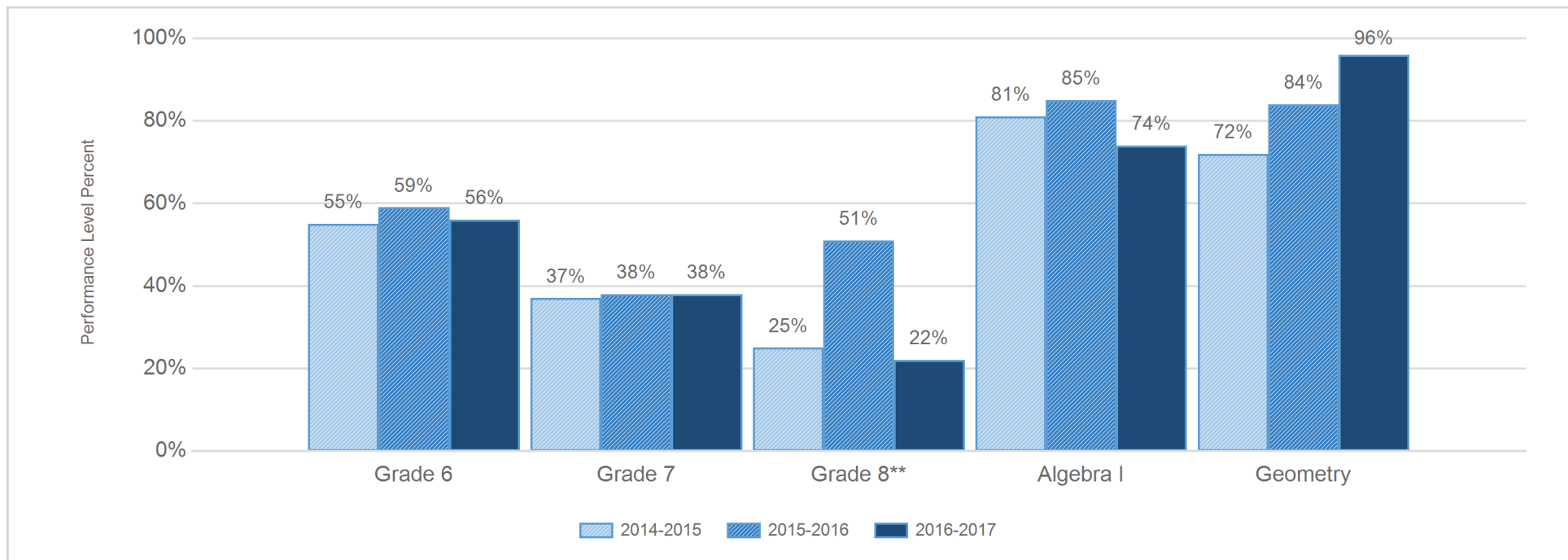
Mathematics Assessment - Performance by Test: Geometry

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	48	774	744	734	*	*	*	73%	23%	96%	30%
White	45	774	745	740	*	*	*	73%	22%	96%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	19	772	744	735	0%	0%	*	84%	*	95%	31%
Male	29	775	743	733	0%	0%	*	66%	*	97%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	48	774	748	738	*	*	*	73%	23%	96%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	48	774	744	735	*	*	*	73%	23%	96%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

## Mathematics Assessment – Performance Trends

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



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



Wall Intermediate School  
2016-2017  
Grade Span 06-08

25-5420-075  
MONMOUTH  
WALL TWP  
2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Wall Intermediate School

2016-2017

Grade Span 06-08

25-5420-075

MONMOUTH

WALL TWP

2801 ALLAIRE ROAD

P O BOX 1199

WALL, NJ 07719-1199

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.

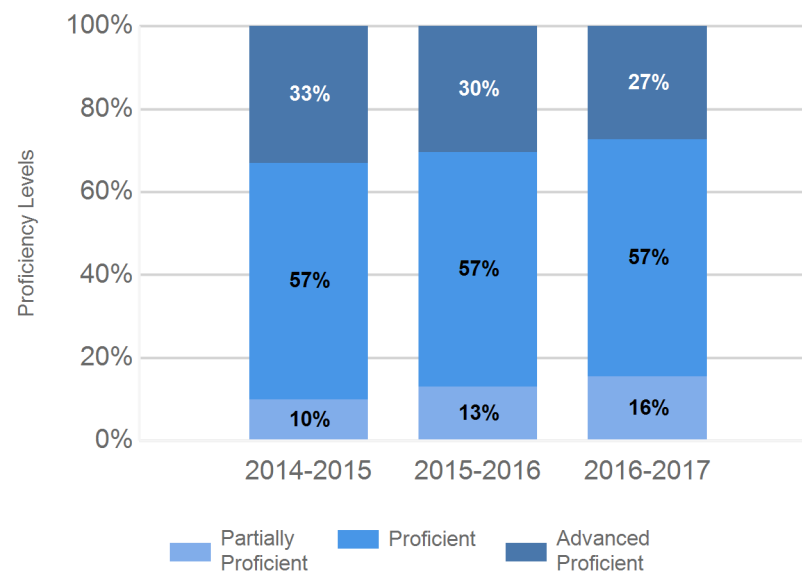
### NJASK Science Assessment Performance: Grade 8

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	27%	57%	16%
White	29%	55%	16%
Hispanic	5%	76%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	8%	64%	28%
Students with Disabilities	2%	42%	56%
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.





Wall Intermediate School  
2016-2017  
Grade Span 06-08

25-5420-075  
MONMOUTH  
WALL TWP  
2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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	52	50	50	Met Target	51	53	50	Met Target
White	52	50.5	50	Met Target	51	53	52	Met Target
Hispanic	48.5	47	49	Met Target	49	50	47	Met Target
Black or African American	57	42	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	58.5	51	60	**	*	53	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	56	50	51	Met Target	65	65	52	**
Economically Disadvantaged	48.5	42	47	Met Target	50	49	46	Met Target
Students with Disabilities	51	50	41	Met Target	52.5	55	43	Met Target
English Learners	25	27.5	53	Not Met	46	50	51	**

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





Wall Intermediate School  
2016-2017

Grade Span 06-08

25-5420-075  
MONMOUTH  
WALL TWP  
2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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

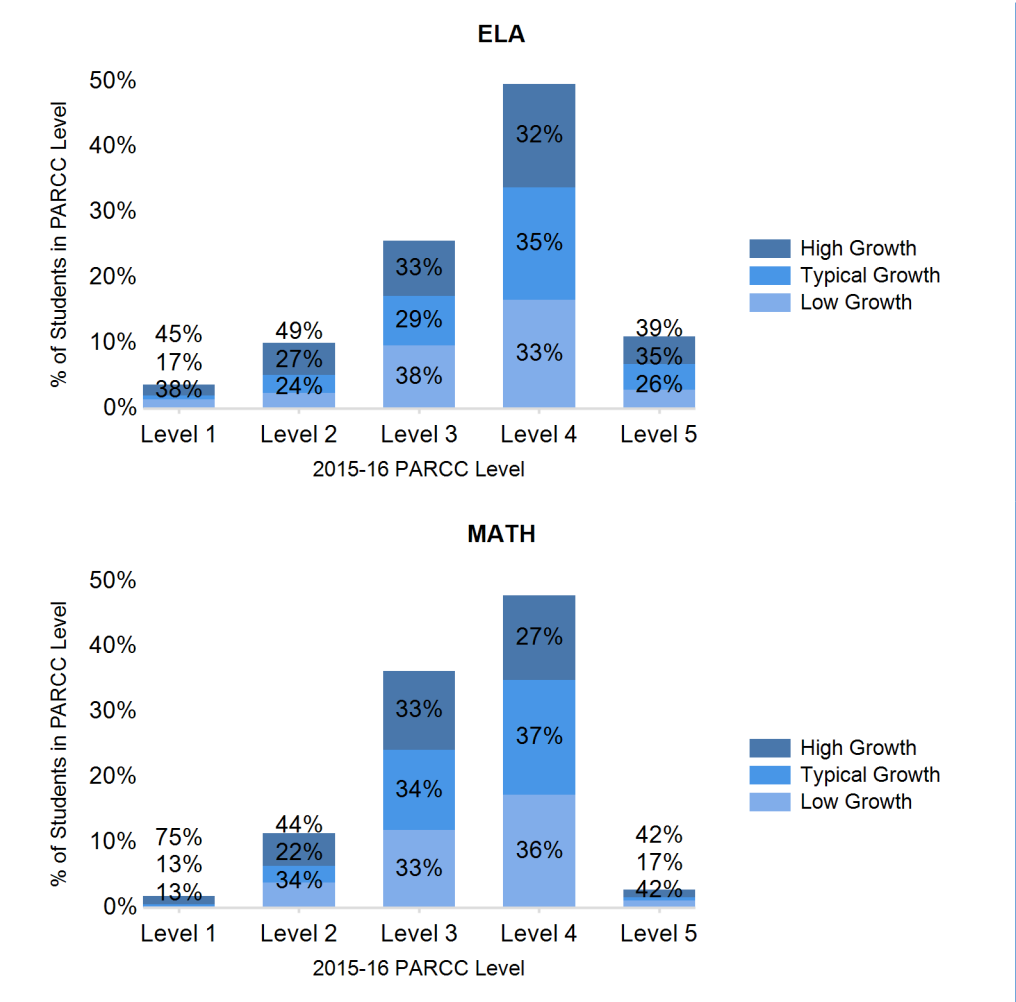
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

