



State of New Jersey
2015-2016

Grade Span 06-08

27-3950-055

MORRIS

PARSIPPANY-TROY HILLS TWP

Brooklawn Middle School

250 Beachwood Road

Parsippany, NJ 07054-2459

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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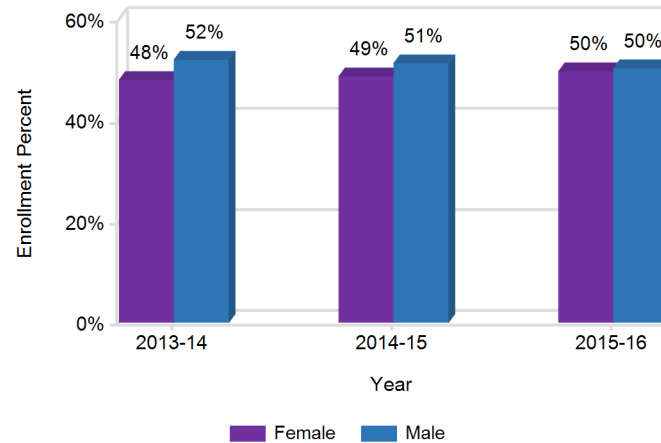
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	290	273	291
Grade 07	279	290	278
Grade 08	295	281	299
UG	16	16	15
Total	880	860	883

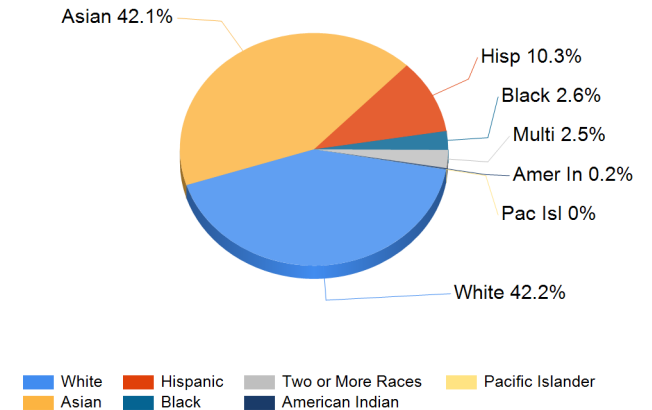
Enrollment by Gender

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



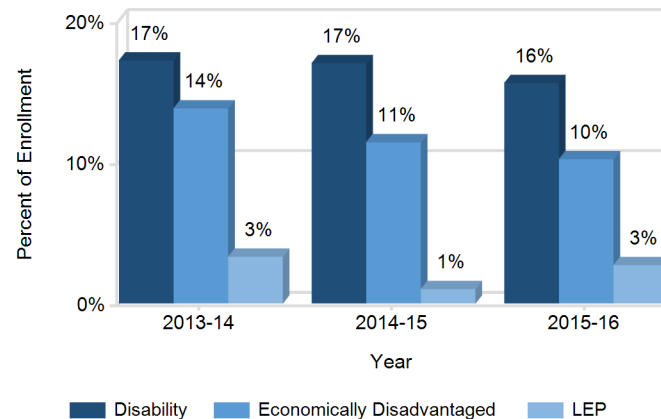
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	68.7%
Gujarati	8.2%
Spanish	4.6%
Chinese	2.9%
Telugu	1.8%
Other	13.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	73%	83	82
Mathematics Met or Exceeded Expectations	62%	25	73

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	802	73%	82	94%	✓	806	62%	73	94%	✓
White	333	65%	57	89%	✗	333	46%	35	89%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	79	56%	68	95%	✓	80	39%	55	95%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	349	84%	60	99%	✓	352	82%	58	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	132	28%	58	91%	✗	132	17%	49	91%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	75	51%	75	94%	✗	75	37%	74	94%	✗



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	276	762	763	750	4%	7%	18%	51%	20%	71%	52%
White	111	754	755	756	6%	12%	16%	53%	13%	66%	61%
African American	S	S	750	732	S	S	S	S	S	S	31%
Hispanic	37	755	751	738	5%	8%	30%	46%	11%	57%	37%
Asian	119	771	773	772	2%	2%	17%	50%	29%	80%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	783	755	S	S	S	S	S	S	60%
Students with Disability	45	725	725	719	20%	29%	29%	20%	2%	22%	15%
English Language Learners	S	S	704	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	25	735	743	735	24%	12%	24%	32%	8%	40%	33%
PARCC MATH											
Schoolwide	279	759	757	743	4%	7%	22%	52%	15%	67%	43%
White	112	749	748	750	7%	12%	27%	47%	7%	55%	53%
African American	S	S	745	724	S	S	S	S	S	S	20%
Hispanic	37	747	741	730	5%	8%	46%	32%	8%	41%	26%
Asian	121	772	770	768	1%	3%	11%	61%	25%	86%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	45	725	723	717	24%	24%	29%	20%	2%	22%	13%
English Language Learners	S	S	729	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	26	741	740	728	12%	23%	15%	46%	4%	50%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	266	773	771	753	2%	8%	15%	32%	43%	75%	56%
White	105	763	761	760	4%	11%	25%	29%	32%	61%	65%
African American	S	S	755	733	S	S	S	S	S	S	35%
Hispanic	26	750	753	739	8%	19%	15%	46%	12%	58%	41%
Asian	115	788	788	781	N	2%	7%	32%	59%	91%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	768	759	S	S	S	S	S	S	63%
Students with Disability	37	727	725	716	14%	32%	38%	14%	3%	16%	16%
English Language Learners	S	S	718	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	22	752	751	735	5%	14%	23%	50%	9%	59%	37%
PARCC MATH											
Schoolwide	268	755	753	740	2%	12%	30%	42%	14%	56%	39%
White	105	747	743	747	2%	19%	43%	28%	9%	36%	47%
African American	S	S	734	724	S	S	S	S	S	S	19%
Hispanic	26	738	737	729	4%	23%	42%	31%	N	31%	23%
Asian	117	767	769	763	3%	2%	15%	58%	22%	80%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	748	744	S	S	S	S	S	S	44%
Students with Disability	S	S	717	713	S	S	S	S	S	S	9%
English Language Learners	S	S	739	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	22	739	735	727	N	18%	59%	23%	N	23%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	271	771	773	753	5%	8%	16%	40%	31%	72%	55%
White	114	760	764	759	9%	8%	18%	44%	22%	66%	63%
African American	S	S	757	732	S	S	S	S	S	S	34%
Hispanic	20	744	751	740	10%	20%	35%	25%	10%	35%	43%
Asian	124	785	788	780	1%	6%	11%	39%	44%	82%	82%
American Indian	S	S	S	753	S	S	S	S	S	S	52%
Two or More Races	S	S	789	756	S	S	S	S	S	S	59%
Students with Disability	35	731	733	715	17%	26%	31%	26%	N	26%	16%
English Language Learners	S	S	705	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	26	746	752	736	15%	15%	23%	35%	12%	46%	38%
**PARCC MATH											
Schoolwide	191	742	743	726	9%	17%	27%	46%	1%	47%	26%
White	94	735	740	732	11%	23%	27%	39%	N	39%	32%
African American	S	S	732	712	S	S	S	S	S	S	14%
Hispanic	18	726	731	721	11%	33%	28%	28%	N	28%	20%
Asian	70	755	754	745	6%	6%	24%	61%	3%	64%	49%
American Indian	S	S	S	726	S	S	S	S	S	S	25%
Two or More Races	S	S	747	726	S	S	S	S	S	S	26%
Students with Disability	37	719	720	704	19%	43%	19%	19%	N	19%	8%
English Language Learners	S	S	740	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	25	735	739	718	12%	24%	32%	28%	4%	32%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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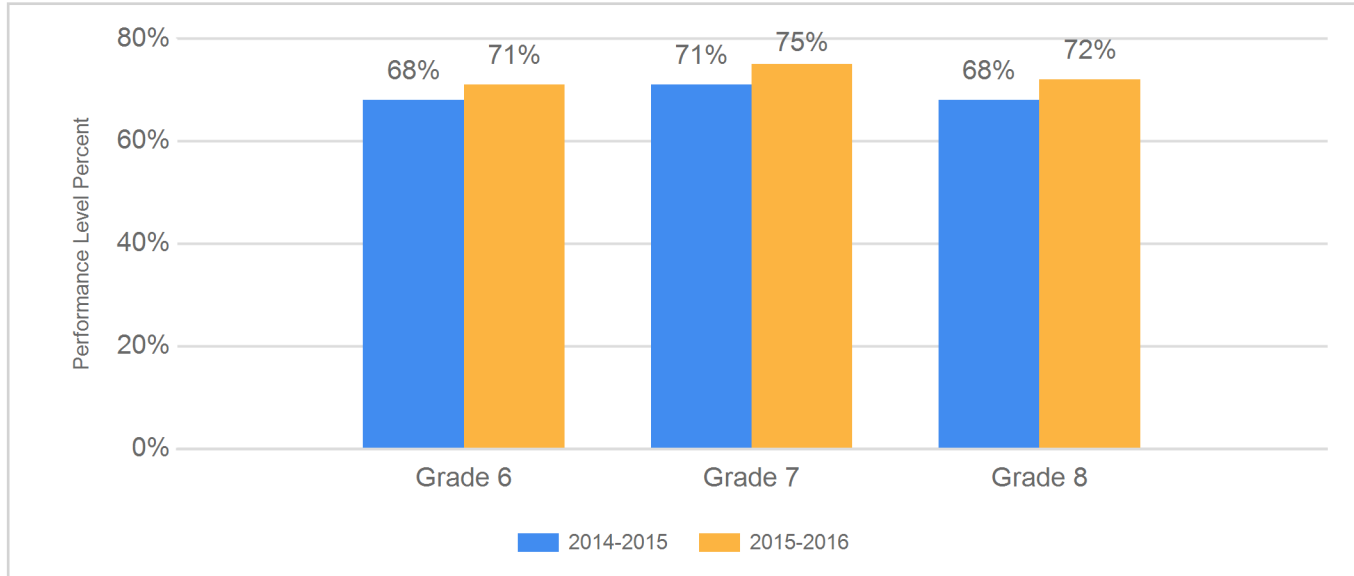
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	796	796	769	N	N	N	69%	31%	100%	41%
White	22	788	787	772	N	N	N	77%	23%	100%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	781	746	S	S	S	S	S	S	25%
Asian	59	800	803	789	N	N	N	63%	37%	100%	76%
American Indian	S	S	S	769	S	S	S	S	S	S	38%
Two or More Races	S	S	778	776	S	S	S	S	S	S	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	781	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	776	S	S	S	S	S	S	27%
White	N	N	N	772	N	N	N	N	N	N	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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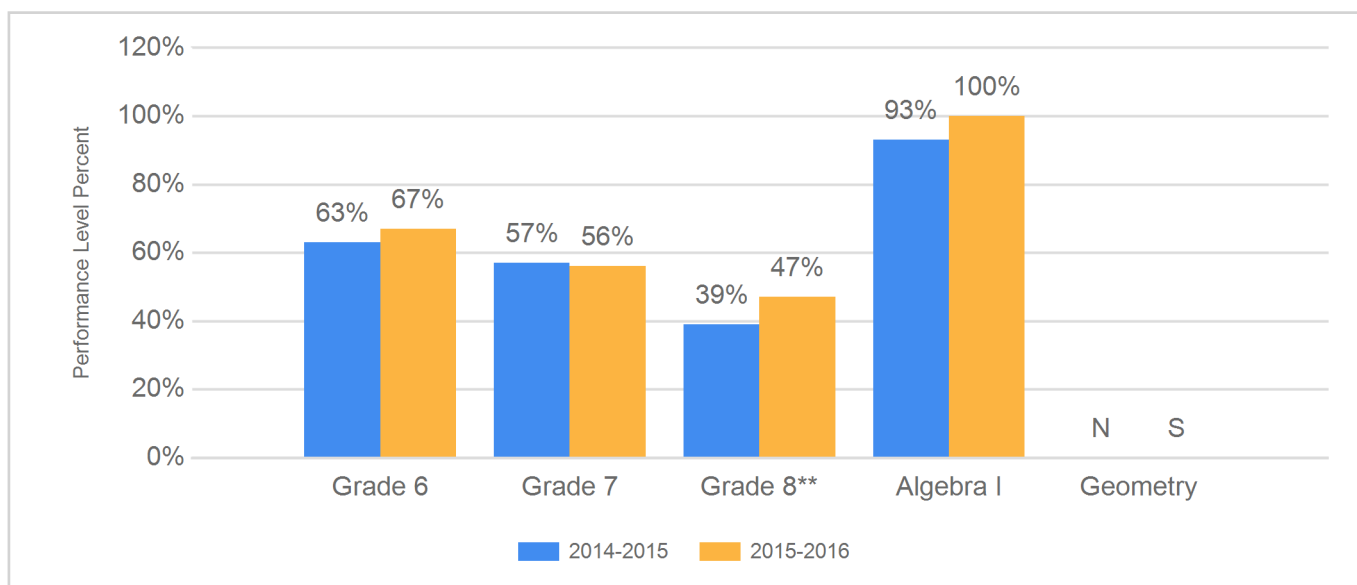
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

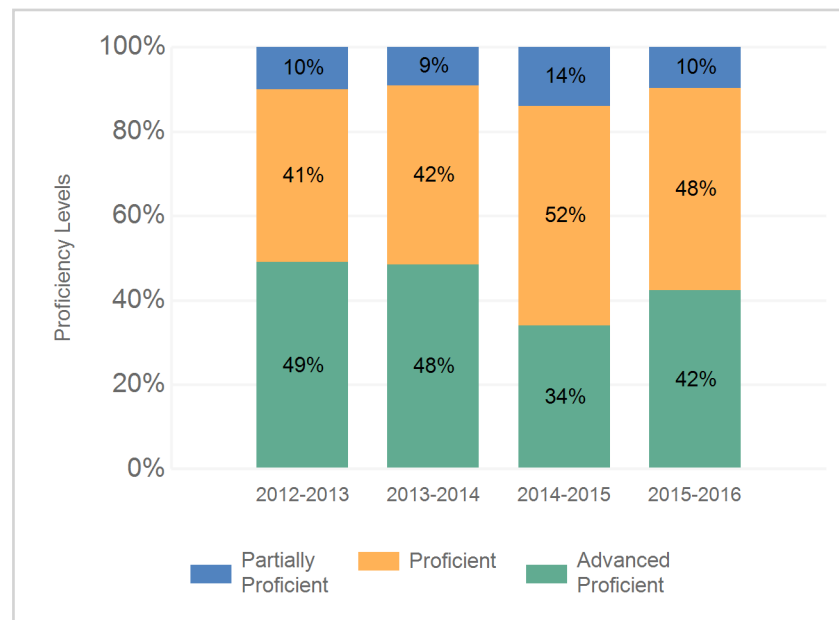
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	42%	48%	10%
White	40%	49%	11%
African American	S	S	S
Hispanic	13%	74%	13%
American Indian	S	S	S
Asian	52%	40%	8%
Two or More Races	S	S	S
Students with Disability	8%	55%	38%
English Language Learners	S	S	S
Economically Disadvantaged Students	19%	62%	19%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	60	56	50
Student Growth on Math	47	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	3%	2%	3%
Approached (L3)	6%	5%	10%
Met (L4)	13%	12%	21%
Exceeded (L5)	3%	7%	14%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	3%	2%	2%
Approached (L3)	13%	10%	6%
Met (L4)	16%	16%	20%
Exceeded (L5)	4%	4%	5%



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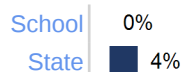
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



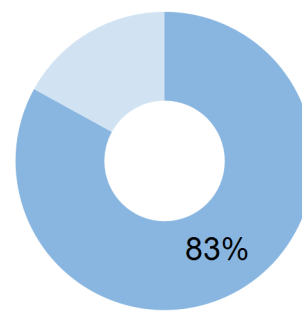
DANCE



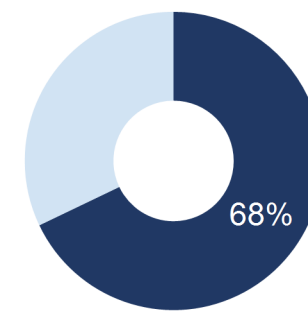
VISUAL ARTS



Any Visual and Performing Arts



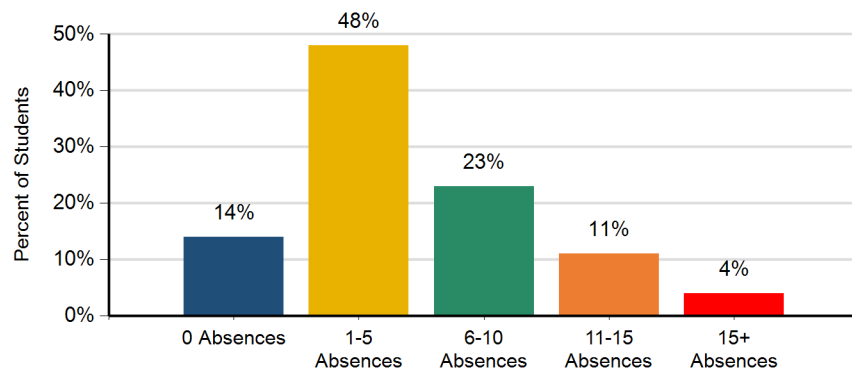
School



State

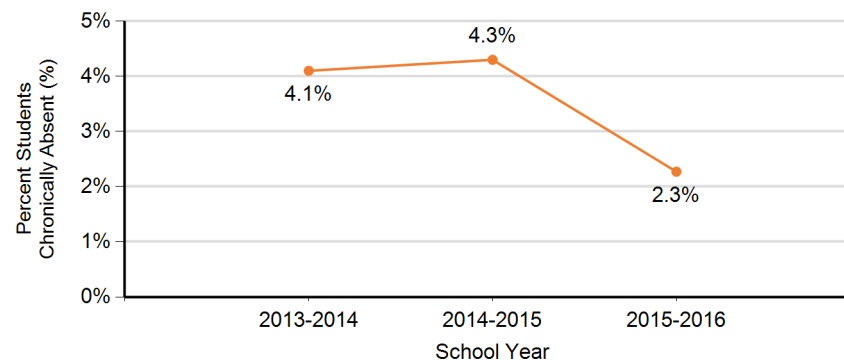
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Parsippany, NJ 07054-2459

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 46 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	295:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
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Grade Span 06-08

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MORRIS
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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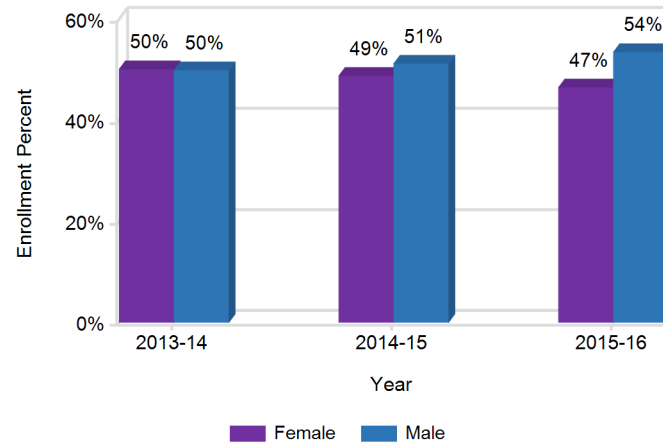
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	256	267	271
Grade 07	239	245	260
Grade 08	248	238	250
UG	10	8	6
Total	753	758	787

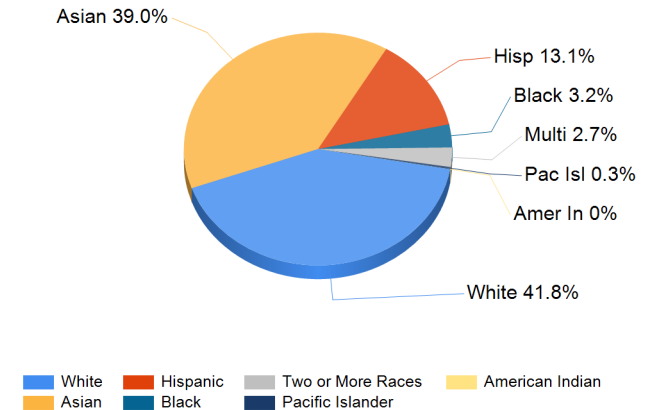
Enrollment by Gender

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



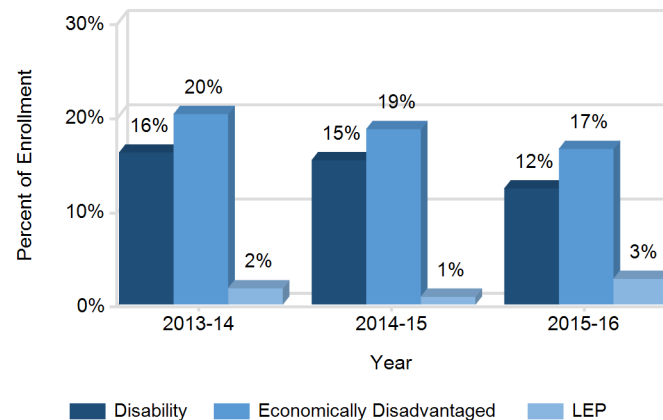
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	63.5%
Gujarati	6.7%
Spanish	6.0%
Telugu	4.7%
Chinese	3.9%
Other	14.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	73%	92	83
Mathematics Met or Exceeded Expectations	60%	17	70

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	747	73%	83	98%	✓	744	60%	70	98%	✓
White	319	66%	60	96%	✓	318	49%	39	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	94	55%	73	99%	✓	93	38%	55	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	291	89%	68	99%	✓	290	82%	55	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	99	17%	43	94%	✓	97	12%	36	93%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	116	55%	86	98%	✓	116	37%	67	98%	✓



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	262	763	763	750	2%	7%	21%	50%	20%	70%	52%
White	94	755	755	756	2%	11%	26%	51%	11%	62%	61%
African American	S	S	750	732	S	S	S	S	S	S	31%
Hispanic	37	747	751	738	3%	16%	35%	41%	5%	46%	37%
Asian	115	776	773	772	1%	2%	11%	51%	35%	86%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	783	755	S	S	S	S	S	S	60%
Students with Disability	25	724	725	719	12%	32%	44%	12%	N	12%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	42	748	743	735	2%	12%	31%	52%	2%	55%	33%
PARCC MATH											
Schoolwide	266	754	757	743	3%	13%	27%	45%	12%	57%	43%
White	94	746	748	750	4%	13%	37%	43%	3%	46%	53%
African American	S	S	745	724	S	S	S	S	S	S	20%
Hispanic	39	735	741	730	5%	36%	28%	28%	3%	31%	26%
Asian	117	769	770	768	2%	4%	17%	55%	22%	77%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	25	718	723	717	20%	48%	16%	16%	N	16%	13%
English Language Learners	S	S	729	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	44	739	740	728	7%	21%	34%	36%	2%	39%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Central Middle School

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	254	769	771	753	2%	11%	15%	37%	35%	72%	56%
White	107	758	761	760	4%	16%	19%	39%	22%	62%	65%
African American	S	S	755	733	S	S	S	S	S	S	35%
Hispanic	35	755	753	739	3%	14%	23%	43%	17%	60%	41%
Asian	101	787	788	781	1%	2%	7%	34%	56%	90%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	768	759	S	S	S	S	S	S	63%
Students with Disability	37	723	725	716	11%	43%	35%	11%	N	11%	16%
English Language Learners	S	S	718	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	39	751	751	735	5%	18%	26%	26%	26%	51%	37%
PARCC MATH											
Schoolwide	253	751	753	740	4%	19%	21%	45%	12%	57%	39%
White	107	740	743	747	7%	26%	24%	41%	2%	43%	47%
African American	S	S	734	724	S	S	S	S	S	S	19%
Hispanic	34	737	737	729	N	38%	24%	38%	N	38%	23%
Asian	101	771	769	763	1%	4%	15%	54%	27%	80%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	748	744	S	S	S	S	S	S	44%
Students with Disability	S	S	717	713	S	S	S	S	S	S	9%
English Language Learners	S	S	739	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	39	733	735	727	5%	44%	26%	23%	3%	26%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	243	776	773	753	1%	6%	14%	47%	32%	79%	55%
White	115	768	764	759	1%	9%	17%	53%	21%	74%	63%
African American	S	S	757	732	S	S	S	S	S	S	34%
Hispanic	25	757	751	740	4%	8%	28%	48%	12%	60%	43%
Asian	85	792	788	780	1%	2%	6%	38%	53%	91%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	789	756	S	S	S	S	S	S	59%
Students with Disability	27	737	733	715	4%	30%	44%	22%	N	22%	16%
English Language Learners	S	S	705	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	38	757	752	736	3%	N	37%	55%	5%	61%	38%
**PARCC MATH											
Schoolwide	162	745	743	726	7%	16%	27%	49%	1%	51%	26%
White	93	744	740	732	8%	13%	30%	50%	N	50%	32%
African American	S	S	732	712	S	S	S	S	S	S	14%
Hispanic	20	735	731	721	5%	30%	35%	30%	N	30%	20%
Asian	36	754	754	745	6%	11%	14%	64%	6%	69%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	747	726	S	S	S	S	S	S	26%
Students with Disability	27	722	720	704	26%	22%	33%	19%	N	19%	8%
English Language Learners	S	S	740	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	36	741	739	718	3%	19%	36%	42%	N	42%	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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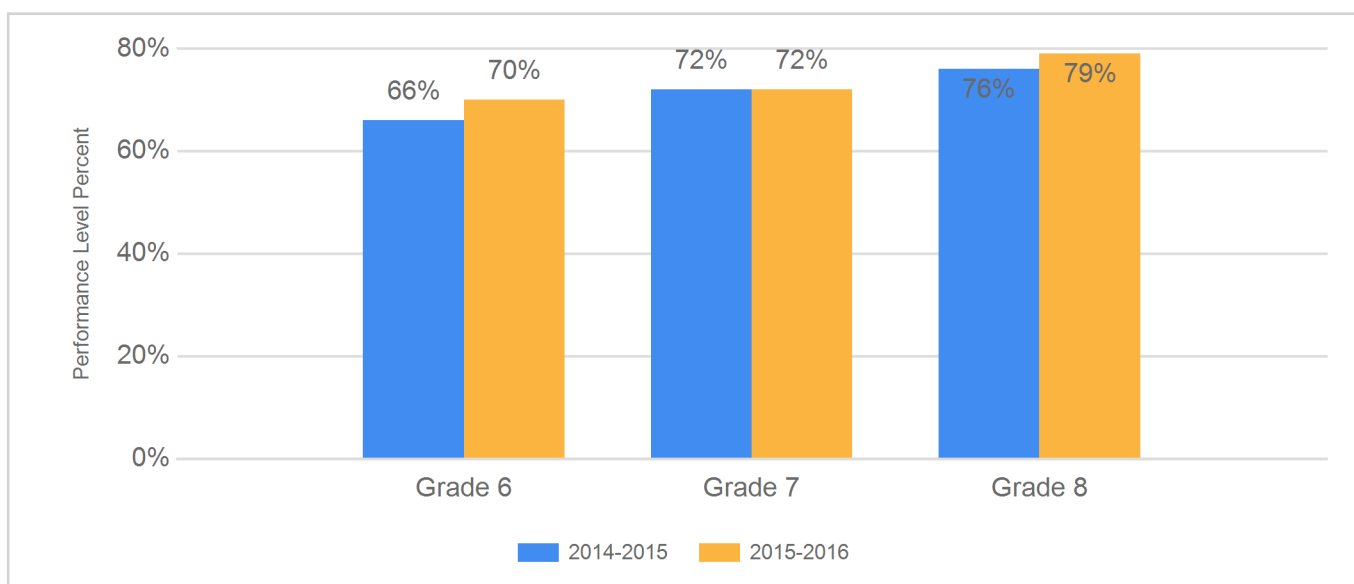
Central Middle School

