



A A Anastasia Elementary School
2016-2017
Grade Span KG-05

25-2770-065
MONMOUTH
LONG BRANCH CITY
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	0	0	2
1	94	122	91
2	130	81	116
3	108	129	80
4	120	102	125
5	94	121	107
Ungraded	52	54	89
Total	598	609	610

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	47%
Male	52%	50%	53%
Economically Disadvantaged Students	82%	87%	86%
Students with Disabilities	16%	16%	27%
English Learners	3%	8%	6%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	49.7%
White	28.2%
Black or African American	17.5%
Asian	1.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.8%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	0	0	2

Enrollment by Home Language

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

Home Language	% of Students
English	50.2%
Spanish	36.1%
Portuguese	13.3%
Other	0.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	347	99.4	37.10	29.20	54.90	37.1	30.8	Met Target
White	93	99.0	39.80	37.70	63.90	39.8	35.6	Met Target
Hispanic	177	100.0	35.60	25.70	39.80	35.6	30.5	Met Target
Black or African American	61	98.5	36.10	26.00	35.20	36.1	22.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	10	100.0	30.00	37.00	54.90	30	**	**
Female	170	98.9	45.30	37.50	62.20	45.3		
Male	177	100.0	29.40	21.90	48.10	29.4		
Economically Disadvantaged Students	302	99.7	36.80	26.60	36.20	36.8	30.3	Met Target
Non-Economically Disadvantaged Students	45	97.9	40.00	40.30	65.80	40		
Students with Disabilities	92	100.0	23.90	11.00	20.50	23.9	24.4	Met Target†
Students without Disabilities	255	99.2	41.90	32.50	61.90	41.9		
English Learners	77	100.0	23.40	15.50	25.20	23.4	21.5	Met Target
Non-English Learners	270	99.3	41.10	33.40	57.40	41.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	723	719	749	30%	19%	31%	19%	0%	19%	50%
White	23	733	733	759	*	*	*	*	0%	35%	61%
Hispanic	41	719	715	734	32%	27%	27%	*	*	15%	35%
Black or African American	15	722	*	731	*	*	*	*	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	43	727	725	754	28%	*	35%	*	0%	19%	55%
Male	40	719	714	745	33%	*	28%	*	0%	20%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	17	704	*	720	65%	0%	*	*	0%	24%	24%
Students without Disabilities	66	728	*	755	21%	24%	*	*	0%	18%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	737	728	753	*	20%	32%	30%	*	36%	56%
White	35	741	735	762	*	*	37%	31%	*	37%	67%
Hispanic	71	736	726	740	*	20%	31%	30%	*	35%	40%
Black or African American	23	730	727	737	*	*	*	*	*	35%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	67	743	733	758	*	19%	27%	39%	*	45%	61%
Male	65	731	724	749	*	20%	37%	22%	*	26%	51%
Economically Disadvantaged Students	107	738	*	737	*	*	*	*	*	36%	36%
Non-Economically Disadvantaged Students	25	733	*	764	*	*	*	*	*	32%	69%
Students with Disabilities	28	702	703	725	*	*	*	*	*	*	25%
Students without Disabilities	104	746	733	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	743	733	756	*	21%	27%	44%	*	44%	59%
White	29	745	744	763	*	*	41%	38%	0%	38%	69%
Hispanic	58	743	730	743	*	24%	21%	45%	*	47%	44%
Black or African American	21	738	*	740	*	*	*	*	0%	38%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	59	753	739	761	*	*	24%	58%	*	59%	66%
Male	58	733	727	750	*	*	29%	29%	*	29%	53%
Economically Disadvantaged Students	104	741	730	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	13	759	751	765	*	*	*	*	*	69%	71%
Students with Disabilities	24	715	*	725	*	*	*	*	*	*	22%
Students without Disabilities	93	750	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	117	743	734	757	*	21%	27%	44%	*	44%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

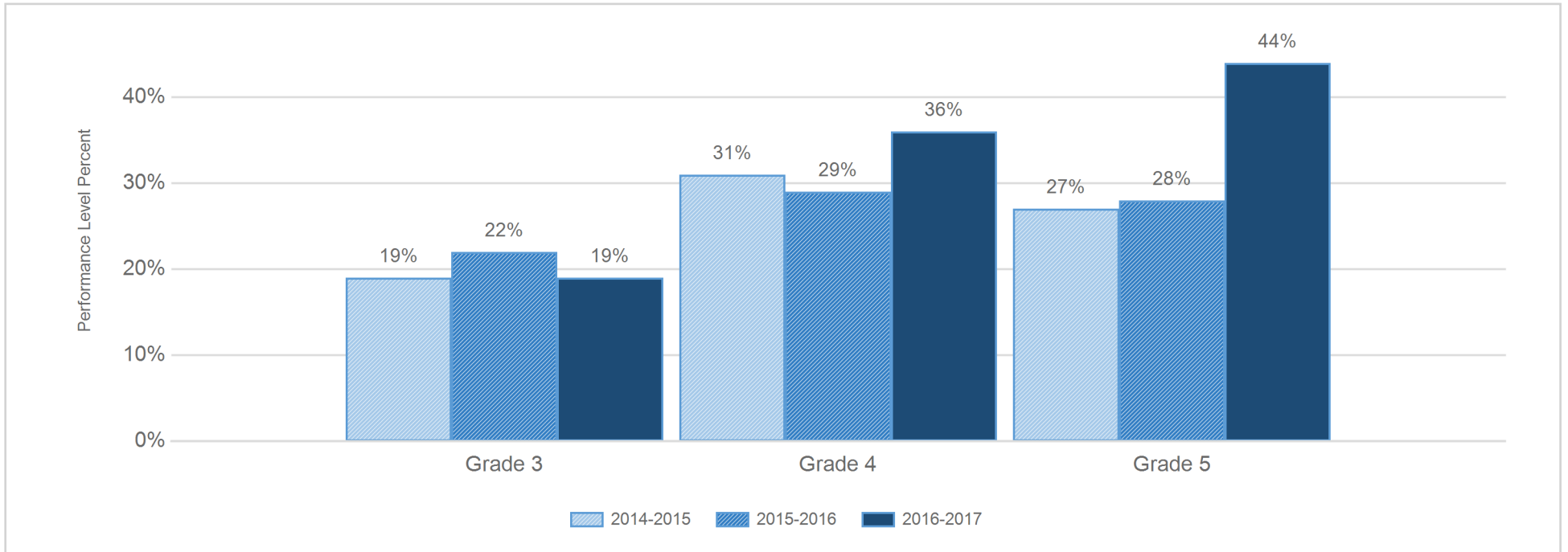


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

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Schoolwide	347	99.4	36.00	26.00	43.50	36	36	Met Target
White	93	99.0	46.20	34.50	52.40	46.2	43.8	Met Target
Hispanic	177	100.0	32.20	24.50	27.60	32.2	32	Met Target
Black or African American	61	98.5	31.20	17.00	21.70	31.2	33	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	10	100.0	30.00	28.60	44.90	30	**	**
Female	170	98.9	36.50	27.60	44.10	36.5		
Male	177	100.0	35.60	24.50	42.90	35.6		
Economically Disadvantaged Students	302	99.7	36.10	24.90	25.10	36.1	35.6	Met Target
Non-Economically Disadvantaged Students	45	97.9	35.50	30.50	54.30	35.5		
Students with Disabilities	92	100.0	29.30	11.60	16.50	29.3	26.9	Met Target
Students without Disabilities	255	99.2	38.50	28.50	48.80	38.5		
English Learners	77	100.0	28.60	*	23.30	28.6	21.5	Met Target
Non-English Learners	270	99.3	38.20	*	45.20	38.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	731	730	751	*	28%	33%	25%	*	28%	53%
White	23	740	739	759	*	*	*	*	*	44%	63%
Hispanic	41	730	729	738	*	27%	37%	*	*	22%	37%
Black or African American	15	727	*	733	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	43	734	733	751	*	26%	35%	23%	*	28%	52%
Male	40	729	726	751	*	30%	30%	28%	*	28%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	17	721	*	729	*	*	*	*	*	24%	29%
Students without Disabilities	66	734	*	755	*	*	*	*	*	29%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	739	734	747	*	21%	33%	36%	*	37%	47%
White	35	743	741	755	*	*	34%	40%	*	43%	59%
Hispanic	71	739	733	734	*	21%	35%	32%	*	34%	30%
Black or African American	23	731	728	729	*	*	*	*	0%	39%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	67	740	734	747	*	16%	37%	34%	*	37%	47%
Male	65	737	735	747	*	25%	29%	37%	*	37%	48%
Economically Disadvantaged Students	107	740	734	732	*	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	25	732	739	757	*	*	*	*	*	32%	61%
Students with Disabilities	28	717	717	724	*	*	*	*	*	*	22%
Students without Disabilities	104	745	738	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	740	738	747	*	21%	40%	35%	*	35%	46%
White	29	747	748	754	0%	*	*	52%	0%	52%	57%
Hispanic	58	739	737	735	*	24%	41%	33%	*	33%	30%
Black or African American	21	734	*	729	*	*	57%	*	0%	14%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	59	742	737	747	*	*	44%	37%	*	37%	47%
Male	58	738	738	746	*	*	36%	33%	*	33%	46%
Economically Disadvantaged Students	104	739	736	732	*	24%	*	*	*	33%	27%
Non-Economically Disadvantaged Students	13	753	750	756	*	0%	*	*	*	54%	59%
Students with Disabilities	24	729	*	725	*	54%	*	*	*	21%	19%
Students without Disabilities	93	743	*	751	*	13%	*	*	*	39%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	117	740	738	748	*	21%	40%	35%	*	35%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

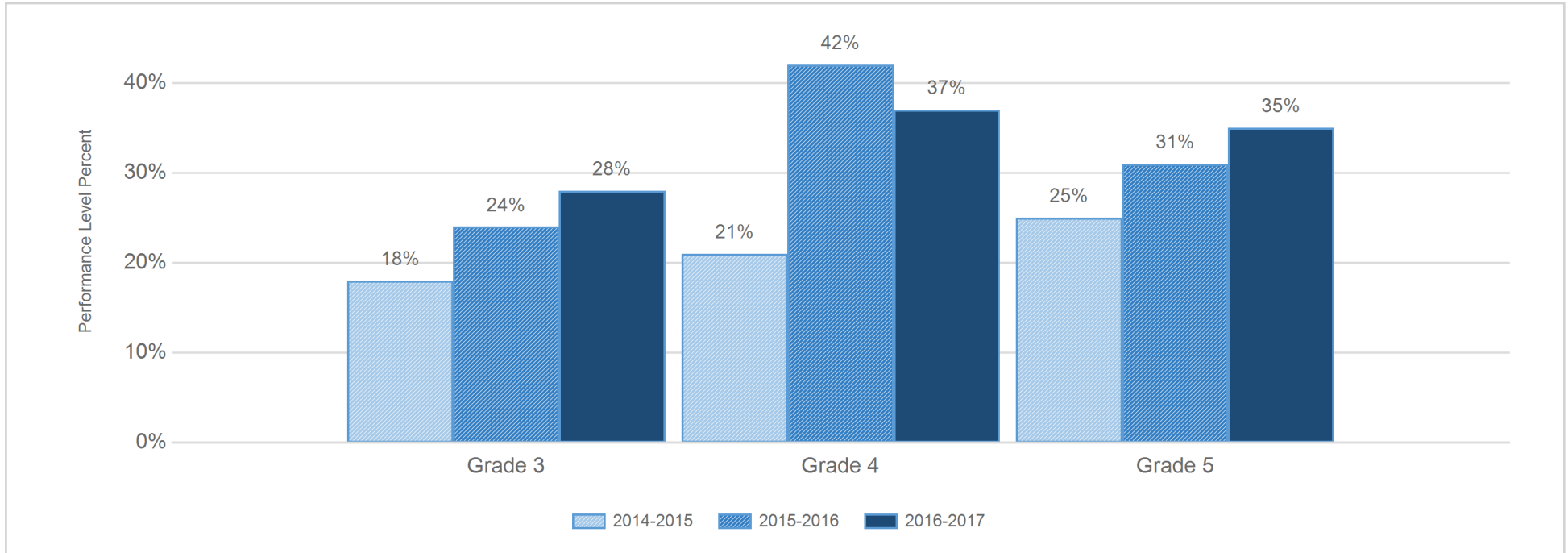


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	11	11
4	*	*
5	10	10

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	*	*	*
4	*	*	*
5+	12	*	*



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

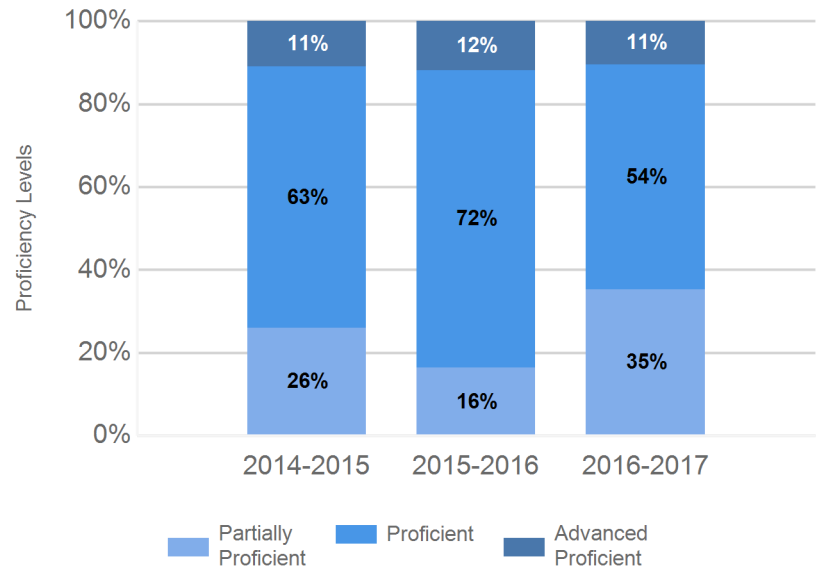
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	11%	54%	35%
White	14%	64%	22%
Hispanic	10%	52%	38%
Black or African American	*	*	50%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	11%	55%	34%
Students with Disabilities	7%	48%	44%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	53	50	Exceeds Target	62.5	55	50	Exceeds Target
White	60	55	50	Exceeds Target	59	57	52	Met Target
Hispanic	64	53	49	Exceeds Target	62	56	47	Exceeds Target
Black or African American	60	48	45	Exceeds Target	64.5	47	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	49	51	**	*	62.5	52	**
Economically Disadvantaged	60	52	47	Exceeds Target	60	55	46	Exceeds Target
Students with Disabilities	46	36	41	Met Target	56	54	43	Met Target
English Learners	60	50	53	Exceeds Target	74	60	51	Exceeds Target