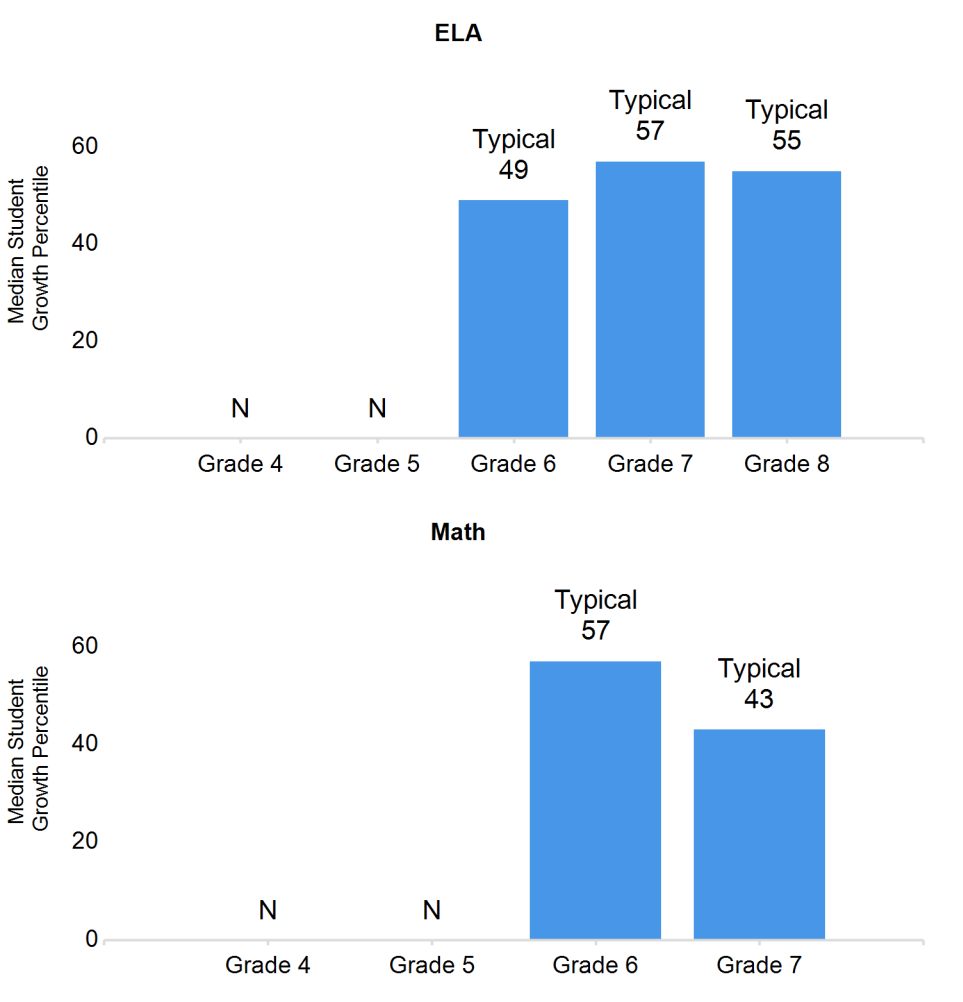
Student Growth by Performance Level

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



Student Growth by Grade

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





Wall Intermediate School

2016-2017

Grade Span 06-08

25-5420-075

MONMOUTH

WALL TWP

2801 ALLAIRE ROAD

P O BOX 1199

WALL, NJ 07719-1199

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	3	0	282
7	60	0	222
8	171	50	96
Schoolwide	234	50	600

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	135	40	0	23	0	0	0
7	92	2	0	27	0	0	0
8	183	23	0	15	0	0	0
Schoolwide	410	65	0	65	0	0	0
Enrolled in Level 3 or Higher	179	22	0	0	0	0	0



Wall Intermediate School  
2016-2017  
Grade Span 06-08

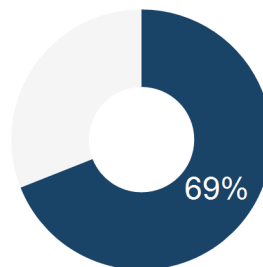
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2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

Visual and Performing Arts – Course Participation

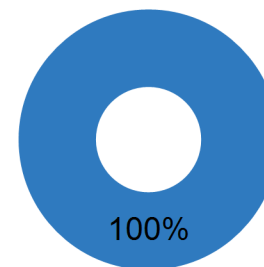
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

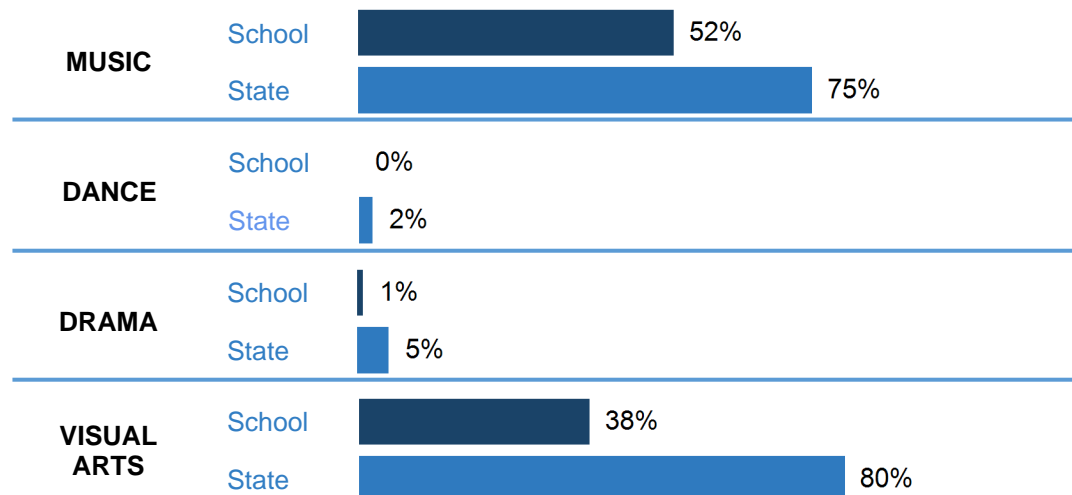


School



State

Students enrolled in one or more classes by discipline:





Wall Intermediate School  
2016-2017  
Grade Span 06-08

25-5420-075  
MONMOUTH  
WALL TWP  
2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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

Chronic Absenteeism

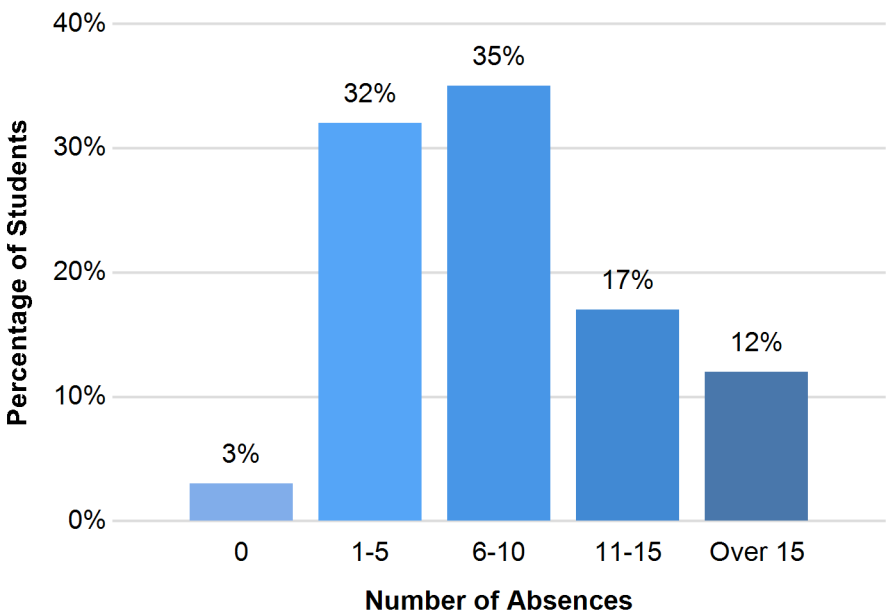
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	8.70	Met Target
White	6.60	8.70	Met Target
Hispanic	8.50	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.40	8.70	Not Met
Students with Disabilities	11.40	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.