1620 Route 46

Parsippany, NJ 07054

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	797	796	769	N	N	1%	65%	33%	99%	41%
White	21	785	787	772	N	N	N	91%	10%	100%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	781	746	S	S	S	S	S	S	25%
Asian	50	806	803	789	N	N	2%	50%	48%	98%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	778	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	781	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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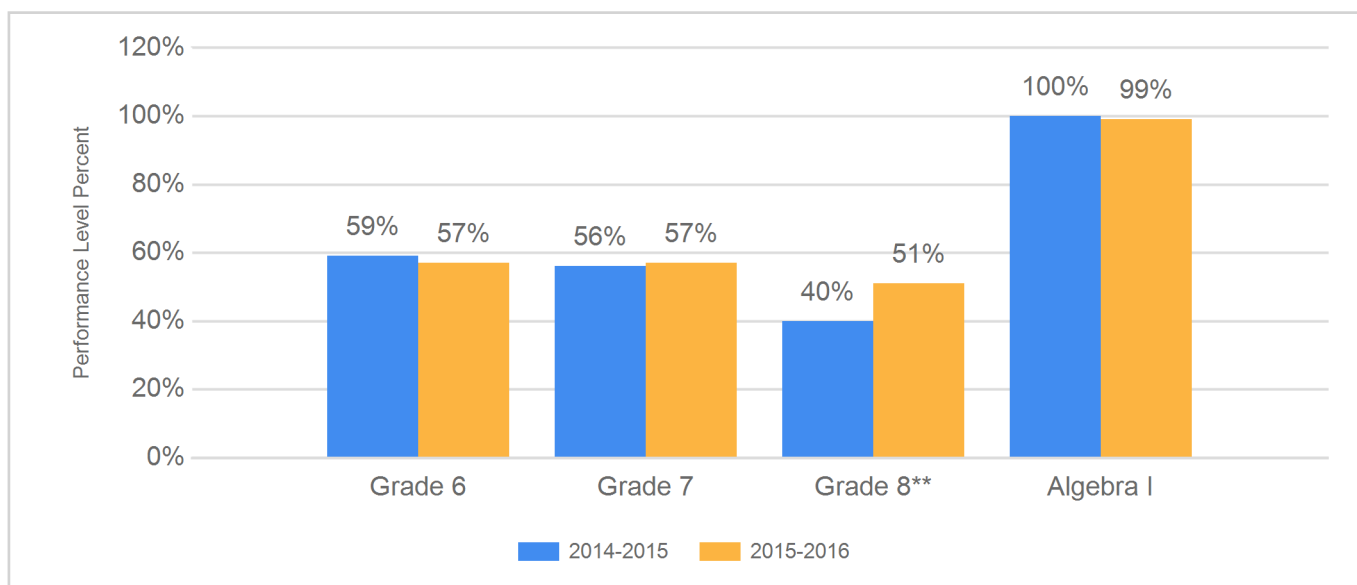
Central Middle School

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

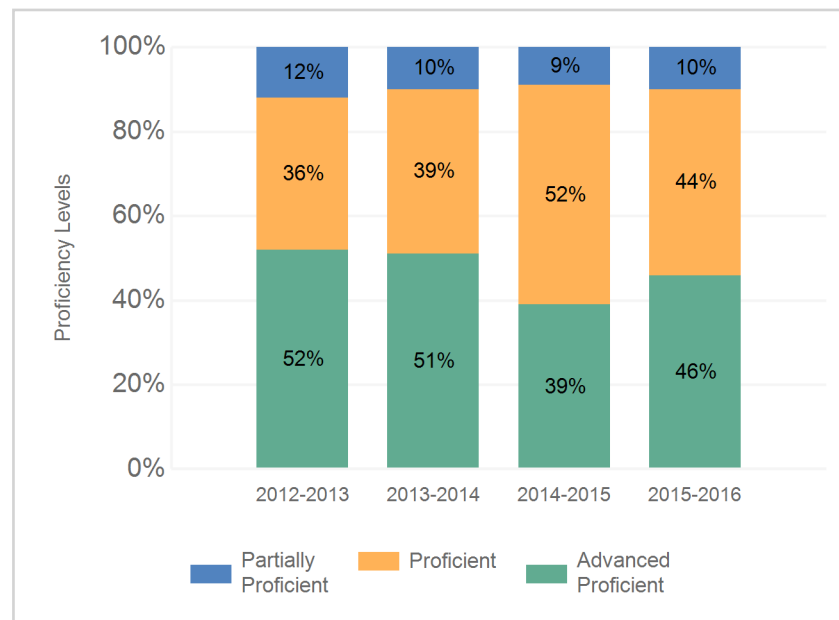
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	46%	44%	10%
White	39%	53%	8%
African American	S	S	S
Hispanic	27%	39%	35%
American Indian	N	N	N
Asian	61%	36%	3%
Two or More Races	S	S	S
Students with Disability	14%	52%	35%
English Language Learners	S	S	S
Economically Disadvantaged Students	18%	63%	18%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	56	50
Student Growth on Math	45	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	3%	2%	2%
Approached (L3)	7%	7%	8%
Met (L4)	11%	13%	20%
Exceeded (L5)	4%	8%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	9%	3%	2%
Approached (L3)	15%	6%	6%
Met (L4)	15%	15%	19%
Exceeded (L5)	3%	3%	4%



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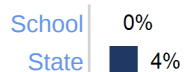
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



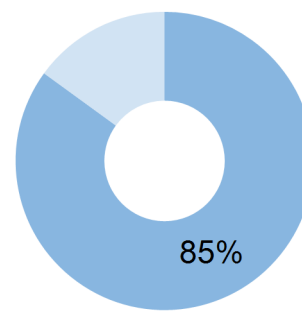
DANCE



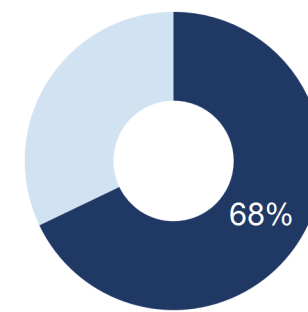
VISUAL ARTS



Any Visual and Performing Arts



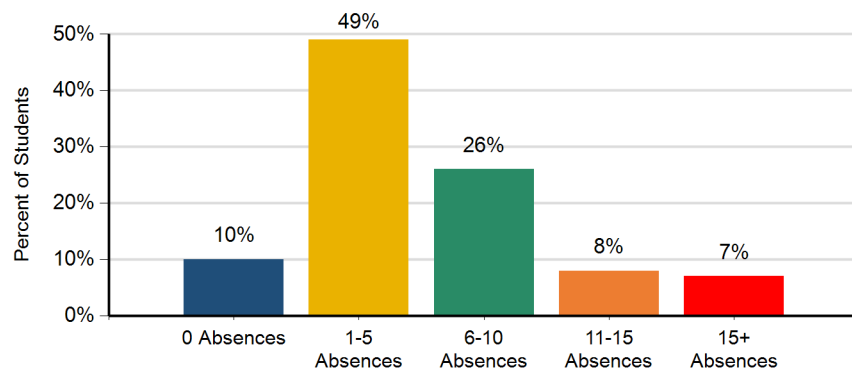
School



State

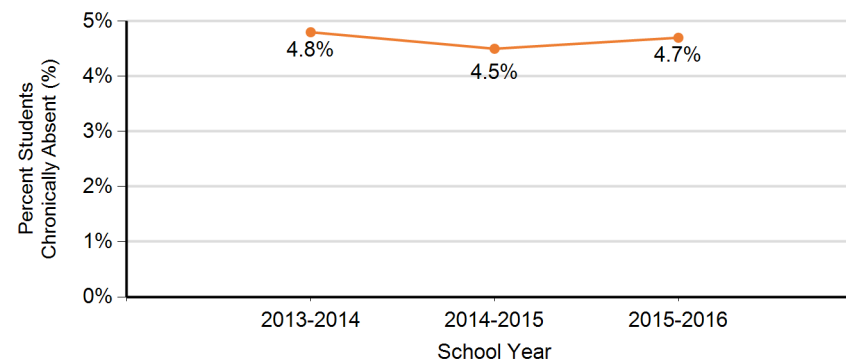
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 46 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	263:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%



State of New Jersey
2015-2016

Grade Span 3H-05

27-3950-062
MORRIS
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Eastlake Elementary School
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Parsippany, NJ 07054-2619

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3H-05

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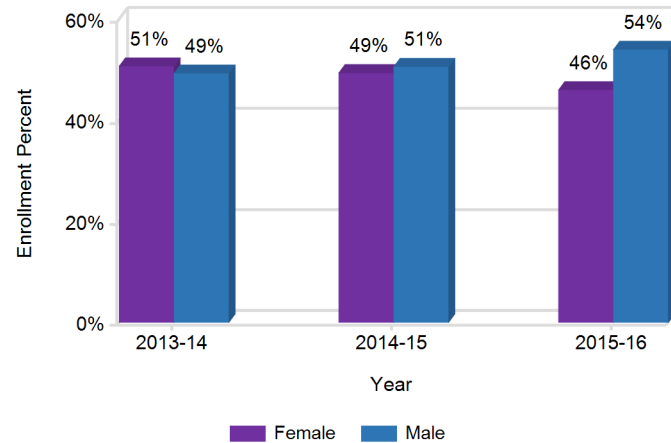
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	47	51	68
Grade KG	41	48	38
Grade 01	46	33	48
Grade 02	38	42	38
Grade 03	40	39	40
Grade 04	38	40	41
Grade 05	45	40	38
UG	46	23	37
Total	341	316	348

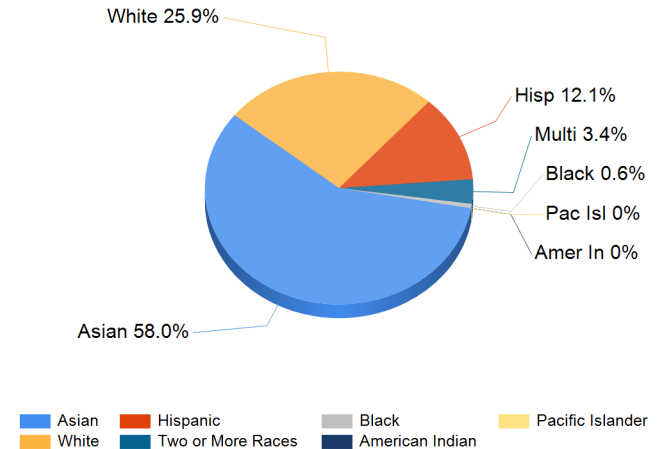
Enrollment by Gender

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



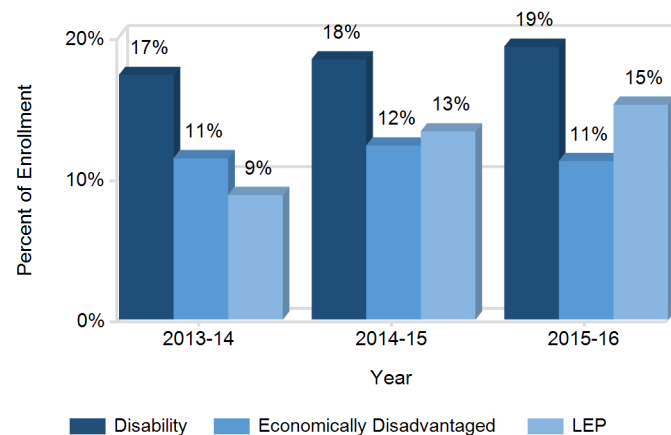
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	40.2%
Gujarati	16.1%
Hindi	7.5%
Spanish	6.9%
Telugu	6.9%
Other	22.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	17	53
Mathematics Met or Exceeded Expectations	59%	8	69

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	123	57%	53	98%	✓	123	59%	69	98%	✓
White	S	S	S	S		S	S	S	S	
African American	N	N	N	N		N	N	N	N	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	68	63%	29	99%	✓	68	74%	43	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	759	761	746	7%	12%	29%	38%	14%	52%	48%
White	S	S	757	756	S	S	S	S	S	S	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	742	730	S	S	S	S	S	S	31%
Asian	30	763	768	772	7%	10%	23%	43%	17%	60%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	S	S	727	718	S	S	S	S	S	S	22%
English Language Learners	S	S	734	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	42	770	768	749	N	5%	17%	48%	31%	79%	52%
White	S	S	764	757	S	S	S	S	S	S	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	30	776	777	777	N	3%	13%	43%	40%	83%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	746	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-05

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PARSIPPANY-TROY HILLS TWP

Eastlake Elementary School

40 Eba Road

Parsippany, NJ 07054-2619

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	753	763	750	5%	9%	28%	51%	7%	58%	54%
White	12	754	761	759	N	8%	42%	42%	8%	50%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	19	758	768	773	11%	N	16%	68%	5%	74%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	S	S	731	723	S	S	S	S	S	S	22%
English Language Learners	S	S	730	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	43	751	758	745	N	14%	44%	40%	2%	42%	47%
White	12	742	754	752	N	25%	50%	25%	N	25%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	746	733	S	S	S	S	S	S	30%
Asian	19	759	767	771	N	N	47%	47%	5%	53%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	S	S	731	724	S	S	S	S	S	S	22%
English Language Learners	S	S	740	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	755	763	751	N	10%	31%	60%	N	60%	53%
White	13	755	758	758	N	15%	15%	69%	N	69%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	21	758	772	773	N	5%	33%	62%	N	62%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	S	S	732	723	S	S	S	S	S	S	20%
English Language Learners	S	S	726	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	42	755	763	747	2%	14%	26%	48%	10%	57%	47%
White	13	752	755	753	N	15%	39%	39%	8%	46%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	750	735	S	S	S	S	S	S	31%
Asian	21	764	775	774	N	10%	10%	67%	14%	81%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	S	S	737	725	S	S	S	S	S	S	19%
English Language Learners	S	S	739	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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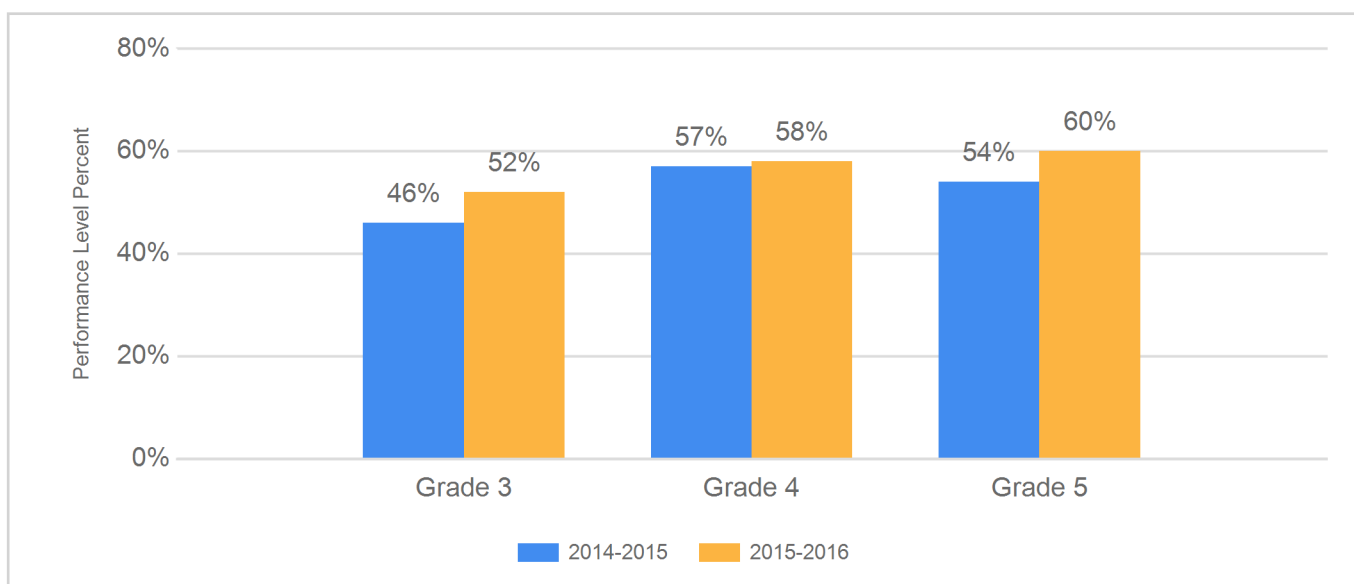
Eastlake Elementary School

40 Eba Road

Parsippany, NJ 07054-2619

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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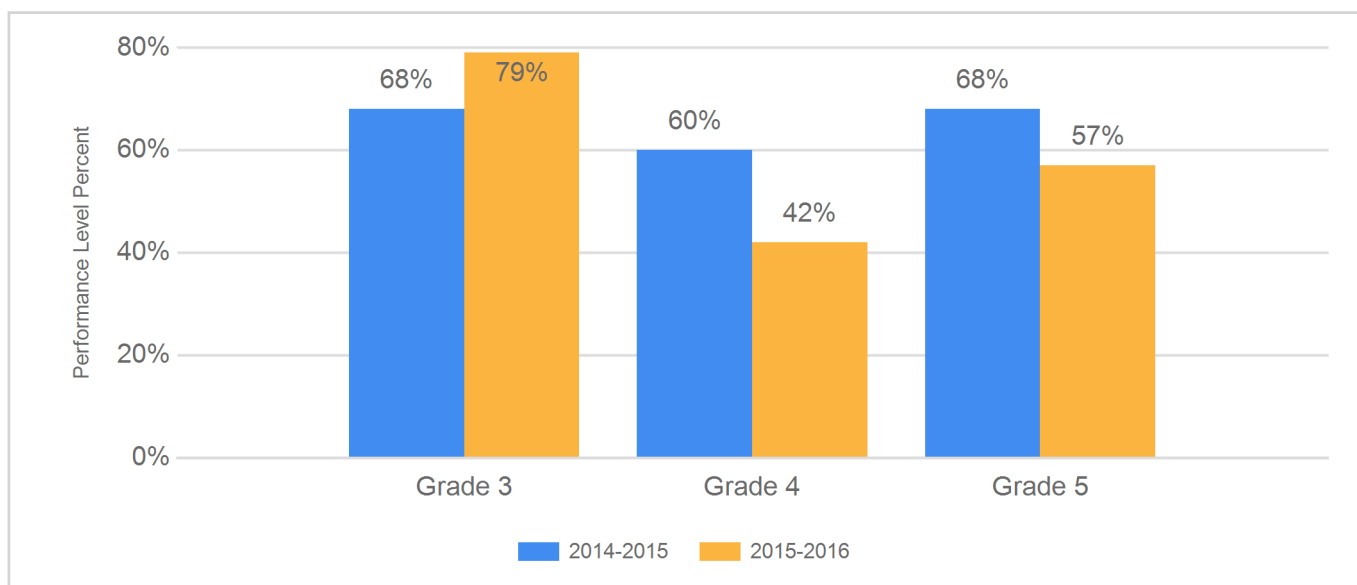
Eastlake Elementary School

40 Eba Road

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

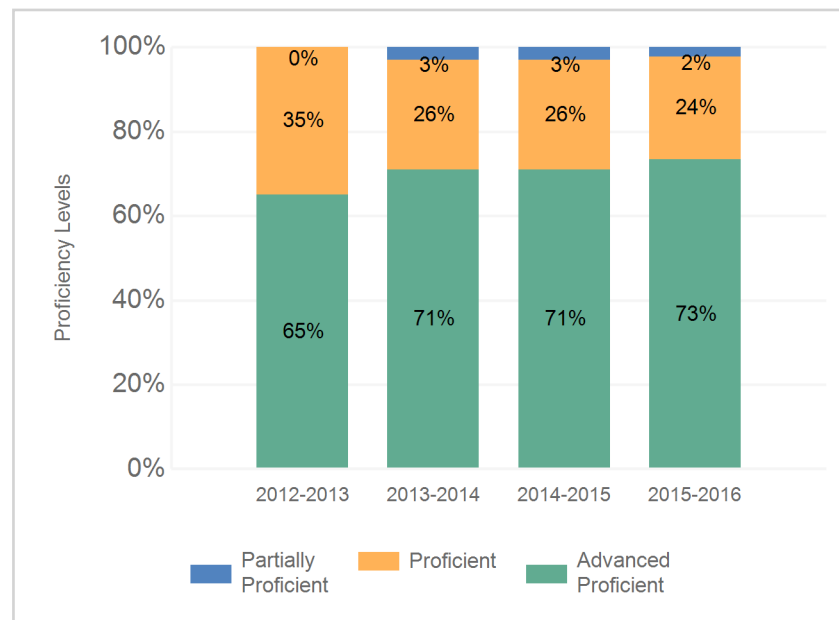
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	73%	24%	2%
White	62%	39%	N
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	80%	20%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	56	50
Student Growth on Math	41	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	4%
Partially Met (L2)	3%	4%	4%
Approached (L3)	8%	11%	14%
Met (L4)	20%	13%	13%
Exceeded (L5)	5%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	5%	5%	1%
Approached (L3)	8%	12%	7%
Met (L4)	24%	14%	16%
Exceeded (L5)	7%	1%	0%



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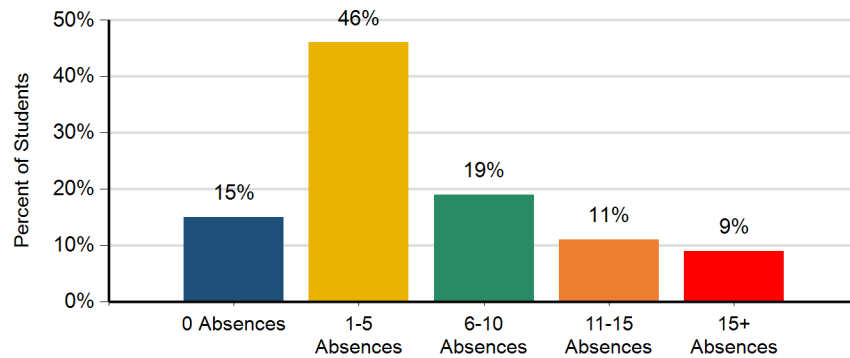
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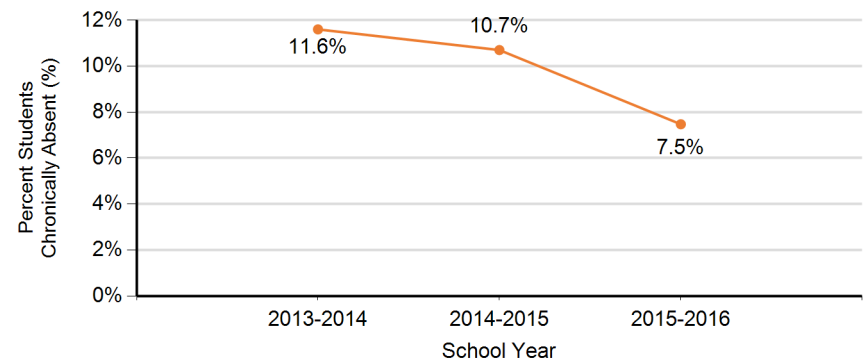
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	348:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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Intervale Elementary School
60 Pitt Road
Boonton, NJ 07005

2015-2016 School Performance Reports

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While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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Grade Span KF-05

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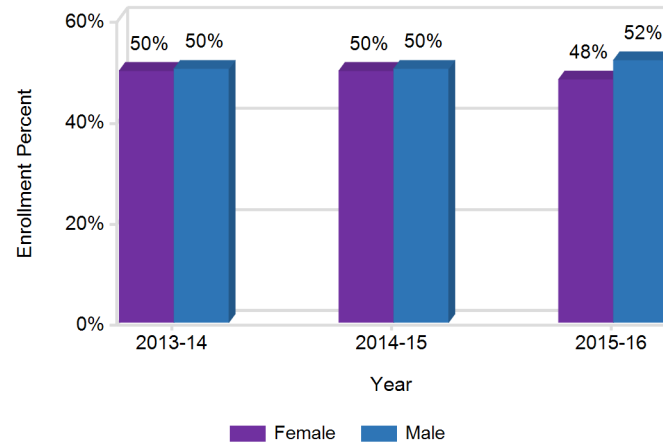
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	47	43	60
Grade 01	43	48	44
Grade 02	48	50	47
Grade 03	49	51	49
Grade 04	49	54	52
Grade 05	43	47	51
UG	2	4	5
Total	281	297	308

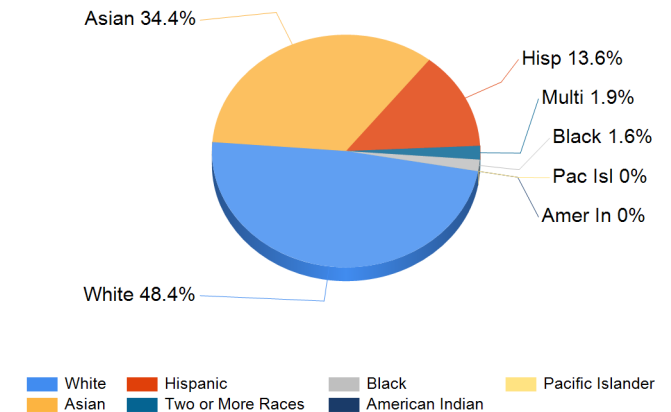
Enrollment by Gender

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



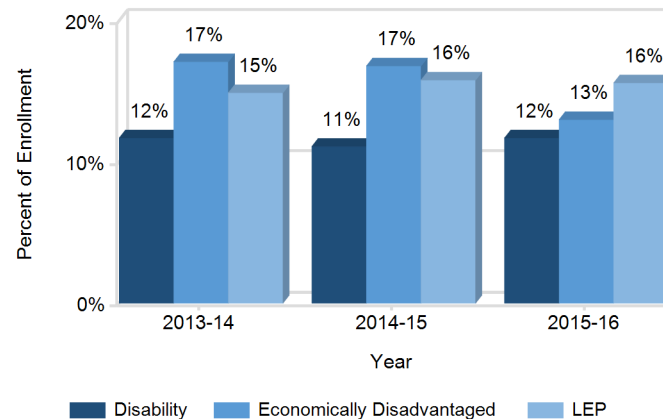
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	65.3%
Gujarati	10.1%
Spanish	7.5%
Telugu	4.2%
Hindi	2.9%
Other	9.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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60 Pitt Road

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	70%	58	79
Mathematics Met or Exceeded Expectations	74%	75	87

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	145	70%	79	99%	✓	145	74%	87	97%	✓
White	75	77%	84	99%	✓	75	72%	82	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	47	66%	30	98%	✓	47	85%	48	95%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	756	761	746	4%	17%	25%	46%	8%	54%	48%
White	22	756	757	756	5%	14%	23%	55%	5%	59%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	S	S	742	730	S	S	S	S	S	S	31%
Asian	18	756	768	772	6%	22%	28%	28%	17%	44%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	S	S	727	718	S	S	S	S	S	S	22%
English Language Learners	S	S	734	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	49	764	768	749	N	10%	18%	55%	16%	71%	52%
White	22	765	764	757	N	9%	18%	64%	9%	73%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	19	771	777	777	N	5%	11%	53%	32%	84%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	746	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	768	763	750	2%	4%	21%	46%	27%	73%	54%
White	23	768	761	759	N	N	22%	57%	22%	78%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	17	774	768	773	N	6%	18%	47%	29%	77%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	779	756	S	S	S	S	S	S	62%
Students with Disability	S	S	731	723	S	S	S	S	S	S	22%
English Language Learners	S	S	730	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	50	765	758	745	2%	8%	22%	58%	10%	68%	47%
White	23	765	754	752	N	9%	17%	70%	4%	74%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	746	733	S	S	S	S	S	S	30%
Asian	19	769	767	771	N	11%	21%	47%	21%	68%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	S	S	731	724	S	S	S	S	S	S	22%
English Language Learners	S	S	740	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	774	763	751	N	N	16%	68%	16%	84%	53%
White	31	773	758	758	N	N	10%	81%	10%	90%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	13	781	772	773	N	N	23%	46%	31%	77%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	S	S	732	723	S	S	S	S	S	S	20%
English Language Learners	S	S	726	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	51	776	763	747	N	2%	22%	43%	33%	77%	47%
White	31	773	755	753	N	N	29%	42%	29%	71%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	750	735	S	S	S	S	S	S	31%
Asian	14	785	775	774	N	7%	14%	29%	50%	79%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	S	S	737	725	S	S	S	S	S	S	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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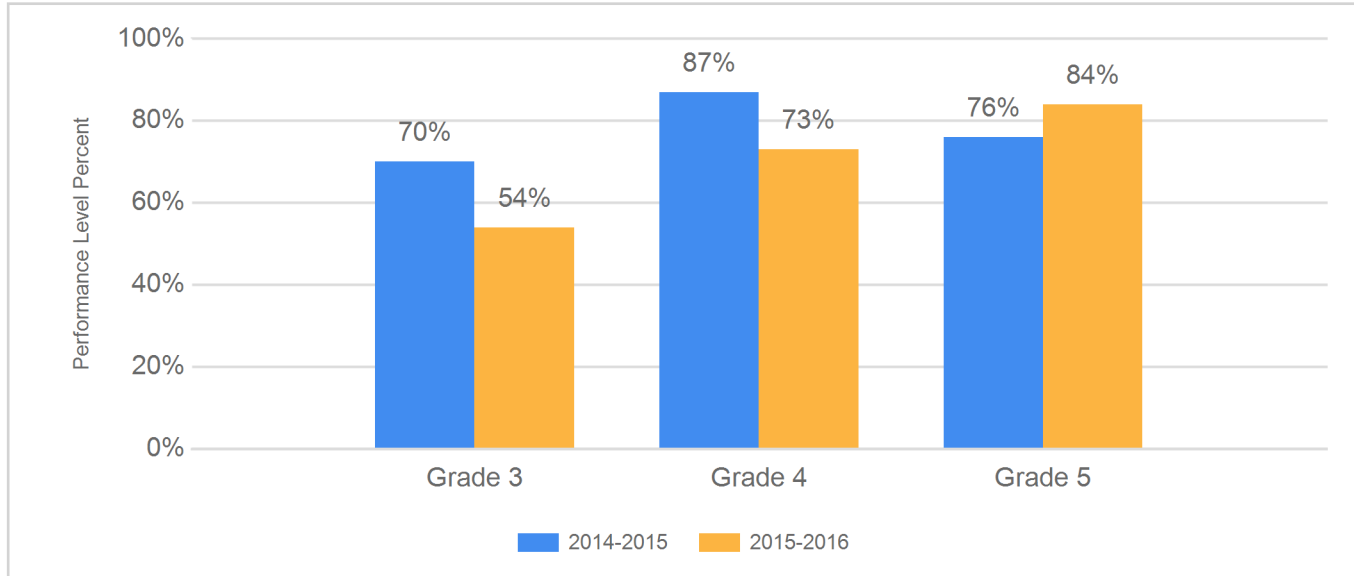
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