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



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

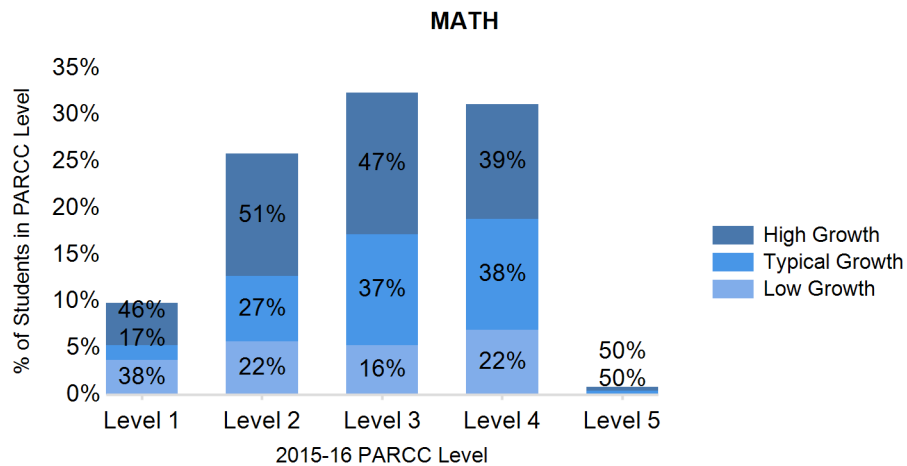
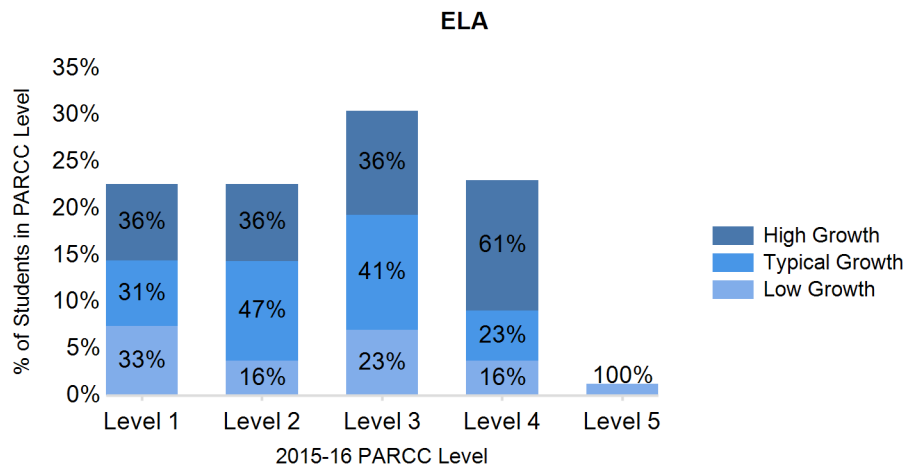
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

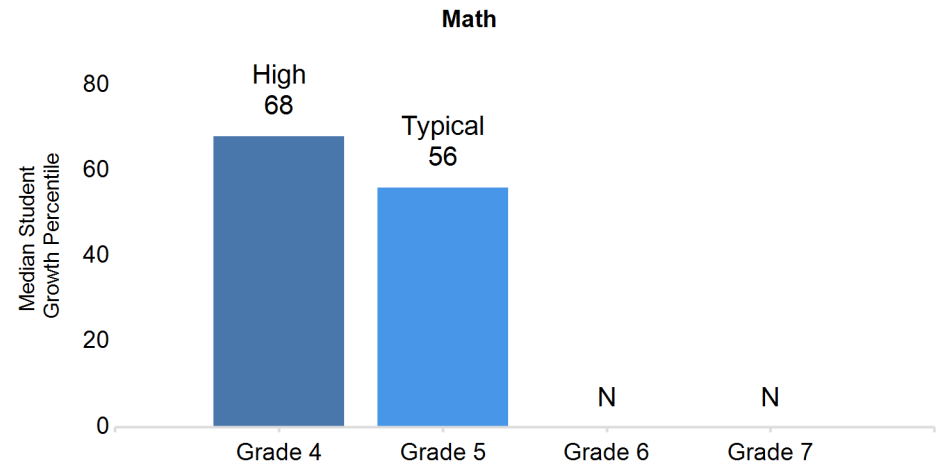
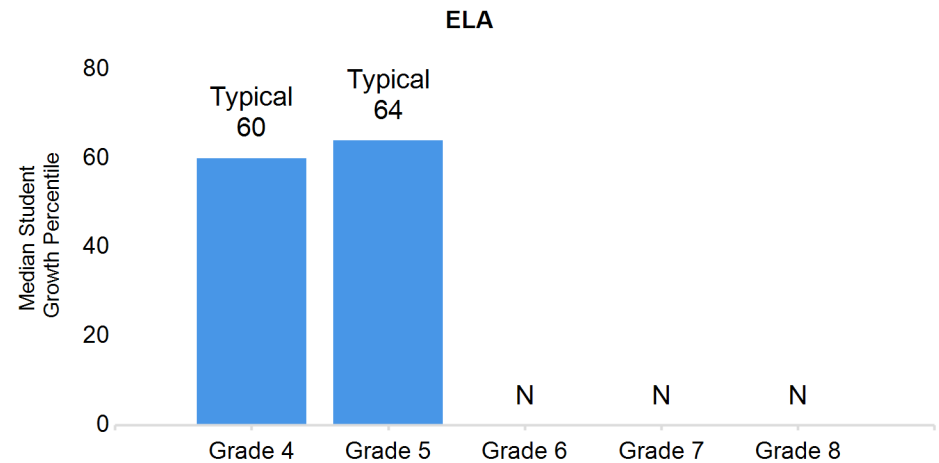
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

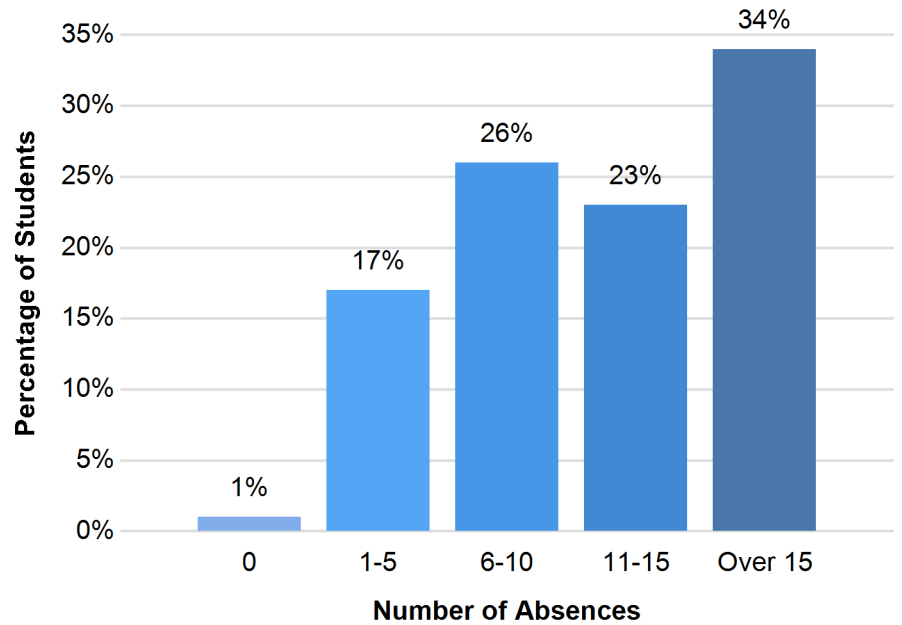
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	26.70	8.40	Not Met
White	28.70	8.40	Not Met
Hispanic	24.00	8.40	Not Met
Black or African American	29.60	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	28.80	8.40	Not Met
Students with Disabilities	31.70	8.40	Not Met
English Learners	30.30	8.40	Not Met

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

Days Absent

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



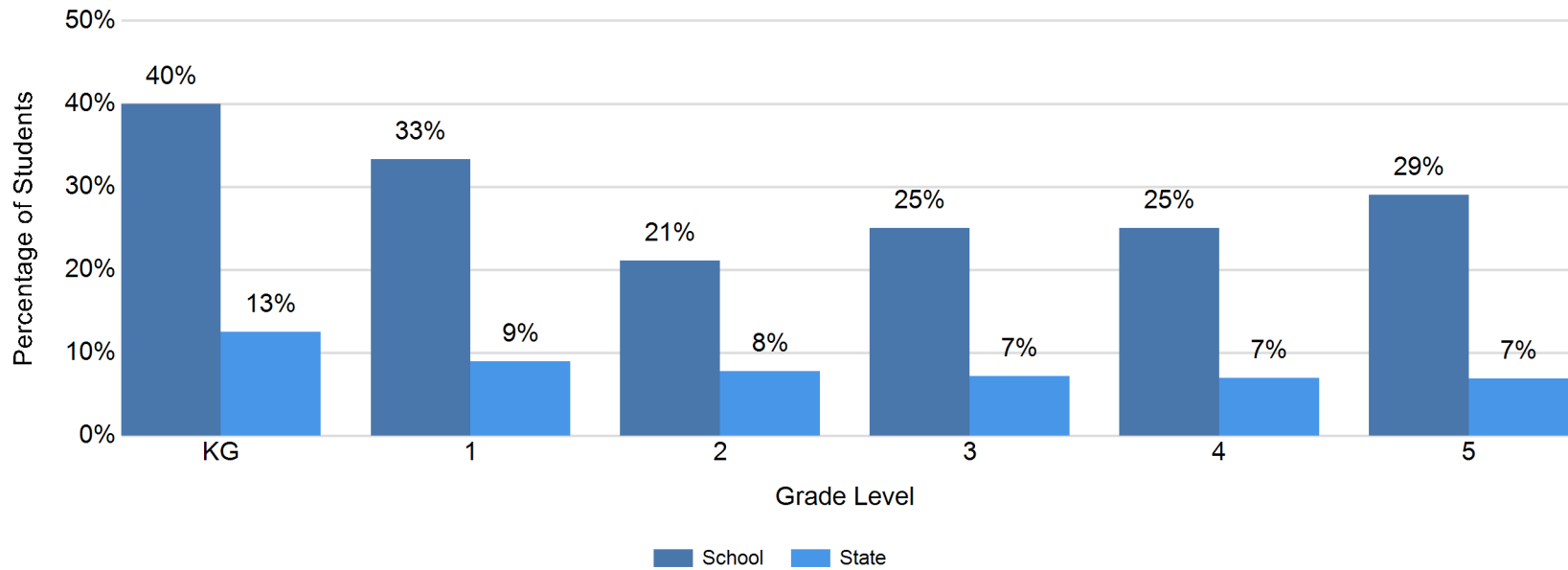


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.15

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	5.2%
Out-of-School Suspensions	5.2%
Any Suspension	5.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	173.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$739	\$15,557	\$16,296



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	93%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	305:1	141:1
Librarian/Media Specialists		1156:1
Nurses		525:1
Counselors		525:1
Child Study Team		165:1



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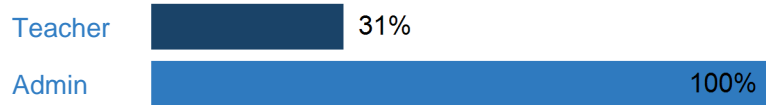
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	98%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	21.1	17.5%
Mathematics Proficiency	40.3	17.5%
English Language Arts Growth	83.8	25.0%
Mathematics Growth	87.9	25.0%
Chronic Absenteeism	2.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		54.0
Summative Rating: Percentile rank of Summative Score		55.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	54.0	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
White	43.3	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	60.7	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Black or African American	70.7	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	66.0	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Students with Disabilities	61.6	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	62.3	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Rodriguez	Email Address:	frodriguez@longbranch.k12.nj.us
Address:	92 SEVENTH AVENUE LONG BRANCH, NJ 07740	Website:	https://www.longbranch.k12.nj.us/
Phone:	(732)222-3428	Twitter:	https://twitter.com/aaalbelementary

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Named a Division Champion School by NJ Department of Agriculture Jets' Play 60 "Eat Right, Move More" Program • Bronze Sustainable Jersey for Schools Award • Visual and Performing Arts Magnet
 <p>Mission, Vision, Theme:</p>	<p>The Amerigo A. Anastasia School is strongly committed to the belief that all children are capable of learning, that each child possesses unique talents, and that all students have the right to a quality education. Our purpose is to educate the whole child to their fullest potential and to develop productive individuals who will become lifelong learners and responsible citizens.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Amerigo A. Anastasia School received the Division Champion School Award from the New Jersey Department of Agriculture Jets' Play 60 program during the 2016-2017 school year. The school also received the Bronze Sustainable Jersey for Schools Award, which identifies local best practices for sustainability actions.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The school uses the Everyday Math program for mathematics, which focuses on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. ELA instruction is taught through the Treasures program and School Wide writing program, which utilizes high quality literature coupled with explicit instruction. Ample practice ensures that students grow as life-long learners.</p>
 <p>Clubs and Activities:</p>	<p>Students in the VPA Magnet are provided many opportunities to participate in visual/performing arts experiences in the areas of art, dance, drama, instrumental music, and vocal music. Students participate in productions each year and provide community service by entertaining at nursing homes, senior citizen clubs, and community venues. Anastasia School is also a member of the NYCUDL which provides the opportunities for students to compete in elementary debate tournaments in New York City.</p>
 <p>Before and After School Programs:</p>	<p>Students are able to participate in the following enrichment clubs afterschool; Art, Chorus, Instrumental Band, Dance, Genius Hour and Debate. Tutoring programs also are available before school and after school for students who need additional academic assistance.</p>







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

 <p>Staff and Professional Learning:</p>	<p>Staff are provided with a wide range of professional learning through professional learning communities, district trainers and presenters, and online resources. Teachers participate in "Virtual Rounds" which highlight best practices found in various classrooms within the district and offer staff the opportunity to discuss the practices observed.</p>
 <p>Student Supports and Services:</p>	<p>Amerigo A. Anastasia provides extended year and school based services for students with Autism and other learning disabilities. Throughout the year, students with special needs participate in Special Olympic activities, an equestrian therapy program, and run a school cafe that provides real world learning. The school also has RTI teachers and tutoring programs before school and throughout the day that assist with struggling students.</p>
 <p>Student Health and Wellness:</p>	<p>Amerigo A. Anastasia school participates in the fresh fruit and vegetable program. Each week students are able to try two fruits or vegetables. They are also provided with ways to extend the learning at home with various recipes. The school also hosts monthly, "Positive Power" assemblies that promote social and emotional well being and character education.</p>
 <p>Parent and Community Involvement:</p>	<p>The school has a website with a variety of resources for parents. The school connects with parents on a daily basis through the school Class Dojo app, Parent Portal, and Twitter. Important announcements, celebrations, school videos, and pictures are uploaded to the site for parents to view. Featured activities uploaded capture some of the wonderful highlights of the day. The school has an active PTA which fundraises for student trips and student activities.</p>





A A Anastasia Elementary School
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Grade Span KG-05

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School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Each year students, parents, and staff take a Culture and Climate Survey which helps identify climate trends, strengths and areas of improvement. This information is then shared with both the SCIP and Title I committees and various stakeholders.</p>
 <p>Facilities:</p>	<p>The Anastasia School is a state-of-the-art facility that provides all students with outstanding educational experiences. The computer lab is fully installed with software for use by students during, before, and after school. Multimedia tablets have wireless connectivity throughout the school and classrooms are equipped with a projector and Smart Slate, which is incorporated into the curriculum through various computer and online programs.</p>



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School Narrative

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

The district has implemented Standards-Based report cards in kindergarten through fifth grade. Each grade-level has a report card that is representative of the standards that each student should master before the completion of that grade-level. The implementation of standards-based report cards has established common grading practices and a deeper awareness of the academic knowledge that students require in order to become successful in their educational career. Students at all grade levels participate in activities that focus on science, engineering, and technology as they work towards meeting rigorous science standards. Students actively engage in scientific and engineering practices and apply these ideas to real life applications in their environment. Many of the investigations are conducted in small cooperative learning groups in which students plan and find solutions with other students. Students have opportunities to experiment, hypothesize, analyze, research, test, talk, explain, and justify their ideas. Students take part in an annual Family Science Night to present their projects and to engage in presentations from area environmentalist.