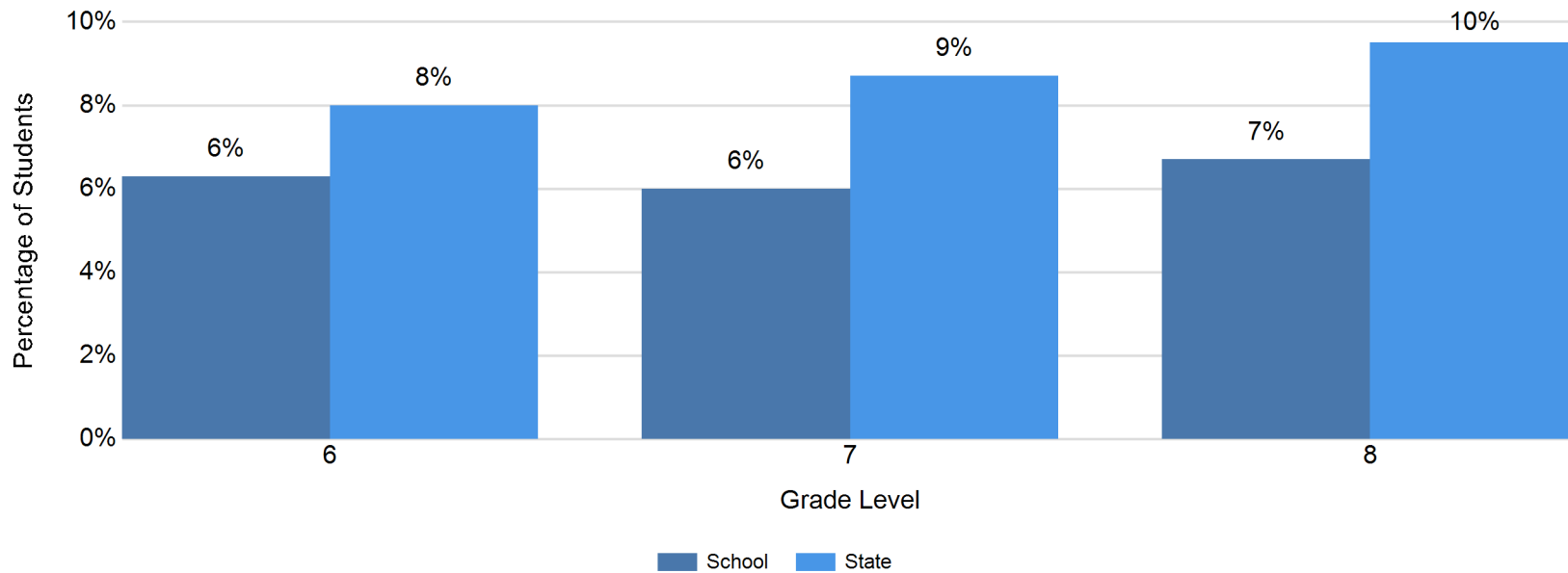


Wall Intermediate School  
2016-2017  
Grade Span 06-08

25-5420-075  
MONMOUTH  
WALL TWP  
2801 ALLAIRE ROAD  
P O BOX 1199  
WALL, NJ 07719-1199

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.





**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**

25-5420-075  
 MONMOUTH  
 WALL TWP  
 2801 ALLAIRE ROAD  
 P O BOX 1199  
 WALL, NJ 07719-1199

### School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 42 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	1.83

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.6%
Out-of-School Suspensions	0.1%
Any Suspension	1.7%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**

25-5420-075  
**MONMOUTH**  
**WALL TWP**  
**2801 ALLAIRE ROAD**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	859.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$345	\$16,117	\$16,462



**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**

25-5420-075  
 MONMOUTH  
 WALL TWP  
 2801 ALLAIRE ROAD  
 P O BOX 1199  
 WALL, NJ 07719-1199

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

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

**Teachers**: All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	100	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	9.6	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	22	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	59%	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	9:1	9:1
Administrators	174:1	159:1
Librarian/Media Specialists		1164:1
Nurses		499:1
Counselors		349:1
Child Study Team		145:1





Wall Intermediate School

2016-2017

Grade Span 06-08

25-5420-075

MONMOUTH

WALL TWP

2801 ALLAIRE ROAD

P O BOX 1199

WALL, NJ 07719-1199

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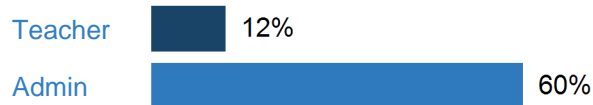
### Teachers and Administrators - Level of Education

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

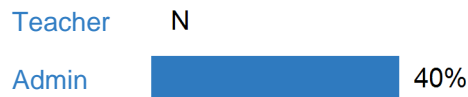
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	87%	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%



Wall Intermediate School

2016-2017

Grade Span 06-08

25-5420-075

MONMOUTH

WALL TWP

2801 ALLAIRE ROAD

P O BOX 1199

WALL, NJ 07719-1199

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	54.8	17.5%
Mathematics Proficiency	58.1	17.5%
English Language Arts Growth	49.2	25.0%
Mathematics Growth	55.3	25.0%
Chronic Absenteeism	45.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		52.7
<b>Summative Rating:</b> Percentile rank of Summative Score		53.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**

25-5420-075  
**MONMOUTH**  
**WALL TWP**  
**2801 ALLAIRE ROAD**  
**P O BOX 1199**  
**WALL, NJ 07719-1199**

### 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	52.7	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	49.9	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Hispanic	49.6	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	49.5	11.9	No	N	N	**	Met Target	**	No
Economically Disadvantaged Students	53.1	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	71.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	14.7	11.9	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.



**Wall Intermediate School**  
**2016-2017**  
**Grade Span 06-08**




25-5420-075  
**MONMOUTH**  
**WALL TWP**  
 2801 ALLAIRE ROAD  
 P O BOX 1199  
 WALL, NJ 07719-1199

### School General Info

<b>Principal:</b>	Mrs. Embon	<b>Email Address:</b>	<a href="mailto:eembon@wall.k12.nj.us">eembon@wall.k12.nj.us</a>
<b>Address:</b>	2801 ALLAIRE ROAD P O BOX 1199 WALL, NJ 07719-1199	<b>Website:</b>	<a href="http://wallint.enschool.org/">http://wallint.enschool.org/</a>
<b>Phone:</b>	(732)556-2500	<b>Twitter:</b>	<a href="https://twitter.com/WallInPrincipal">https://twitter.com/WallInPrincipal</a>

### School Narrative

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

	<b>Highlights:</b> <ul style="list-style-type: none"> <li>• Math &amp; ELA every day for a 76 minute block.</li> <li>• Award winning band, orchestra &amp; chorus meet 38 minutes daily within the school day.</li> <li>• Over 25 clubs, activities &amp; sports to choose from! There is something for everyone!</li> </ul>
	<b>Mission, Vision, Theme:</b> <p>We believe that all students at WIS will grow academically, socially and emotionally. We ensure this by modeling best practices, fostering and cultivating positive relationships and by providing students rigorous and relevant assessments. As leaders at WIS, we constantly look for opportunities, both inside and outside of the classroom, to give our students a chance to learn how to adapt in different situations. Throughout everything we do here, we put KINDNESS and RESPECT above all else.</p>
	<b>Awards, Recognition, Accomplishments:</b> <p>Over the past few years, we have re-vamped our schedule, our curricular offerings, our extra-curricular offerings and our philosophy when making decisions. Highlights of these changes include: daily 76 minute periods in math and ELA; a 10 period bell-less schedule which allows for daily common planning time and a modified block for SS and Science; elective offerings that focus on STEAM; and updated extra-curricular activities, including robotics, jazz band and NJHS.</p>







**Wall Intermediate School  
2016-2017  
Grade Span 06-08**

25-5420-075  
MONMOUTH  
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2801 ALLAIRE ROAD  
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WALL, NJ 07719-1199

## School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>At WIS we employ a student centered approach to instruction. We offer a 76 minute period of leveled mathematics every day to students. About 20% of the population take an accelerated path (Pre Algebra, Algebra &amp; Honors Geometry) while the remaining students use the Envisions program for Math 6 &amp; Math 7. In ELA, we use Readers'/Writers' Workshop. Teacher use novels as mentor texts to teach the NJSLS.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Co-ed), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Boys)</p> <p>In addition to our Interscholastic sports program, we also have a robust intramurals program which runs simultaneously to our competitive program. This gives students who did not make the team, an opportunity to participate in a healthy, non-competitive environment.</p>
 <b>Clubs and Activities:</b>	<p>WIS offers a plethora of clubs and activities. There is something for everyone here. We have competitive clubs, which require a tryout, (comp band, comp choir, robotics team) and we also have about 20 additional non-competitive clubs which are open to all. On any given day, over 50% of our population is participating in something after school. Over 95% of our students participate in something extra-curricular.</p>
 <b>Before and After School Programs:</b>	<p>Through our ESSA grant, we offer "Extended School Day" where targeted students are offered remedial instruction in the area of ELA and Math. Students have an opportunity to participate up to three days per week for 25 weeks throughout the school year. We also offer a Homework Club, two days per week, to any student at WIS. It provides a quiet place to work with access to technology.</p>