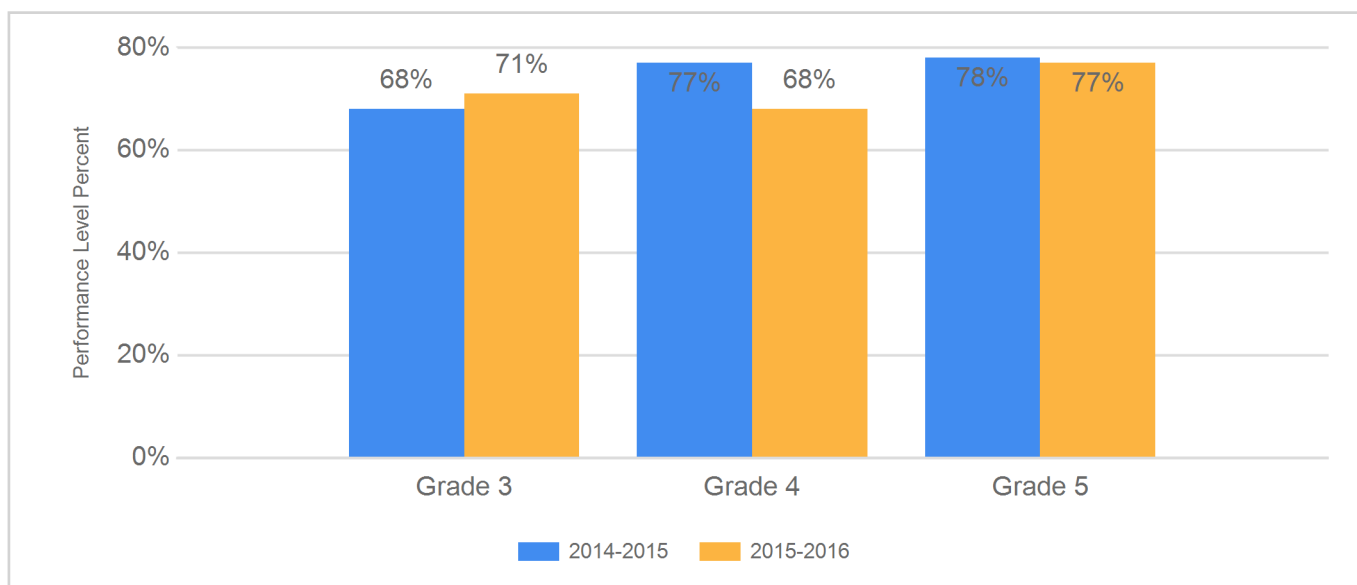
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

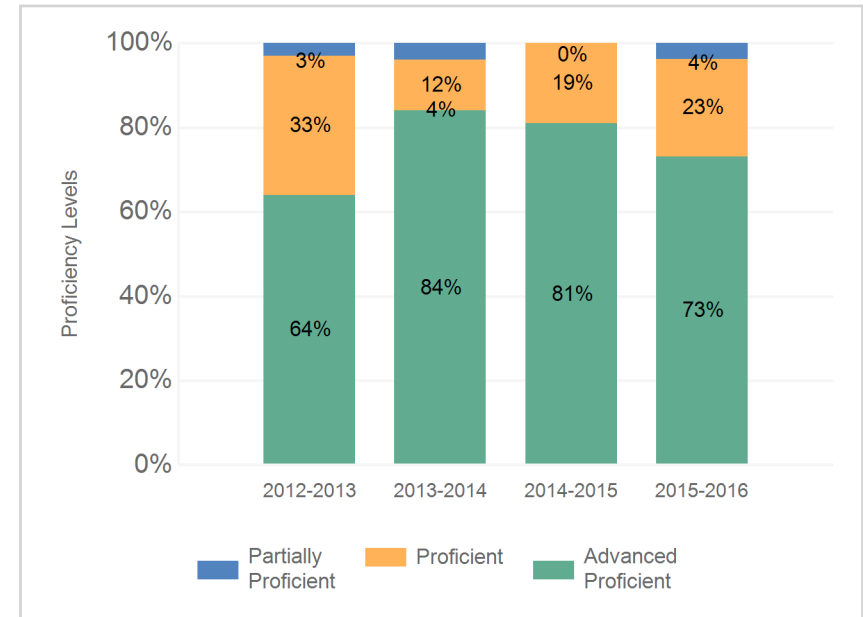
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	73%	23%	4%
White	83%	17%	N
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	71%	24%	5%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	53	56	50
Student Growth on Math	68	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	1%	6%
Approached (L3)	3%	4%	3%
Met (L4)	19%	21%	24%
Exceeded (L5)	6%	6%	7%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	3%	4%
Approached (L3)	3%	4%	10%
Met (L4)	10%	14%	36%
Exceeded (L5)	1%	8%	4%



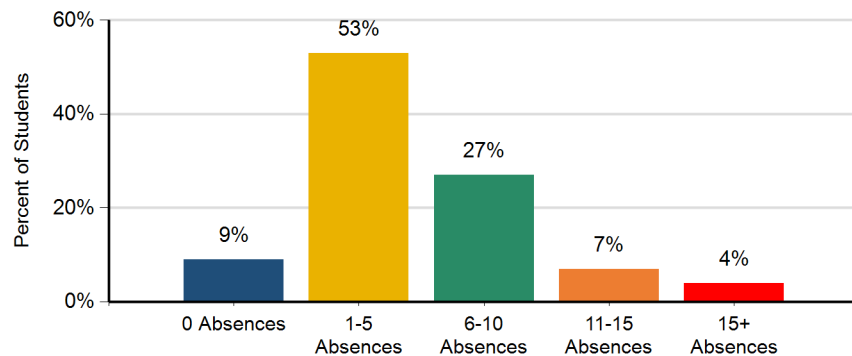
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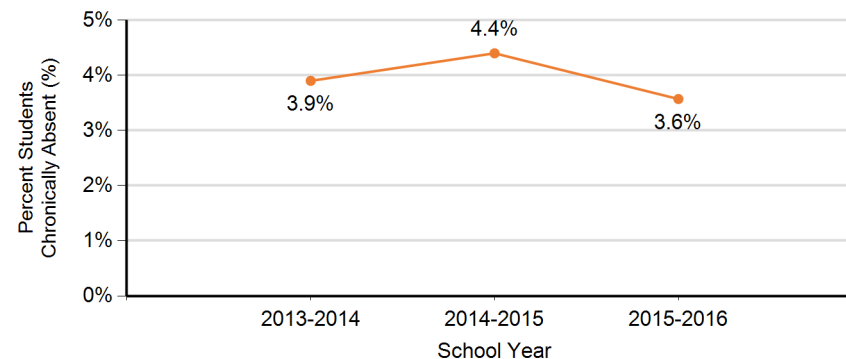
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	308:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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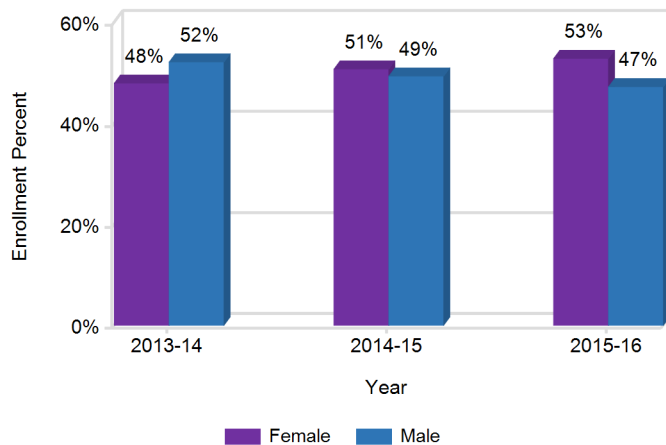
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	69	72	60
Grade 01	47	67	72
Grade 02	59	46	67
Grade 03	44	62	49
Grade 04	53	47	57
Grade 05	58	57	49
UG	0	0	0
Total	330	351	354

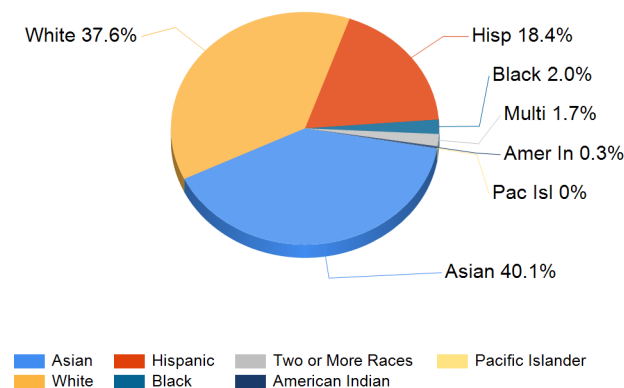
Enrollment by Gender

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



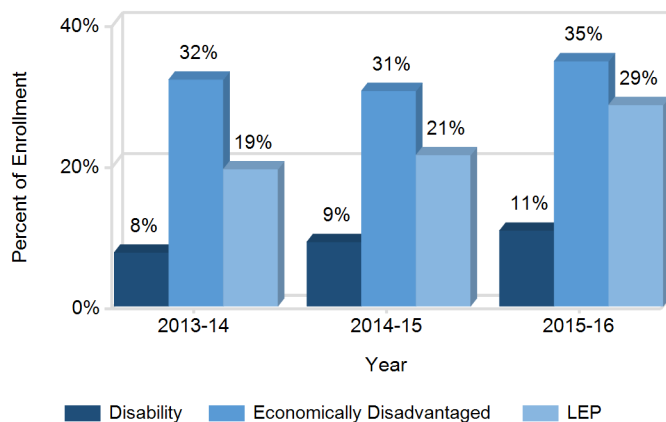
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	56.2%
Spanish	6.2%
Telugu	5.9%
Gujarati	4.5%
Persian	3.4%
Other	23.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	62%	25	59
Mathematics Met or Exceeded Expectations	65%	33	76

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	140	62%	59	98%	✓	141	65%	76	98%	✓
White	63	67%	59	99%	✓	63	62%	63	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	45	62%	21	94%	✓	46	78%	46	95%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	59	54%	88	100%	✓	59	56%	93	100%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	757	761	746	10%	6%	23%	50%	10%	60%	48%
White	17	768	757	756	6%	N	24%	53%	18%	71%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	S	S	742	730	S	S	S	S	S	S	31%
Asian	19	756	768	772	5%	11%	37%	42%	5%	47%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	S	S	727	718	S	S	S	S	S	S	22%
English Language Learners	S	S	734	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	18	752	744	727	17%	6%	17%	50%	11%	61%	28%
PARCC MATH											
Schoolwide	49	758	768	749	6%	12%	10%	51%	20%	71%	52%
White	17	765	764	757	6%	N	18%	53%	24%	77%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	20	761	777	777	5%	10%	5%	60%	20%	80%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	18	747	746	732	6%	22%	11%	56%	6%	61%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	752	763	750	7%	7%	32%	46%	9%	54%	54%
White	26	748	761	759	8%	4%	35%	50%	4%	54%	64%
African American	S	S	752	733	S	S	S	S	S	S	33%
Hispanic	13	758	752	737	N	N	46%	46%	8%	54%	37%
Asian	18	755	768	773	11%	11%	17%	44%	17%	61%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	779	756	S	S	S	S	S	S	62%
Students with Disability	11	723	731	723	36%	9%	36%	18%	N	18%	22%
English Language Learners	S	S	730	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	25	751	751	734	12%	4%	28%	40%	16%	56%	33%
PARCC MATH											
Schoolwide	59	750	758	745	5%	12%	27%	51%	5%	56%	47%
White	26	745	754	752	4%	19%	35%	39%	4%	42%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	13	750	746	733	N	8%	39%	54%	N	54%	30%
Asian	18	758	767	771	11%	N	11%	67%	11%	78%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	11	714	731	724	27%	36%	18%	18%	N	18%	22%
English Language Learners	S	S	740	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	25	742	740	730	8%	12%	32%	48%	N	48%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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Grade Span KF-05

27-3950-065

MORRIS

PARSIPPANY-TROY HILLS TWP

Knollwood Elementary School

445 Knoll Road

Lake Hiawatha, NJ 07034

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	755	763	751	4%	11%	19%	62%	4%	66%	53%
White	24	758	758	758	4%	13%	8%	67%	8%	75%	64%
African American	S	S	756	733	S	S	S	S	S	S	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	14	756	772	773	N	14%	21%	64%	N	64%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	732	723	S	S	S	S	S	S	20%
English Language Learners	S	S	726	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	19	748	749	735	5%	21%	21%	47%	5%	53%	33%
PARCC MATH											
Schoolwide	48	753	763	747	6%	8%	19%	54%	13%	67%	47%
White	24	753	755	753	8%	8%	13%	58%	13%	71%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	S	S	750	735	S	S	S	S	S	S	31%
Asian	15	757	775	774	7%	7%	20%	47%	20%	67%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	737	725	S	S	S	S	S	S	19%
English Language Learners	S	S	739	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	19	746	745	732	11%	16%	11%	58%	5%	63%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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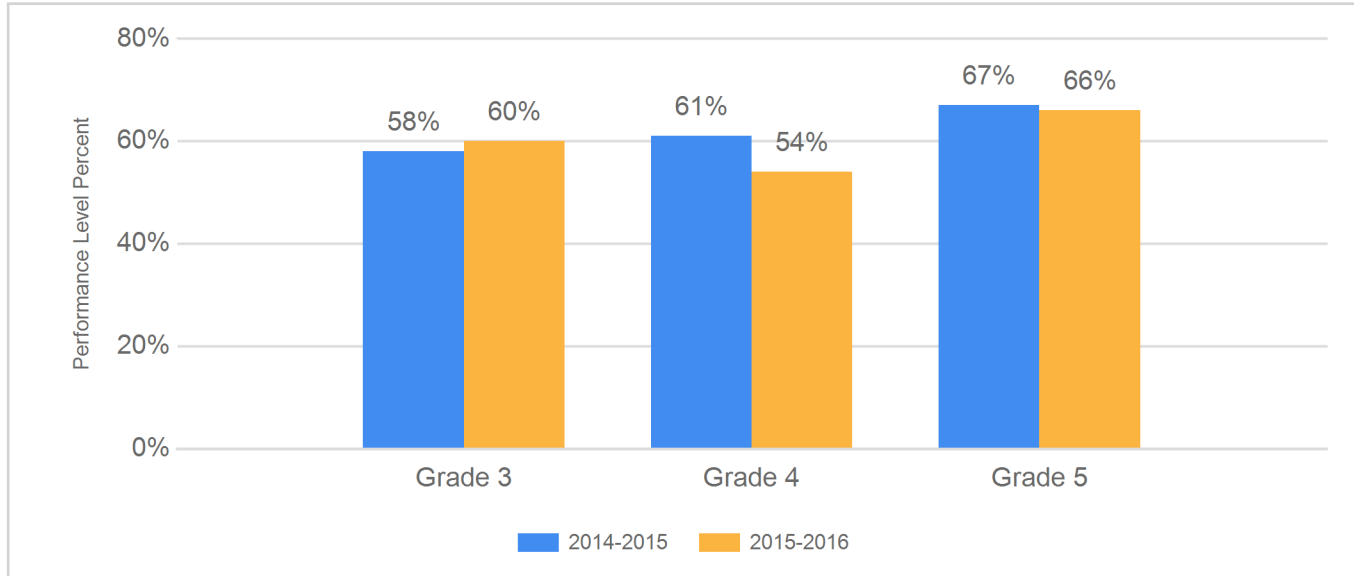
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Lake Hiawatha, NJ 07034

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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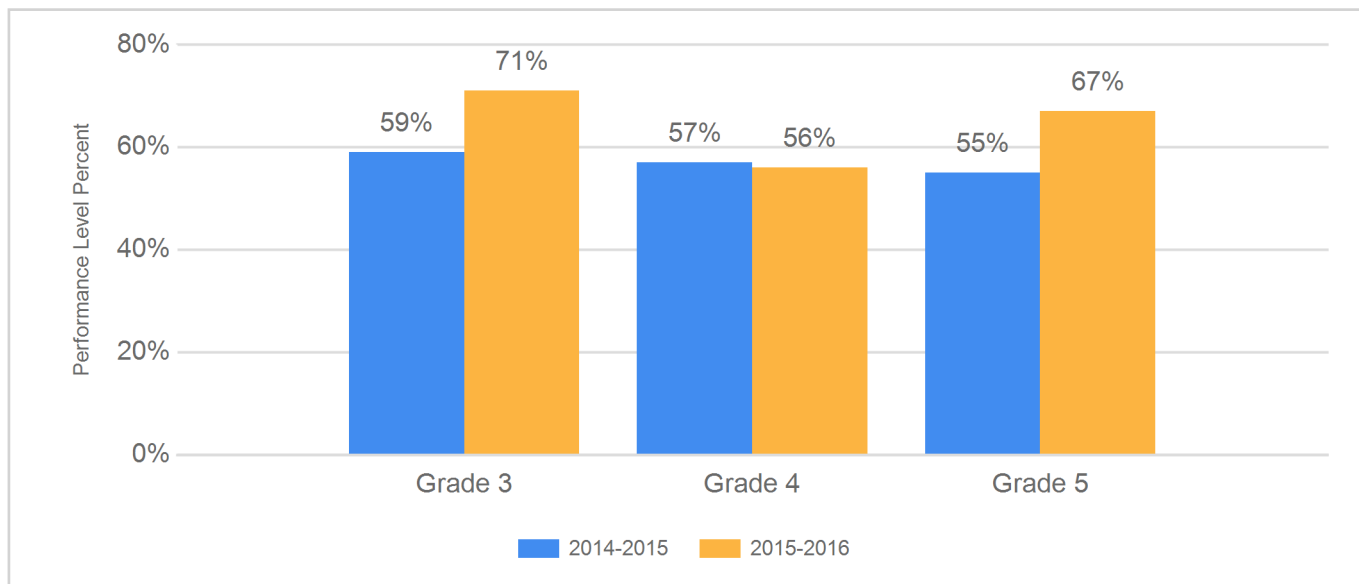
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

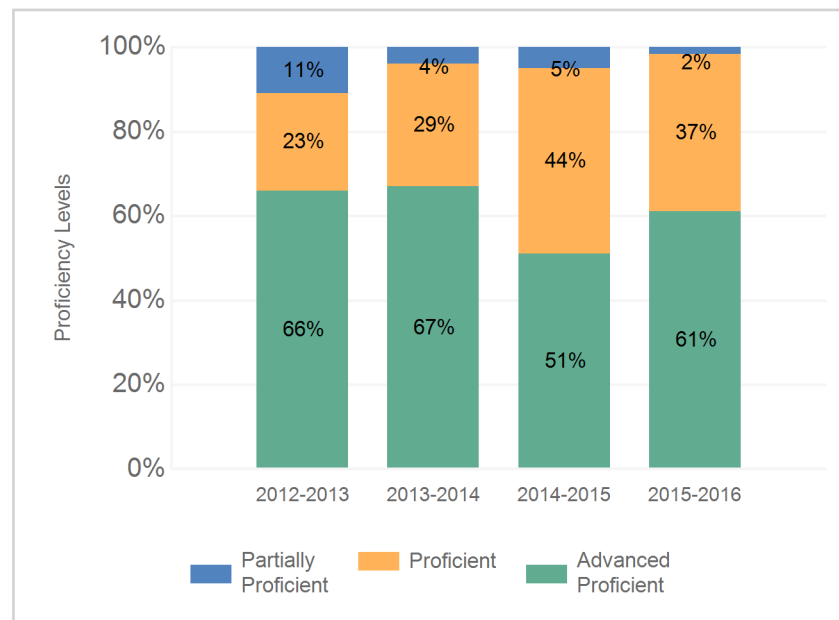
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	61%	37%	2%
White	54%	46%	N
African American	S	S	S
Hispanic	77%	23%	N
American Indian	N	N	N
Asian	67%	33%	N
Two or More Races	S	S	S
Students with Disability	55%	46%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	64%	32%	5%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	38	56	50
Student Growth on Math	49	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	2%
Partially Met (L2)	7%	5%	3%
Approached (L3)	11%	5%	5%
Met (L4)	19%	19%	14%
Exceeded (L5)	4%	2%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	4%	2%	4%
Approached (L3)	9%	11%	9%
Met (L4)	19%	13%	21%
Exceeded (L5)	1%	3%	1%



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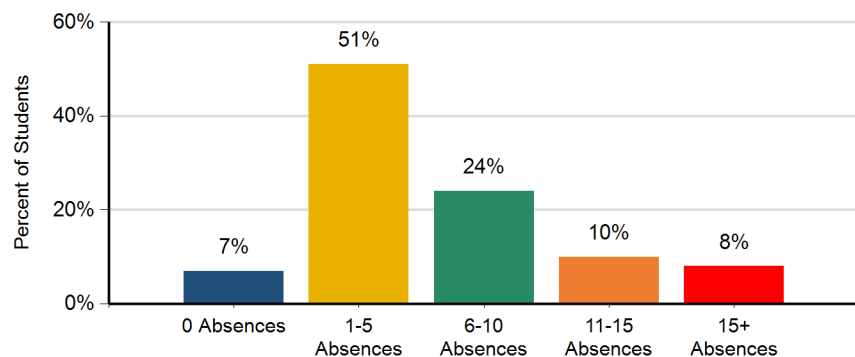
Knollwood Elementary School

445 Knoll Road

Lake Hiawatha, NJ 07034

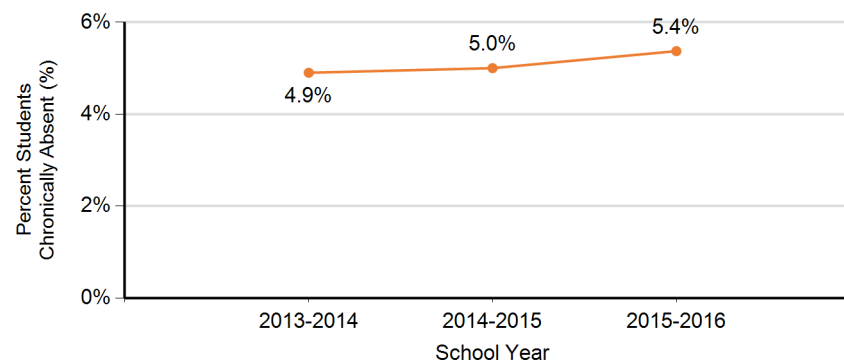
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	354:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%



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Lake Hiawatha Elementary School

1 Lincoln Avenue

Lake Hiawatha, NJ 07034

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3H-05

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Lake Hiawatha Elementary School

1 Lincoln Avenue

Lake Hiawatha, NJ 07034

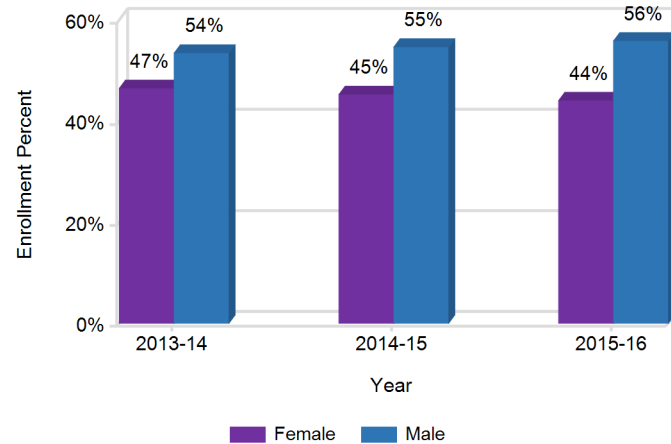
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	43	65	73
Grade KG	48	49	48
Grade 01	59	46	56
Grade 02	57	60	53
Grade 03	63	56	58
Grade 04	49	64	56
Grade 05	59	45	64
UG	41	17	25
Total	419	402	433

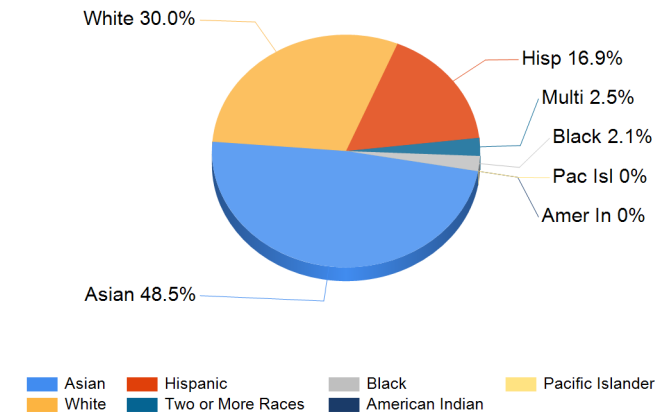
Enrollment by Gender

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



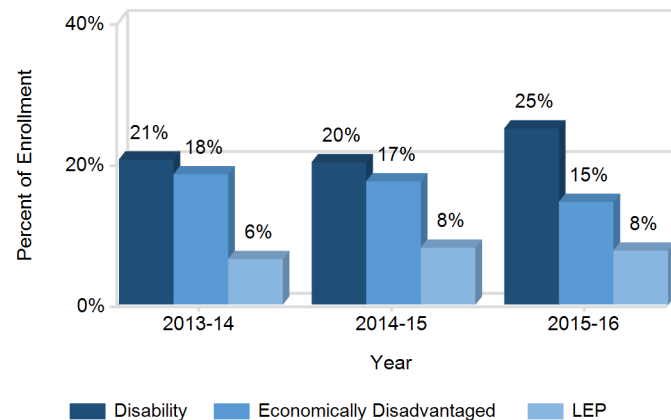
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	52.9%
Spanish	9.7%
Gujarati	6.7%
Telugu	6.2%
Tamil	4.2%
Other	20.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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Lake Hiawatha, NJ 07034

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	58%	33	60
Mathematics Met or Exceeded Expectations	64%	42	77

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	165	58%	60	99%	✓	165	64%	77	99%	✓
White	57	46%	23	100%	✓	57	49%	36	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	73	75%	49	99%	✓	73	81%	60	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARSIPPANY-TROY HILLS TWP

Lake Hiawatha Elementary School

1 Lincoln Avenue

Lake Hiawatha, NJ 07034

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	754	761	746	9%	9%	26%	51%	5%	56%	48%
White	14	741	757	756	14%	14%	29%	43%	N	43%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	11	736	742	730	18%	9%	46%	27%	N	27%	31%
Asian	29	771	768	772	N	7%	14%	69%	10%	79%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	S	S	727	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	57	767	768	749	7%	2%	9%	63%	19%	83%	52%
White	14	757	764	757	7%	7%	14%	57%	14%	71%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	11	748	751	736	18%	N	9%	73%	N	73%	35%
Asian	29	783	777	777	N	N	3%	66%	31%	97%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	746	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	750	763	750	11%	13%	17%	50%	9%	59%	54%
White	21	751	761	759	5%	10%	33%	43%	10%	52%	64%
African American	S	S	752	733	S	S	S	S	S	S	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	23	755	768	773	9%	17%	4%	57%	13%	70%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	779	756	S	S	S	S	S	S	62%
Students with Disability	S	S	731	723	S	S	S	S	S	S	22%
English Language Learners	S	S	730	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	55	752	758	745	6%	13%	24%	49%	9%	58%	47%
White	22	750	754	752	N	9%	36%	55%	N	55%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	S	S	746	733	S	S	S	S	S	S	30%
Asian	23	759	767	771	9%	17%	4%	48%	22%	70%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	12	721	731	724	25%	33%	17%	25%	N	25%	22%
English Language Learners	S	S	740	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-05