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	63	43	56
1	146	164	167
2	178	140	170
3	168	160	140
4	136	173	158
5	142	145	166
Ungraded	26	42	7
Total	859	867	864

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	89%	92%	91%
Students with Disabilities	9%	10%	4%
English Learners	21%	27%	30%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	58.3%
White	29.1%
Black or African American	10.3%
Asian	0.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	63	43	56

Enrollment by Home Language

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

Home Language	% of Students
Spanish	51.5%
English	27.3%
Portuguese	19.9%
Other	1.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	431	99.8	21.60	29.20	54.90	21.6	19.5	Met Target
White	106	99.1	32.00	37.70	63.90	32	23.7	Met Target
Hispanic	278	100.0	16.90	25.70	39.80	16.9	17.5	Met Target†
Black or African American	42	100.0	23.80	26.00	35.20	23.8	18.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	16.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	206	99.5	25.70	37.50	62.20	25.7		
Male	225	100.0	17.80	21.90	48.10	17.8		
Economically Disadvantaged Students	404	100.0	20.50	26.60	36.20	20.5	18.6	Met Target
Non-Economically Disadvantaged Students	27	96.6	37.00	40.30	65.80	37		
Students with Disabilities	19	100.0	*	11.00	20.50	*	**	**
Students without Disabilities	412	99.8	*	32.50	61.90	*		
English Learners	244	100.0	16.80	15.50	25.20	16.8	12.7	Met Target
Non-English Learners	187	99.5	27.80	33.40	57.40	27.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	717	719	749	33%	28%	23%	16%	0%	16%	50%
White	37	732	733	759	*	*	41%	*	0%	22%	61%
Hispanic	86	711	715	734	38%	31%	16%	14%	0%	14%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	70	720	725	754	31%	27%	21%	*	*	20%	55%
Male	62	713	714	745	36%	29%	24%	*	*	11%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	26	687	688	709	*	*	*	*	*	*	11%
Non-English Learners	106	724	723	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	152	725	728	753	*	30%	31%	20%	*	22%	56%
White	33	727	735	762	*	30%	*	30%	0%	30%	67%
Hispanic	99	722	726	740	22%	27%	32%	*	*	18%	40%
Black or African American	18	733	727	737	0%	*	*	*	0%	28%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	72	730	733	758	*	26%	33%	25%	*	28%	61%
Male	80	719	724	749	*	33%	29%	16%	*	16%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	10	711	703	725	*	*	*	*	*	10%	25%
Students without Disabilities	142	726	733	759	*	*	*	*	*	23%	62%
English Learners	17	690	691	711	*	*	*	*	*	*	10%
Non-English Learners	135	729	730	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	152	731	733	756	*	26%	33%	23%	*	26%	59%
White	38	743	744	763	*	26%	*	34%	*	42%	69%
Hispanic	96	726	730	743	19%	24%	40%	*	*	18%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	64	738	739	761	*	27%	36%	23%	*	30%	66%
Male	88	726	727	750	*	26%	31%	23%	*	23%	53%
Economically Disadvantaged Students	140	729	730	740	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	12	754	751	765	*	*	*	*	*	50%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	13	697	697	710	*	*	*	*	*	*	12%
Non-English Learners	139	735	734	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

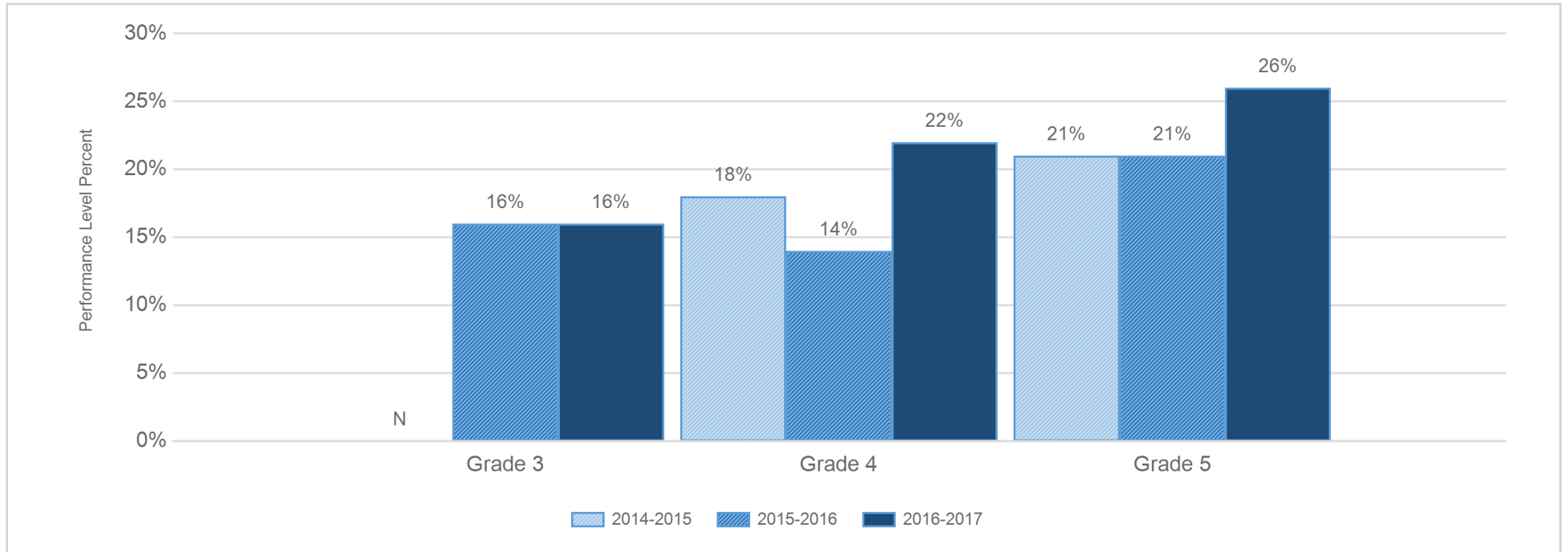


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	440	99.8	28.40	26.00	43.50	28.4	26.7	Met Target
White	111	99.2	38.70	34.50	52.40	38.7	34.3	Met Target
Hispanic	281	100.0	26.30	24.50	27.60	26.3	25.1	Met Target
Black or African American	42	100.0	14.30	17.00	21.70	14.3	12.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	20.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	212	99.5	28.80	27.60	44.10	28.8		
Male	228	100.0	28.00	24.50	42.90	28		
Economically Disadvantaged Students	411	100.0	27.50	24.90	25.10	27.5	25.9	Met Target
Non-Economically Disadvantaged Students	29	97.2	41.30	30.50	54.30	41.3		
Students with Disabilities	19	100.0	15.80	11.60	16.50	15.8	**	**
Students without Disabilities	421	99.8	29.00	28.50	48.80	29		
English Learners	253	100.0	24.90	*	23.30	24.9	24	Met Target
Non-English Learners	187	99.5	33.10	*	45.20	33.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	729	730	751	*	25%	39%	20%	*	21%	53%
White	42	739	739	759	*	*	48%	24%	*	29%	63%
Hispanic	90	726	729	738	16%	29%	36%	20%	0%	20%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	74	731	733	751	*	26%	45%	16%	*	19%	52%
Male	67	727	726	751	*	24%	33%	24%	*	24%	53%
Economically Disadvantaged Students	131	729	*	736	*	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	10	726	*	761	*	*	*	*	*	20%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	35	710	710	724	*	*	*	*	*	*	21%
Non-English Learners	106	735	732	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	160	732	734	747	*	26%	38%	24%	*	26%	47%
White	35	736	741	755	*	*	40%	31%	0%	31%	59%
Hispanic	104	733	733	734	*	27%	37%	24%	*	26%	30%
Black or African American	18	722	728	729	*	*	*	*	0%	17%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	74	733	734	747	*	19%	39%	27%	*	28%	47%
Male	86	732	735	747	*	33%	36%	22%	*	23%	48%
Economically Disadvantaged Students	150	732	734	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	10	739	739	757	*	*	*	*	*	30%	61%
Students with Disabilities	10	722	717	724	*	*	*	*	*	10%	22%
Students without Disabilities	150	733	738	751	*	*	*	*	*	27%	52%
English Learners	25	714	713	716	*	*	*	*	*	16%	12%
Non-English Learners	135	736	736	749	*	*	*	*	*	27%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	740	738	747	10%	18%	37%	29%	6%	35%	46%
White	43	747	748	754	*	*	28%	40%	*	49%	57%
Hispanic	102	738	737	735	*	22%	39%	27%	*	30%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	72	737	737	747	*	17%	32%	29%	*	36%	47%
Male	91	742	738	746	*	20%	41%	29%	*	34%	46%
Economically Disadvantaged Students	148	739	736	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	15	748	750	756	*	*	*	*	*	53%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	24	728	728	717	*	*	*	*	0%	25%	12%
Non-English Learners	139	742	738	748	*	*	*	*	7%	37%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

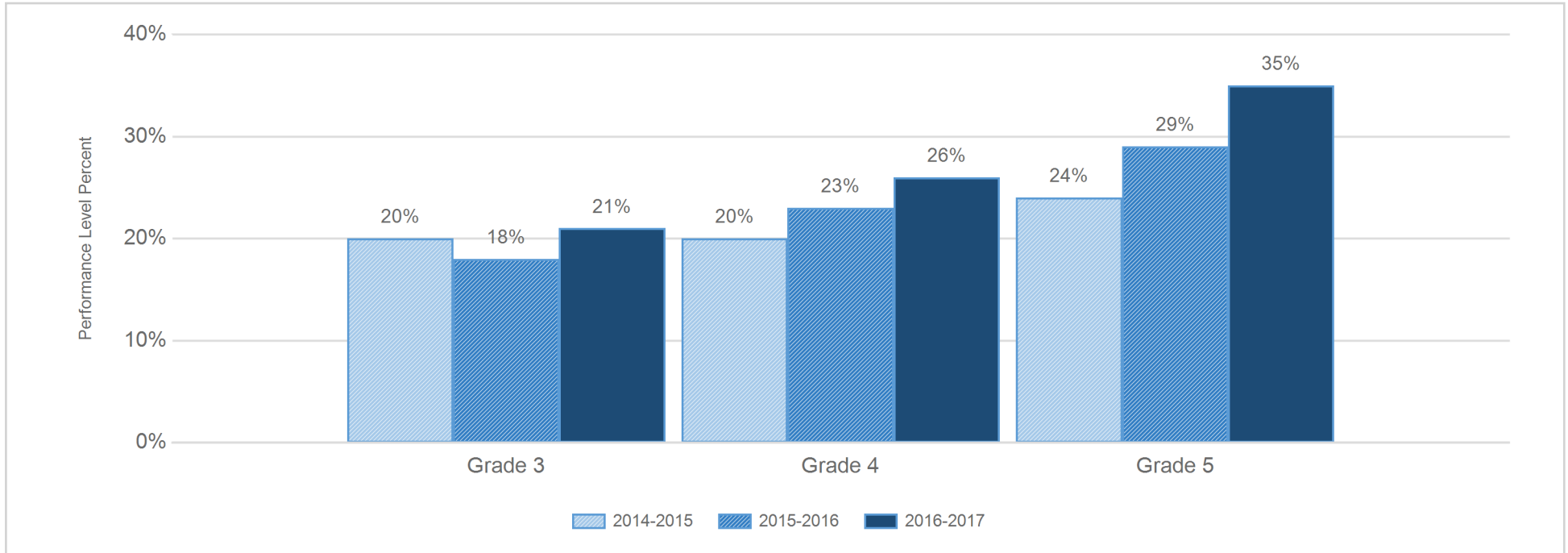


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	56	*	*
2	47	83%	17%
3	33	*	*
4	50	*	*
5+	61	*	*



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

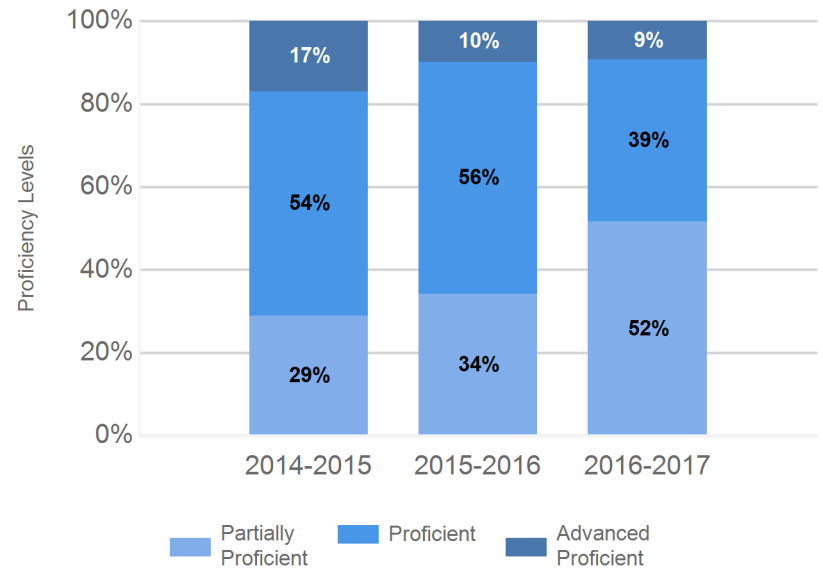
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	9%	39%	52%
White	14%	35%	51%
Hispanic	10%	38%	53%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	10%	39%	52%
Students with Disabilities	N	*	*
English Learners	N	21%	79%