**Wall Intermediate School  
2016-2017  
Grade Span 06-08**

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WALL TWP  
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### School Narrative

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 <b>Staff and Professional Learning:</b>	<p>Teachers at WIS have a daily common planning time (CD) with their departmentalized, grade level colleagues. The "CD" period is led by our Supervisor of Instruction who attends weekly with a goal and a focus for the week. Teachers use the time to analyze assessment data and adapt instruction, explore best practices through webinars or articles and/or turnkey PD that was attended outside of school.</p>
 <b>Student Supports and Services:</b>	<p>SWD - We offer a variety of options. Our MD &amp; LLD programs are self-contained. We offer POR in ELA and Math. WE offer ICR in ELA, Math, SS &amp; Sci. ELL - students in ELL have 76 minutes daily of ELL instruction followed by a supported ELA period, where the ESL teacher rotates among the grade levels and pushes in for additional support. Students who are not classified, but are struggling, are identified through I&amp;RS and assigned a tiered plan of intervention.</p>
 <b>Student Health and Wellness:</b>	<p>We have a school based health and wellness committee. Students have PE daily for 38 minutes. We host an annual Wellness Fair, which pairs community health and wellness businesses with our students and families. We have fitness club, intramural sports and interscholastic sports for students after school. Our cafeteria adheres to all recommended nutritional guidelines.</p>
 <b>Parent and Community Involvement:</b>	<p>Our PTO is very active at WIS. We have bi-monthly meetings to which all parents are invited. The PTO maintains a facebook page to keep our parents informed. They sponsor multiple events and raise funds for our school. We have a monthly parent advisory committee, which is open to all parents. We also have monthly coffee hours, which allow parents to come in and chat about a hot topic that may be affecting their pre-teens. We have school webpage, twitter feed and parent portal.</p>



Wall Intermediate School  
2016-2017  
Grade Span 06-08

25-5420-075  
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WALL TWP  
2801 ALLAIRE ROAD  
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Climate Surveys:

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

We have an outstanding school climate. We have used formal surveys in the past, but most of our feedback comes from direct conversations with students and parents. Our transition program from our 4 elementary schools is an exemplar and sets the tone for the next three years. Students and families are excited to come to WIS, and they enjoy their time here!



Facilities:

We recently renovated our media center. Through funds from our PTO, a grant from Ocean First and some budgeted funds for a new carpet and painting, we have turned our outdated library into a state of the art media center which is now the hub of our building. About 60% of our classrooms are air conditioned. We have a vintage audiforum, which is a great space for productions and assemblies. Although it's in need of a renovation and air conditioning, it's a classic.



Wall Intermediate School  
 2016-2017  
 Grade Span 06-08

25-5420-075  
 MONMOUTH  
 WALL TWP  
 2801 ALLAIRE ROAD  
 P O BOX 1199  
 WALL, NJ 07719-1199

## School Narrative

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### Other Information:

We could not be more proud of Wall Intermediate School. We are a school that doesn't just say we put kids first, we actually do! Our 10 period bell-less schedule is unique as it allows for students to take Math & ELA for 76 minutes daily. It offers a modified block for Social Studies and Science (76 minutes every other day) and an abundance of elective choices, which include the opportunity to take Band, Chorus or Orchestra 5 day per week. All of our ELA and Math 6 classrooms have classroom sets of chromebooks, with an additional 12 carts that are shared among the remaining classrooms. Through I&RS, RTI and our new Reading Specialist, we are able to offer a specific intervention plan for our students who are struggling academically. We pride ourselves on how we communicate with our parents. We have parent advisory meetings monthly, coffee hours to share parenting highs and lows, and PTO for parents to get involved. We have a robust website, weekly email blasts and a twitter feed so we can keep everyone in the loop about what is going on at WIS. Our 5th to 6th transition program is a five part program for parents and students with a culminating day before school pizza party where students have a chance to walk their schedule and practice opening their lockers. We are always looking for ways to make our school better and we solicit feedback from our students, parents and staff to ensure that this is happening.





Wall Primary School  
2016-2017


Grade Span PK-PK

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

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

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

### Navigating through the reports:

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

### Other Resources:

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



**Wall Primary School  
2016-2017**

**Grade Span PK-PK**

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

### **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.



**Wall Primary School  
2016-2017**

**Grade Span PK-PK**

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

### 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	17	32	29
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	32	36	35
Total	49	68	64

### 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	17	32	29
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### 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	35%	41%	39%
Male	65%	59%	61%
Economically Disadvantaged Students	0%	0%	0%
Students with Disabilities	65%	81%	73%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			3%
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	84.4%
Hispanic	9.4%
Black or African American	6.3%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### Enrollment by Home Language

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

Home Language	% of Students
English	96.9%
Spanish	3.1%

**Wall Primary School  
2016-2017**

**Grade Span PK-PK**

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

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

### Chronic Absenteeism

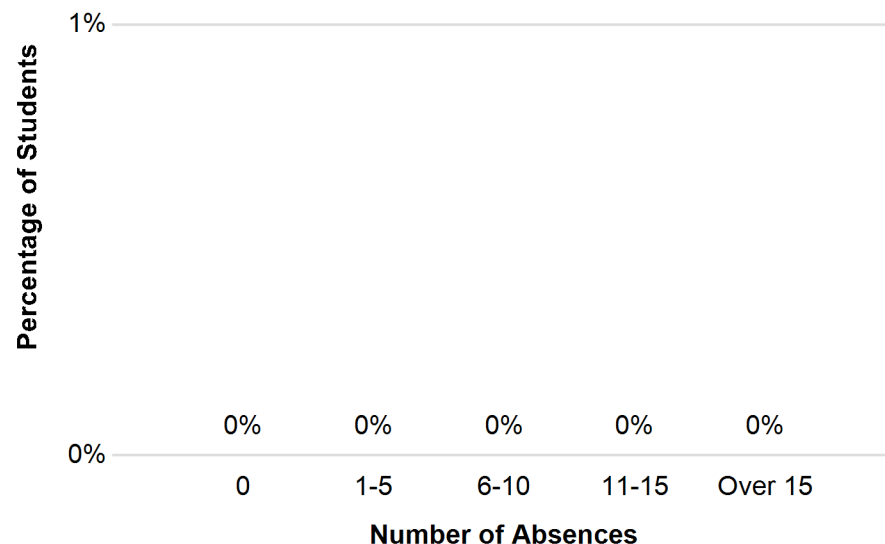
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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

\*\* 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.





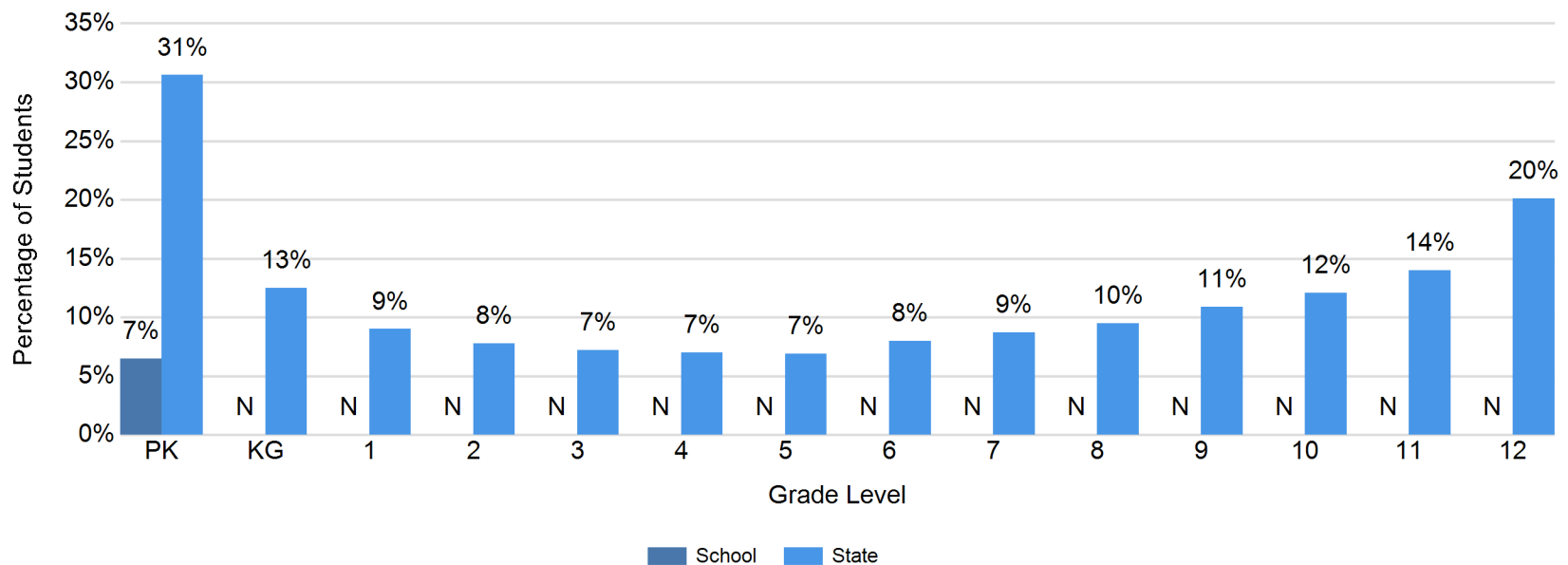
**Wall Primary School  
2016-2017**

**Grade Span PK-PK**

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

### 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.





**Wall Primary School**  
**2016-2017**

**Grade Span PK-PK**

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

### 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	8:15AM
Typical End Time	1:20PM
Length of School Day	5 Hrs 5 Mins
Full Time - Instructional Time	2 Hrs. 20 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