27-3950-070

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PARSIPPANY-TROY HILLS TWP

Lake Hiawatha Elementary School

1 Lincoln Avenue

Lake Hiawatha, NJ 07034

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	757	763	751	5%	11%	20%	55%	9%	65%	53%
White	25	745	758	758	8%	20%	28%	40%	4%	44%	64%
African American	S	S	756	733	S	S	S	S	S	S	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	27	772	772	773	N	4%	11%	67%	19%	85%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	15	731	732	723	20%	20%	27%	33%	N	33%	20%
English Language Learners	S	S	726	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	65	752	763	747	6%	14%	26%	37%	17%	54%	47%
White	25	736	755	753	12%	24%	36%	20%	8%	28%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	S	S	750	735	S	S	S	S	S	S	31%
Asian	27	770	775	774	N	4%	15%	56%	26%	82%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	15	723	737	725	27%	40%	7%	13%	13%	27%	19%
English Language Learners	S	S	739	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
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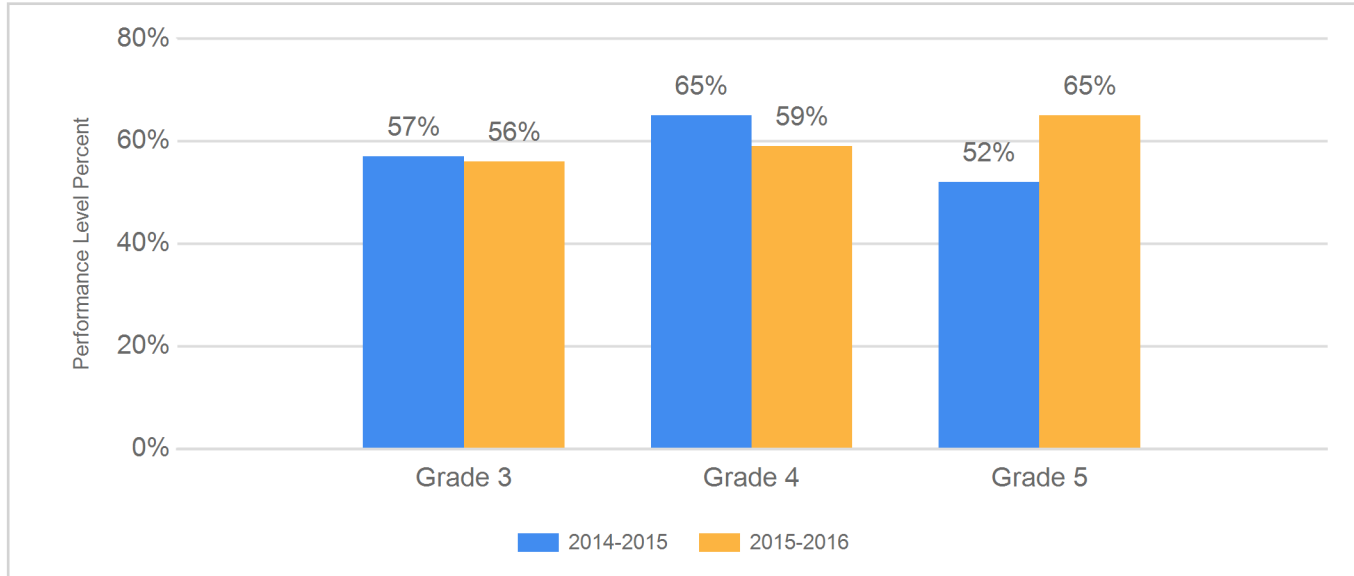
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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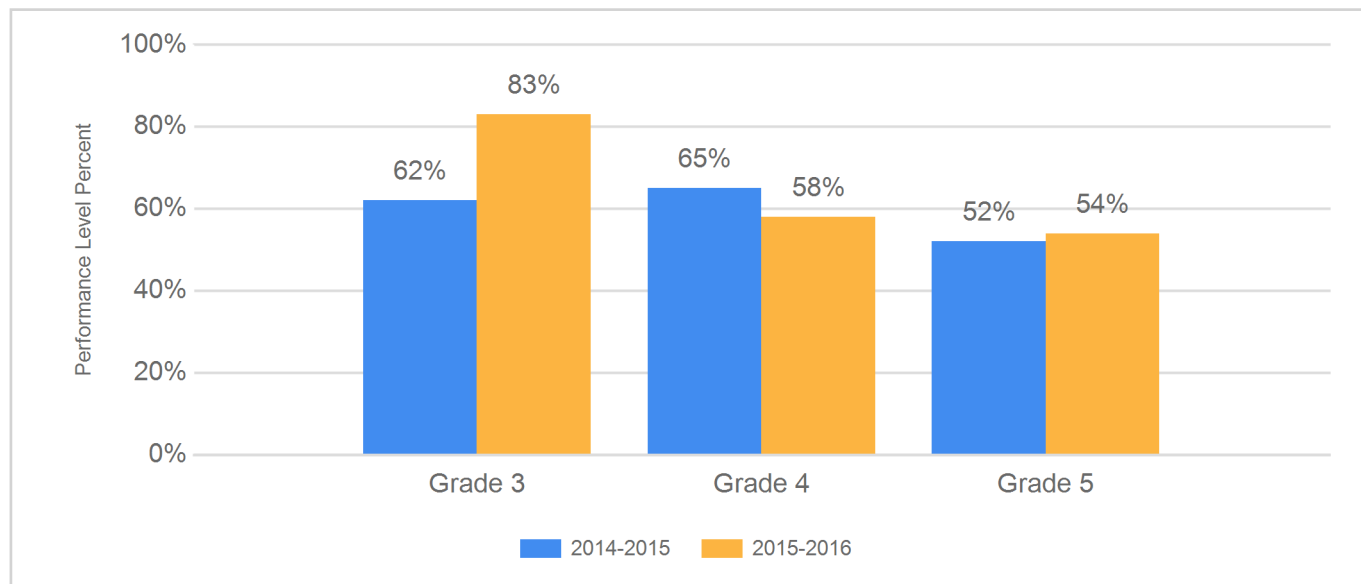
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

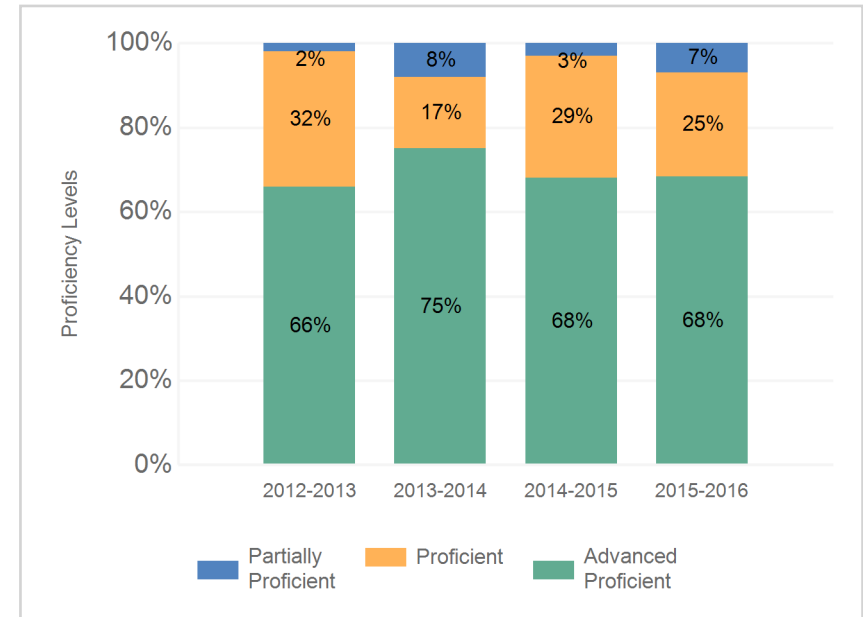
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	68%	25%	7%
White	78%	22%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	65%	22%	13%
Two or More Races	S	S	S
Students with Disability	47%	27%	27%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	56	50
Student Growth on Math	36	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	6%	3%
Partially Met (L2)	5%	3%	2%
Approached (L3)	5%	8%	8%
Met (L4)	17%	11%	17%
Exceeded (L5)	4%	4%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	1%	1%
Partially Met (L2)	7%	3%	0%
Approached (L3)	11%	9%	4%
Met (L4)	18%	17%	13%
Exceeded (L5)	5%	4%	3%



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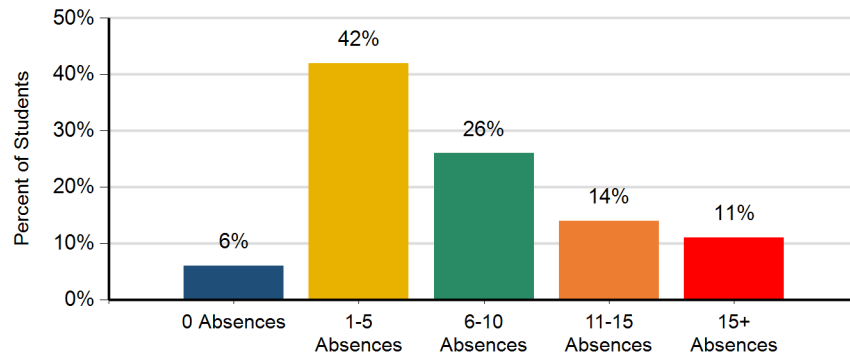
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Lake Hiawatha, NJ 07034

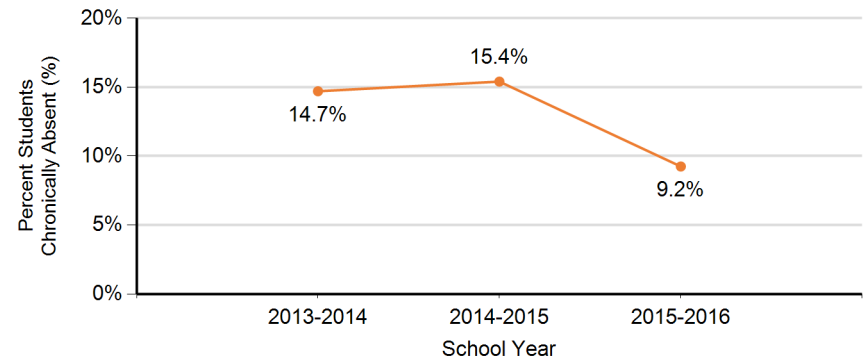
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Lake Hiawatha, NJ 07034

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	433:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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Lake Parsippany Elementary School

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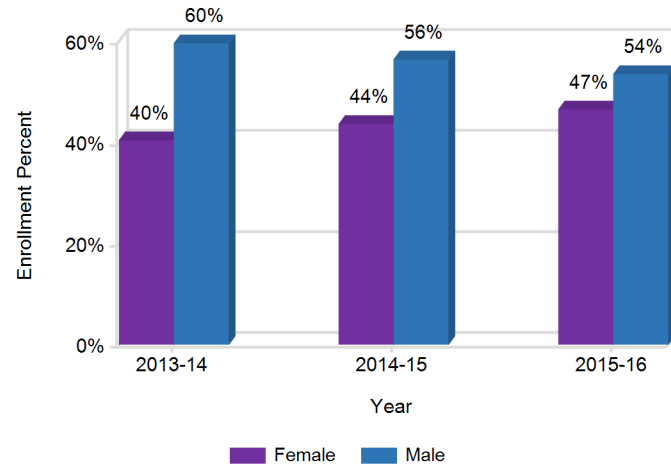
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	39	44	42
Grade 01	44	42	45
Grade 02	54	46	41
Grade 03	57	54	42
Grade 04	51	60	50
Grade 05	45	50	61
UG	29	23	22
Total	319	319	303

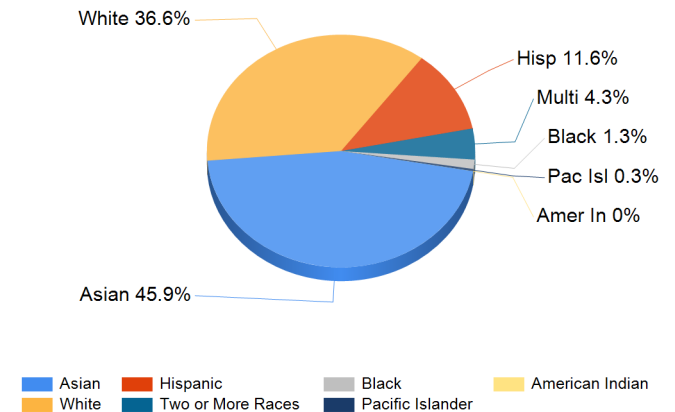
Enrollment by Gender

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



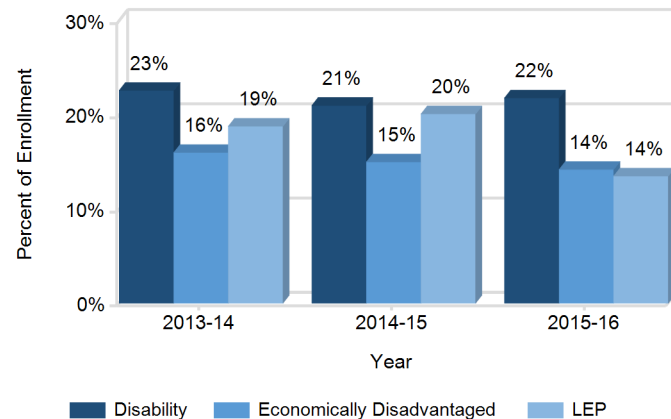
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	61.1%
Gujarati	16.8%
Spanish	5.3%
Chinese	2.6%
Malayalam	2.0%
Other	12.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	59%	8	53
Mathematics Met or Exceeded Expectations	73%	67	87

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	154	59%	53	97%	✓	154	73%	87	97%	✓
White	57	56%	39	94%	✗	57	68%	71	94%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	73	62%	23	100%	✓	73	80%	53	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	46	24%	52	98%	✓	46	41%	85	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	754	761	746	2%	16%	32%	43%	7%	50%	48%
White	16	753	757	756	6%	6%	31%	56%	N	56%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	742	730	S	S	S	S	S	S	31%
Asian	20	758	768	772	N	10%	40%	40%	10%	50%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	11	726	727	718	9%	36%	36%	18%	N	18%	22%
English Language Learners	S	S	734	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	44	771	768	749	2%	2%	14%	57%	25%	82%	52%
White	16	767	764	757	6%	N	13%	56%	25%	81%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	20	775	777	777	N	N	10%	65%	25%	90%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	11	750	742	727	9%	9%	27%	46%	9%	55%	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	746	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	767	763	750	6%	N	24%	41%	30%	70%	54%
White	18	763	761	759	17%	N	17%	33%	33%	67%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	28	768	768	773	N	N	29%	43%	29%	71%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	779	756	S	S	S	S	S	S	62%
Students with Disability	15	736	731	723	20%	N	47%	27%	7%	33%	22%
English Language Learners	S	S	730	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	54	762	758	745	4%	11%	19%	54%	13%	67%	47%
White	18	759	754	752	6%	17%	22%	39%	17%	56%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	746	733	S	S	S	S	S	S	30%
Asian	28	766	767	771	4%	4%	14%	68%	11%	79%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	15	737	731	724	13%	33%	13%	33%	7%	40%	22%
English Language Learners	S	S	740	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	744	763	751	7%	14%	31%	49%	N	49%	53%
White	24	739	758	758	8%	17%	29%	46%	N	46%	64%
African American	S	S	756	733	S	S	S	S	S	S	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	27	748	772	773	7%	11%	30%	52%	N	52%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	S	S	732	723	S	S	S	S	S	S	20%
English Language Learners	S	S	726	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	59	757	763	747	N	9%	22%	63%	7%	70%	47%
White	24	751	755	753	N	13%	25%	63%	N	63%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	S	S	750	735	S	S	S	S	S	S	31%
Asian	27	762	775	774	N	4%	22%	63%	11%	74%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	17	740	737	725	N	18%	59%	24%	N	24%	19%
English Language Learners	S	S	739	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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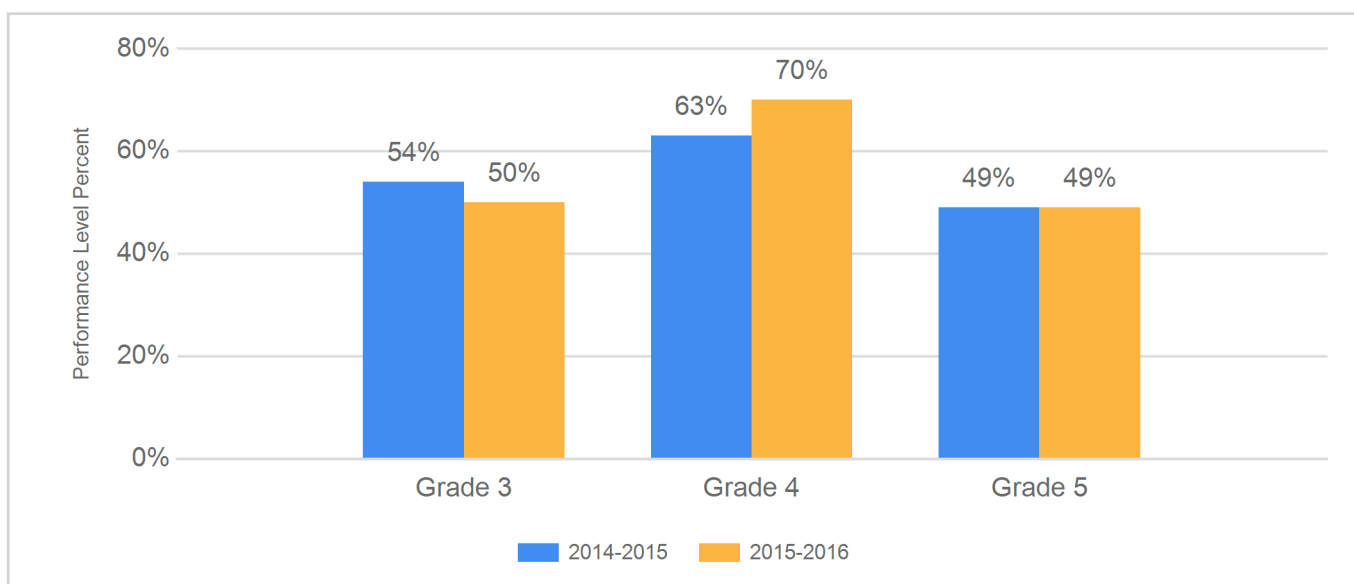
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Grade Span KF-05

27-3950-080

MORRIS

PARSIPPANY-TROY HILLS TWP

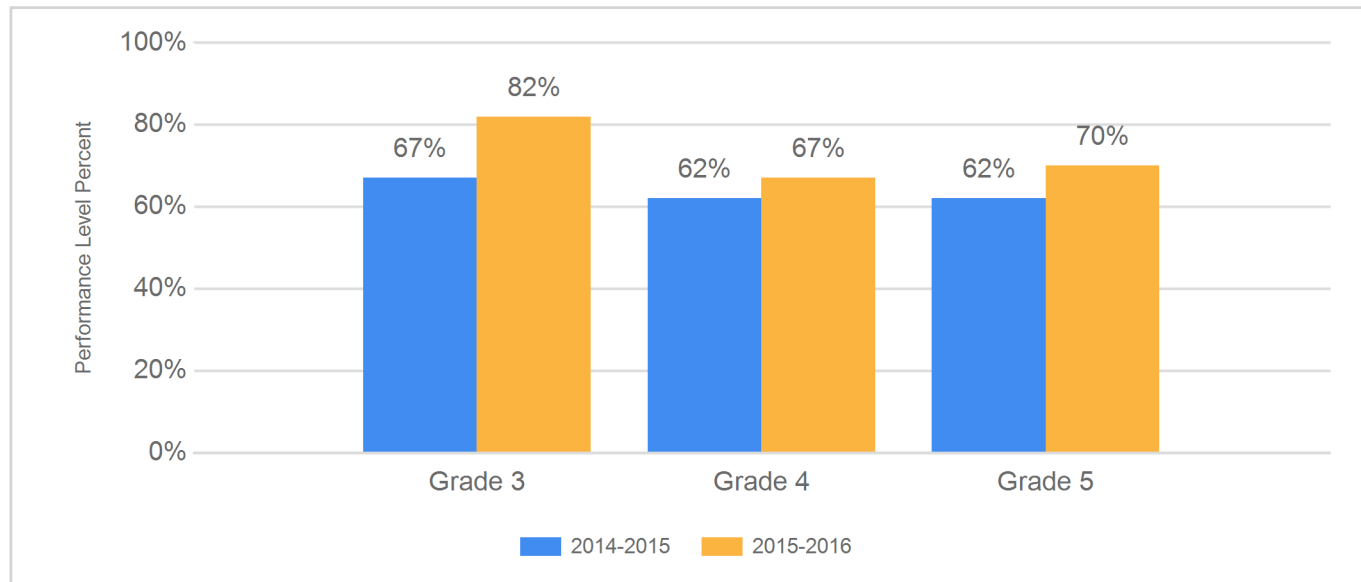
Lake Parsippany Elementary School

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Parsippany, NJ 07054

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

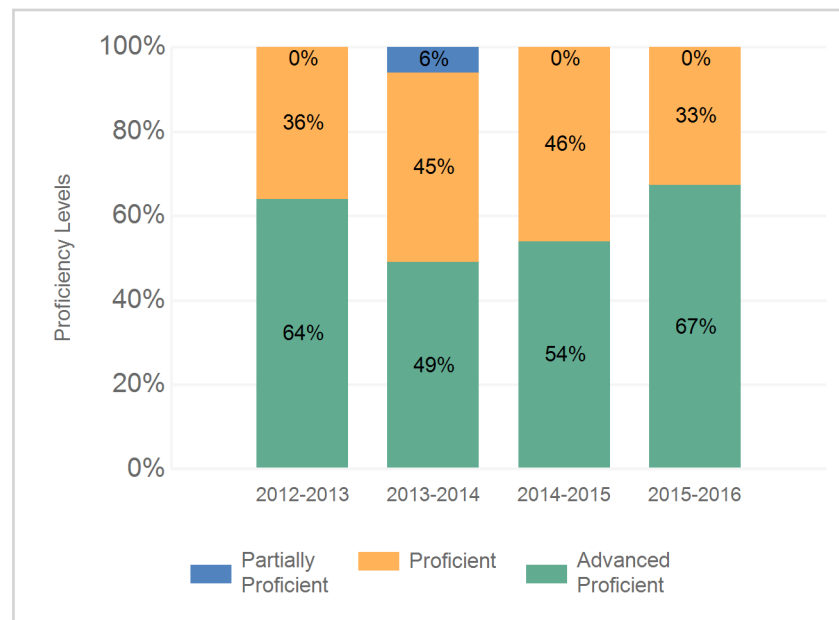
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	67%	33%	N
White	74%	26%	N
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	64%	36%	N
Two or More Races	S	S	S
Students with Disability	60%	40%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
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For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	56	50
Student Growth on Math	53	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	4%
Partially Met (L2)	2%	5%	9%
Approached (L3)	6%	3%	7%
Met (L4)	21%	14%	11%
Exceeded (L5)	4%	3%	6%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	3%	2%	6%
Approached (L3)	3%	6%	10%
Met (L4)	15%	22%	16%
Exceeded (L5)	5%	5%	5%



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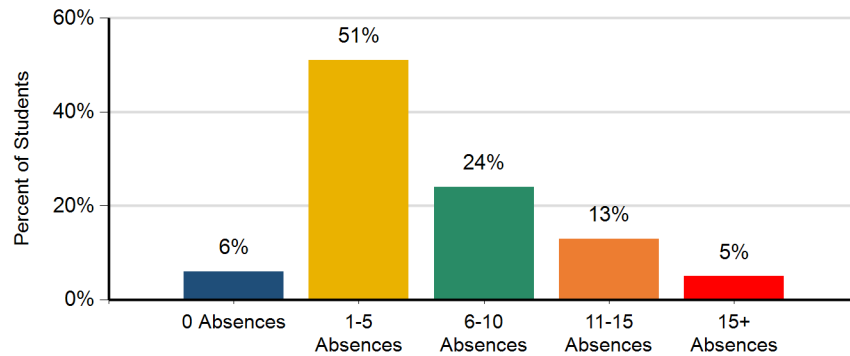
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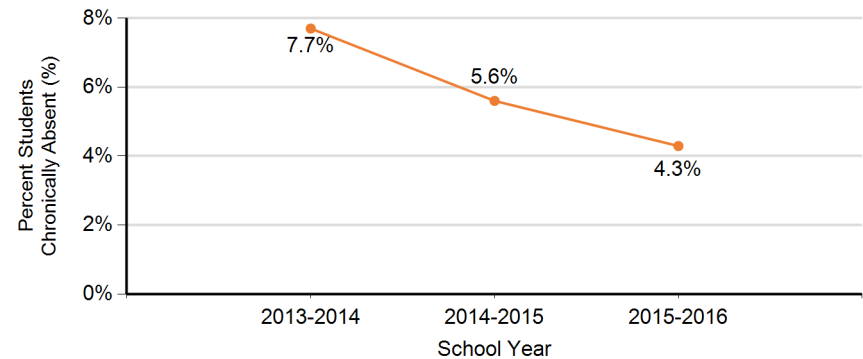
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	303:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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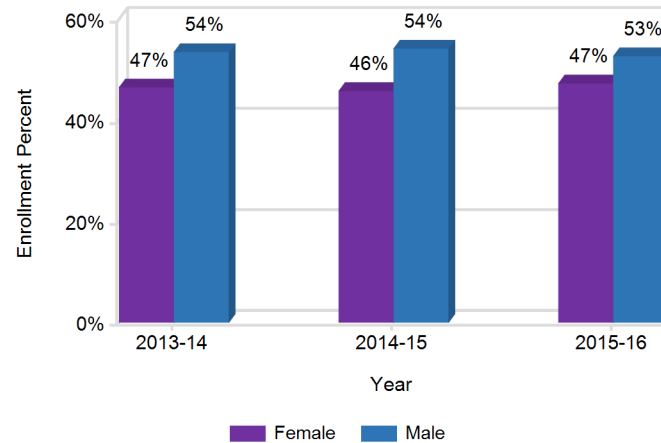
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	16	22	28
Grade KG	44	51	49
Grade 01	54	51	62
Grade 02	67	57	53
Grade 03	54	67	57
Grade 04	53	57	67
Grade 05	58	54	62
UG	13	8	11
Total	359	367	389

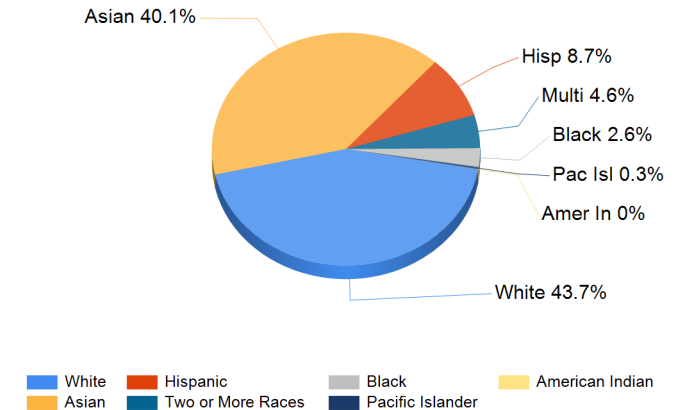
Enrollment by Gender

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



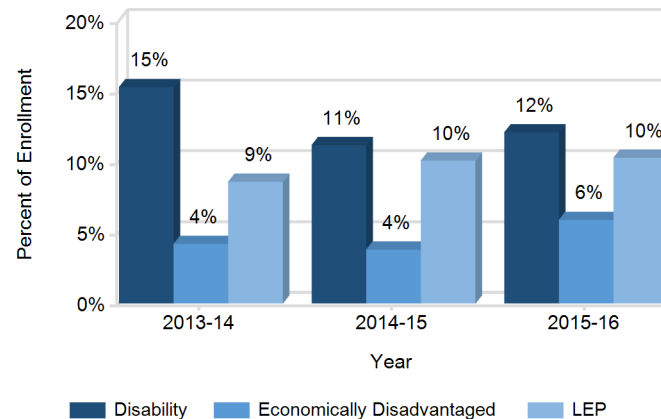
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	64.5%
Hindi	4.9%
Gujarati	4.4%
Telugu	3.6%
Chinese	3.3%
Other	19.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	68%	50	78
Mathematics Met or Exceeded Expectations	71%	83	89