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	53	50	Met Target	74	55	50	Exceeds Target
White	64.5	55	50	Exceeds Target	82	57	52	Exceeds Target
Hispanic	50	53	49	Met Target	73	56	47	Exceeds Target
Black or African American	50	48	45	Met Target	61	47	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	49	51	**	*	62.5	52	**
Economically Disadvantaged	53	52	47	Met Target	74	55	46	Exceeds Target
Students with Disabilities	35	36	41	**	71	54	43	**
English Learners	52.5	50	53	Met Target	77.5	60	51	Exceeds Target

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



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

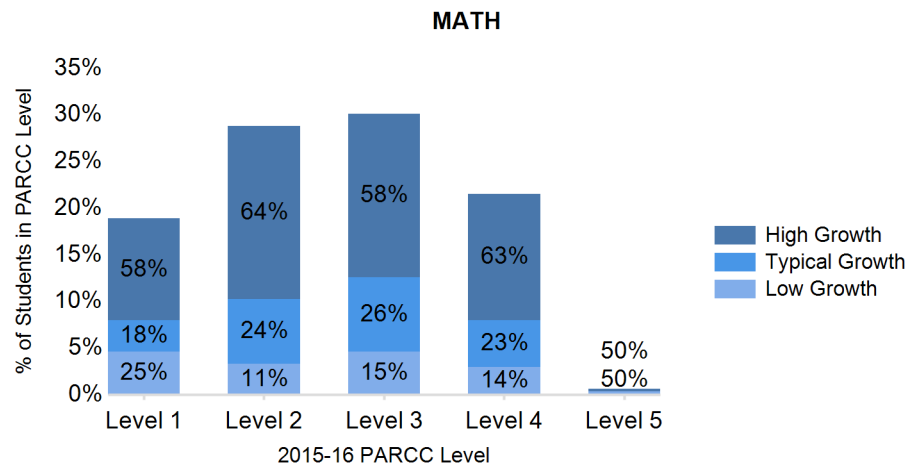
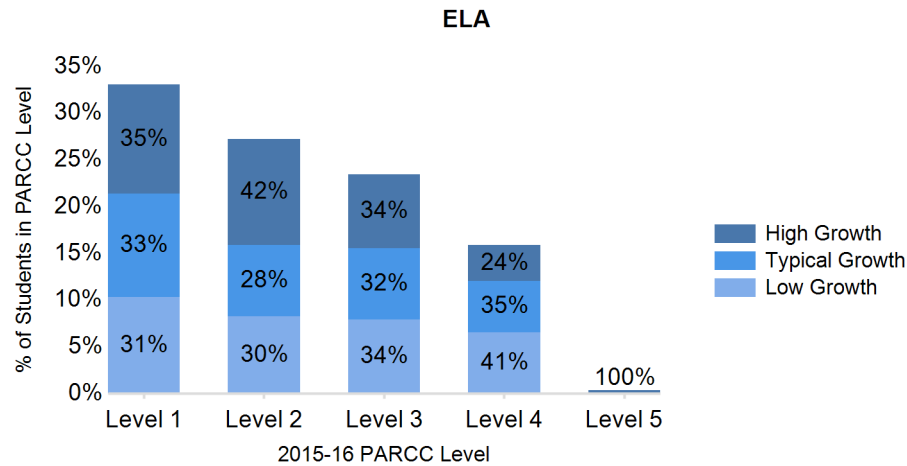
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

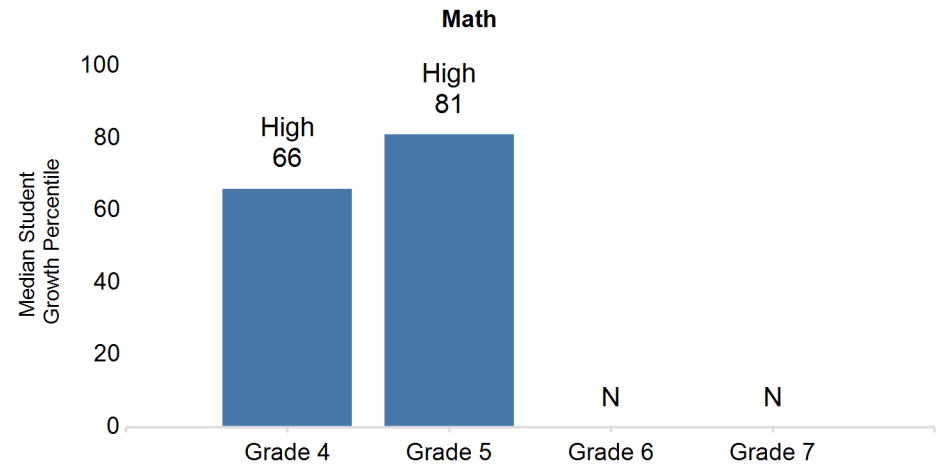
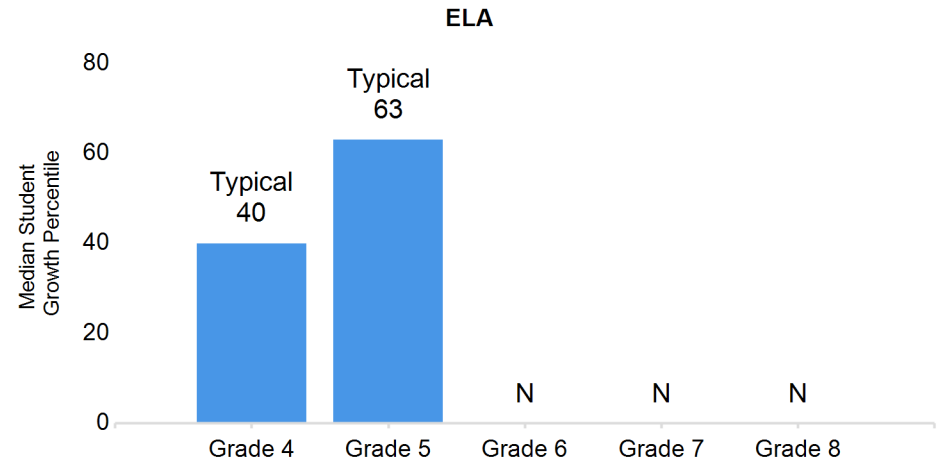
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

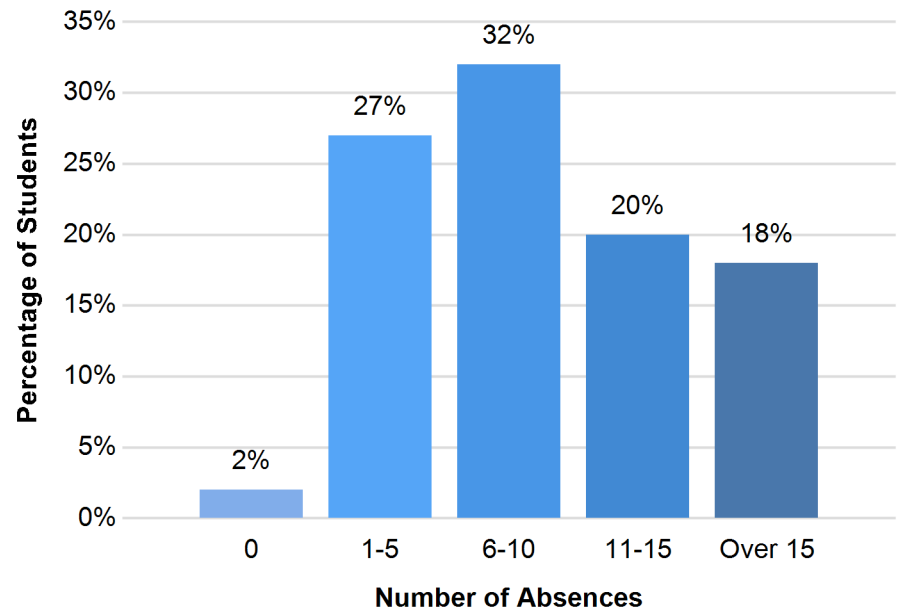
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.90	8.40	Not Met
White	18.00	8.40	Not Met
Hispanic	10.60	8.40	Not Met
Black or African American	12.20	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.60	8.40	Not Met
Students with Disabilities	22.20	8.40	Not Met
English Learners	14.30	8.40	Not Met

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

Days Absent

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



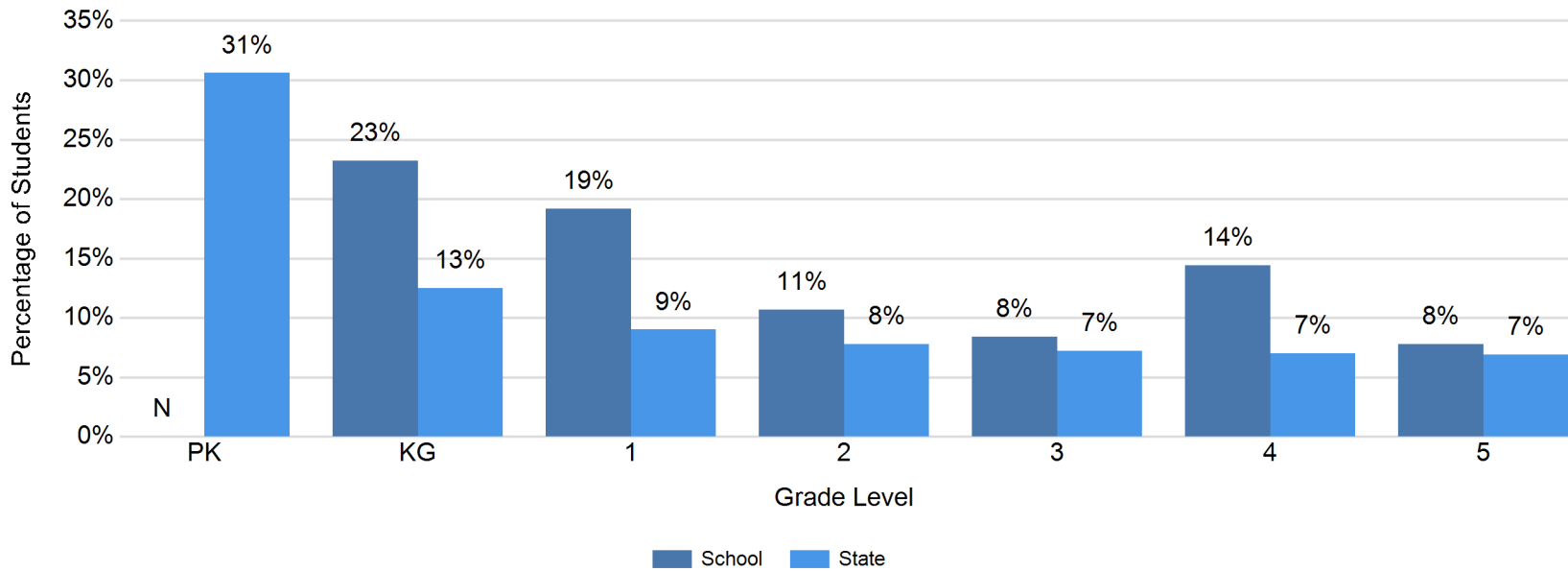


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.9%
Out-of-School Suspensions	1.9%
Any Suspension	1.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	173.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$739	\$15,557	\$16,296



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	83	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	173:1	141:1
Librarian/Media Specialists		1156:1
Nurses		525:1
Counselors		525:1
Child Study Team		165:1



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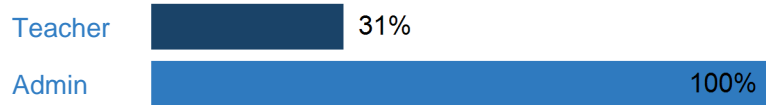
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	98%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	5.1	17.5%
Mathematics Proficiency	20.5	17.5%
English Language Arts Growth	63.8	25.0%
Mathematics Growth	98.6	25.0%
Chronic Absenteeism	14.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		47.2
Summative Rating: Percentile rank of Summative Score		45.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	47.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
White	49.9	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Hispanic	50.4	11.9	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No
Black or African American	55.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	58.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	53.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Volpe	Email Address:	cvolpe@longbranch.k12.nj.us
Address:	240 PARK AVENUE LONG BRANCH, NJ 07740	Website:	https://www.longbranch.k12.nj.us/
Phone:	(732)571-2868		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Awarded 2017 US Department of Education National Green Ribbon Award • Bronze New Jersey Sustainable for Schools Award
 <p>Mission, Vision, Theme:</p>	<p>The George L. Catrambone Elementary School is a kindergarten through fifth grade school that is fully committed to academic excellence by providing all students with a solid educational foundation. Through the efforts of the administration, faculty, and support staff, a quality learning experience enables each student to be successful. This commitment is fueled by high expectations for student achievement and rich academic experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In 2017, The George L. Catrambone School (GLC) was honored with receiving National Green Ribbon Award by the US Department of Education. Additionally, GLC was awarded Bronze Level Status through the Sustainable Jersey for Schools Program.</p>






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Grade Span PK-05

25-2770-300
MONMOUTH
LONG BRANCH CITY
240 PARK AVENUE
LONG BRANCH, NJ 07740

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Students receive instruction through the McGraw-Hill Treasures reading program, Everyday Mathematics, and the SchoolWide writing curriculum. All of our programs have an emphasis on technology, communication, and the facilitation of school-family cooperation in order to prepare students to be life-long, well-rounded citizens of the world.</p>
 <p>Clubs and Activities:</p>	<p>The Engineering Magnet at GLC introduces students to Science, Technology, Engineering, and Mathematics. The Project Lead the Way Launch program encourages problem-solving and critical thinking skills with a variety of hands-on activities, projects, and problems.</p>
 <p>Before and After School Programs:</p>	<p>Fourth and fifth grade students of the GLC are privileged to participate in a district-wide afterschool STEAM (Science, Technology, Engineering, Arts, and Mathematics) program. Each day after school the students enrich their day with 3 hours of STEAM, health, and nutrition education through projects, study, and technology. Kindergarten through third grade students had the opportunity to advance their daily studies twice per week with a program that incorporated tutoring, the Arts, and coding.</p>






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 <p>Staff and Professional Learning:</p>	<p>Each week, teachers meet in Professional Learning Communities (PLCs). These meetings allow teachers to improve student learning through discussion and evaluation of the curriculum, aligning lessons to the student learning standards, and data analysis. Weekly discussion enables teachers to tailor lessons in order to execute relevant and rigorous lessons based upon students' needs.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive support daily with both push-in and pull-out academic support. The School Safety Team supports our students with trained Anti Bullying specialists. With I&RS referrals, teachers and school counselors work with families to support students in need of assistance with health, behavior, or counseling services.</p>
 <p>Parent and Community Involvement:</p>	<p>The GLC School prides itself on the strong relationships forged with both the students' families and the community. Back to School Night is held each year to outline the year ahead. Parent/Teacher Conferences are held twice a year to discuss students' academic progress. GLC also hosts parent-involvement workshops to celebrate and promote literacy, math, and the importance of the home-school connection.</p>



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Facilities:

GLC first opened its doors to students in September 2014. This state of the art Leadership in Energy and Environmental Design (LEED) building houses a spacious library, 2 computer labs, STEM lab, art room (complete with a kiln pottery oven), and both a vocal music room and instrumental music room. The GLC School was designed to advance our students' academic, technological, and fine arts education so that they each achieve true academic success.