**Wall Primary School**  
**2016-2017**

**Grade Span PK-PK**

25-5420-078  
 MONMOUTH  
 WALL TWP  
 2500 BEDFORD CORNER LANE  
 WALL, NJ 07719-1199

### 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)	\$345	\$16,117	\$16,462

**Wall Primary School  
2016-2017**

**Grade Span PK-PK**

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

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	5	120,724
Average years experience in public schools	6.0	11.8
Average years experience in district	4.8	10.5
Teachers in district for 4 or more years	60%	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	22	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	59%	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	9:1
Administrators	N	159:1
Librarian/Media Specialists		1164:1
Nurses		499:1
Counselors		349:1
Child Study Team		145:1



Wall Primary School  
2016-2017  
Grade Span PK-PK

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

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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

Teacher	N
Admin	N

#### Doctoral Degree

Teacher	N
Admin	N

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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	87%	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%



**Wall Primary School**  
2016-2017

**Grade Span PK-PK**

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

### School General Info

<b>Principal:</b>	Ms. Duffy	<b>Email Address:</b>	<a href="mailto:cduffy@wall.k12.nj.us">cduffy@wall.k12.nj.us</a>
<b>Address:</b>	2500 BEDFORD CORNER LANE WALL, NJ 07719-1199	<b>Website:</b>	<a href="http://www.wall.k12.nj.us">www.wall.k12.nj.us</a>
<b>Phone:</b>	(732)556-2114		

### School Narrative

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#### Mission, Vision, Theme:

Wall Primary School supports the social, emotional, physical, and academic development of our preschool students in a dynamic and nurturing environment. Both inclusive and special education programs are offered. Wall Primary School encourages each child's natural curiosity to explore and problem-solve, and combines it with more structured activities for directed learning.



**Wall Primary School  
2016-2017**

**Grade Span PK-PK**

**25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199**

## School Narrative

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### Courses, Curriculum, Instruction:

The curriculum is aligned to the NJ Preschool Teaching and Learning Standards, and prepares students for the district's kindergarten program. Thematic units incorporate activities that introduce and reinforce developmentally appropriate skills. Emphasis is placed on learning readiness in the areas of Language Arts, Math and Science, as well as social development that fosters communication and self-regulation.







**Wall Primary School  
2016-2017**

**Grade Span PK-PK**

25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199

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 <p><b>Staff and Professional Learning:</b></p>	<p>There are ample opportunities for professional development. The Primary School teachers participate in district professional development with kindergarten teachers to align their programs. Teachers and paraprofessionals regularly participate in professional development through the Regional Professional Development Academy on topics relevant to their practice.</p>
 <p><b>Student Supports and Services:</b></p>	<p>A wide array of supports are available to students with IEPs: speech, occupational and physical therapy, BCBA services as needed, and a full-time social worker and part-time learning consultant.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>A full-time nurse at the Primary School supports the wellness of students. She collaborates with teachers on lessons in the areas of nutrition, healthy habits, and dental hygiene. She maintains a website helpful for the parents and community.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Family partnerships are an essential component of the program. Regular and frequent communication between home and school offers opportunities to acquire skills to support children and maximize their progress and success. There is an active Parent Teacher Group that fundraisers to provide assemblies and field trips that reinforce learning.</p>



**Wall Primary School  
2016-2017**

**Grade Span PK-PK**

**25-5420-078  
MONMOUTH  
WALL TWP  
2500 BEDFORD CORNER LANE  
WALL, NJ 07719-1199**

## 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:

Wall Primary School is a one-level, open- classroom designed space that is fully air-conditioned. It is adjacent to Wall Township's Aiplane Park, which provides a fun and age appropriate recreational space for daily outdoor activities.



West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

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

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

Navigating through the reports:

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

Other Resources:

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



West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

**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.



**West Belmar Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-080  
**MONMOUTH**  
**WALL TWP**  
**925 17TH AVENUE**  
**WALL, NJ 07719-1199**

### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	19	31	41
1	35	26	31
2	29	35	27
3	39	32	34
4	35	40	29
5	40	42	43
Ungraded	2	0	1
Total	199	206	206

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	48%	50%
Male	49%	52%	50%
Economically Disadvantaged Students	34%	36%	33%
Students with Disabilities	21%	23%	22%
English Learners	15%	17%	28%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	65.0%
Hispanic	27.7%
Black or African American	2.4%
Asian	1.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	2.9%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	20	31	41

### 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	69.4%
Spanish	23.8%
Georgian	1.9%
Gujarati	1.5%
<i>Other</i>	3.5%





West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

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	100	92.8	75.00	65.70	54.90	73.8	63.8	Met Target
White	67	92.1	82.10	67.10	63.90	79.3	67	Met Target
Hispanic	26	92.9	57.60	52.80	39.80	57.6	58.2	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	47	92.6	74.40	74.80	62.20	73.6		
Male	53	93.0	75.40	57.60	48.10	73.8		
Economically Disadvantaged Students	31	83.8	48.40	40.10	36.20	43.8	44.7	Met Target†
Non-Economically Disadvantaged Students	69	97.3	87.00	69.10	65.80	87		
Students with Disabilities	23	80.0	65.20	33.80	20.50	54.3	34	Met Target
Students without Disabilities	77	97.5	77.90	73.00	61.90	77.9		
English Learners	26	96.3	61.50	*	25.20	61.5	60.1	Met Target
Non-English Learners	74	91.7	79.70	*	57.40	77.6		
Homeless Students	N	N	N	45.50	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



**West Belmar Elementary School**  
**2016-2017**  
**Grade Span KG-05**

**25-5420-080**  
**MONMOUTH**  
**WALL TWP**  
**925 17TH AVENUE**  
**WALL, NJ 07719-1199**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	33	763	766	749	*	*	*	61%	*	70%	50%
White	20	777	769	759	0%	0%	*	70%	*	85%	61%
Hispanic	11	740	750	734	*	*	*	*	0%	46%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	20	762	772	754	*	*	*	*	*	65%	55%
Male	13	763	762	745	*	*	*	*	*	77%	46%
Economically Disadvantaged Students	10	733	739	731	*	*	*	*	*	20%	31%
Non-Economically Disadvantaged Students	23	775	771	762	*	*	*	*	*	91%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

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	28	756	765	753	*	*	*	50%	*	64%	56%
White	20	759	765	762	*	*	*	50%	*	65%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	14	762	771	758	*	*	*	*	*	64%	61%
Male	14	750	759	749	*	*	*	*	*	64%	51%
Economically Disadvantaged Students	12	746	747	737	*	*	*	*	*	58%	36%
Non-Economically Disadvantaged Students	16	764	768	764	*	*	*	*	*	69%	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%