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	175	68%	78	99%	✓	175	71%	89	99%	✓
White	77	60%	46	98%	✓	77	62%	66	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	69	83%	62	100%	✓	69	84%	66	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	755	761	746	2%	20%	23%	55%	N	55%	48%
White	25	744	757	756	4%	28%	28%	40%	N	40%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	742	730	S	S	S	S	S	S	31%
Asian	26	765	768	772	N	12%	19%	69%	N	69%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	S	S	727	718	S	S	S	S	S	S	22%
English Language Learners	S	S	734	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	56	772	768	749	N	4%	16%	55%	25%	80%	52%
White	25	764	764	757	N	4%	24%	56%	16%	72%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	26	781	777	777	N	4%	12%	50%	35%	85%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	746	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Grade Span 3H-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	770	763	750	1%	6%	10%	58%	25%	83%	54%
White	28	767	761	759	4%	11%	7%	46%	32%	79%	64%
African American	S	S	752	733	S	S	S	S	S	S	33%
Hispanic	12	762	752	737	N	8%	17%	67%	8%	75%	37%
Asian	23	778	768	773	N	N	4%	74%	22%	96%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	779	756	S	S	S	S	S	S	62%
Students with Disability	S	S	731	723	S	S	S	S	S	S	22%
English Language Learners	S	S	730	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	70	756	758	745	N	14%	26%	53%	7%	60%	47%
White	28	750	754	752	N	18%	32%	46%	4%	50%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	12	741	746	733	N	33%	17%	50%	N	50%	30%
Asian	24	770	767	771	N	N	21%	67%	13%	79%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	S	S	731	724	S	S	S	S	S	S	22%
English Language Learners	S	S	740	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	761	763	751	3%	2%	25%	62%	8%	71%	53%
White	25	753	758	758	4%	4%	36%	52%	4%	56%	64%
African American	S	S	756	733	S	S	S	S	S	S	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	27	773	772	773	4%	N	4%	78%	15%	93%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	S	S	732	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	61	771	763	747	N	2%	16%	59%	23%	82%	47%
White	25	763	755	753	N	N	32%	52%	16%	68%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	S	S	750	735	S	S	S	S	S	S	31%
Asian	27	782	775	774	N	N	4%	59%	37%	96%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	S	S	737	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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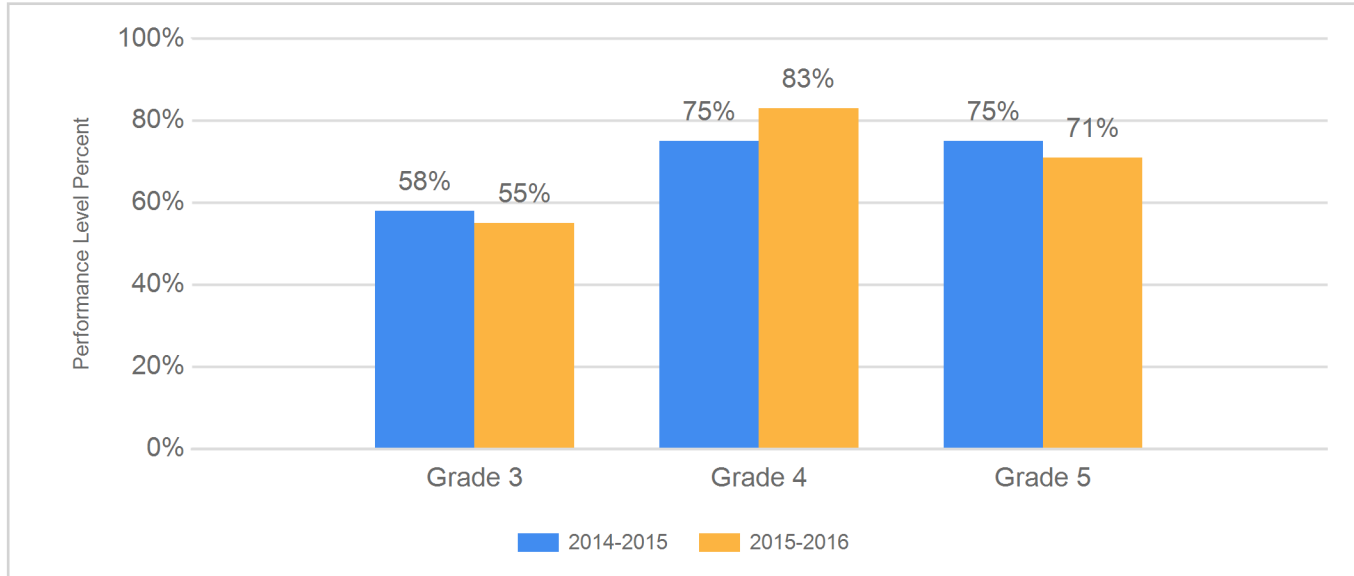
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3H-05

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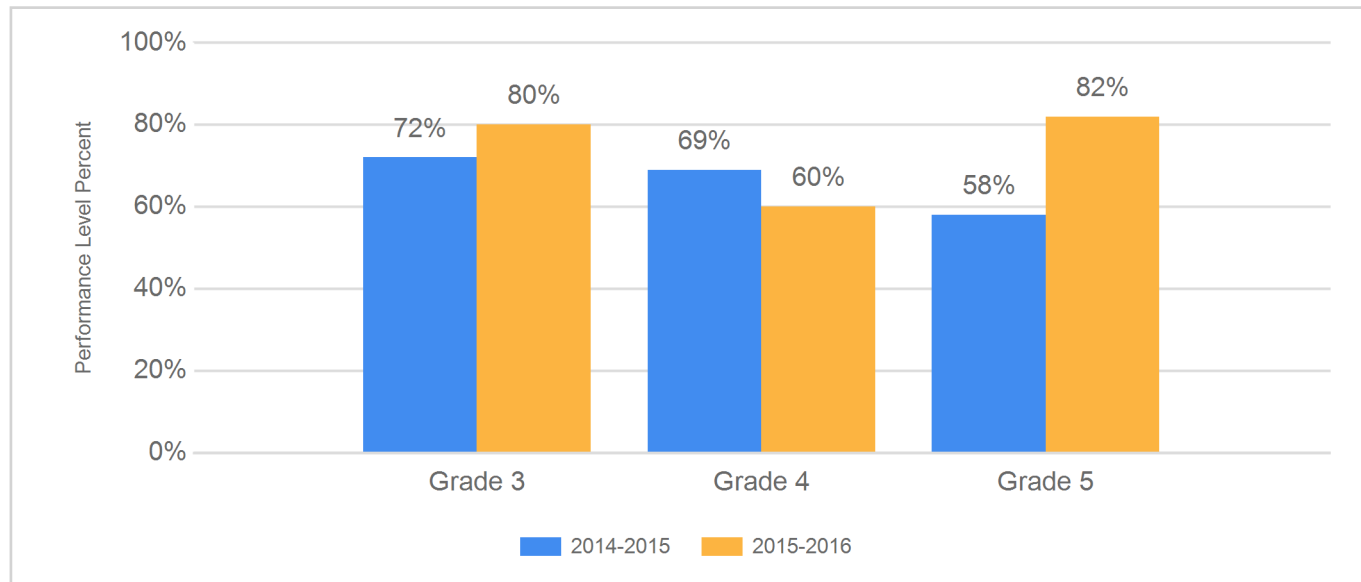
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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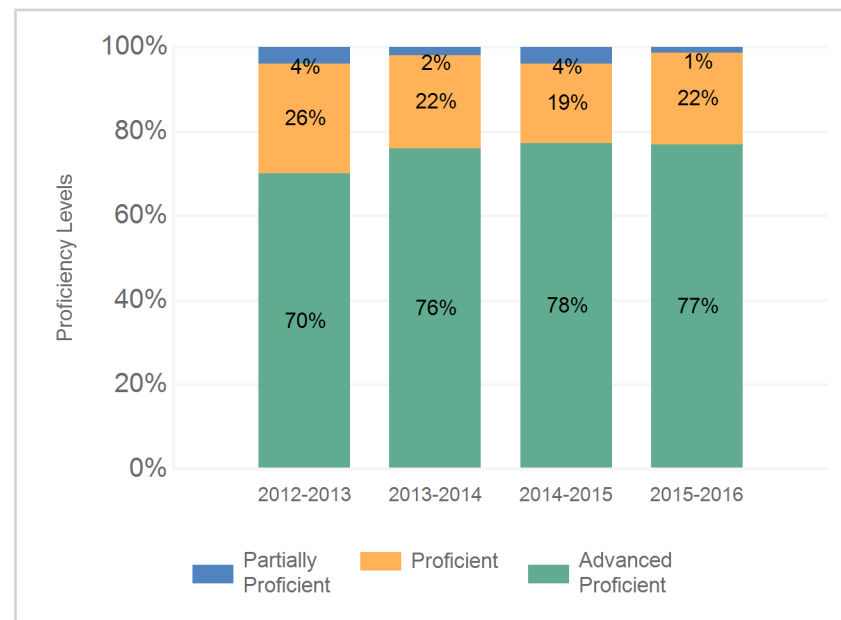
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Statewide	49%	41%	10%
Schoolwide	77%	22%	1%
White	64%	32%	4%
African American	S	S	S
Hispanic	64%	36%	N
American Indian	N	N	N
Asian	96%	4%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

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For subgroup outcomes, visit:

Reading Grade 4

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Reading Grade 8

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Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

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For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
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		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3H-05

27-3950-090

MORRIS

PARSIPPANY-TROY HILLS TWP

Littleton Elementary School

250 Brooklawn Drive

Morris Plains, NJ 07950

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	56	50
Student Growth on Math	54	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	3%
Partially Met (L2)	1%	2%	3%
Approached (L3)	8%	7%	11%
Met (L4)	13%	14%	18%
Exceeded (L5)	9%	8%	3%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	2%
Partially Met (L2)	2%	1%	5%
Approached (L3)	4%	7%	11%
Met (L4)	18%	17%	20%
Exceeded (L5)	4%	7%	3%



State of New Jersey
2015-2016

Grade Span 3H-05

27-3950-090

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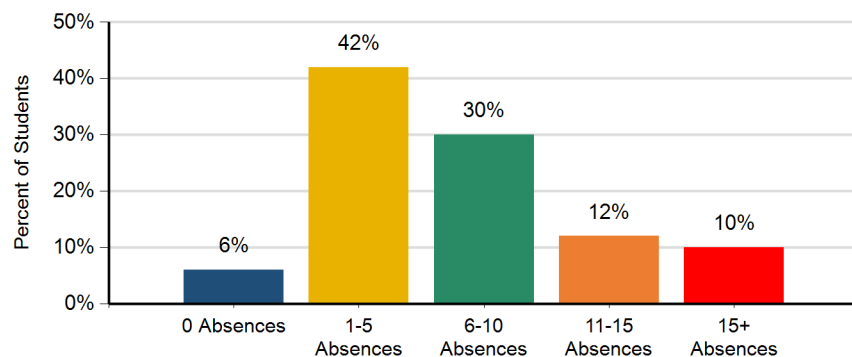
Littleton Elementary School

250 Brooklawn Drive

Morris Plains, NJ 07950

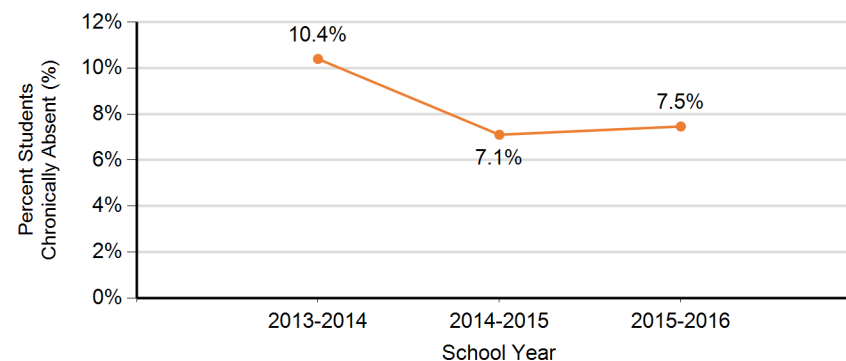
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Littleton Elementary School
250 Brooklawn Drive
Morris Plains, NJ 07950

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	389:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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Mount Tabor Elementary School
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PO BOX 509
MOUNT TABOR, NJ 07878

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

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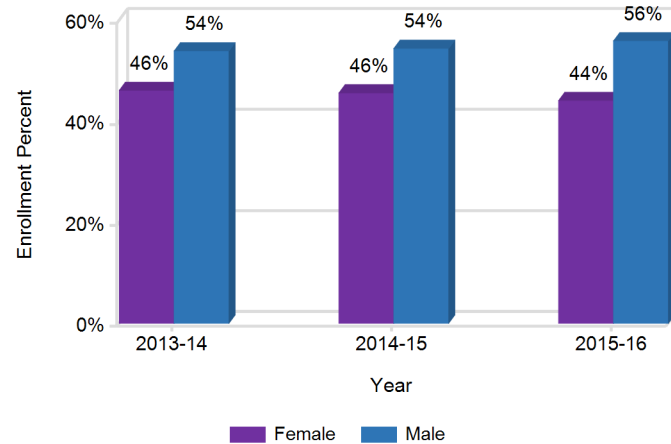
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	61	61	61
Grade 01	52	61	62
Grade 02	56	58	70
Grade 03	76	57	66
Grade 04	77	76	58
Grade 05	65	84	75
UG	19	15	18
Total	406	412	410

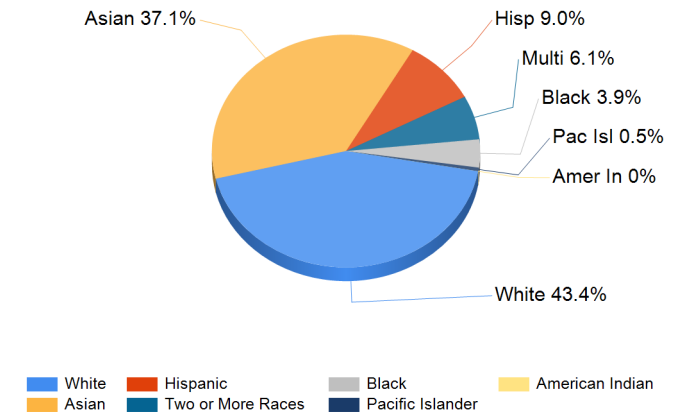
Enrollment by Gender

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



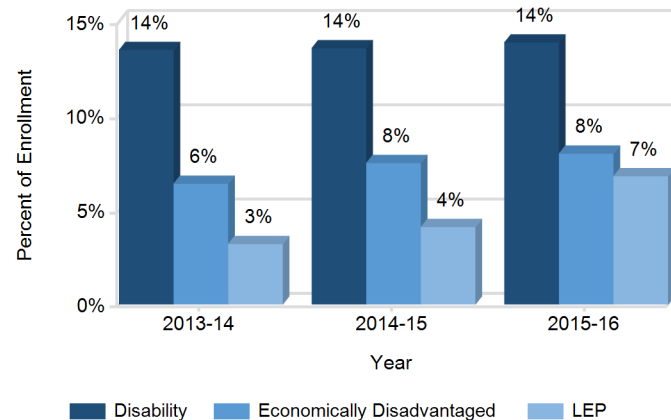
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	77.3%
Spanish	3.2%
Gujarati	2.9%
Tamil	2.9%
Hindi	2.0%
Other	11.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	73%	75	80
Mathematics Met or Exceeded Expectations	75%	92	90

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	186	73%	80	96%	✓	186	75%	90	96%	✓
White	85	65%	58	95%	✓	85	62%	66	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	71	85%	56	99%	✓	71	92%	68	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	774	761	746	N	2%	25%	58%	15%	73%	48%
White	20	774	757	756	N	N	20%	65%	15%	80%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	S	S	742	730	S	S	S	S	S	S	31%
Asian	31	776	768	772	N	N	29%	58%	13%	71%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	S	S	727	718	S	S	S	S	S	S	22%
English Language Learners	S	S	734	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	67	770	768	749	N	2%	16%	61%	21%	82%	52%
White	20	764	764	757	N	N	30%	55%	15%	70%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	31	776	777	777	N	N	7%	65%	29%	94%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	746	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	760	763	750	N	12%	26%	53%	9%	61%	54%
White	31	759	761	759	N	10%	36%	45%	10%	55%	64%
African American	S	S	752	733	S	S	S	S	S	S	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	15	766	768	773	N	13%	7%	73%	7%	80%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	779	756	S	S	S	S	S	S	62%
Students with Disability	12	743	731	723	N	33%	25%	33%	8%	42%	22%
English Language Learners	S	S	730	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	57	756	758	745	N	11%	23%	63%	4%	67%	47%
White	31	755	754	752	N	13%	26%	58%	3%	61%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	S	S	746	733	S	S	S	S	S	S	30%
Asian	15	760	767	771	N	7%	20%	73%	N	73%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	12	744	731	724	N	33%	25%	33%	8%	42%	22%
English Language Learners	S	S	740	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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Grade Span KF-05

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MOUNT TABOR, NJ 07878

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	772	763	751	N	3%	19%	60%	18%	78%	53%
White	35	765	758	758	N	3%	31%	54%	11%	66%	64%
African American	S	S	756	733	S	S	S	S	S	S	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	29	782	772	773	N	N	3%	72%	24%	97%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	S	S	732	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	73	768	763	747	N	7%	21%	52%	21%	73%	47%
White	35	755	755	753	N	9%	31%	54%	6%	60%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	S	S	S	735	S	S	S	S	S	S	31%
Asian	29	783	775	774	N	N	10%	55%	35%	90%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	11	735	737	725	N	18%	64%	18%	N	18%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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Mount Tabor Elementary School

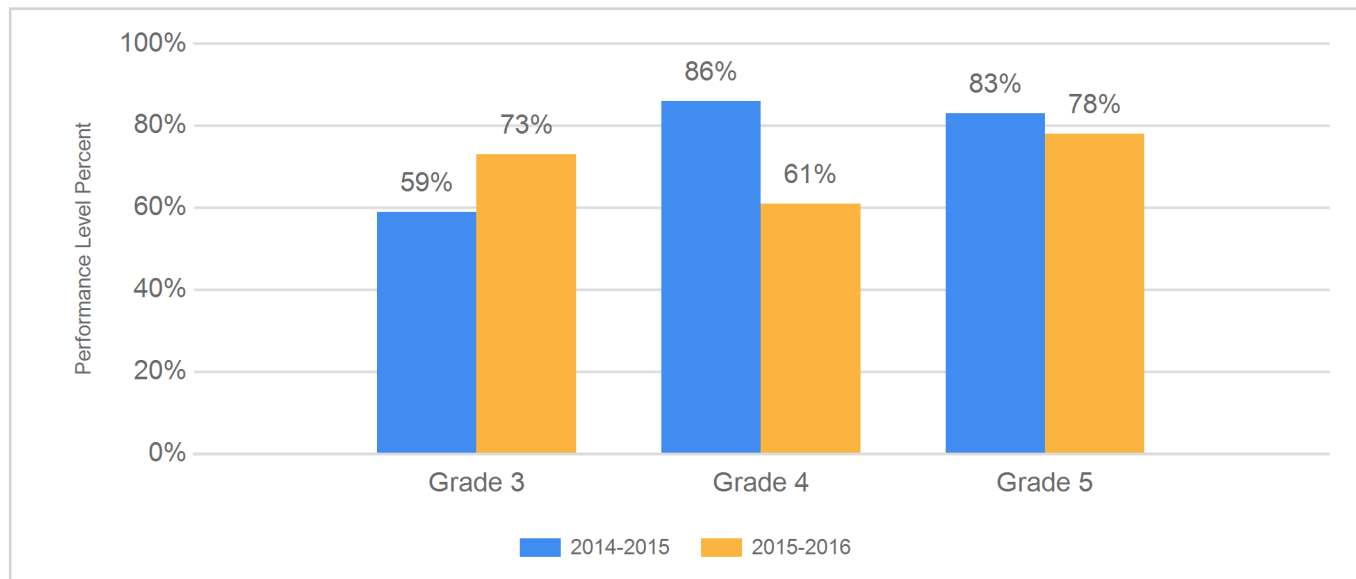
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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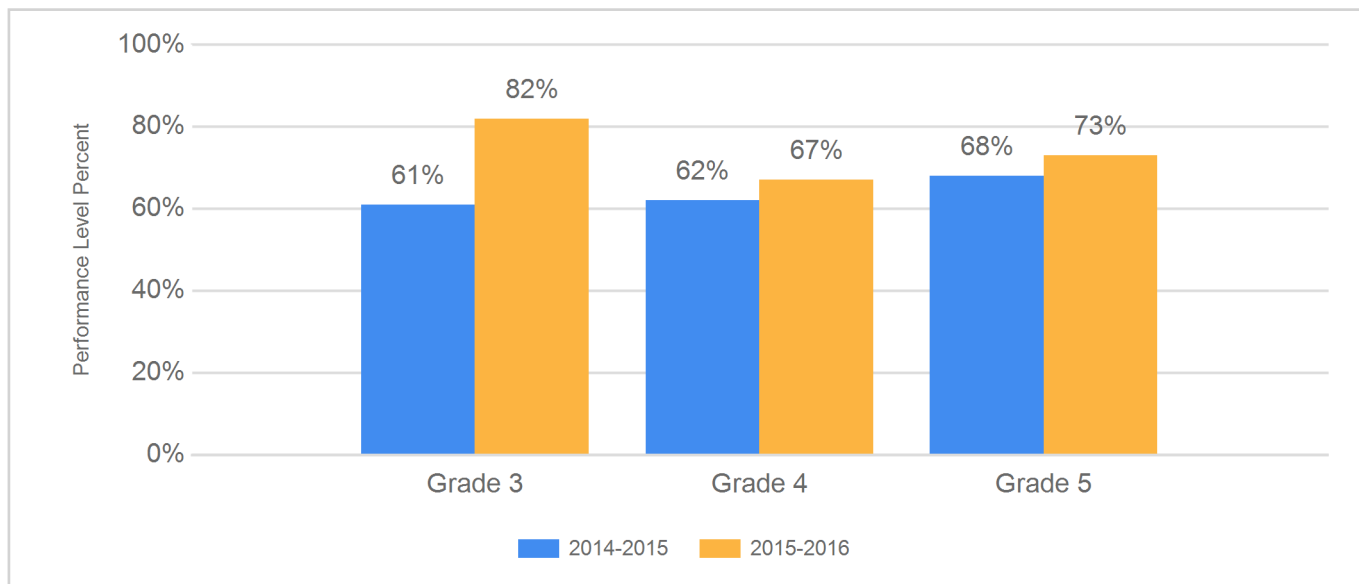
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

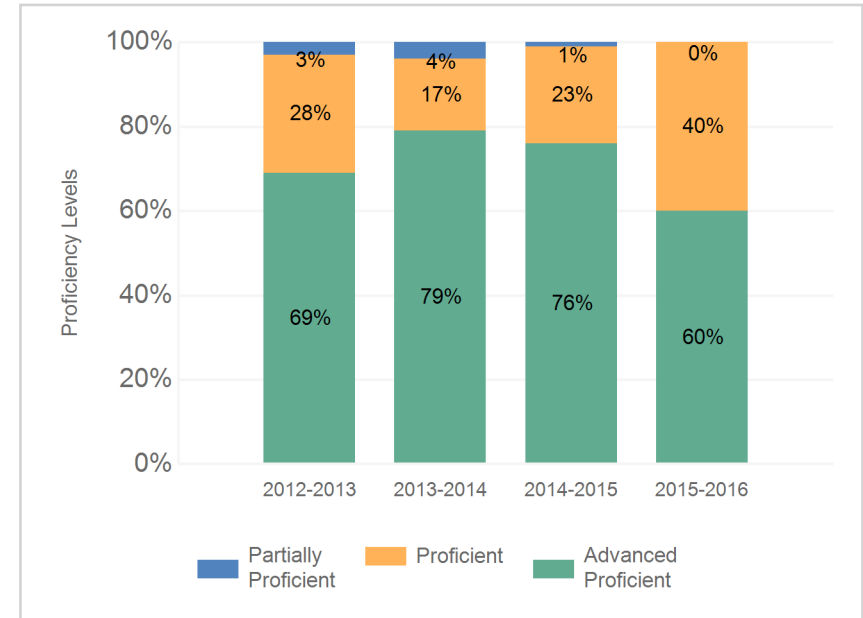
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	60%	40%	N
White	61%	39%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	67%	33%	N
Two or More Races	S	S	S
Students with Disability	46%	55%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	56	50
Student Growth on Math	57	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	1%	4%	4%
Approached (L3)	5%	5%	4%
Met (L4)	17%	19%	19%
Exceeded (L5)	4%	6%	9%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	2%	1%	5%
Approached (L3)	8%	5%	14%
Met (L4)	18%	14%	24%
Exceeded (L5)	3%	2%	3%



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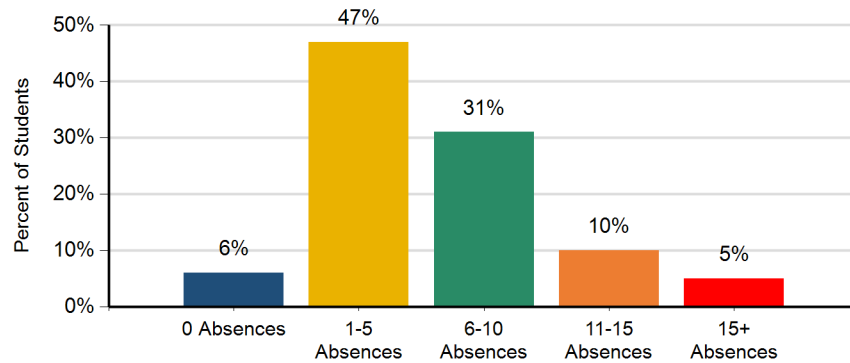
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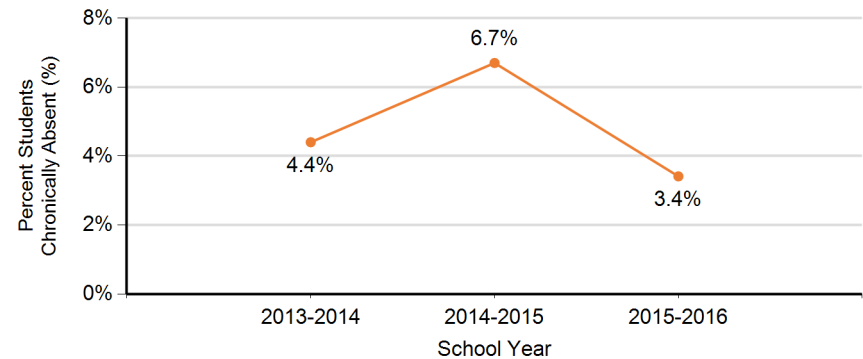
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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2015-2016

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	410:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span KF-05

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

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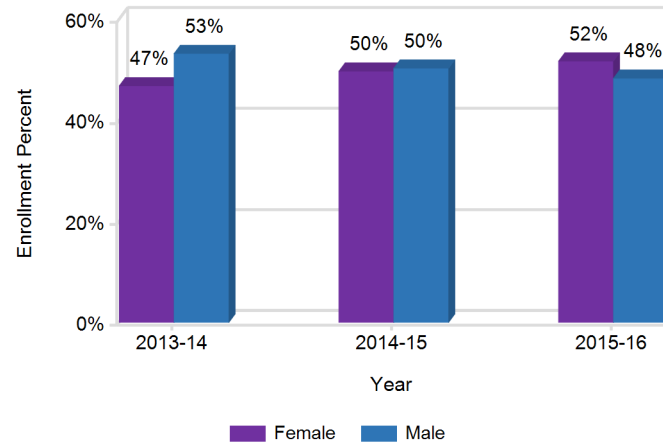
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	50	50	49
Grade 01	66	58	71
Grade 02	59	69	64
Grade 03	61	57	64
Grade 04	72	59	63
Grade 05	62	71	64
UG	0	0	0
Total	370	364	375