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The students at GLC have many opportunities to enhance their daily learning through the use of technology. All third through fifth grade students and teachers have an Asus tablet which is used to complement and enrich the components of the daily curriculum. The STEM labs utilize iPads in order to enhance and supplement the Launch curriculum. A wireless hub allows access to the school network and connectivity to the Internet throughout the entire school. Teachers utilize Google Classroom to create and monitor student assignments. The George L. Catrambone School is a safe and secure environment that encourages children to strive to reach their fullest potential. We value our involved parents and guardians who are essential to our students' success. The faculty and staff at the GLC School strive to create positive learning experiences each day for every child.



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
KG	0	0	0
1	107	99	98
2	123	105	93
3	117	120	101
4	127	112	108
5	99	114	107
Ungraded	53	74	74
Total	626	624	581

Student Group	2014-15	2015-16	2016-17
Female	48%	45%	45%
Male	52%	55%	55%
Economically Disadvantaged Students	79%	82%	84%
Students with Disabilities	17%	22%	23%
English Learners	4%	7%	3%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	50.3%
Black or African American	25.5%
White	18.2%
Asian	1.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.5%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

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

Home Language	% of Students
English	56.3%
Spanish	36.0%
Portuguese	5.5%
Other	2.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	366	99.7	26.30	29.20	54.90	26.3	26.9	Met Target†
White	54	100.0	50.00	37.70	63.90	50	44.5	Met Target
Hispanic	198	100.0	21.20	25.70	39.80	21.2	23.1	Met Target†
Black or African American	96	100.0	21.90	26.00	35.20	21.9	20.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	14	93.3	28.50	37.00	54.90	28	**	**
Female	163	100.0	29.50	37.50	62.20	29.5		
Male	203	99.5	23.70	21.90	48.10	23.7		
Economically Disadvantaged Students	304	100.0	22.40	26.60	36.20	22.4	22.3	Met Target
Non-Economically Disadvantaged Students	62	98.4	45.10	40.30	65.80	45.1		
Students with Disabilities	94	100.0	10.70	11.00	20.50	10.7	14.5	Met Target†
Students without Disabilities	272	99.6	31.60	32.50	61.90	31.6		
English Learners	72	100.0	*	15.50	25.20	*	5.5	Met Target
Non-English Learners	294	99.7	*	33.40	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	720	719	749	36%	23%	13%	28%	0%	28%	50%
White	22	736	733	759	*	*	*	50%	0%	50%	61%
Hispanic	49	719	715	734	31%	31%	20%	*	*	18%	35%
Black or African American	37	713	*	731	43%	*	*	27%	0%	27%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	48	732	725	754	21%	23%	*	38%	*	38%	55%
Male	64	711	714	745	47%	23%	*	20%	*	20%	46%
Economically Disadvantaged Students	96	717	718	731	*	*	*	*	0%	24%	31%
Non-Economically Disadvantaged Students	16	739	732	762	*	*	*	*	0%	50%	63%
Students with Disabilities	19	690	*	720	63%	*	*	*	0%	11%	24%
Students without Disabilities	93	726	*	755	30%	*	*	*	0%	31%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	723	728	753	24%	29%	26%	*	*	22%	56%
White	15	738	735	762	*	*	0%	*	*	47%	67%
Hispanic	72	719	726	740	26%	29%	31%	14%	0%	14%	40%
Black or African American	26	721	727	737	*	*	*	*	0%	23%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	57	725	733	758	26%	25%	28%	*	*	21%	61%
Male	64	722	724	749	22%	33%	23%	*	*	22%	51%
Economically Disadvantaged Students	98	720	*	737	*	*	*	*	*	17%	36%
Non-Economically Disadvantaged Students	23	736	*	764	*	*	*	*	*	39%	69%
Students with Disabilities	31	701	703	725	*	*	*	*	*	*	25%
Students without Disabilities	90	731	733	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	725	733	756	24%	24%	*	28%	*	29%	59%
White	15	746	744	763	*	0%	*	*	*	53%	69%
Hispanic	77	726	730	743	18%	29%	25%	29%	0%	29%	44%
Black or African American	36	715	*	740	36%	*	*	*	0%	19%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	62	727	739	761	*	*	27%	29%	*	31%	66%
Male	72	723	727	750	*	*	19%	28%	*	28%	53%
Economically Disadvantaged Students	112	721	730	740	*	*	*	25%	*	25%	40%
Non-Economically Disadvantaged Students	22	744	751	765	*	*	*	46%	*	50%	71%
Students with Disabilities	41	698	*	725	*	*	*	*	*	12%	22%
Students without Disabilities	93	737	*	762	*	*	*	*	*	37%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	134	725	734	757	24%	24%	*	28%	*	29%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

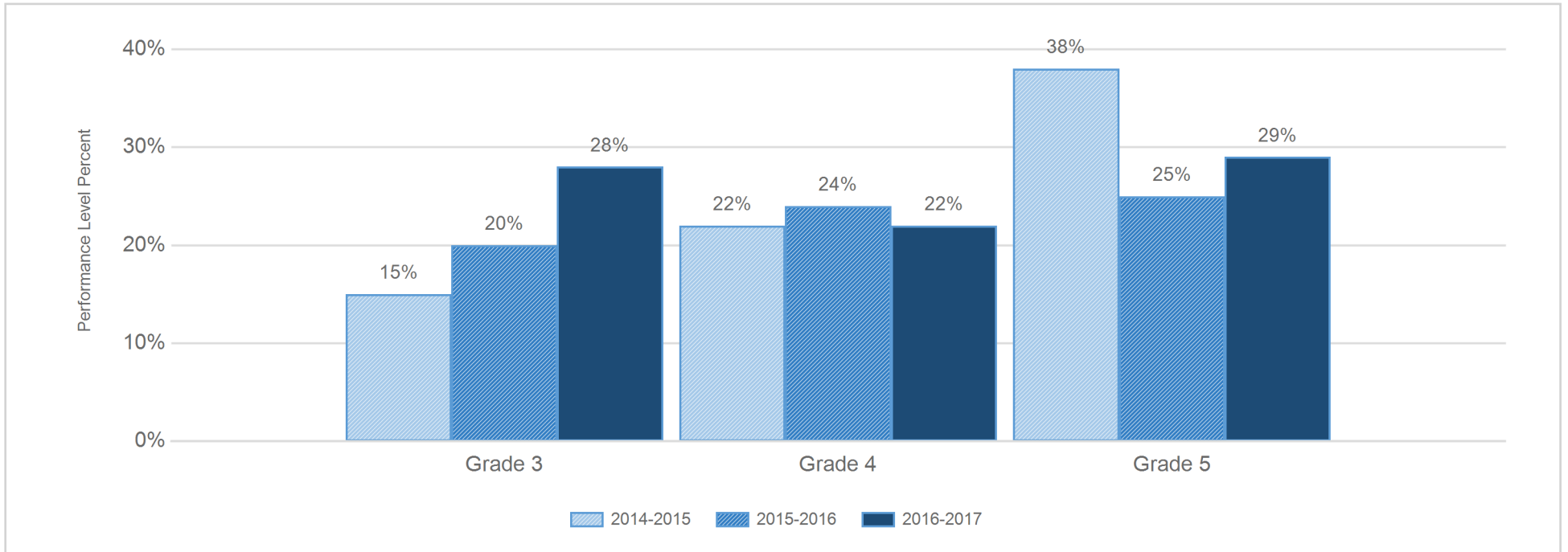


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	366	99.7	29.50	26.00	43.50	29.5	31.7	Met Target†
White	54	100.0	50.00	34.50	52.40	50	48.7	Met Target
Hispanic	198	100.0	28.80	24.50	27.60	28.8	28.8	Met Target
Black or African American	96	100.0	18.80	17.00	21.70	18.8	24.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	14	93.3	28.60	28.60	44.90	28	**	**
Female	163	100.0	28.90	27.60	44.10	28.9		
Male	203	99.5	30.00	24.50	42.90	30		
Economically Disadvantaged Students	304	100.0	25.60	24.90	25.10	25.6	27.7	Met Target†
Non-Economically Disadvantaged Students	62	98.4	48.30	30.50	54.30	48.3		
Students with Disabilities	94	100.0	11.70	11.60	16.50	11.7	17	Met Target†
Students without Disabilities	272	99.6	35.70	28.50	48.80	35.7		
English Learners	72	100.0	16.70	*	23.30	16.7	12.9	Met Target
Non-English Learners	294	99.7	32.60	*	45.20	32.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	729	730	751	*	25%	26%	25%	*	29%	53%
White	22	736	739	759	*	*	*	*	*	46%	63%
Hispanic	49	732	729	738	*	25%	33%	22%	*	29%	37%
Black or African American	37	719	*	733	35%	*	*	*	0%	19%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	48	736	733	751	*	*	*	29%	*	33%	52%
Male	64	723	726	751	*	*	*	22%	*	25%	53%
Economically Disadvantaged Students	96	726	*	736	*	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	16	743	*	761	*	*	*	*	*	50%	65%
Students with Disabilities	19	709	*	729	*	*	*	*	*	16%	29%
Students without Disabilities	93	733	*	755	*	*	*	*	*	31%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	732	734	747	*	*	31%	22%	*	27%	47%
White	15	749	741	755	*	*	*	*	*	47%	59%
Hispanic	72	728	733	734	*	26%	32%	21%	*	22%	30%
Black or African American	26	731	728	729	*	*	*	*	*	27%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	57	727	734	747	*	*	30%	23%	*	25%	47%
Male	64	737	735	747	*	*	33%	22%	*	30%	48%
Economically Disadvantaged Students	98	729	734	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	23	746	739	757	*	*	*	*	*	44%	61%
Students with Disabilities	31	714	717	724	*	*	*	*	*	*	22%
Students without Disabilities	90	738	738	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	733	738	747	*	31%	23%	31%	*	33%	46%
White	15	751	748	754	*	*	*	*	*	60%	57%
Hispanic	77	734	737	735	*	33%	25%	34%	*	35%	30%
Black or African American	36	721	*	729	*	36%	*	*	0%	17%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	62	732	737	747	*	34%	24%	29%	*	31%	47%
Male	72	733	738	746	*	29%	22%	33%	*	35%	46%
Economically Disadvantaged Students	112	730	736	732	*	*	*	28%	*	29%	27%
Non-Economically Disadvantaged Students	22	749	750	756	*	*	*	50%	*	55%	59%
Students with Disabilities	41	712	*	725	*	*	*	*	*	*	19%
Students without Disabilities	93	741	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	134	733	738	748	*	31%	23%	31%	*	33%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

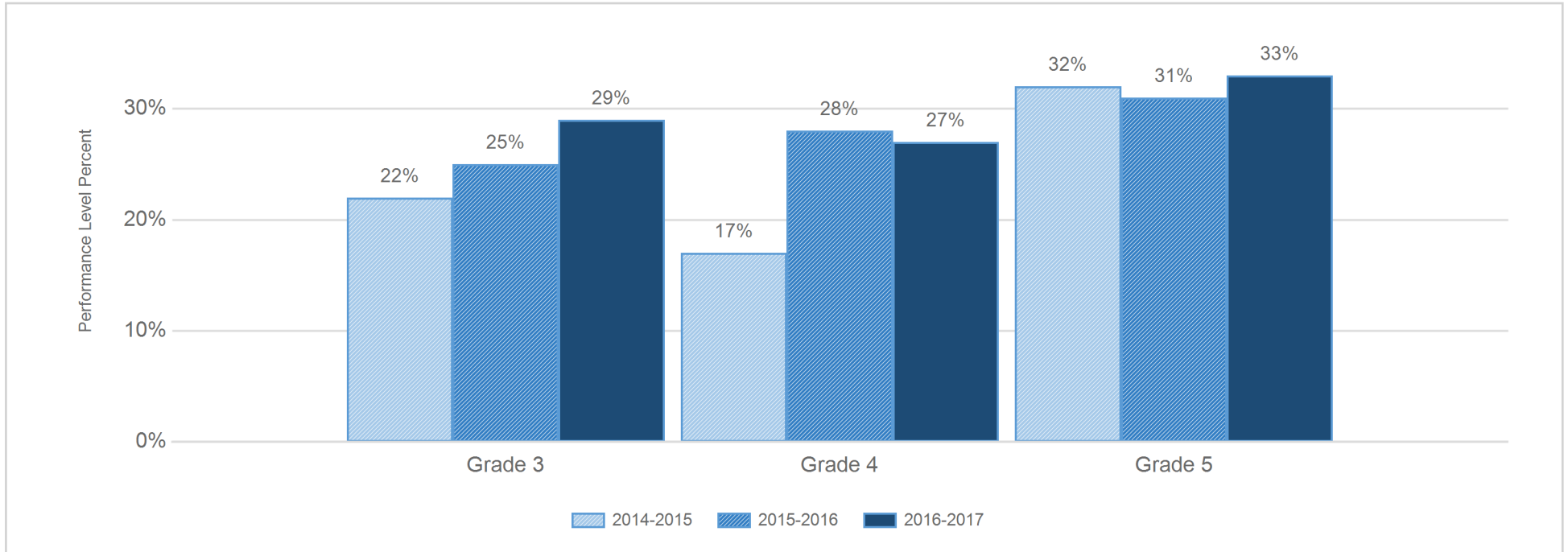


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

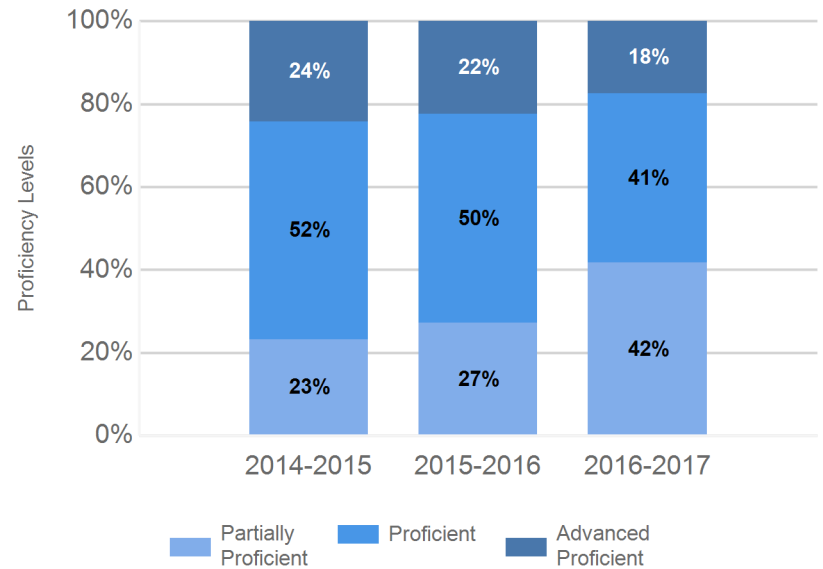
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	18%	41%	42%
White	*	36%	*
Hispanic	13%	43%	44%
Black or African American	12%	36%	52%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	*
Economically Disadvantaged Students	12%	38%	50%
Students with Disabilities	3%	41%	55%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42.5	53	50	Met Target	60	55	50	Exceeds Target
White	47	55	50	Met Target	77	57	52	Exceeds Target
Hispanic	42	53	49	Met Target	59.5	56	47	Met Target
Black or African American	45.5	48	45	Met Target	50.5	47	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	36.5	49	51	**	60	62.5	52	**
Economically Disadvantaged	42	52	47	Met Target	60	55	46	Exceeds Target
Students with Disabilities	30	36	41	Not Met	57	54	43	Met Target
English Learners	36	50	53	Not Met	59.5	60	51	Met Target