West Belmar Elementary School  
2016-2017

Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

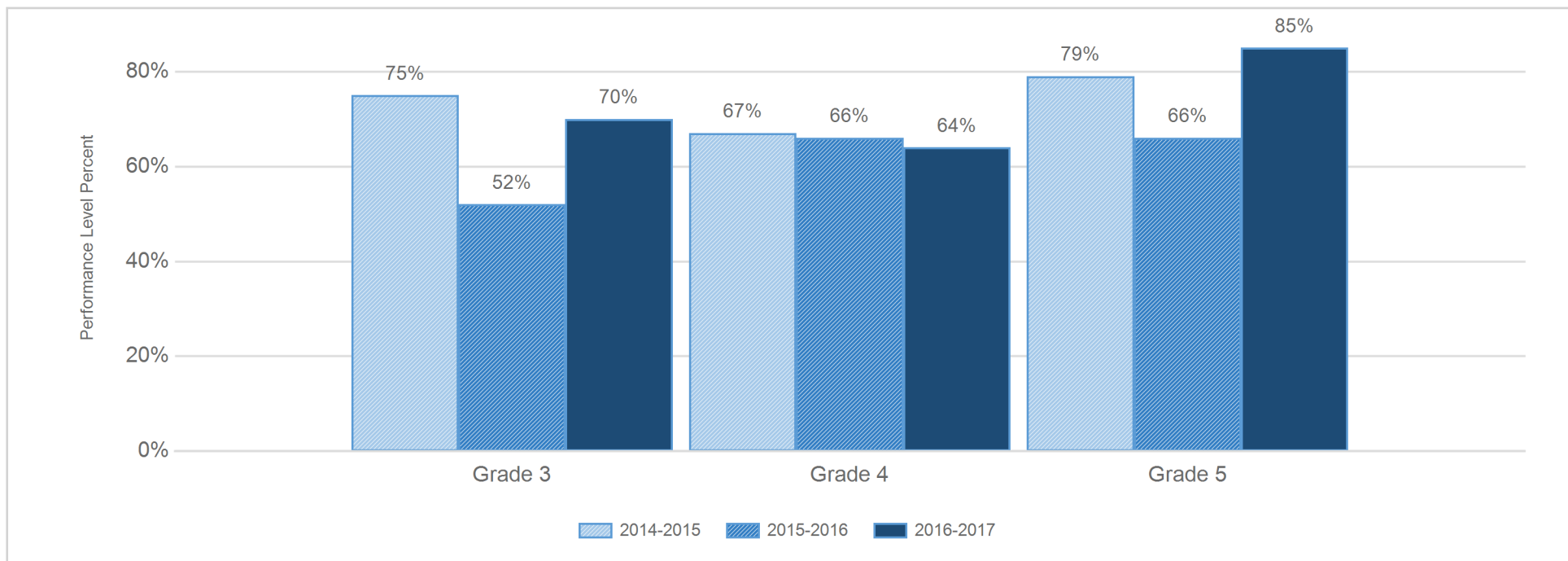
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	41	771	766	756	0%	0%	*	71%	*	85%	59%
White	29	777	768	763	0%	0%	*	69%	*	90%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	16	774	771	761	0%	0%	*	75%	*	94%	66%
Male	25	768	763	750	0%	0%	*	68%	*	80%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

## English Language Arts/Literacy Assessment - Performance Trends

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





**West Belmar Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-080  
**MONMOUTH**  
**WALL TWP**  
**925 17TH AVENUE**  
**WALL, NJ 07719-1199**

**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	100	92.8	67.00	54.00	43.50	65.9	49.6	Met Target
White	67	92.1	79.10	55.90	52.40	76.4	54.7	Met Target
Hispanic	26	92.9	34.60	35.70	27.60	34.6	40.2	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	48	94.4	66.70	56.40	44.10	66.7		
Male	52	91.2	67.30	51.90	42.90	64.6		
Economically Disadvantaged Students	31	83.8	41.90	33.40	25.10	38	38.9	Met Target†
Non-Economically Disadvantaged Students	69	97.3	78.30	56.80	54.30	78.3		
Students with Disabilities	23	80.0	69.50	32.00	16.50	58	34	Met Target
Students without Disabilities	77	97.5	66.20	59.20	48.80	66.2		
English Learners	26	96.3	50.00	*	23.30	50	34.2	Met Target
Non-English Learners	74	91.7	73.00	*	45.20	71		
Homeless Students	N	N	N	40.00	16.40	N		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**West Belmar Elementary School**  
**2016-2017**

**Grade Span KG-05**

**25-5420-080**  
**MONMOUTH**  
**WALL TWP**  
**925 17TH AVENUE**  
**WALL, NJ 07719-1199**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	34	763	766	751	*	*	*	53%	*	71%	53%
White	20	775	768	759	0%	*	*	70%	*	90%	63%
Hispanic	12	744	747	738	*	*	*	*	*	42%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	21	755	767	751	*	*	*	*	*	62%	52%
Male	13	777	765	751	*	*	*	*	*	85%	53%
Economically Disadvantaged Students	11	744	745	736	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	23	773	770	761	*	*	*	*	*	87%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



West Belmar Elementary School  
2016-2017

Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

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	28	753	752	747	0%	*	*	61%	0%	61%	47%
White	20	757	753	755	0%	*	*	70%	0%	70%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	14	754	755	747	0%	*	*	*	0%	64%	47%
Male	14	751	750	747	0%	*	*	*	0%	57%	48%
Economically Disadvantaged Students	12	748	736	732	0%	*	*	*	0%	58%	27%
Non-Economically Disadvantaged Students	16	756	755	757	0%	*	*	*	0%	63%	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%





**West Belmar Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-080  
**MONMOUTH**  
**WALL TWP**  
**925 17TH AVENUE**  
**WALL, NJ 07719-1199**

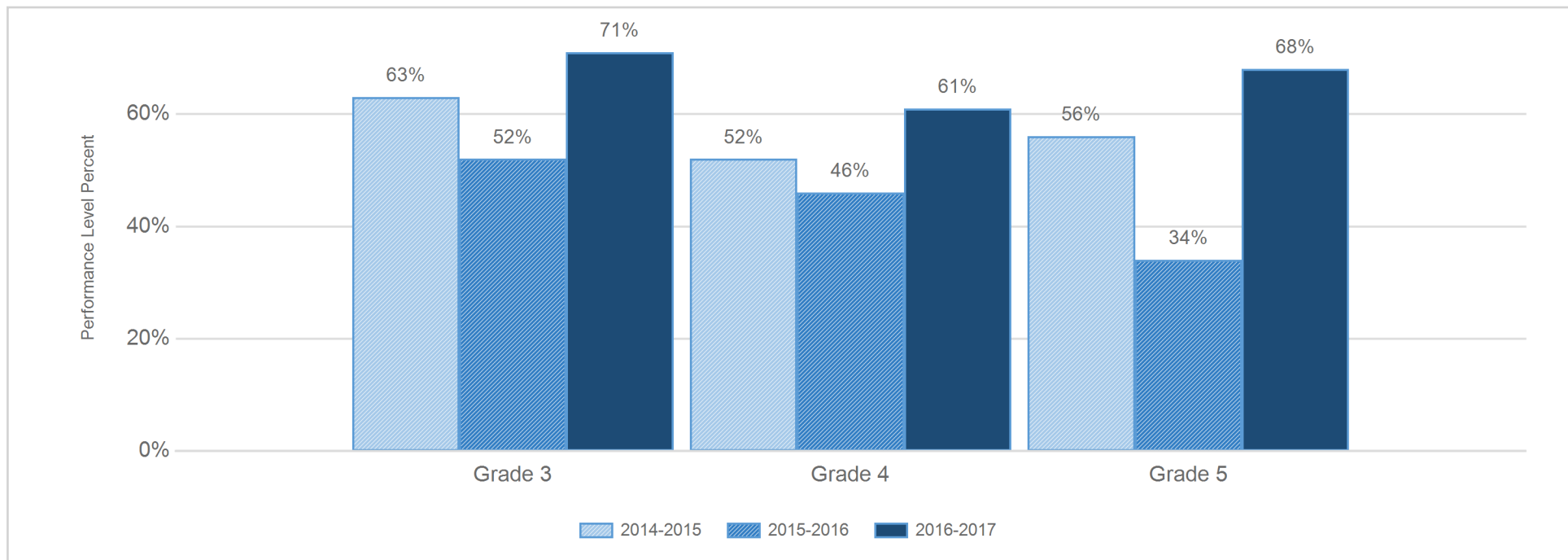
**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	40	757	756	747	*	*	25%	55%	*	68%	46%
White	29	760	758	754	*	*	*	59%	*	76%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	16	759	755	747	*	*	*	63%	*	75%	47%
Male	24	755	756	746	*	*	*	50%	*	63%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

## Mathematics Assessment – Performance Trends

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





West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	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	17	*	*
2	10	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



**West Belmar Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-080  
**MONMOUTH**  
**WALL TWP**  
**925 17TH AVENUE**  
**WALL, NJ 07719-1199**

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.