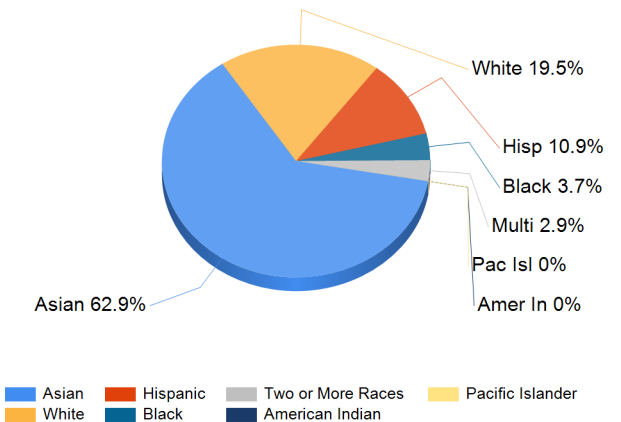
Enrollment by Gender

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



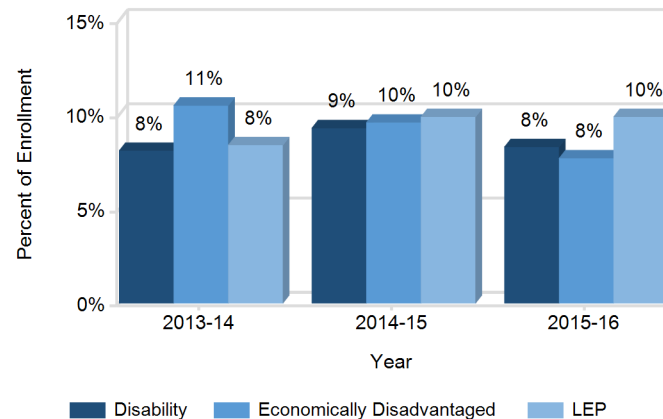
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	39.5%
Telugu	13.3%
Gujarati	9.6%
Hindi	8.3%
Tamil	8.0%
Other	21.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	84%	100	97
Mathematics Met or Exceeded Expectations	83%	100	98

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	173	84%	97	100%	✓	173	83%	98	100%	✓
White	41	81%	89	100%	✓	41	73%	85	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	98	93%	75	99%	✓	98	92%	72	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	768	761	746	2%	9%	17%	59%	14%	73%	48%
White	14	757	757	756	N	14%	21%	57%	7%	64%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	S	S	742	730	S	S	S	S	S	S	31%
Asian	43	778	768	772	2%	5%	7%	67%	19%	86%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	S	S	727	718	S	S	S	S	S	S	22%
English Language Learners	S	S	734	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	66	774	768	749	N	3%	17%	49%	32%	80%	52%
White	14	756	764	757	N	7%	29%	64%	N	64%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	43	785	777	777	N	N	12%	40%	49%	88%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	746	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	777	763	750	N	3%	11%	53%	32%	86%	54%
White	12	780	761	759	N	8%	8%	33%	50%	83%	64%
African American	S	S	752	733	S	S	S	S	S	S	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	34	783	768	773	N	N	6%	59%	35%	94%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	779	756	S	S	S	S	S	S	62%
Students with Disability	S	S	731	723	S	S	S	S	S	S	22%
English Language Learners	S	S	730	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	63	771	758	745	2%	8%	10%	62%	19%	81%	47%
White	12	770	754	752	8%	8%	N	67%	17%	83%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	S	S	746	733	S	S	S	S	S	S	30%
Asian	35	782	767	771	N	3%	6%	63%	29%	91%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	S	S	731	724	S	S	S	S	S	S	22%
English Language Learners	S	S	740	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	784	763	751	N	2%	N	74%	24%	98%	53%
White	17	777	758	758	N	6%	N	77%	18%	94%	64%
African American	S	S	756	733	S	S	S	S	S	S	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	35	790	772	773	N	N	N	69%	31%	100%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	S	S	732	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	63	780	763	747	N	N	11%	52%	37%	89%	47%
White	17	766	755	753	N	N	24%	59%	18%	77%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	S	S	750	735	S	S	S	S	S	S	31%
Asian	36	791	775	774	N	N	8%	39%	53%	92%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	S	S	737	725	S	S	S	S	S	S	19%
English Language Learners	S	S	739	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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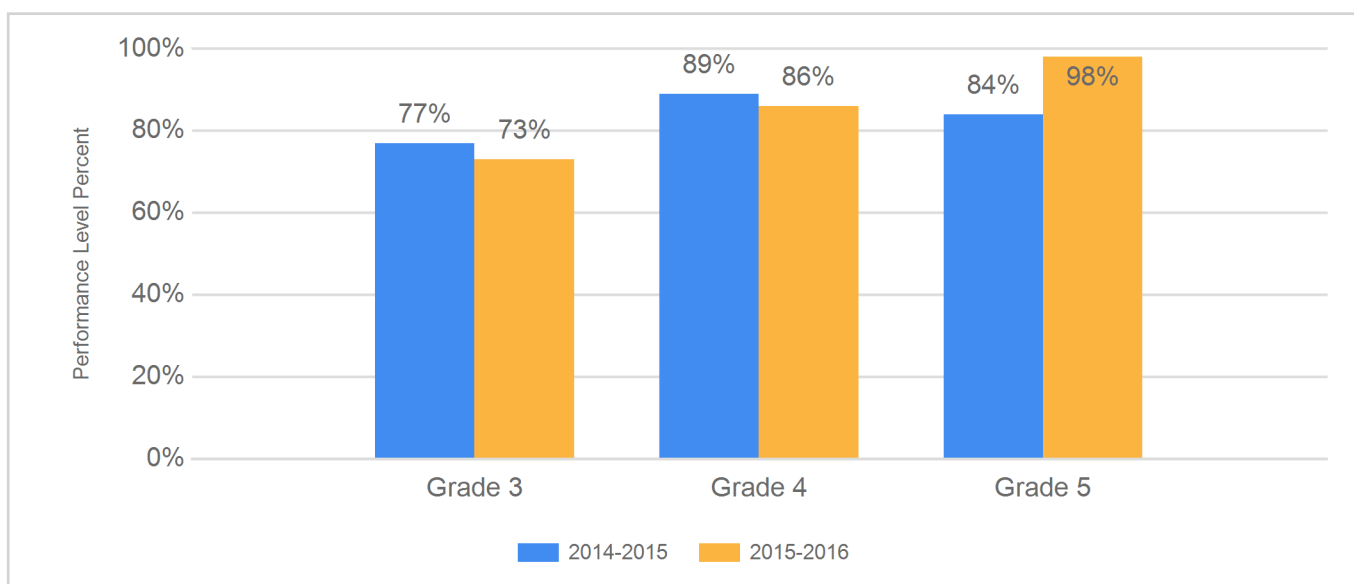
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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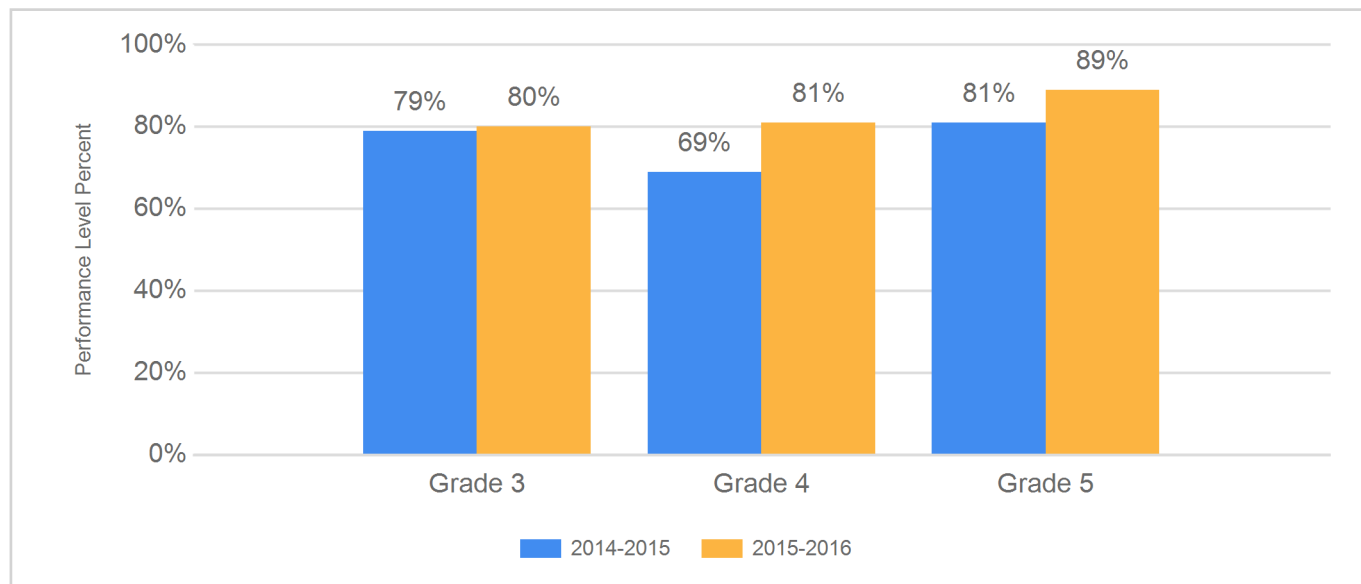
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

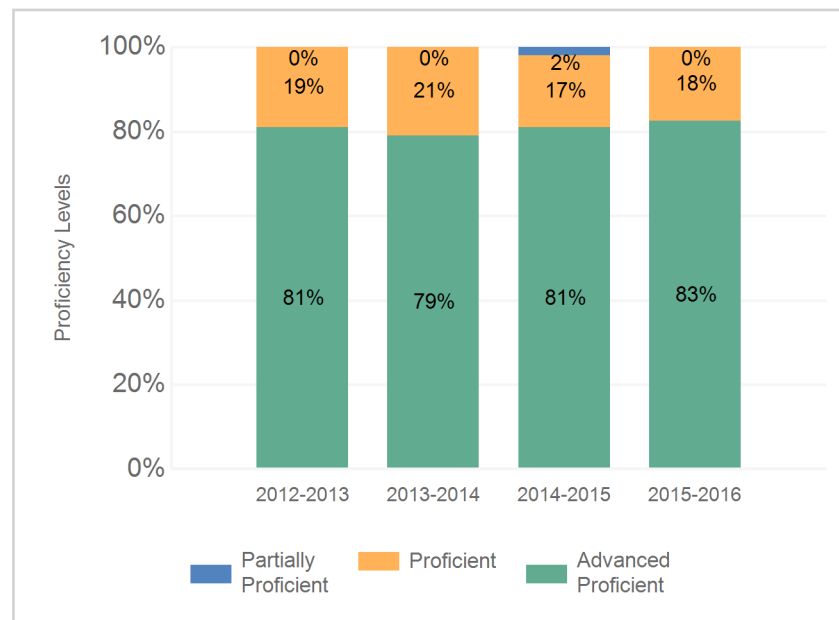
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	83%	18%	N
White	83%	17%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	94%	6%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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PARSIPPANY, NJ 07054-1430

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	72	56	50
Student Growth on Math	70	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	0%	0%	4%
Approached (L3)	1%	3%	5%
Met (L4)	8%	20%	37%
Exceeded (L5)	7%	3%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	1%	0%	1%
Approached (L3)	6%	4%	11%
Met (L4)	11%	13%	32%
Exceeded (L5)	8%	3%	11%



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Grade Span KF-05

27-3950-103

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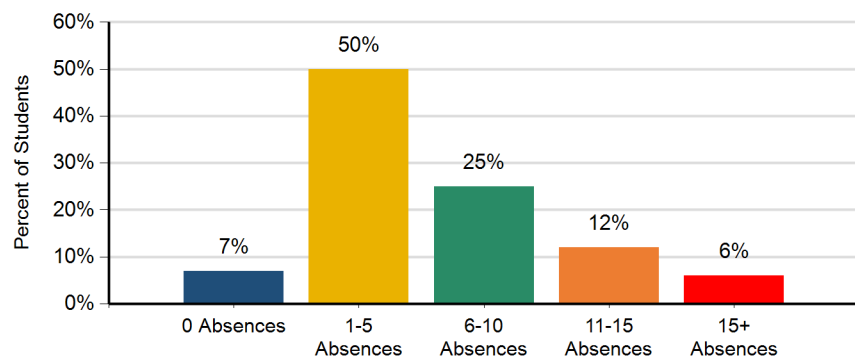
Northvail Elementary School

10 EILEEN COURT

PARSIPPANY, NJ 07054-1430

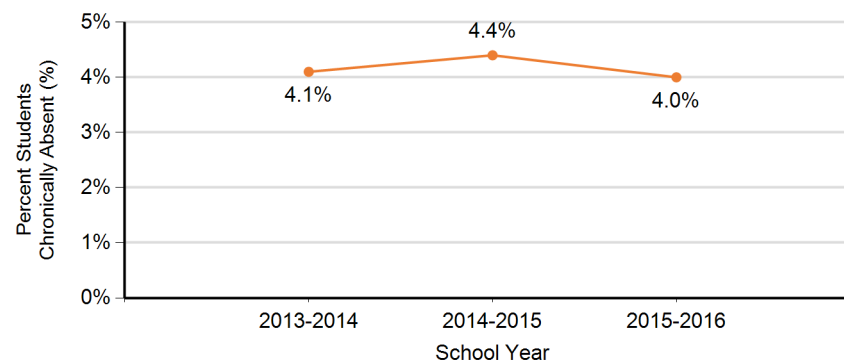
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Northvail Elementary School

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PARSIPPANY, NJ 07054-1430

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	375:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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Grade Span 09-12

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Parsippany High School

309 Baldwin Rd

Parsippany, NJ 07054

2015-2016 School Performance Reports

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While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span 09-12

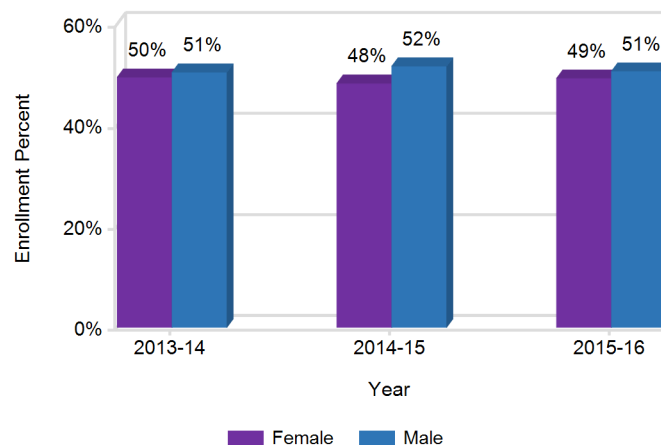
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	238	212	221
Grade 10	252	235	215
Grade 11	221	249	231
Grade 12	246	217	241
UG	17	17	17
Total	974	930	925

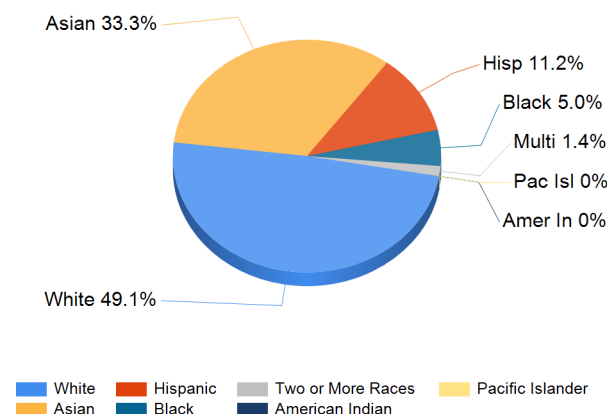
Enrollment by Gender

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



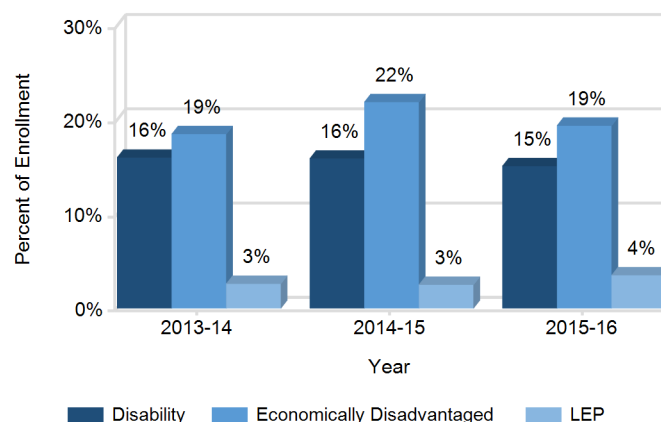
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	68.0%
Gujarati	7.5%
Spanish	5.1%
Chinese	3.4%
Persian	1.5%
Other	14.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	55%	S	68
Mathematics Met or Exceeded Expectations	46%	S	81

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	410	55%	68	96%	✓	402	46%	81	96%	✓
White	200	52%	48	95%	✓	196	44%	68	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	47	36%	43	98%	✓	45	22%	54	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	139	69%	51	96%	✓	138	59%	64	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	83	18%	70	97%	✓	82	12%	80	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	79	34%	73	97%	✓	73	30%	85	96%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	217	760	762	746	4%	8%	24%	44%	19%	63%	49%
White	101	759	760	754	5%	7%	23%	49%	17%	65%	58%
African American	S	S	749	729	S	S	S	S	S	S	30%
Hispanic	25	742	747	730	8%	16%	48%	20%	8%	28%	34%
Asian	79	770	771	774	1%	6%	18%	47%	28%	75%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	754	748	S	S	S	S	S	S	53%
Students with Disability	35	731	727	713	14%	26%	37%	20%	3%	23%	12%
English Language Learners	S	S	719	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	41	743	745	729	7%	12%	42%	34%	5%	39%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	202	743	749	740	20%	15%	19%	31%	14%	45%	44%
White	102	739	741	747	22%	18%	24%	27%	11%	37%	50%
African American	S	S	725	722	S	S	S	S	S	S	28%
Hispanic	22	719	724	726	41%	23%	N	32%	5%	36%	33%
Asian	64	758	769	767	11%	13%	16%	36%	25%	61%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	742	741	S	S	S	S	S	S	45%
Students with Disability	S	S	703	702	S	S	S	S	S	S	11%
English Language Learners	S	S	690	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	40	717	721	723	38%	23%	15%	23%	3%	25%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	205	750	738	736	13%	14%	25%	29%	19%	48%	40%
White	88	745	730	739	16%	13%	26%	30%	16%	46%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	29	734	729	732	24%	14%	35%	17%	10%	28%	37%
Asian	74	767	753	753	4%	16%	16%	35%	28%	64%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	745	736	S	S	S	S	S	S	39%
Students with Disability	34	716	711	710	32%	15%	38%	15%	N	15%	13%
English Language Learners	S	S	720	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	48	744	733	730	17%	8%	25%	40%	10%	50%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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



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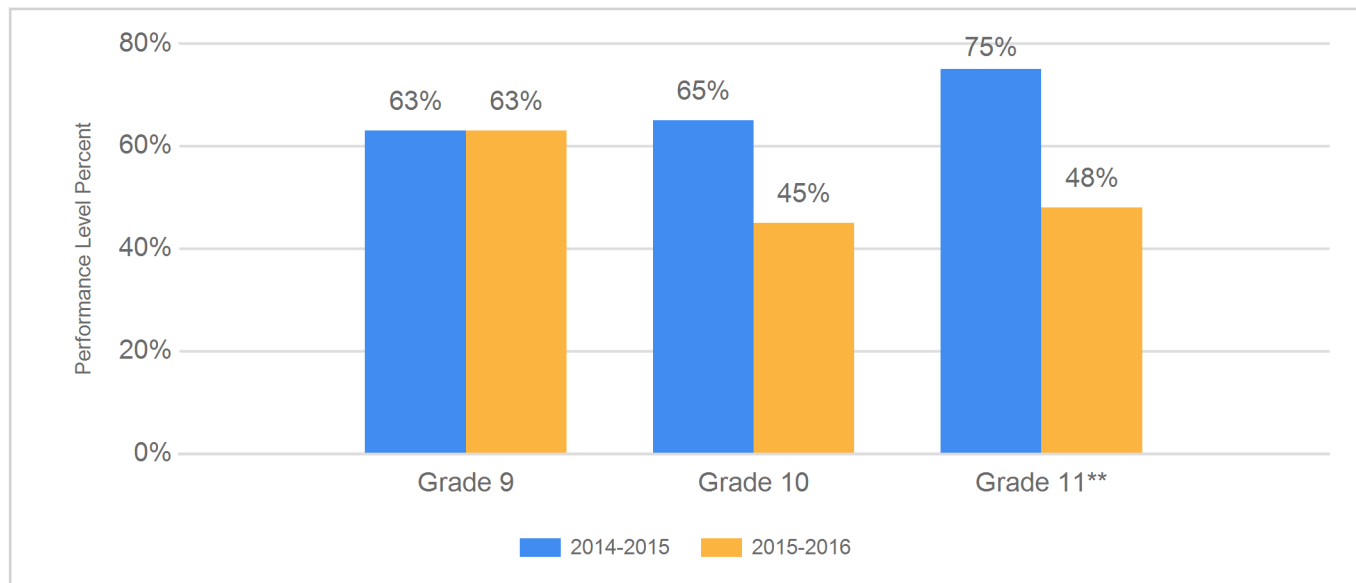
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	155	746	740	727	5%	13%	36%	46%	1%	47%	41%
White	78	749	740	734	1%	14%	33%	50%	1%	51%	51%
African American	S	S	727	717	S	S	S	S	S	S	20%
Hispanic	24	735	727	720	4%	21%	50%	25%	N	25%	25%
Asian	43	751	752	746	2%	9%	35%	54%	N	54%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	741	727	S	S	S	S	S	S	47%
Students with Disability	36	729	720	708	11%	36%	33%	19%	N	19%	10%
English Language Learners	S	S	724	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	35	738	731	719	6%	20%	43%	31%	N	31%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	195	742	739	730	6%	21%	34%	32%	8%	40%	27%
White	100	736	734	736	6%	27%	36%	28%	3%	31%	34%
African American	S	S	728	717	S	S	S	S	S	S	9%
Hispanic	20	726	722	720	10%	45%	25%	20%	N	20%	13%
Asian	61	758	754	750	5%	2%	31%	43%	20%	62%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	728	730	S	S	S	S	S	S	29%
Students with Disability	S	S	709	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	38	732	727	719	5%	37%	34%	21%	3%	24%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	195	735	730	722	15%	24%	28%	29%	4%	33%	27%
White	97	732	717	728	12%	31%	28%	28%	1%	29%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	705	707	S	S	S	S	S	S	12%
Asian	61	753	756	754	8%	8%	30%	46%	8%	54%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	732	727	S	S	S	S	S	S	34%
Students with Disability	S	S	690	690	S	S	S	S	S	S	5%
English Language Learners	S	S	741	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	39	720	718	705	28%	21%	33%	18%	N	18%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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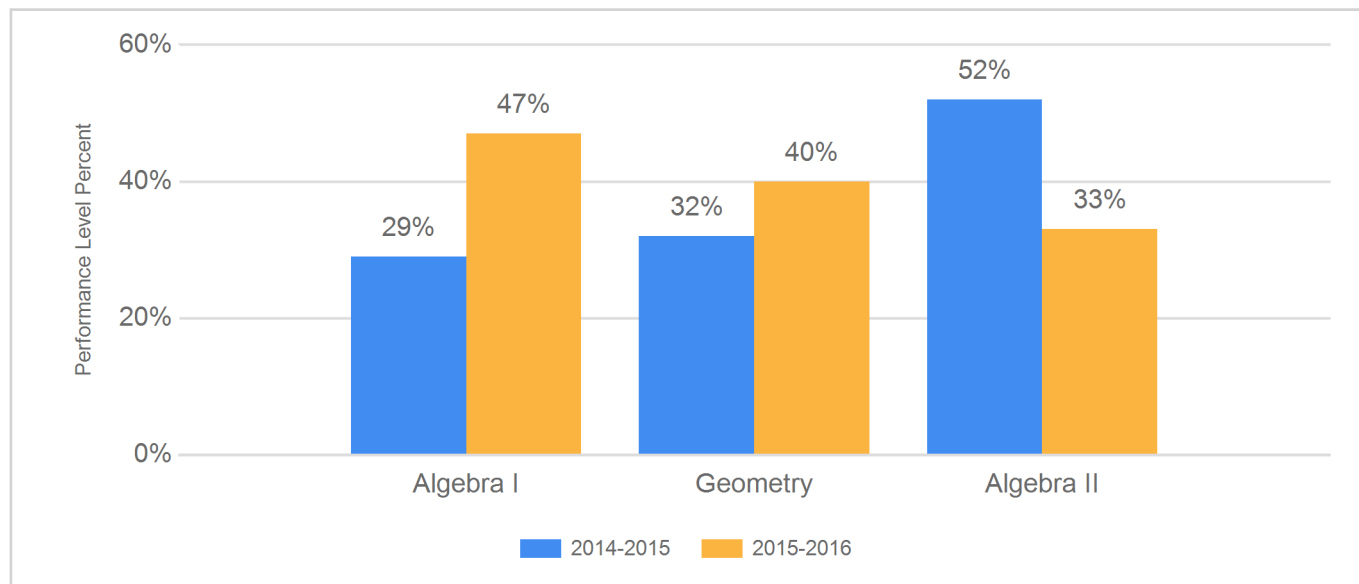
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

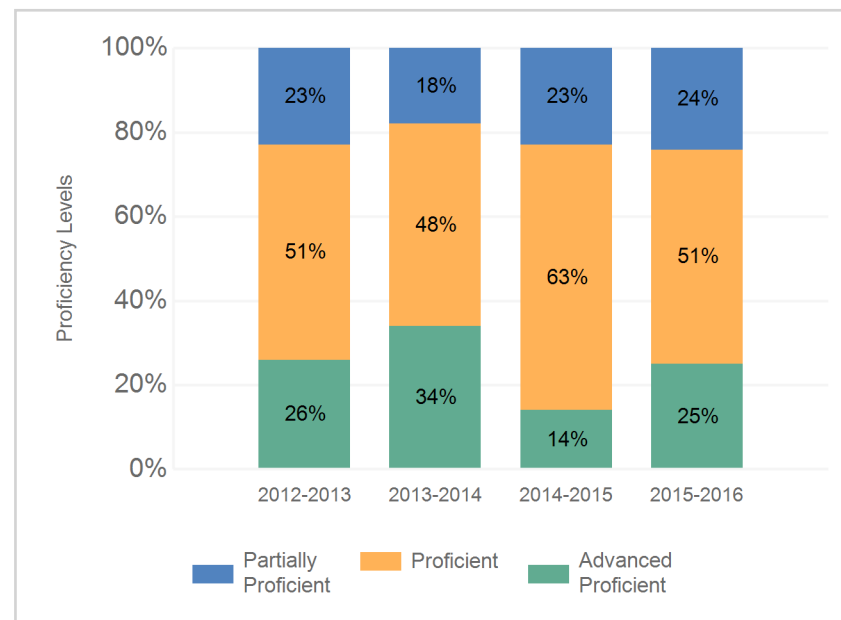
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	25%	51%	24%
White	23%	50%	28%
African American	N	64%	36%
Hispanic	5%	37%	58%
American Indian	N	N	N
Asian	37%	52%	11%
Two or More Races	S	S	S
Students with Disability	5%	20%	75%
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	46%	46%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	56.9%	95.5%
Percent of Students Participating in SAT	64.4%	58.0%
Percent of Students Participating in ACT	19.1%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	86%	71%
Math	530	68%	53%
ACT	-	-	-
Reading	22	72%	58%
English	18	85%	74%
Math	22	85%	61%
Science	23	65%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1073	950
SAT	-	-
Reading and Writing	575	537
Math	584	538
ACT	-	-
Reading	24	23
English	25	22
Math	27	23
Science	24	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1170	1050	960
SAT	-	-	-
Reading and Writing	640	570	510
Math	655	570	510
ACT	-	-	-
Reading	28	26	21
English	29	24	22
Math	31	27	23
Science	26	24	22