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



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

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

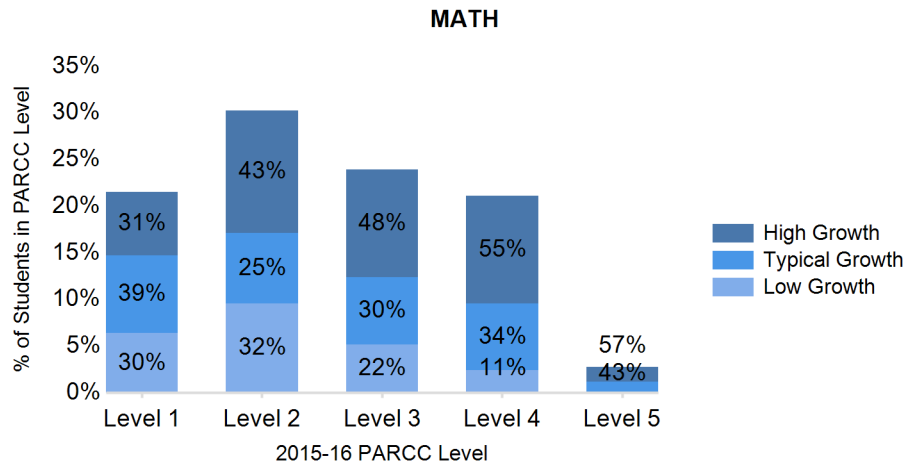
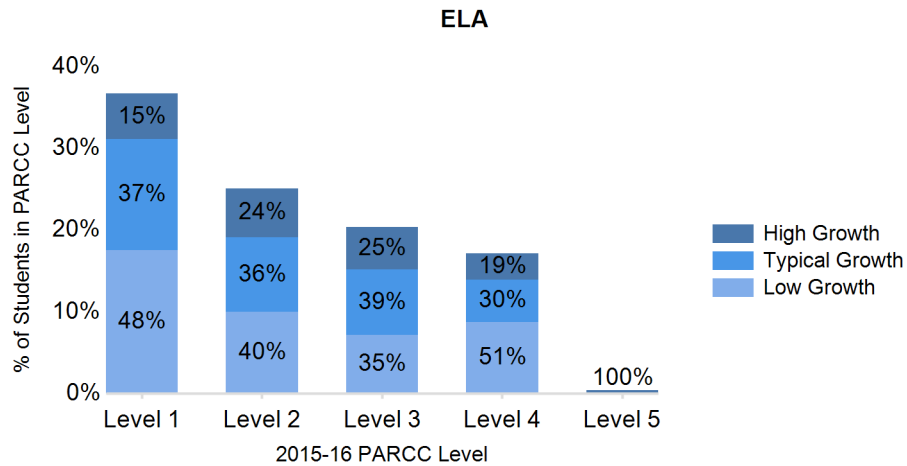
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

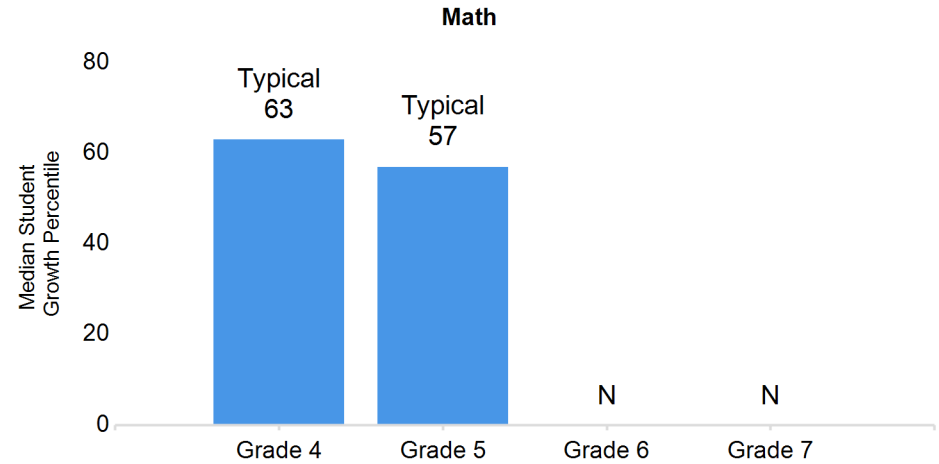
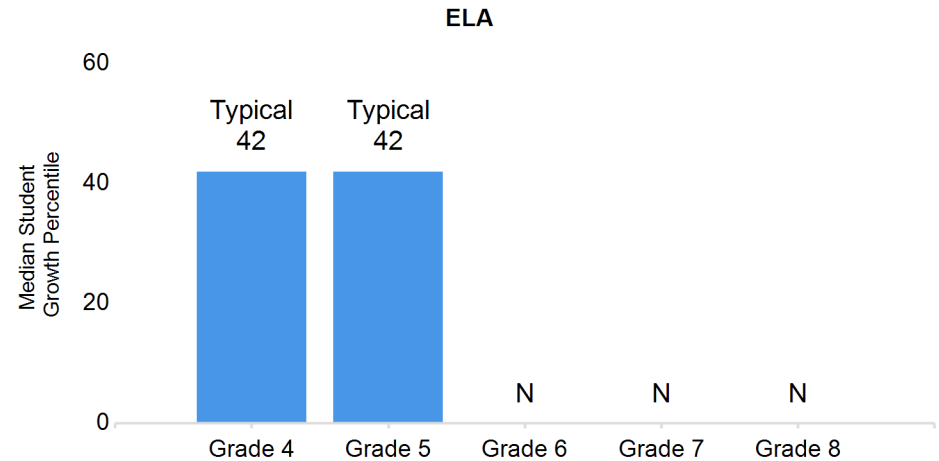
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

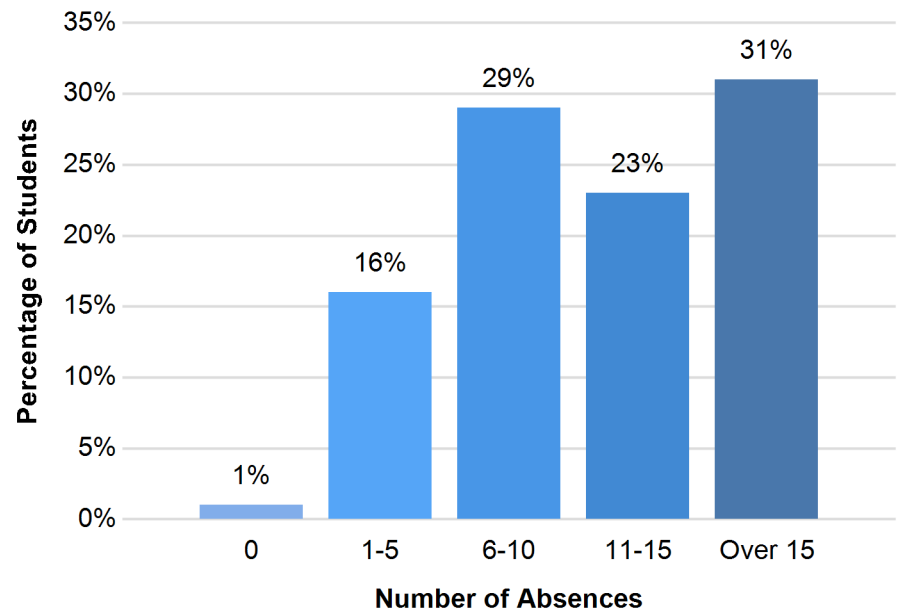
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	24.70	8.40	Not Met
White	16.80	8.40	Not Met
Hispanic	21.30	8.40	Not Met
Black or African American	32.90	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	46.20	8.40	Not Met
Economically Disadvantaged Students	26.50	8.40	Not Met
Students with Disabilities	31.90	8.40	Not Met
English Learners	N	**	**

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

Days Absent

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





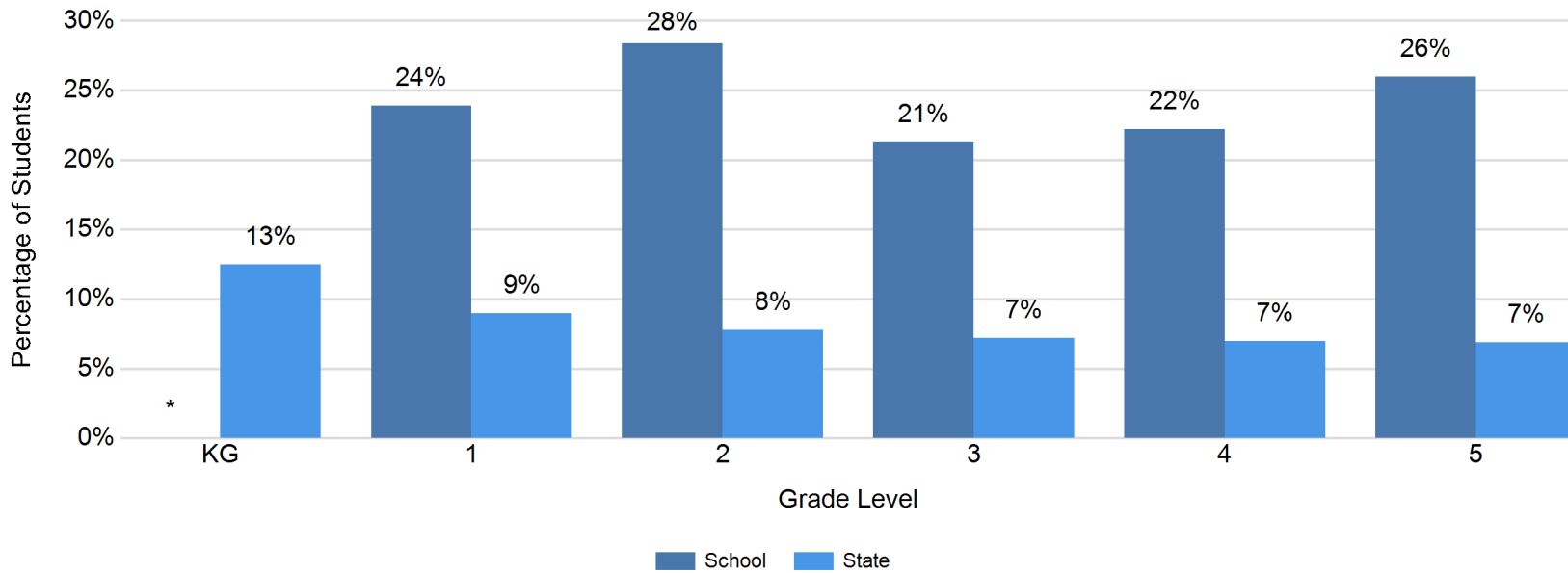
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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.34

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	173.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$739	\$15,557	\$16,296



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	58	120,724
Average years experience in public schools	9.2	11.8
Average years experience in district	9.2	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	194:1	141:1
Librarian/Media Specialists		1156:1
Nurses		525:1
Counselors		525:1
Child Study Team		165:1



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

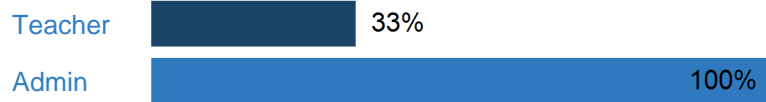
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	98%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	8.9	17.5%
Mathematics Proficiency	23.5	17.5%
English Language Arts Growth	20.5	25.0%
Mathematics Growth	84.3	25.0%
Chronic Absenteeism	2.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		32.3
Summative Rating: Percentile rank of Summative Score		22.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	32.3	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
White	42.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	37.7	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Black or African American	42.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	39.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	36.5	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	32.5	11.9	No	Met Target	Met Target	**	Not Met	Met Target	No

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

† Target was met within a confidence interval.



Gregory Elementary School
2016-2017

Grade Span KG-05




25-2770-110
MONMOUTH
LONG BRANCH CITY
201 MONMOUTH AVENUE
LONG BRANCH, NJ 07740-6992

School General Info

Principal:	Mrs. Mc Carthy	Email Address:	bmccarthy@longbranch.k12.nj.us
Address:	201 MONMOUTH AVENUE LONG BRANCH, NJ 07740-6992	Website:	https://www.longbranch.k12.nj.us/
Phone:	(732)222-7048		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Leadership Magnet School based on The 7 Habits of Happy Kids • Bronze Sustainable Jersey for Schools Award • One-to-one Technology Initiative in Grades 3-5
 <p>Mission, Vision, Theme:</p>	<p>The Gregory School is deeply committed to serving, supporting, and preparing the children of Long Branch for life through practical learning that addresses the needs of the whole child. We provide a safe and motivating learning community that promotes social and academic growth as we develop an enthusiasm for learning, a positive self-image and cross-cultural understanding.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Gregory School is a two-year consecutive winner of the Let's Move National Award. We have also achieved an award for Alliance for a Healthier Generation, and most recently, we've earned Bronze standing for Sustainable Jersey for Schools.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>The Gregory School employs researched based programs, Everyday Mathematics, Treasures (ELA), and School Wide Writing. Treasures uses high quality texts linked with explicit instruction to help students grow as lifelong readers and writers. School Wide highlights its use of mentor text to help students write with purpose. The Everyday Mathematics program uses detailed lessons that allow students to dig deeper into concepts, which strengthens their mathematical and processing skills.</p>
 <p>Before and After School Programs:</p>	<p>Before and after school programming to support academic growth in language arts and mathematics is available for students.</p>







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 <p>Staff and Professional Learning:</p>	<p>Gregory School staff is offered a multitude of professional learning sessions in all content areas at varying degrees. These sessions occur weekly in professional learning communities (PLCs) and also in regularly scheduled staff meetings. The district also offers professional learning during full and half days. During this time, teachers are able to select sessions based on need and interest all to increase the effectiveness of instructional practices and improve student achievement.</p>
 <p>Student Supports and Services:</p>	<p>The Gregory School offers a variety of programs to address the needs of all learners. An Extended School Year Program and school-based services are offered to children with Autism and other learning disabilities. Additionally, Student Advisors work with students to address various social/emotional topics and support the well-being of all students.</p>
 <p>Student Health and Wellness:</p>	<p>The Gregory School participates in the Fresh Fruits and Vegetables Program. Each week students are offered locally grown fresh fruits or vegetables as a healthy snack option.</p>
 <p>Parent and Community Involvement:</p>	<p>The Gregory School PTA provides the school community with unwavering support. Its strong membership encompasses those from the school and home communities alike. Activities such as Family Curriculum Nights and classroom visitation weeks take place throughout the year to strengthen school and home relationships, and are tools used to inform parents on ways to help their children beyond school.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A school climate survey is forwarded to all stakeholders twice a year. The information from the survey contains valuable information that will help us improve student relationships, learning conditions, and the overall school environment. Representatives from each stakeholder group is invited to participate in discussions about the survey results.</p>
 <p>Facilities:</p>	<p>The Gregory School is a modern facility offering a fully equipped computer lab in which students have multiple opportunities to enhance their technological skills. Every student in grades 3-5 have one-to-one Chromebooks with Wi-Fi access. This allows them to collaborate with their peers and classroom teacher and further develop their computer knowledge while enhancing their academic skills.</p>



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The Gregory School has adopted "The Leader in Me" character education program, which teaches all Gregory students about the seven habits of happy kids, based on Steven Covey's 7 Habits of Highly Effective People. Gregory students are rewarded for positive behavior and academic excellence through incentives such as the Leader of the Month and Safety Patrol.