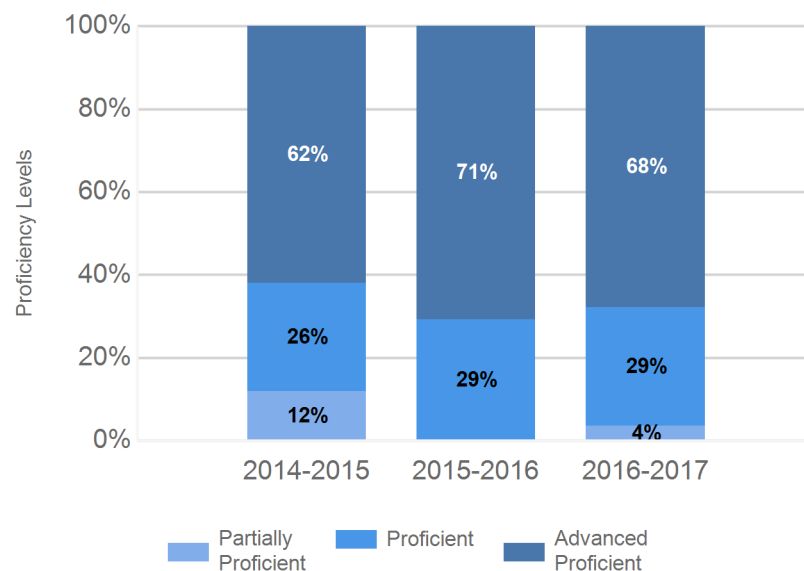
### NJASK Science Assessment Performance: Grade 4

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	68%	29%	4%
White	*	20%	5%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	55%	46%	N
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.





West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	50	50	Met Target	57	53	50	Met Target
White	49	50.5	50	Met Target	62	53	52	Exceeds Target
Hispanic	44	47	49	**	48	50	47	**
Black or African American	*	42	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	60	**	*	53	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	50	51	**	*	65	52	**
Economically Disadvantaged	43	42	47	Met Target	53.5	49	46	Met Target
Students with Disabilities	56	50	41	**	69	55	43	**
English Learners	30	27.5	53	**	59	50	51	**

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



West Belmar Elementary School  
2016-2017

Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

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

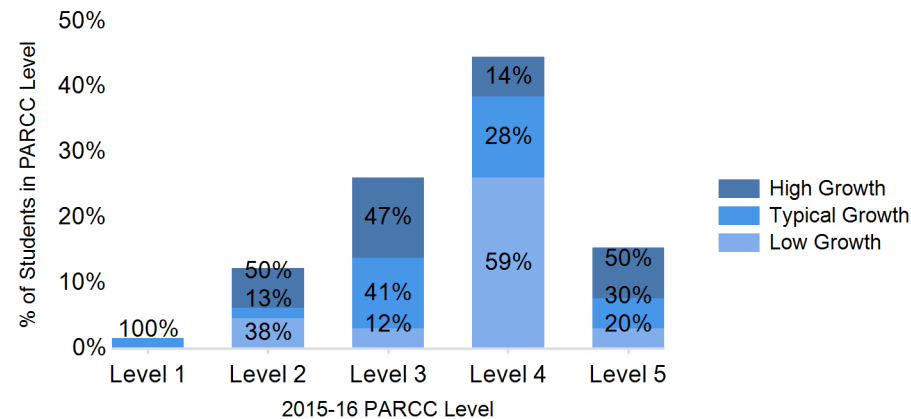
Typical Growth: Between 35 and 65

High Growth: Greater than 65

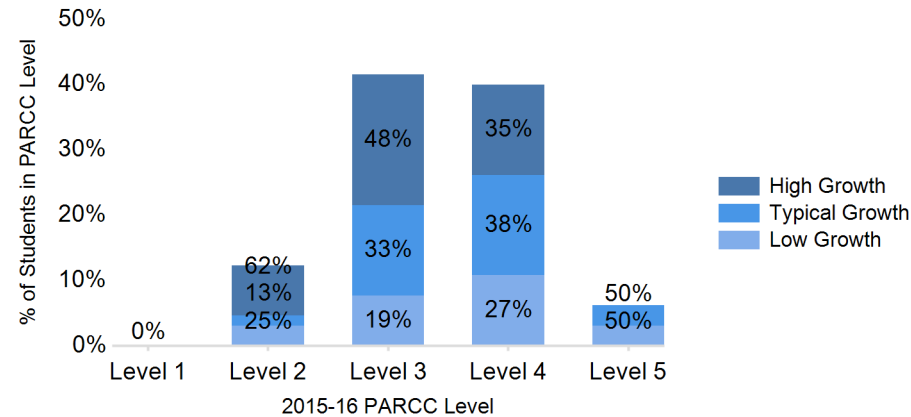
Student Growth by Performance Level

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



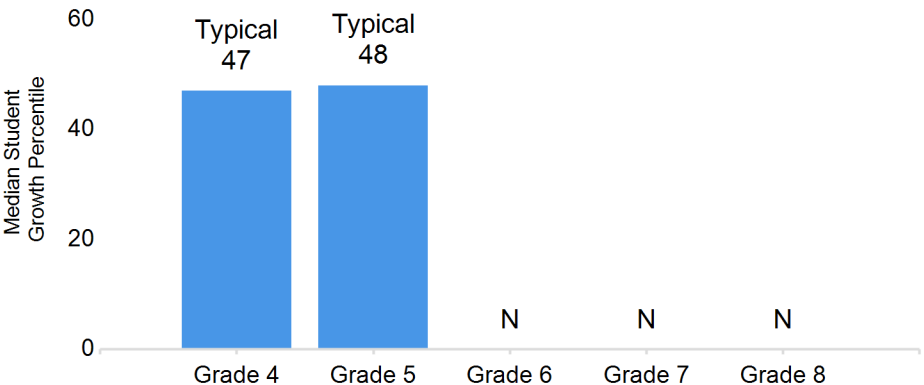
MATH



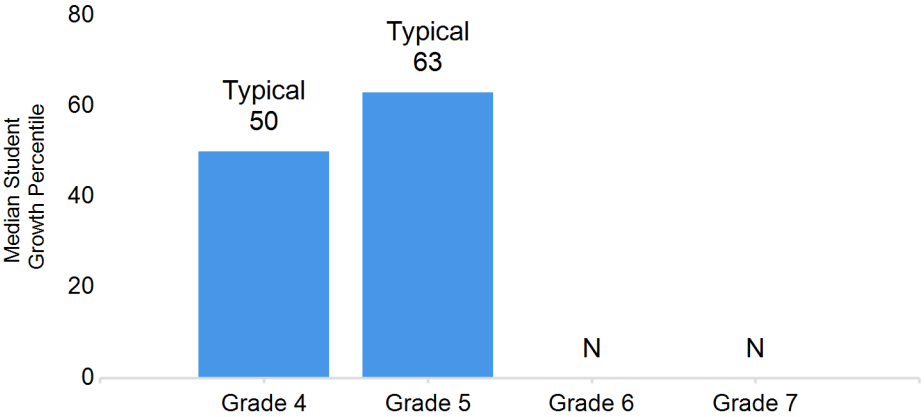
Student Growth by Grade

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

ELA



Math





West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

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

### Chronic Absenteeism

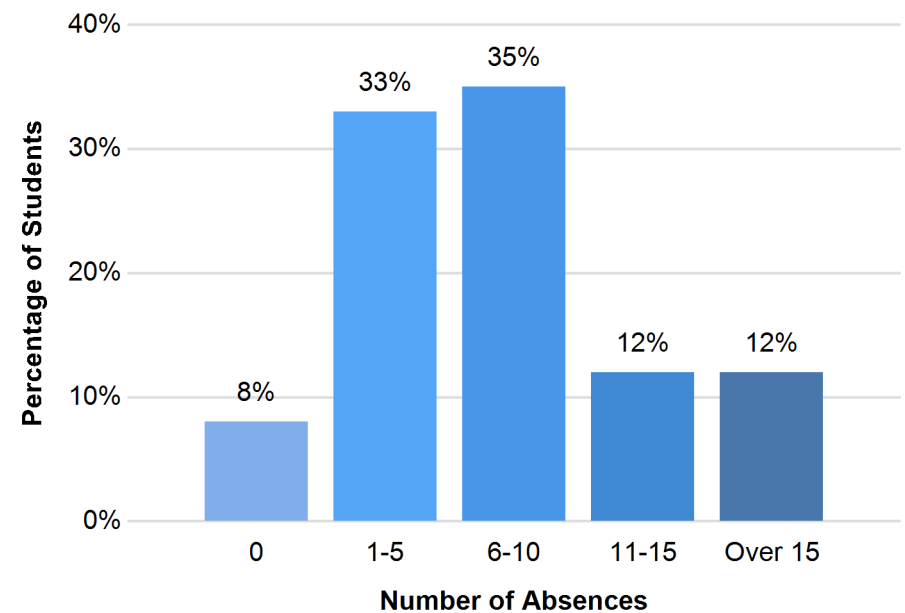
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	8.40	Met Target
White	8.10	8.40	Met Target
Hispanic	7.30	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.40	8.40	Not Met
Students with Disabilities	12.80	8.40	Not Met
English Learners	5.40	8.40	Met Target