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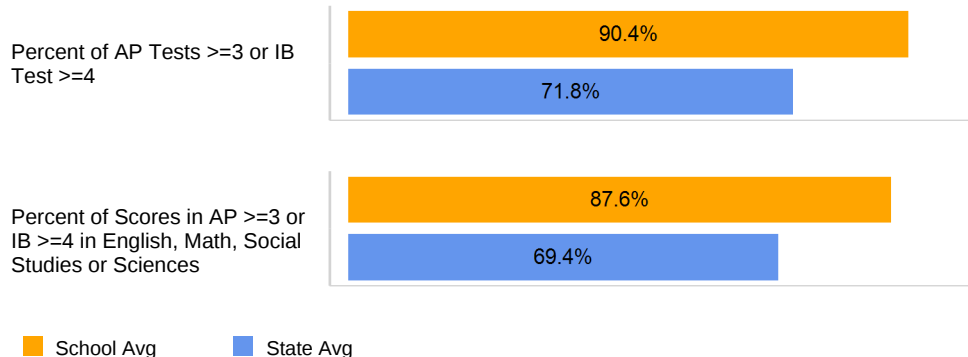
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	39.6%	39.1%
One of More Test	35.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	29.0%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	39	34
AP Calculus AB	0	6
AP Calculus BC	32	26
AP Chemistry	23	17
AP Chinese Language and Culture	0	3
AP Computer Science A	22	16
AP English Language and Composition	0	4
AP English Literature and Composition	47	46
AP Environmental Science	10	9
AP French Language	11	7
AP Italian Language and Culture	0	8
AP Macroeconomics	0	3
AP Music Theory	14	7
AP Physics C	21	0
AP Physics C: Electricity and Magnetism	0	10
AP Physics C: Mechanics	0	16
AP Spanish Language	28	21
AP Statistics	45	35
AP Studio Art—Drawing Portfolio	9	0
AP Studio Art—Three-Dimensional	0	1
AP Studio Art—Two-Dimensional	0	3
AP U.S. Government and Politics	0	15
AP U.S. History	49	43
Student AP Tests ≥ 3 and IB Tests ≥ 4		150



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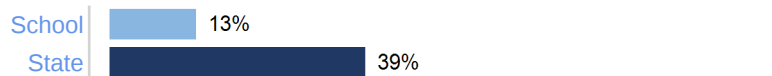
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



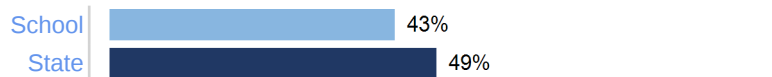
DRAMA



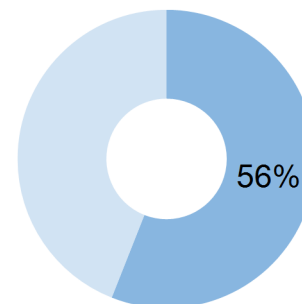
DANCE



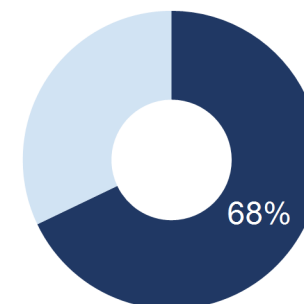
VISUAL ARTS



Any Visual and Performing Arts



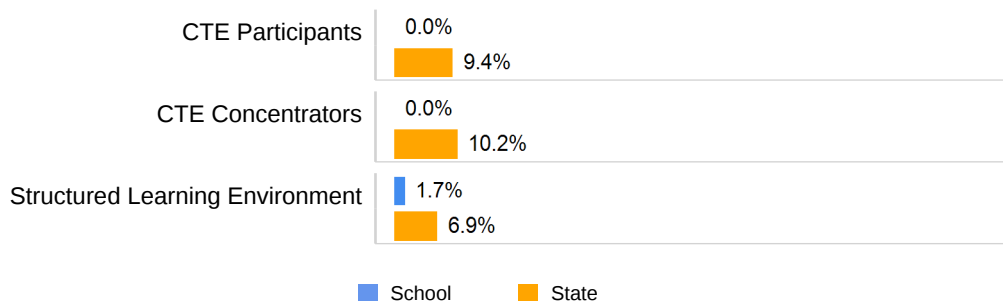
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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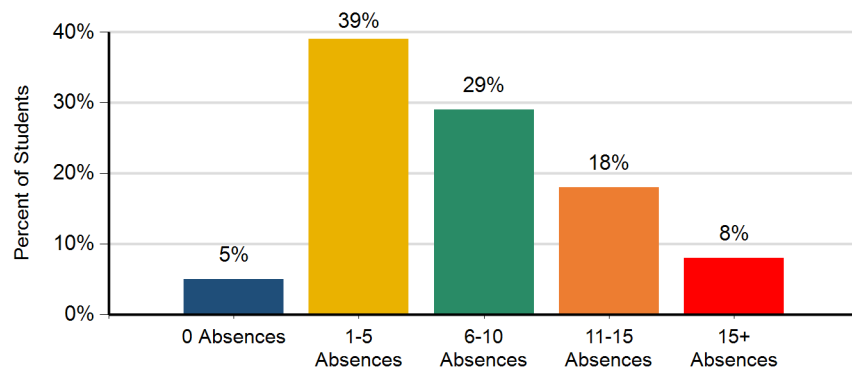
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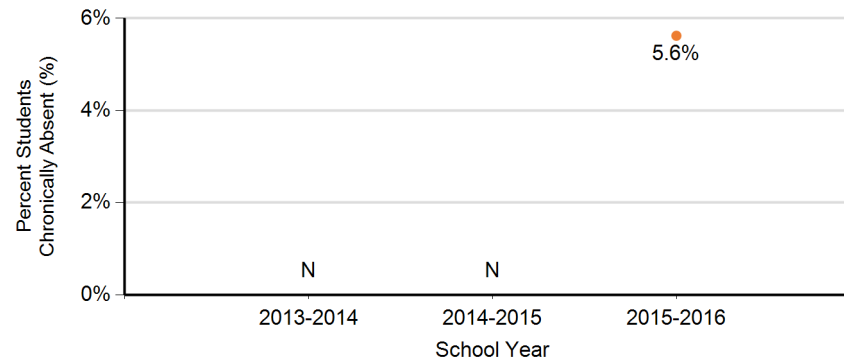
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	95.7%	71	81%
White	94.9%	48	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	96%	26	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	78.4%	36	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.1%	1.2%
White	0.2%	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	95%	96%
2014	91%	94%
2015	96%	97%
2016	96%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	92.7%	25.7%	74.3%
White	90.9%	27.8%	72.2%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	96.3%	18.2%	81.8%
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	94.1%	43.8%	56.3%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 16 Mins.
Shared Time	3 Hrs. 8 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	232:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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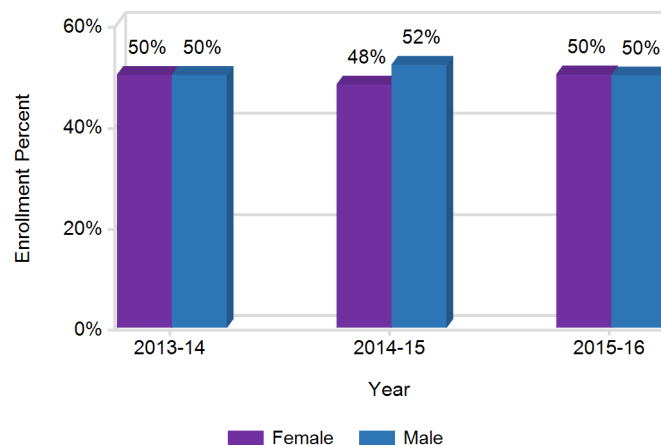
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	257	256	258
Grade 10	246	258	266
Grade 11	281	244	246
Grade 12	277	277	236
UG	13	16	26
Total	1073	1051	1032

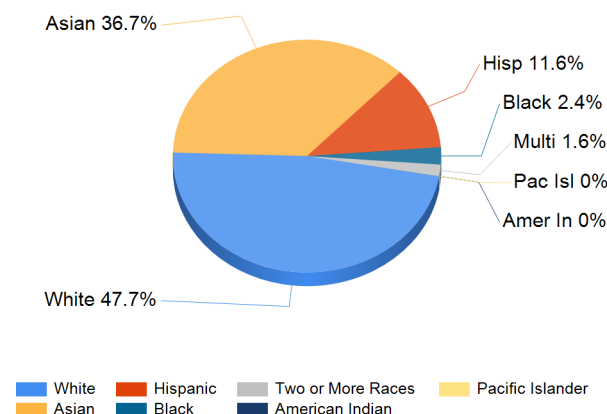
Enrollment by Gender

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



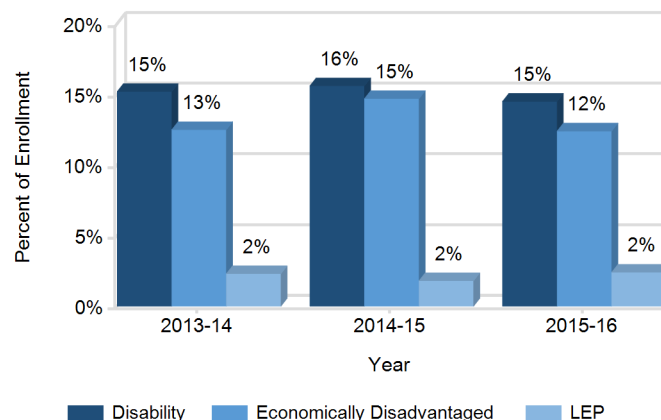
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	63.6%
Gujarati	13.5%
Spanish	6.9%
Chinese	3.4%
Hindi	1.3%
Other	11.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	64%	S	72
Mathematics Met or Exceeded Expectations	45%	S	79

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	485	64%	72	94%	X	460	45%	79	93%	X
White	221	58%	43	91%	X	217	35%	47	91%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	55	44%	63	92%	X	51	14%	37	91%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	190	79%	52	99%	✓	172	67%	70	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	75	13%	59	98%	✓	76	8%	51	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	61	43%	70	94%	X	55	22%	67	95%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	250	764	762	746	3%	8%	19%	51%	20%	70%	49%
White	121	761	760	754	3%	9%	20%	47%	21%	68%	58%
African American	S	S	749	729	S	S	S	S	S	S	30%
Hispanic	28	751	747	730	7%	14%	29%	43%	7%	50%	34%
Asian	89	771	771	774	2%	3%	15%	56%	24%	80%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	754	748	S	S	S	S	S	S	53%
Students with Disability	42	724	727	713	12%	38%	36%	14%	N	14%	12%
English Language Learners	S	S	719	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	30	749	745	729	3%	10%	40%	43%	3%	47%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	248	754	749	740	15%	10%	17%	38%	20%	58%	44%
White	102	744	741	747	21%	7%	26%	35%	12%	47%	50%
African American	S	S	725	722	S	S	S	S	S	S	28%
Hispanic	33	727	724	726	21%	27%	15%	27%	9%	36%	33%
Asian	106	775	769	767	7%	6%	11%	44%	32%	76%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	742	741	S	S	S	S	S	S	45%
Students with Disability	S	S	703	702	S	S	S	S	S	S	11%
English Language Learners	S	S	690	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	36	727	721	723	28%	19%	11%	39%	3%	42%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	206	727	738	736	31%	18%	20%	25%	6%	31%	40%
White	107	718	730	739	36%	19%	22%	22%	2%	23%	42%
African American	S	S	727	728	S	S	S	S	S	S	30%
Hispanic	18	722	729	732	33%	22%	17%	28%	N	28%	37%
Asian	73	739	753	753	21%	19%	21%	27%	12%	40%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	745	736	S	S	S	S	S	S	39%
Students with Disability	34	705	711	710	56%	15%	18%	12%	N	12%	13%
English Language Learners	S	S	720	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	733	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



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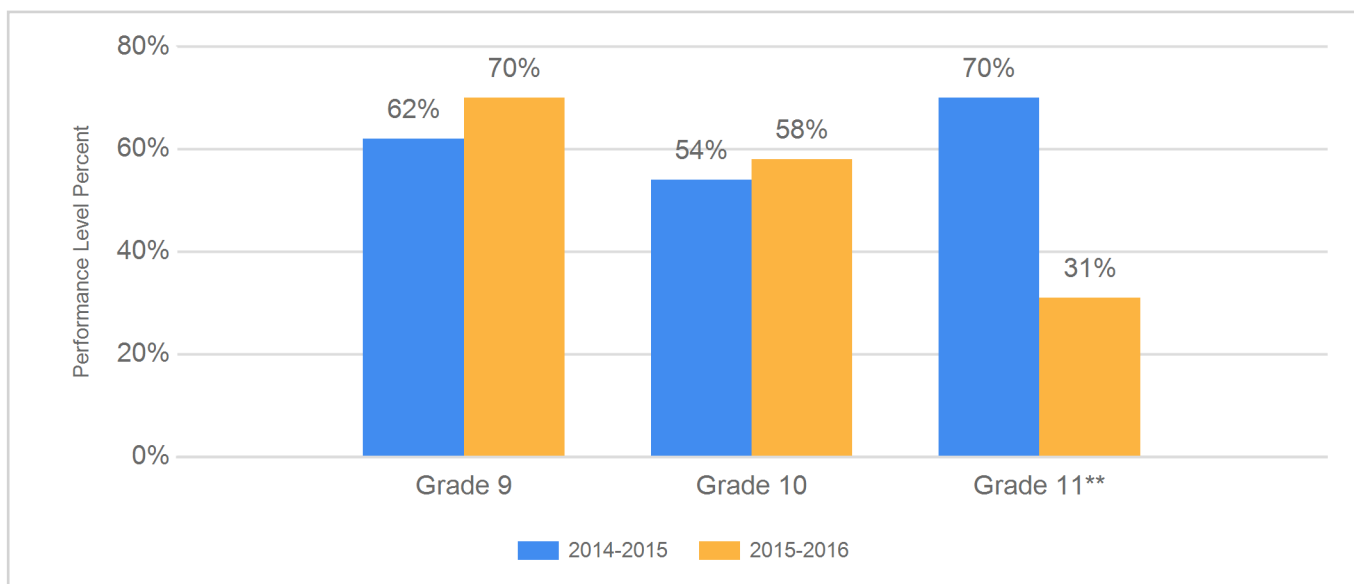
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	170	735	740	727	12%	16%	37%	35%	N	35%	41%
White	98	733	740	734	14%	16%	40%	30%	N	30%	51%
African American	S	S	727	717	S	S	S	S	S	S	20%
Hispanic	27	720	727	720	19%	33%	33%	15%	N	15%	25%
Asian	35	754	752	746	3%	6%	29%	63%	N	63%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	741	727	S	S	S	S	S	S	47%
Students with Disability	S	S	720	708	S	S	S	S	S	S	10%
English Language Learners	S	S	724	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	27	723	731	719	22%	19%	37%	22%	N	22%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	203	736	739	730	12%	22%	29%	35%	3%	37%	27%
White	102	732	734	736	14%	22%	31%	30%	3%	33%	34%
African American	S	S	728	717	S	S	S	S	S	S	9%
Hispanic	S	S	722	720	S	S	S	S	S	S	13%
Asian	66	751	754	750	2%	14%	27%	55%	3%	58%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	728	730	S	S	S	S	S	S	29%
Students with Disability	S	S	709	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	727	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	200	726	730	722	39%	7%	17%	31%	7%	37%	27%
White	89	700	717	728	57%	14%	14%	14%	2%	16%	31%
African American	N	N	N	700	N	N	N	N	N	N	8%
Hispanic	S	S	705	707	S	S	S	S	S	S	12%
Asian	90	758	756	754	16%	1%	20%	52%	11%	63%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	732	727	S	S	S	S	S	S	34%
Students with Disability	S	S	690	690	S	S	S	S	S	S	5%
English Language Learners	S	S	741	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	18	713	718	705	50%	11%	17%	17%	6%	22%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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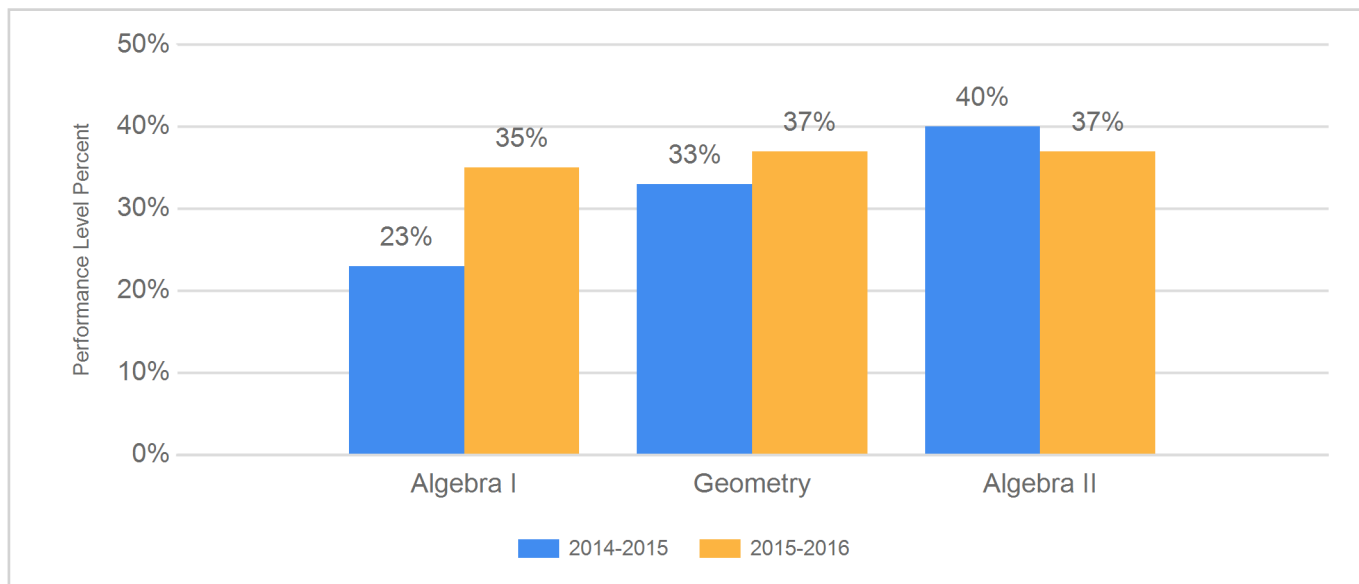
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

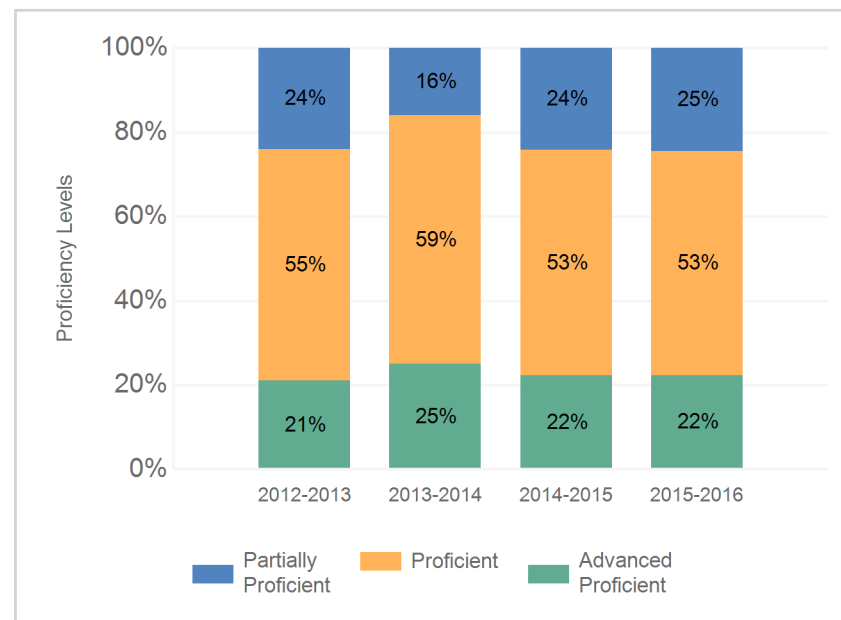
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

Proficiency Trends - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	22%	53%	25%
White	22%	48%	30%
African American	S	S	S
Hispanic	6%	56%	38%
American Indian	N	N	N
Asian	29%	59%	12%
Two or More Races	S	S	S
Students with Disability	2%	13%	85%
English Language Learners	N	N	N
Economically Disadvantaged Students	7%	58%	35%





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	53.4%	95.5%
Percent of Students Participating in SAT	59.8%	58.0%
Percent of Students Participating in ACT	40.3%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1081	950
SAT	-	-
Reading and Writing	590	537
Math	595	538
ACT	-	-
Reading	22	23
English	22	22
Math	23	23
Science	22	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	88%	71%
Math	530	75%	53%
ACT	-	-	-
Reading	22	52%	58%
English	18	76%	74%
Math	22	62%	61%
Science	23	41%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1200	1060	950
SAT	-	-	-
Reading and Writing	660	580	535
Math	660	590	520
ACT	-	-	-
Reading	26	22	18
English	25	22	18
Math	27	23	19
Science	25	22	20



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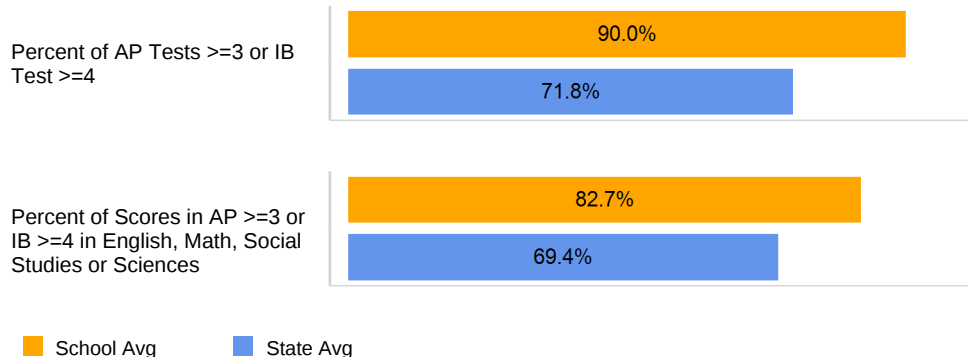
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	39.8%	39.1%
One of More Test	37.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	26.3%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	27	23
AP Calculus AB	0	1
AP Calculus BC	37	37
AP Chemistry	46	29
AP Chinese Language and Culture	0	8
AP Computer Science A	22	16
AP English Literature and Composition	36	31
AP Environmental Science	13	9
AP European History	15	8
AP French Language	9	2
AP Italian Language and Culture	0	25
AP Macroeconomics	0	1
AP Microeconomics	0	2
AP Physics C	20	0
AP Physics C: Electricity and Magnetism	0	13
AP Physics C: Mechanics	0	17
AP Psychology	0	3
AP Spanish Language	28	24
AP Statistics	32	21
AP Studio Art—Drawing Portfolio	14	0
AP Studio Art—General Portfolio	0	9
AP Studio Art—Two-Dimensional	0	4
AP U.S. Government and Politics	23	16
AP U.S. History	43	38
AP World History	0	1



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AP/IB Course	Students Enrolled	Students Tested
Student AP Tests ≥ 3 and IB Tests ≥ 4		162



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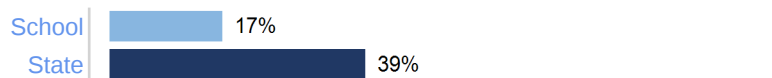
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

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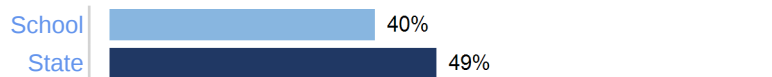
DRAMA



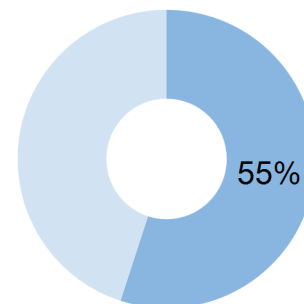
DANCE



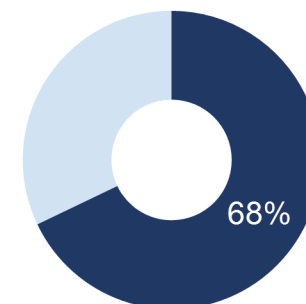
VISUAL ARTS



Any Visual and Performing Arts



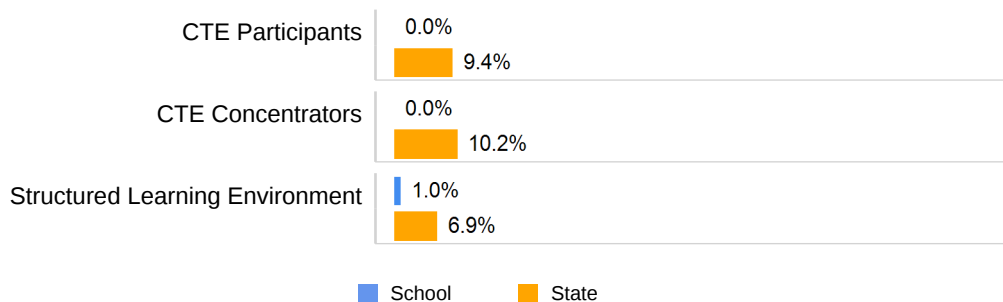
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



State of New Jersey
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Grade Span 09-12

27-3950-053

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PARSIPPANY-TROY HILLS TWP

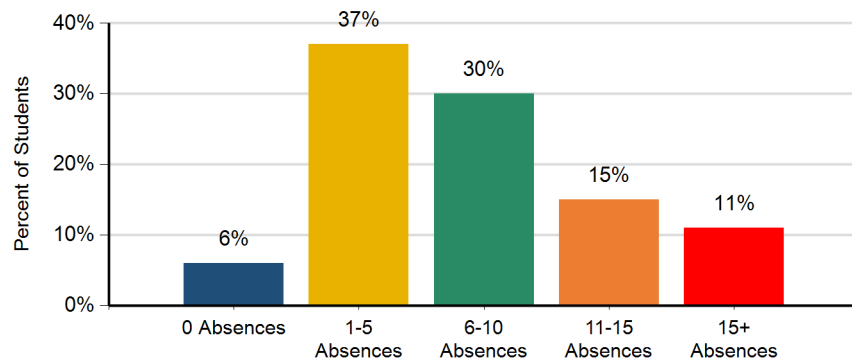
Parsippany Hills High School

20 Rita Drive

Morris Plains, NJ 07950

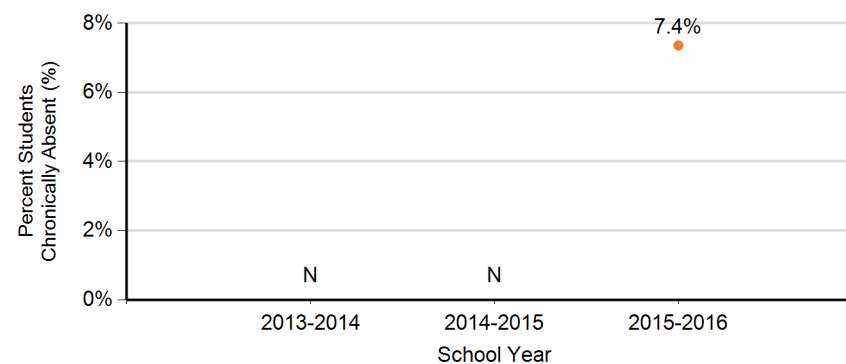
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	96.2%	75	81%
White	96%	59	
African American	S	S	
Hispanic	94.3%	72	
American Indian	S	S	
Asian	98.9%	35	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	90.7%	75	
English Language Learners	S	S	
Economically Disadvantaged Students	94.1%	78	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.2%	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	0.3%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	96%	97%
2014	99%	99%
2015	98%	96%
2016	96%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	92.0%	25.4%	74.6%
White	90.4%	29.5%	70.5%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	94.3%	13.4%	86.6%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	91.9%	61.8%	38.2%
English Language Learners	S	S	S
Economically Disadvantaged Students	87.5%	50.0%	50.0%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 16 Mins.
Shared Time	3 Hrs. 8 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	207:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	9.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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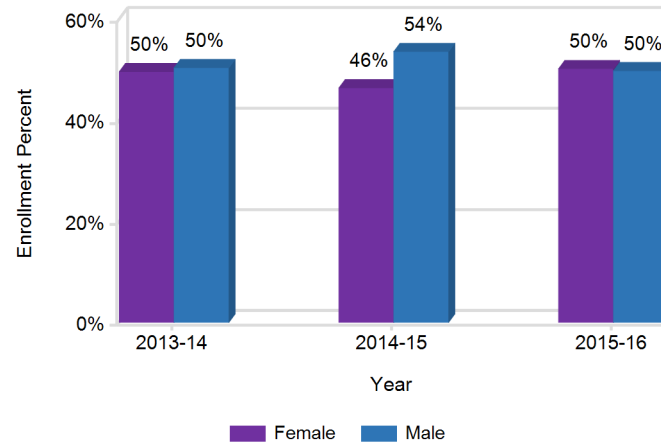
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	39	43	39
Grade 01	39	37	42
Grade 02	32	39	40
Grade 03	39	29	38
Grade 04	42	40	32
Grade 05	37	44	41
UG	18	18	17
Total	246	250	249