Other Information:



Joseph M. Ferraina Early Childhood Learning Center
2016-2017


Grade Span PK-KG

25-2770-085
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- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	298	238	212
KG	125	111	108
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	6	0	1
Total	429	349	321

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	52%
Male	51%	51%	48%
Economically Disadvantaged Students	79%	79%	78%
Students with Disabilities	6%	11%	10%
English Learners	44%	45%	40%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	46.7%
White	35.8%
Black or African American	13.7%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Asian	0.0%
Two or More Races	3.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	239	238	212
KG - Half Day	0	0	0
KG - Full Day	124	111	108

Enrollment by Home Language

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

Home Language	% of Students
English	51.4%
Spanish	32.7%
Portuguese	14.3%
Other	1.5%



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

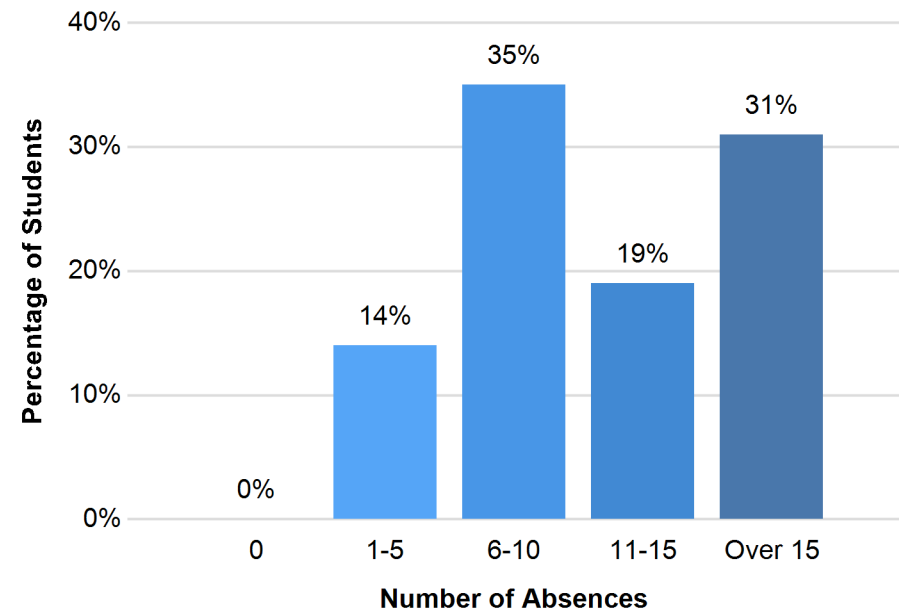
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	25.00	12.50	Not Met
White	23.10	12.50	Not Met
Hispanic	24.40	12.50	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	31.00	12.50	Not Met
Students with Disabilities	N	**	**
English Learners	28.60	12.50	Not Met

Days Absent

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



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



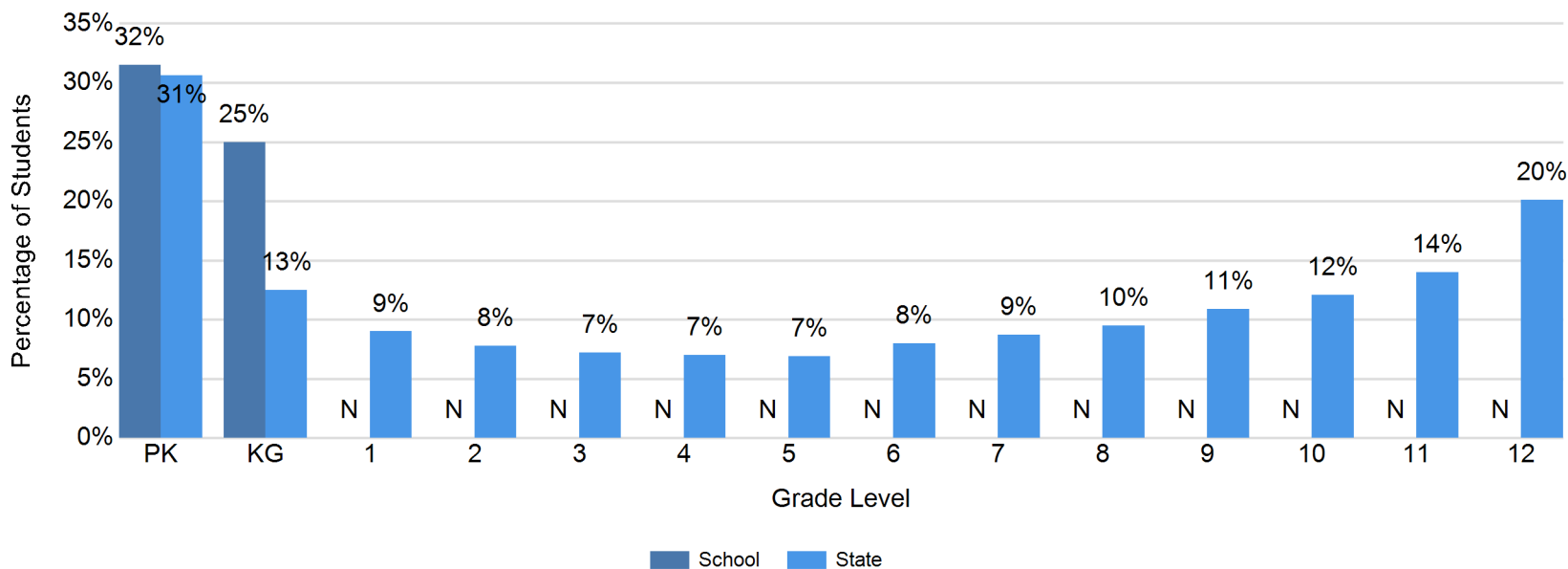
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:30AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$739	\$15,557	\$16,296



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	89%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	321:1	141:1
Librarian/Media Specialists		1156:1
Nurses		525:1
Counselors		525:1
Child Study Team		165:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	98%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Phone:	(732)571-4150	Twitter:	https://twitter.com/jmfecclc

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 <p>Highlights:</p>	<ul style="list-style-type: none"> • Awarded Blended Learning Grant- Digital story telling I-pads provided to Kindergarten classes • Instructional Assistant Academy- Provided IA's with on-going professional learning • Received the Sustainable Jersey for Schools Certified Award
 <p>Mission, Vision, Theme:</p>	<p>At the Joseph M. Ferraina ECLC our mission is concise: We, the Long Branch School Community, strive to meet and exceed the standards set forth by the State of New Jersey. Our goal is clear: At the Long Branch Public Schools, our goal is to be recognized as the benchmark of excellence among New Jersey School Districts. At JMFECCLC our common theme to meet the social, emotional, academic and developmental expectations is Kindness Counts.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Tools of the Mind is implemented in all preschool classes. The activities provide children with a solid foundation in the developmental domains that are necessary for kindergarten. The kindergarten ELA program uses a guided reading approach and for writing the Tools of the Mind Writing program is fully implemented. Social studies and science follow a thematic focus and the Everyday Mathematics program is also implemented.</p>
 <p>Before and After School Programs:</p>	<p>A wrap-around program, provided by Champions, is available for parents in need of these services.</p>






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 <p>Staff and Professional Learning:</p>	<p>Weekly faculty meetings and Professional Learning Communities (PLCs) provide professional development opportunities for all staff. The district provides full and half day sessions throughout the year based on survey results from all stakeholders.</p>
 <p>Student Supports and Services:</p>	<p>Support for English Language Learners is provided to all kindergarten students based on WIDA results. The school provides guidance support to students through PIRT and I&RS services. A Master Teacher coaches all preschool teachers to support the successful implementation of the Tools of the Mind Program. Special education services are provided to classified students. The Student Advisor provides character education and ongoing counseling.</p>
 <p>Parent and Community Involvement:</p>	<p>The school has a strong PTO involving all families in the community. Monthly family engagement activities take place throughout the year to focus on literacy, math and other core curricular areas. A parent portal, school website, Facebook, twitter, and class dojo are used in addition to daily phone calls and home visits. An Early Childhood Advisory Council (ECAC) representing staff, district, and community stakeholders meets quarterly to address the school's needs.</p>

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Climate Surveys:

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

A School Climate Survey is completed once a year by all staff, families, and students. Results and data are used to develop programs and activities throughout the year. Survey results drive the planning and preparation for professional development, student programs and future parent activities.



Facilities:

Built in 1999, classes have child friendly furniture, high ceilings, a wall of windows, a heated window seat, a customized bathroom, and individual heating and air-conditioning units. Technology is available including one multi-media teacher workstation and smart slates in all classrooms. Additionally, the school has a cushioned all-purpose room with a children's stage, a playground, an instructional children's kitchen and a lawn for outside play and gross motor activities.



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Other Information:



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KG	123	109	118
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	11	31	22
Total	433	427	421

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	51%
Male	49%	50%	49%
Economically Disadvantaged Students	86%	87%	88%
Students with Disabilities	7%	16%	15%
English Learners	45%	49%	52%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	53.7%
White	26.1%
Black or African American	14.5%
Asian	0.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	299	287	281
KG - Half Day	0	0	0
KG - Full Day	118	109	118

Enrollment by Home Language

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

Home Language	% of Students
English	42.8%
Spanish	40.4%
Portuguese	15.2%
Other	1.4%



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

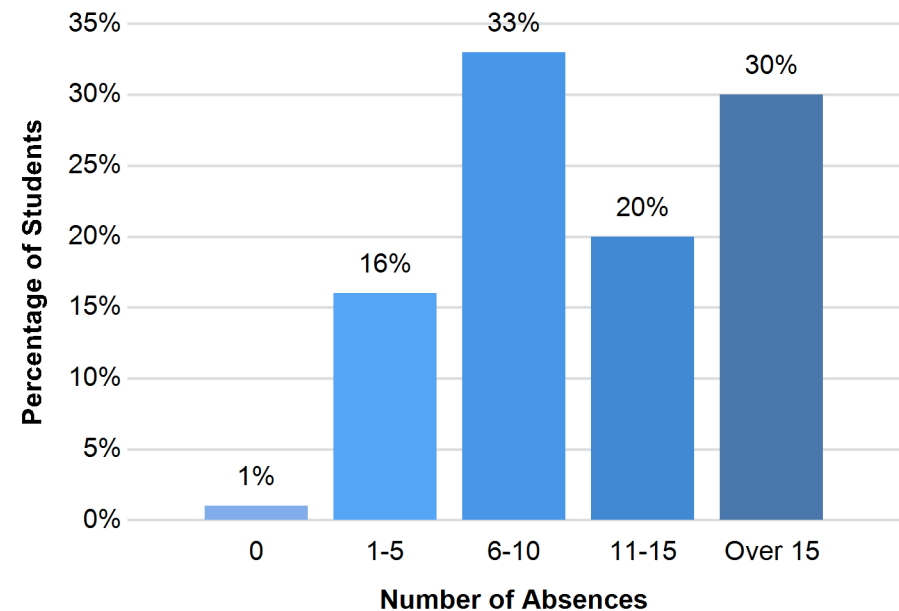
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	27.70	12.50	Not Met
White	28.10	12.50	Not Met
Hispanic	30.30	12.50	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	29.90	12.50	Not Met
Students with Disabilities	N	**	**
English Learners	26.70	12.50	Not Met

Days Absent

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



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



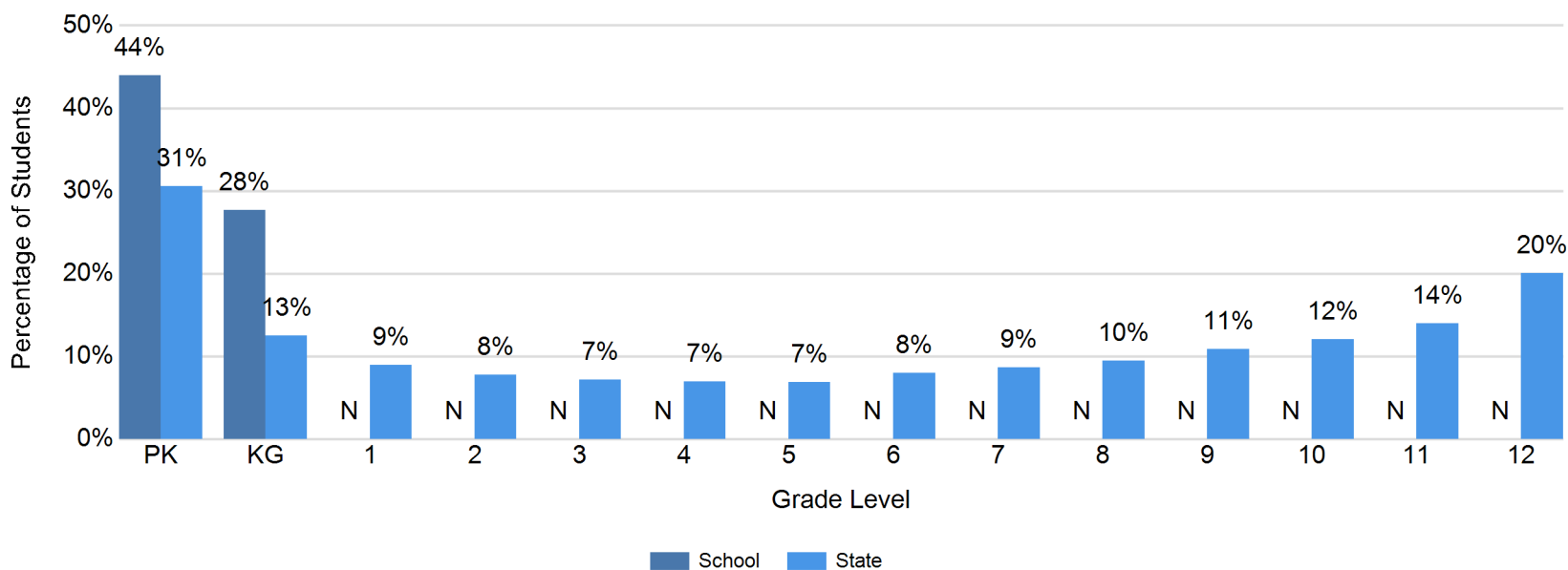
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:30AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$739	\$15,557	\$16,296