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

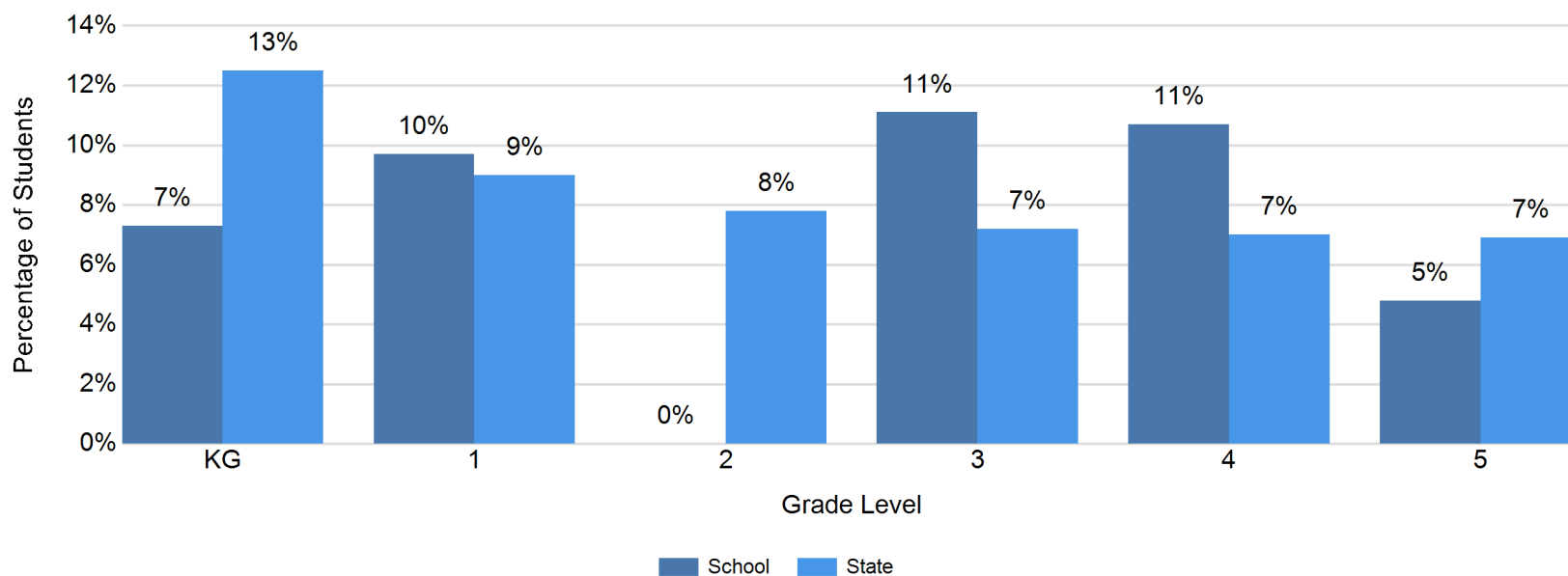
### Days Absent

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.



## 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.







West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

### 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	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



West Belmar Elementary School

2016-2017

Grade Span KG-05

25-5420-080

MONMOUTH

WALL TWP

925 17TH AVENUE

WALL, NJ 07719-1199

### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	859.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$345	\$16,117	\$16,462



West Belmar Elementary School

2016-2017

Grade Span KG-05

25-5420-080

MONMOUTH

WALL TWP

925 17TH AVENUE

WALL, NJ 07719-1199

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	28	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	9.1	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	22	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	59%	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	7:1	9:1
Administrators	206:1	159:1
Librarian/Media Specialists		1164:1
Nurses		499:1
Counselors		349:1
Child Study Team		145:1



West Belmar Elementary School

2016-2017

Grade Span KG-05

25-5420-080

MONMOUTH

WALL TWP

925 17TH AVENUE

WALL, NJ 07719-1199

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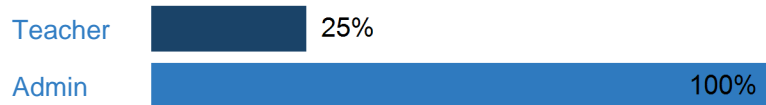
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	87%	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%



West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

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	84.6	17.5%
Mathematics Proficiency	84.2	17.5%
English Language Arts Growth	37.9	25.0%
Mathematics Growth	75.0	25.0%
Chronic Absenteeism	46.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		64.7
<b>Summative Rating:</b> Percentile rank of Summative Score		73.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



**West Belmar Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-080  
**MONMOUTH**  
**WALL TWP**  
**925 17TH AVENUE**  
**WALL, NJ 07719-1199**

### 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	64.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	66.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	60.7	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	Met Target	Met Target	Met Target	**	**	No

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

† Target was met within a confidence interval.



**West Belmar Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-080  
**MONMOUTH**  
**WALL TWP**  
**925 17TH AVENUE**  
**WALL, NJ 07719-1199**

**School General Info**

<b>Principal:</b>	Mr. Abeal	<b>Email Address:</b>	<a href="mailto:aabeal@wall.k12.nj.us">aabeal@wall.k12.nj.us</a>
<b>Address:</b>	925 17TH AVENUE WALL, NJ 07719-1199	<b>Website:</b>	<a href="http://wb.wall.k12.nj.us">wb.wall.k12.nj.us</a>
<b>Phone:</b>	(732)556-2560		

**School Narrative**

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

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes comprehensive literacy and EnVision 2.0 math</li> <li>• Eighteen inclusive homerooms, three Resource Rooms, and four self-contained classrooms</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>The mission of the Wall Township Public Schools is to empower all students to lead lives of fulfillment and purpose by providing a comprehensive and caring educational environment that will enable students to achieve their unique potential academically, socially and emotionally. Our students will become confident, creative and critical thinkers who communicate effectively and engage meaningfully as responsible members of a global society.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>West Belmar has been awarded the "Grow Healthy Program" sponsored by Rutgers University. Students learn the importance of proper nutrition and developing a healthy lifestyle through participation in this program. The school is proud of the vegetable and flower gardens. The Tail Waggin Tutors program is a grant that allows students to read and writing with therapy dogs during the language arts block. Students have shown gains in both reading and writing working with the therapy dogs.</p>



West Belmar Elementary School

2016-2017

Grade Span KG-05

25-5420-080

MONMOUTH



WALL TWP

925 17TH AVENUE

WALL, NJ 07719-1199

School Narrative

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<div>  <div> <div>Courses, Curriculum, Instruction:</div> </div> </div>	<div>Our academic program, anchored by the NJ State Learning Standards, includes language arts, mathematics, science, social studies, physical education, music, art, technology, and Spanish. Comprehensive Literacy uses direct instruction and the workshop model; students progress from teacher-led reading and writing to independent practice. enVision 2.0 encourages our students to develop their math skills through problem-based instruction, visual learning, and small group work.</div>
<div>  <div> <div>Before and After School Programs:</div> </div> </div>	<div>The Wrap is a monthly, tuition-based program that provides families with care both before and after school. Children are supervised by responsible, attentive adults who organize activities and homework time. The Wrap provides children with developmentally-appropriate and interest-driven activities.</div>









**West Belmar Elementary School**  
**2016-2017**  
**Grade Span KG-05**

25-5420-080  
 MONMOUTH  
 WALL TWP  
 925 17TH AVENUE  
 WALL, NJ 07719-1199

**School Narrative**

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

 <b>Staff and Professional Learning:</b>	<p>The Wall Township professional staff engages in continual professional development. Whether working in grade level teams analyzing student performance data or attending off-campus workshops, teachers actively seek ways to refine their instructional practices. During the 2017-2018 school year, elementary teachers are working collaboratively to design standards-based assessments.</p>
 <b>Student Supports and Services:</b>	<p>West Belmar is home to five inclusive homerooms and services the ESL students at the elementary for the district. Students work together in academic and social settings; all students benefit from the accepting environment. For students in general education, the Intervention and Referral Services team meets monthly to review learners' progress and to develop action plans to address academic, behavioral, or social concerns.</p>
 <b>Student Health and Wellness:</b>	<p>In addition to rich academic instruction in homeroom, West Belmar's students also attend special area classes. Children learn the importance of developing the mind and the body through participation in vocal music, visual arts, physical education, technology, and Spanish. The school offers a daily breakfast program to the students.</p>
 <b>Parent and Community Involvement:</b>	<p>The Parent Teacher Association is invaluable to our school family. Whether raising funds for special projects or volunteering to help in classrooms, dedicated families work tirelessly to support our school community. Members of the PTA provide opportunities for our students to participate in field trips, art enrichment, and the annual Fall Festival. The strong home school connection is a critical piece of our students' success.</p>



West Belmar Elementary School  
2016-2017  
Grade Span KG-05

25-5420-080  
MONMOUTH  
WALL TWP  
925 17TH AVENUE  
WALL, NJ 07719-1199

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:

Our technology lab is a Google environment home to thirty Chrome Books. Students continue to hone their research and typing skills in their classrooms. An additional one hundred Chrome Books are distributed among our homerooms. West Belmar's library boasts more than 10,000 books for our readers! From easy readers to the latest chapter books, the library meets the needs of our learners.