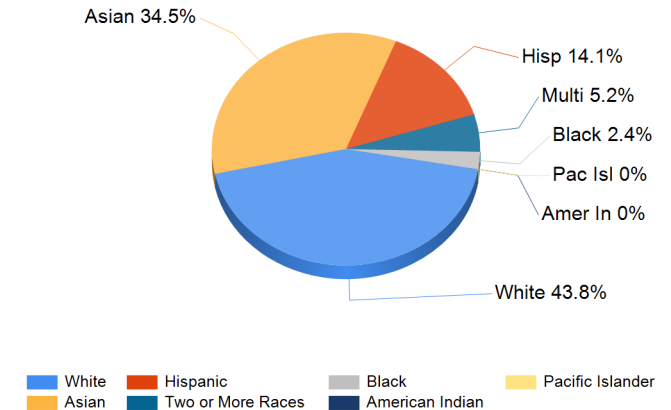
Enrollment by Gender

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



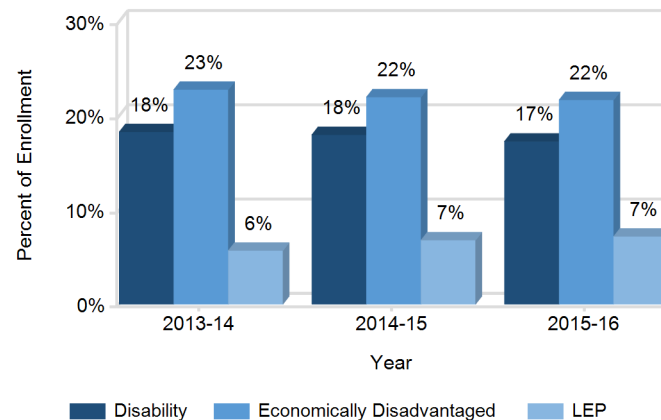
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	68.7%
Gujarati	6.8%
Spanish	6.0%
Chinese	3.2%
Persian	2.0%
Other	13.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	72%	67	80
Mathematics Met or Exceeded Expectations	65%	50	78

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	106	72%	80	98%	✓	105	65%	78	97%	✓
White	50	70%	66	96%	✓	49	55%	49	94%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	31	77%	47	98%	✓	31	77%	46	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	766	761	746	6%	6%	19%	56%	14%	69%	48%
White	17	772	757	756	N	6%	18%	71%	6%	77%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	S	S	742	730	S	S	S	S	S	S	31%
Asian	14	765	768	772	14%	7%	7%	43%	29%	71%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	S	S	727	718	S	S	S	S	S	S	22%
English Language Learners	S	S	734	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	S	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	36	765	768	749	N	8%	22%	47%	22%	69%	52%
White	17	765	764	757	N	6%	18%	53%	24%	77%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	14	770	777	777	N	7%	29%	36%	29%	64%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	746	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	769	763	750	N	3%	19%	50%	28%	78%	54%
White	16	761	761	759	N	6%	25%	56%	13%	69%	64%
African American	S	S	752	733	S	S	S	S	S	S	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	S	S	768	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	779	756	S	S	S	S	S	S	62%
Students with Disability	S	S	731	723	S	S	S	S	S	S	22%
English Language Learners	S	S	730	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	12	762	751	734	N	N	33%	50%	17%	67%	33%
PARCC MATH											
Schoolwide	36	760	758	745	N	8%	22%	61%	8%	69%	47%
White	16	749	754	752	N	13%	38%	50%	N	50%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	S	S	746	733	S	S	S	S	S	S	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	S	S	731	724	S	S	S	S	S	S	22%
English Language Learners	S	S	740	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	12	746	740	730	N	8%	42%	50%	N	50%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	761	763	751	N	5%	28%	56%	10%	67%	53%
White	15	753	758	758	N	7%	33%	60%	N	60%	64%
African American	S	S	756	733	S	S	S	S	S	S	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	17	772	772	773	N	N	24%	53%	24%	77%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	S	S	S	723	S	S	S	S	S	S	20%
English Language Learners	S	S	726	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	11	758	749	735	N	9%	18%	73%	N	73%	33%
PARCC MATH											
Schoolwide	40	758	763	747	N	13%	30%	38%	20%	58%	47%
White	15	746	755	753	N	13%	53%	27%	7%	33%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	S	S	750	735	S	S	S	S	S	S	31%
Asian	18	771	775	774	N	6%	17%	39%	39%	78%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	S	S	737	725	S	S	S	S	S	S	19%
English Language Learners	S	S	739	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	11	746	745	732	N	27%	36%	18%	18%	36%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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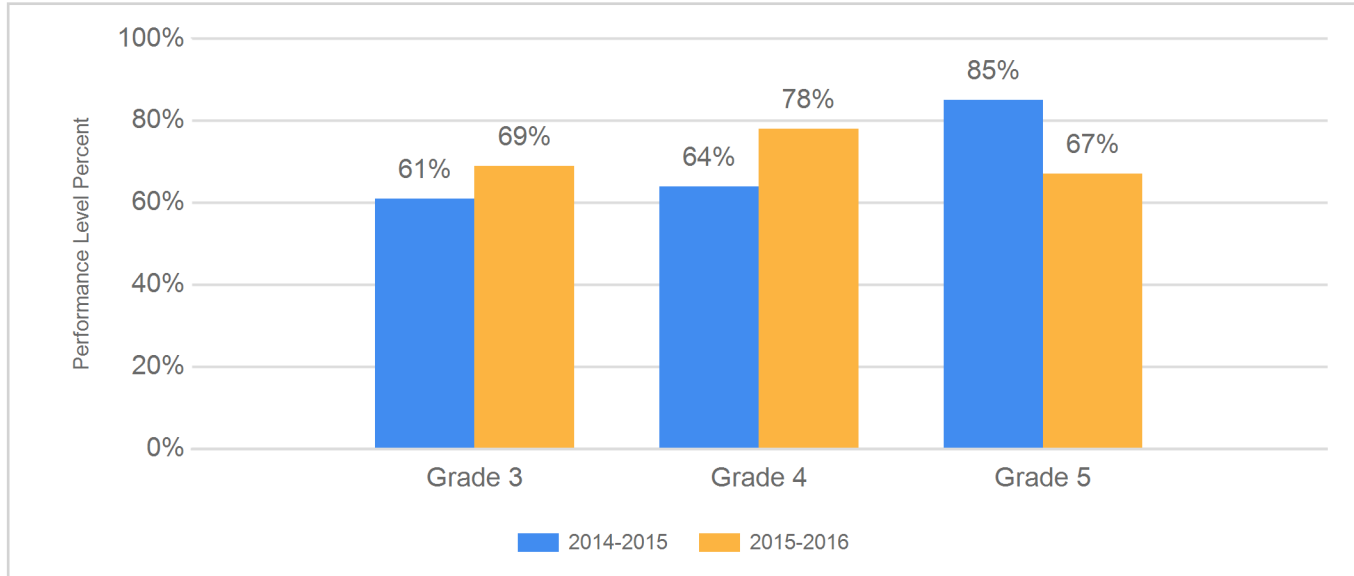
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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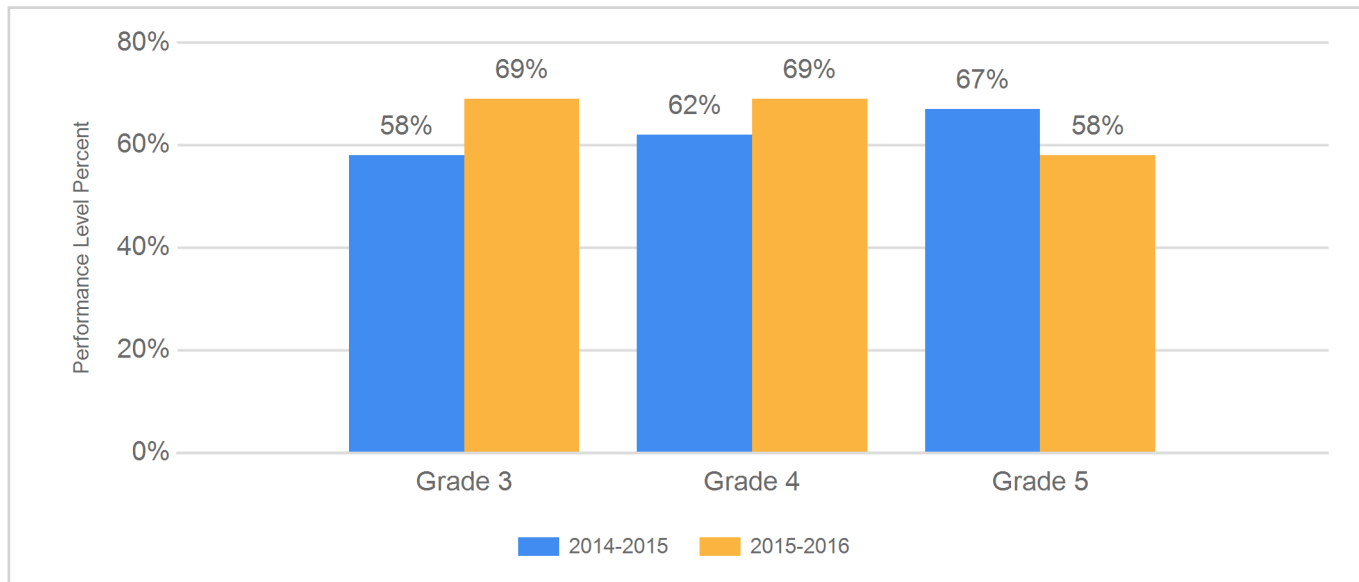
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

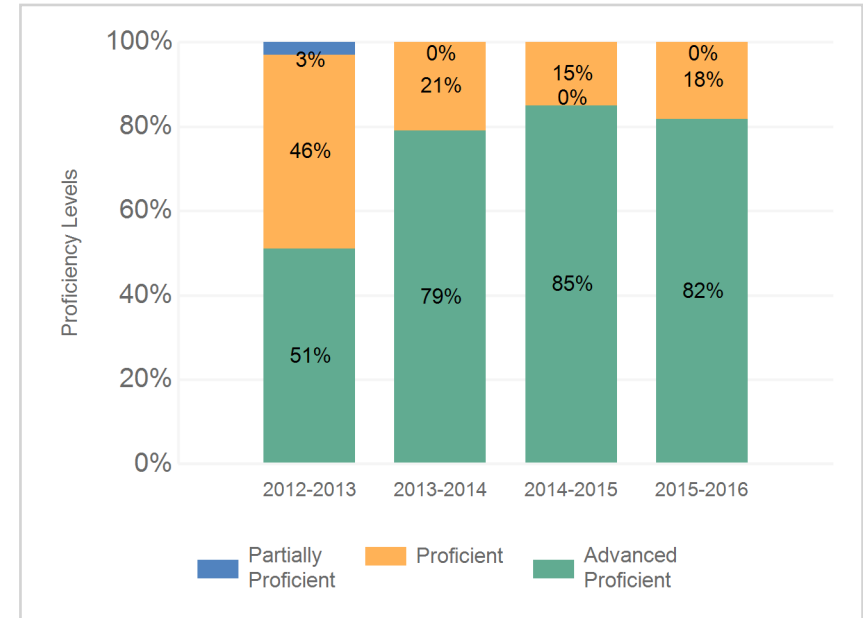
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	82%	18%	N
White	54%	46%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	56	50
Student Growth on Math	47	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	3%
Partially Met (L2)	0%	0%	5%
Approached (L3)	8%	12%	6%
Met (L4)	20%	14%	15%
Exceeded (L5)	9%	5%	5%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	5%	3%
Approached (L3)	11%	5%	9%
Met (L4)	18%	20%	20%
Exceeded (L5)	5%	3%	2%



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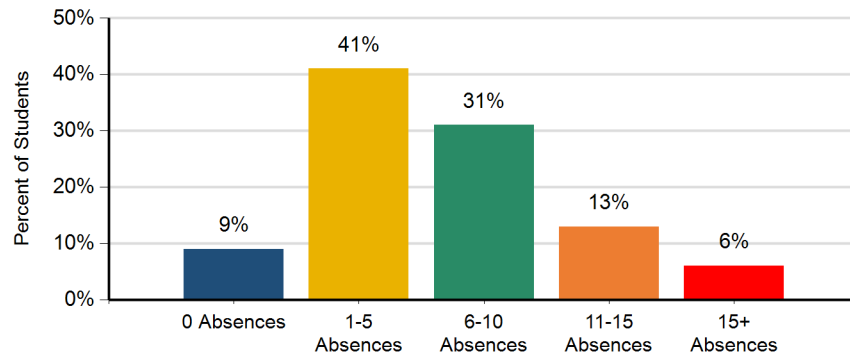
Rockaway Meadow Elementary School

160 EDWARDS ROAD

PARSIPPANY, NJ 07054-2205

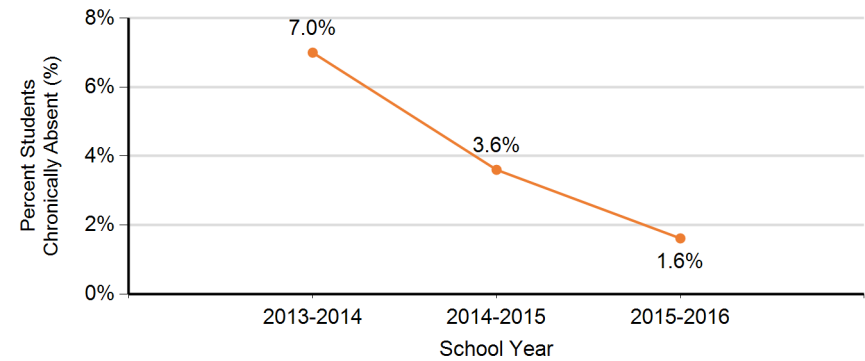
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span KF-05

27-3950-107

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Rockaway Meadow Elementary School

160 EDWARDS ROAD

PARSIPPANY, NJ 07054-2205

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	249:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
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PARSIPPANY-TROY HILLS TWP

Troy Hills Elementary School

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PARSIPPANY, NJ 07054-3327

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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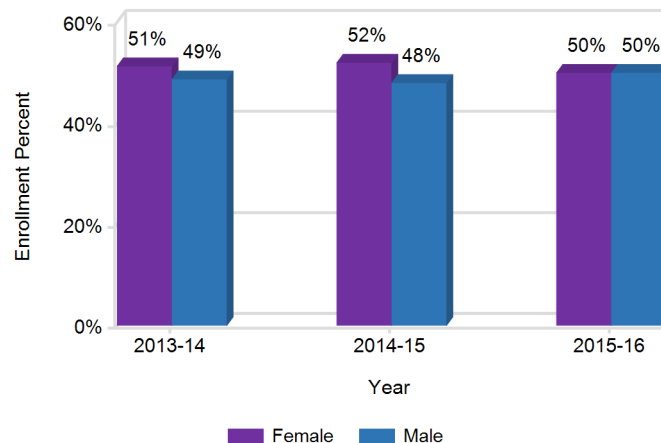
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	43	39	43
Grade 01	42	29	34
Grade 02	49	41	32
Grade 03	39	51	40
Grade 04	49	36	48
Grade 05	51	45	37
UG	0	7	12
Total	273	248	246

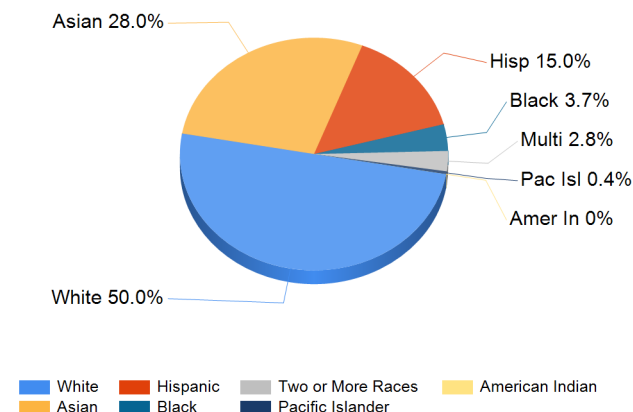
Enrollment by Gender

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



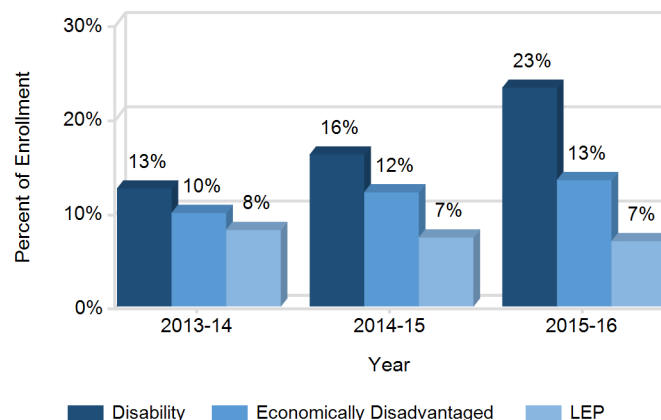
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	73.6%
Spanish	4.9%
Gujarati	4.1%
Hindi	2.0%
Marathi	2.0%
Other	13.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	66%	42	66
Mathematics Met or Exceeded Expectations	68%	58	81

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	113	66%	66	93%	✓	113	68%	81	93%	✓
White	60	65%	56	90%	X	60	63%	68	90%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARSIPPANY, NJ 07054-3327

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	756	761	746	6%	19%	19%	50%	6%	56%	48%
White	16	753	757	756	6%	25%	13%	56%	N	56%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	S	S	742	730	S	S	S	S	S	S	31%
Asian	14	773	768	772	N	7%	29%	50%	14%	64%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	764	753	S	S	S	S	S	S	55%
Students with Disability	S	S	727	718	S	S	S	S	S	S	22%
English Language Learners	S	S	734	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	37	764	768	749	3%	5%	24%	43%	24%	68%	52%
White	16	771	764	757	N	6%	19%	44%	31%	75%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	14	771	777	777	N	N	14%	57%	29%	86%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	746	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span KF-05

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PARSIPPANY-TROY HILLS TWP

Troy Hills Elementary School

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PARSIPPANY, NJ 07054-3327

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	761	763	750	2%	8%	17%	65%	8%	73%	54%
White	23	766	761	759	N	N	26%	70%	4%	74%	64%
African American	S	S	752	733	S	S	S	S	S	S	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	14	762	768	773	N	14%	N	71%	14%	86%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	779	756	S	S	S	S	S	S	62%
Students with Disability	S	S	731	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	48	760	758	745	2%	10%	17%	65%	6%	71%	47%
White	23	760	754	752	N	N	30%	70%	N	70%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	S	S	746	733	S	S	S	S	S	S	30%
Asian	14	772	767	771	N	7%	7%	64%	21%	86%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	775	750	S	S	S	S	S	S	54%
Students with Disability	S	S	731	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	740	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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Grade Span KF-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	33	761	763	751	3%	6%	30%	52%	9%	61%	53%
White	22	759	758	758	N	9%	32%	55%	5%	59%	64%
African American	S	S	756	733	S	S	S	S	S	S	32%
Hispanic	S	S	752	738	S	S	S	S	S	S	37%
Asian	S	S	772	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	732	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	33	755	763	747	3%	15%	21%	49%	12%	61%	47%
White	22	749	755	753	5%	14%	32%	46%	5%	50%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	S	S	750	735	S	S	S	S	S	S	31%
Asian	S	S	775	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	737	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

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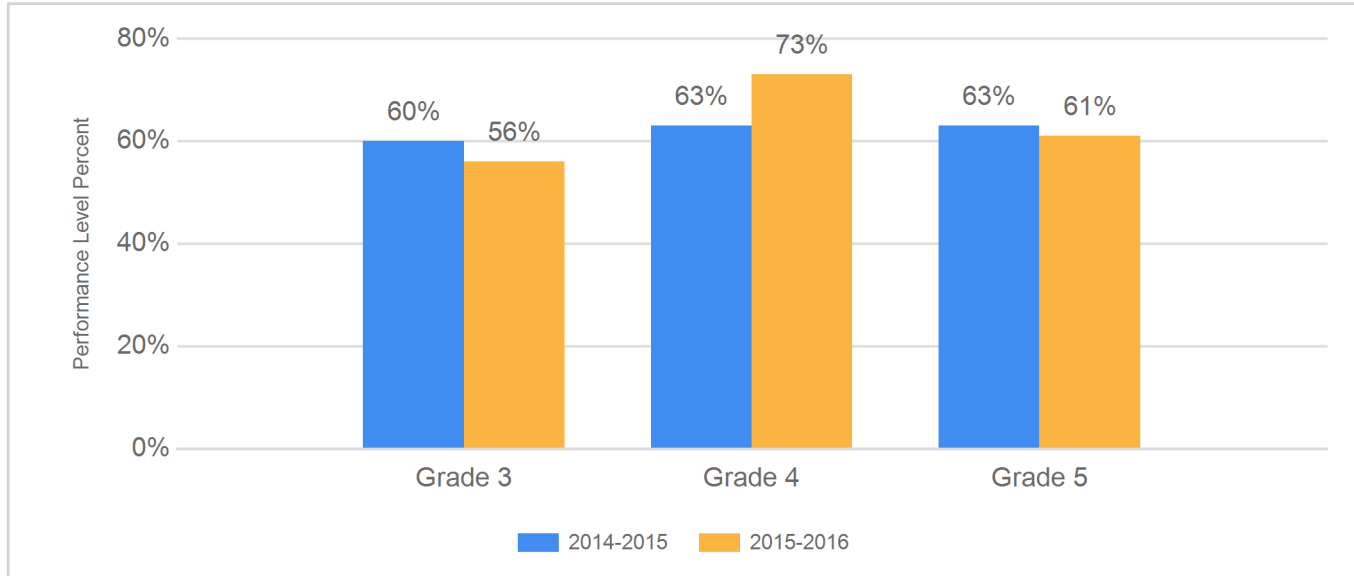
Troy Hills Elementary School

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
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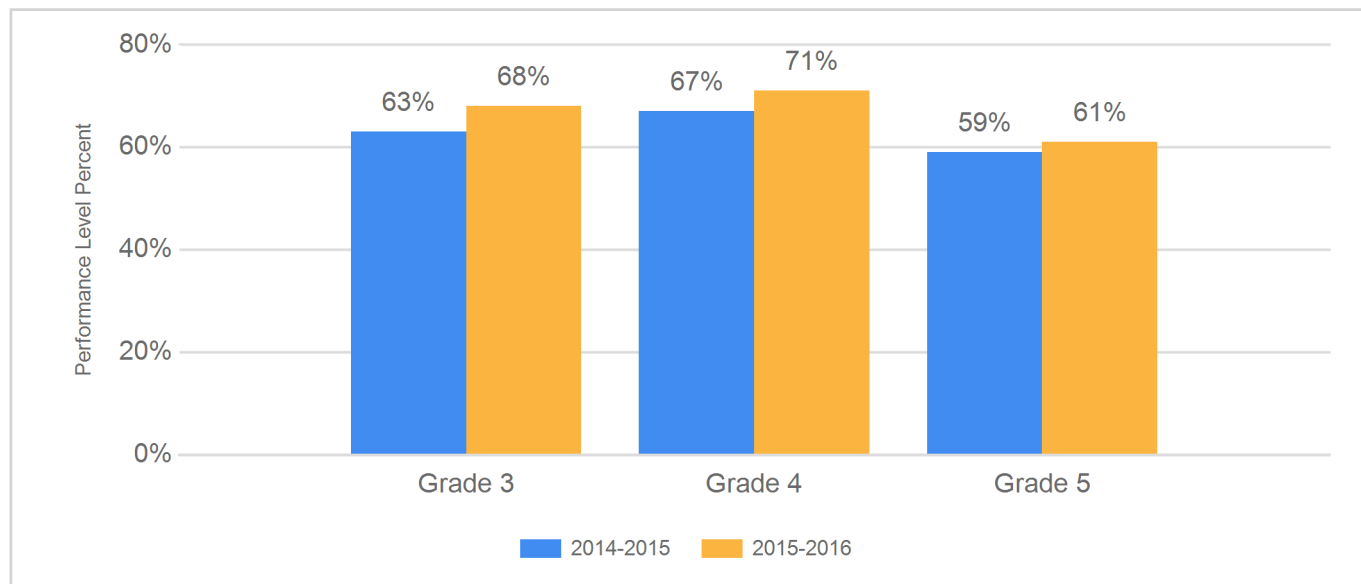
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

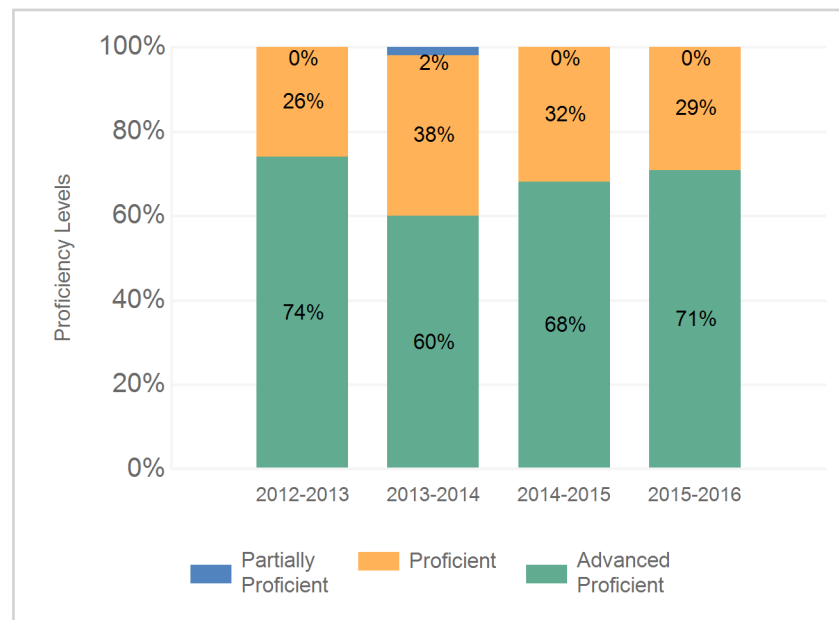
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	71%	29%	N
White	70%	30%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	86%	14%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	56	50
Student Growth on Math	54	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	1%
Partially Met (L2)	7%	1%	7%
Approached (L3)	5%	8%	8%
Met (L4)	16%	19%	11%
Exceeded (L5)	7%	5%	3%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	5%	1%	5%
Approached (L3)	8%	1%	12%
Met (L4)	22%	18%	19%
Exceeded (L5)	3%	3%	3%



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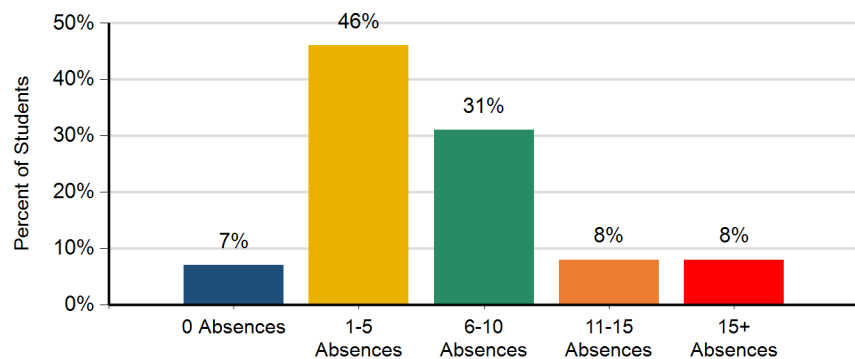
Troy Hills Elementary School

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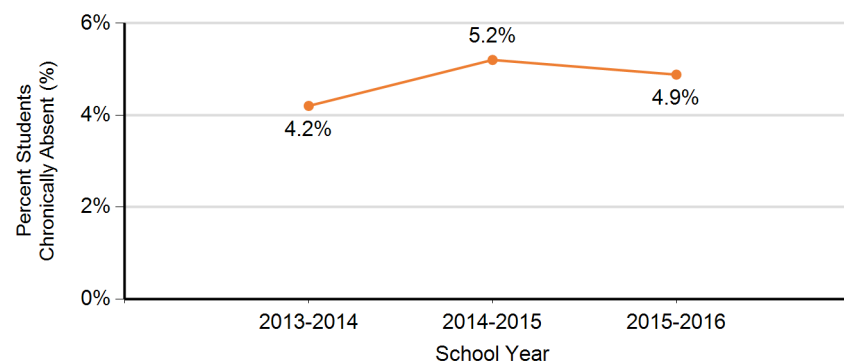
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	246:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%