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	421:1	141:1
Librarian/Media Specialists		1156:1
Nurses		525:1
Counselors		525:1
Child Study Team		165:1



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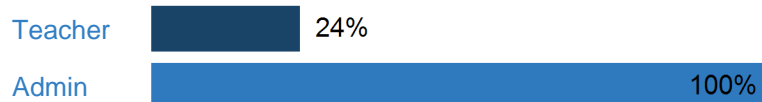
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	98%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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School General Info

Principal:	Mrs. Potter-Brown	Email Address:	bpotter-brown@longbranch.k12.nj.us
Address:	335 LONG BRANCH AVE LONG BRANCH, NJ 07740	Website:	https://www.longbranch.k12.nj.us/
Phone:	(732)222-4539	Twitter:	https://twitter.com/lwc_Preschool

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • New Jersey Sustainable for School Bronze Award • Full Implementation of the Tools of the Mind Program in Preschool • New Teacher Academy supports new staff members
 <p>Mission, Vision, Theme:</p>	<p>At the Lenna Conrow School our mission is concise: We, the Long Branch School Community, strive to meet and exceed the standards set forth by the State of New Jersey. Our goal is clear: At the Long Branch Public Schools, our goal is to be recognized as the benchmark of excellence among New Jersey School Districts. The mission at Lenna Conrow is to create a learning environment where children are nurtured to be the best that they can be cognitively, physically, and socially.</p>





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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Tools of the Mind is implemented in all preschool classes. The activities provide children with a solid foundation in the developmental domains that are necessary for kindergarten. The kindergarten ELA program uses a guided reading approach and for writing the Tools of the Mind Writing program is fully implemented. Social studies and science follow a thematic focus and the Everyday Mathematics program is also implemented.</p>
 <p>Before and After School Programs:</p>	<p>A wrap-around program, provided by Champions, is available for parents in need of these services.</p>







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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Weekly faculty meetings and Professional Learning Communities (PLCs) provide professional development opportunities for all staff. The district provides full and half day sessions throughout the year based on survey results from all stakeholders.</p>
 <p>Student Supports and Services:</p>	<p>Support for English Language Learners is provided to all kindergarten students based on WIDA results. The school provides guidance support to students through PIRT and I&RS services. A Master Teacher coaches all preschool teachers to support the successful implementation of the Tools of the Mind Program. Special education services are provided to classified students. The Student Advisor provides character education and ongoing counseling.</p>
 <p>Student Health and Wellness:</p>	<p>The Fresh Fruits and Vegetables Program that introduces students to various healthy foods. All meals and snacks offered to students meet the New Jersey Standard for healthy meals. Preschool students have 90 minutes of gross motor per day. Kindergarten students receive weekly physical education classes and a daily 35 minute recess. All grades participate in 10-15 minutes of brain break physical activities daily.</p>
 <p>Parent and Community Involvement:</p>	<p>The school has a strong PTO involving all families in the community. Monthly family engagement activities take place throughout the year to focus on literacy, math and other core curricular areas. A parent portal, school website, Facebook, twitter, and class dojo are used in addition to daily phone calls and home visits. An Early Childhood Advisory Council (ECAC) representing staff, district, and community stakeholders meets quarterly to address the school's needs.</p>



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School Narrative

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



Climate Surveys:

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

A School Climate Survey is completed once a year by all staff, families, and students. Results and data are used to develop programs and activities throughout the year. Survey results drive the planning and preparation for professional development, student programs and future parent activities.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	299	388	368
10	350	310	378
11	292	296	278
12	263	306	318
Ungraded	49	52	67
Total	1252	1352	1409

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	48%
Male	50%	51%	52%
Economically Disadvantaged Students	75%	74%	76%
Students with Disabilities	12%	12%	12%
English Learners	7%	11%	11%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	50.9%
White	25.6%
Black or African American	22.0%
Asian	0.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1389
Shared Time Students	39
Full Time Equivalent	1409

Enrollment by Home Language

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

Home Language	% of Students
English	54.2%
Spanish	34.1%
Portuguese	10.7%
Other	1.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	736	99.1	26.10	29.20	54.90	26.1	31.7	Not Met
White	193	98.6	31.60	37.70	63.90	31.6	39.4	Not Met
Hispanic	374	99.5	23.50	25.70	39.80	23.5	30.5	Not Met
Black or African American	155	99.4	23.20	26.00	35.20	23.2	26.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	342	99.4	39.10	37.50	62.20	39.1		
Male	394	98.8	14.70	21.90	48.10	14.7		
Economically Disadvantaged Students	517	99.3	23.20	26.60	36.20	23.2	29.2	Not Met
Non-Economically Disadvantaged Students	219	98.7	32.90	40.30	65.80	32.9		
Students with Disabilities	86	98.9	*	11.00	20.50	*	6.6	Met Target†
Students without Disabilities	650	99.1	*	32.50	61.90	*		
English Learners	112	100.0	*	15.50	25.20	*	11.3	Not Met
Non-English Learners	624	98.9	*	33.40	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	388	726	726	749	29%	17%	28%	24%	3%	27%	52%
White	112	731	731	757	21%	*	30%	27%	*	31%	62%
Hispanic	183	723	723	733	33%	*	27%	21%	*	23%	35%
Black or African American	82	724	724	730	31%	*	28%	23%	*	26%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	178	738	738	756	17%	*	28%	*	*	39%	60%
Male	210	715	715	741	39%	*	28%	*	*	16%	43%
Economically Disadvantaged Students	279	726	726	731	27%	*	31%	22%	*	25%	32%
Non-Economically Disadvantaged Students	109	725	725	758	33%	*	20%	29%	*	31%	62%
Students with Disabilities	46	694	694	714	*	*	*	*	*	*	13%
Students without Disabilities	342	730	730	754	*	*	*	*	*	*	58%
English Learners	50	684	684	690	*	*	*	*	*	*	*
Non-English Learners	338	732	732	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	386	718	718	743	36%	16%	23%	20%	4%	24%	46%
White	93	721	721	749	32%	*	23%	27%	*	29%	52%
Hispanic	212	717	717	728	39%	16%	22%	17%	6%	23%	34%
Black or African American	77	719	719	725	33%	18%	29%	*	*	21%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	175	731	731	752	26%	14%	23%	*	*	37%	54%
Male	211	708	708	734	45%	18%	24%	*	*	14%	39%
Economically Disadvantaged Students	263	716	716	726	38%	*	24%	16%	*	21%	32%
Non-Economically Disadvantaged Students	123	723	723	751	33%	*	22%	28%	*	32%	54%
Students with Disabilities	44	689	689	704	*	*	*	*	*	*	12%
Students without Disabilities	342	722	722	749	*	*	*	*	*	*	52%
English Learners	56	669	669	681	*	*	*	*	*	*	*
Non-English Learners	330	727	727	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	267	727	727	736	28%	*	27%	27%	*	30%	38%
White	65	733	733	738	25%	*	26%	29%	*	35%	40%
Hispanic	146	726	726	731	27%	*	25%	28%	*	31%	34%
Black or African American	53	722	722	728	34%	*	32%	21%	*	21%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	130	737	737	744	20%	*	23%	*	*	42%	46%
Male	137	717	717	729	36%	*	30%	*	*	18%	31%
Economically Disadvantaged Students	186	726	726	729	27%	*	26%	27%	*	30%	32%
Non-Economically Disadvantaged Students	81	727	727	740	31%	*	27%	25%	*	30%	42%
Students with Disabilities	33	696	696	709	*	*	*	*	*	*	12%
Students without Disabilities	234	731	731	741	*	*	*	*	*	*	43%
English Learners	25	690	690	699	*	*	*	*	*	*	*
Non-English Learners	242	731	731	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

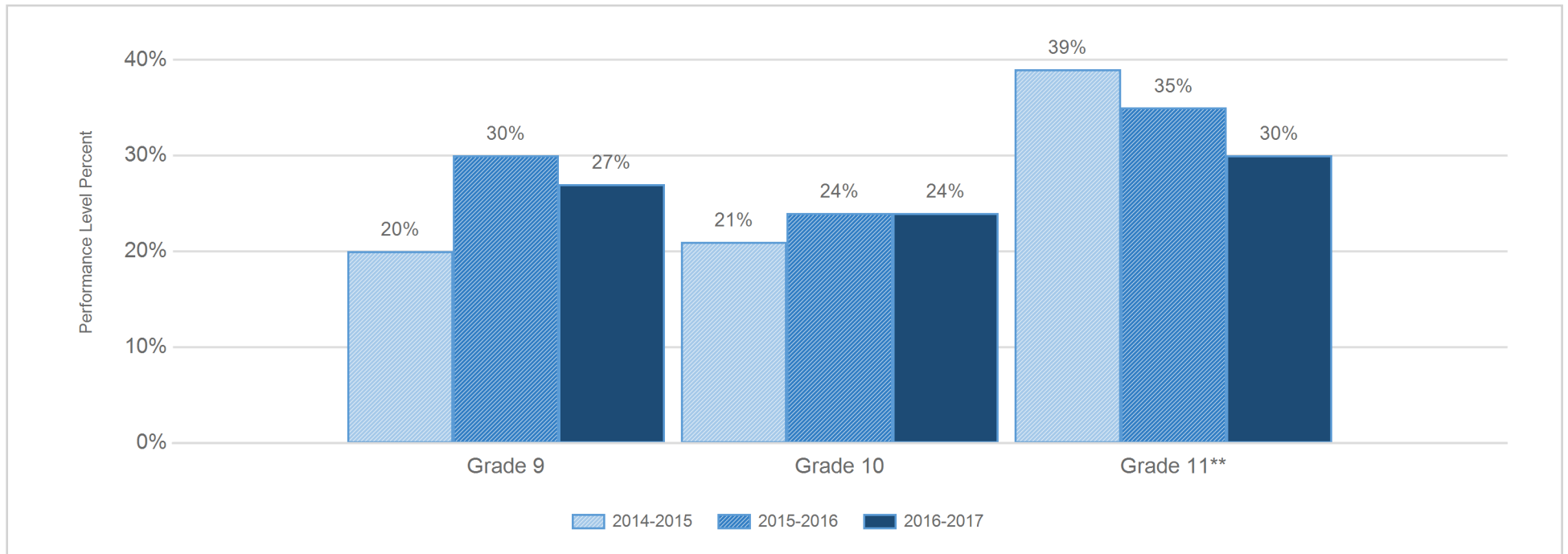


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	723	99.3	19.60	26.00	43.50	19.6	16.8	Met Target
White	189	99.5	24.90	34.50	52.40	24.9	21.4	Met Target
Hispanic	368	99.5	19.30	24.50	27.60	19.3	17	Met Target
Black or African American	152	99.4	11.20	17.00	21.70	11.2	12.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	20.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	346	99.7	23.70	27.60	44.10	23.7		
Male	377	99.0	15.90	24.50	42.90	15.9		
Economically Disadvantaged Students	509	99.4	19.60	24.90	25.10	19.6	16.5	Met Target
Non-Economically Disadvantaged Students	214	99.1	19.60	30.50	54.30	19.6		
Students with Disabilities	74	100.0	*	11.60	16.50	*	N	N
Students without Disabilities	649	99.3	*	28.50	48.80	*		
English Learners	102	100.0	*	*	23.30	*	13.1	Not Met
Non-English Learners	621	99.2	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	381	721	728	743	22%	35%	26%	17%	0%	17%	42%
White	108	727	735	751	15%	33%	25%	27%	0%	27%	52%
Hispanic	191	718	724	728	27%	36%	25%	13%	0%	13%	24%
Black or African American	74	720	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	159	725	734	744	16%	37%	25%	23%	0%	23%	43%
Male	222	718	724	741	26%	34%	28%	12%	0%	12%	40%
Economically Disadvantaged Students	276	722	728	727	23%	32%	28%	17%	0%	17%	23%
Non-Economically Disadvantaged Students	105	720	728	751	19%	44%	21%	16%	0%	16%	52%
Students with Disabilities	46	707	707	714	*	*	*	*	*	*	10%
Students without Disabilities	335	723	731	747	*	*	*	*	*	*	47%
English Learners	69	696	696	708	*	*	*	*	*	*	*
Non-English Learners	312	727	734	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	327	726	726	734	11%	37%	37%	15%	0%	15%	30%
White	81	731	731	740	*	32%	43%	20%	*	20%	38%
Hispanic	165	725	725	722	10%	38%	37%	15%	0%	15%	14%
Black or African American	75	721	721	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	171	727	727	735	9%	39%	37%	15%	0%	15%	31%
Male	156	725	725	733	14%	35%	37%	15%	0%	15%	30%
Economically Disadvantaged Students	225	725	725	721	*	38%	34%	16%	*	16%	13%
Non-Economically Disadvantaged Students	102	728	728	740	*	35%	43%	14%	*	14%	39%
Students with Disabilities	34	709	709	711	*	*	*	*	*	*	*
Students without Disabilities	293	728	728	738	*	*	*	*	*	*	*
English Learners	35	708	708	710	*	*	*	*	*	*	*
Non-English Learners	292	728	728	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	266	711	711	725	39%	30%	17%	14%	0%	14%	28%
White	57	713	713	731	37%	35%	18%	*	*	11%	33%
Hispanic	161	712	712	710	38%	30%	17%	16%	0%	16%	14%
Black or African American	46	707	707	703	46%	26%	*	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	141	713	713	725	35%	29%	21%	15%	0%	15%	27%
Male	125	709	709	725	43%	31%	13%	13%	0%	13%	29%
Economically Disadvantaged Students	181	711	711	708	39%	30%	17%	14%	0%	14%	13%
Non-Economically Disadvantaged Students	85	712	712	733	39%	29%	18%	14%	0%	14%	35%
Students with Disabilities	24	688	688	692	*	*	*	*	*	*	*
Students without Disabilities	242	714	714	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

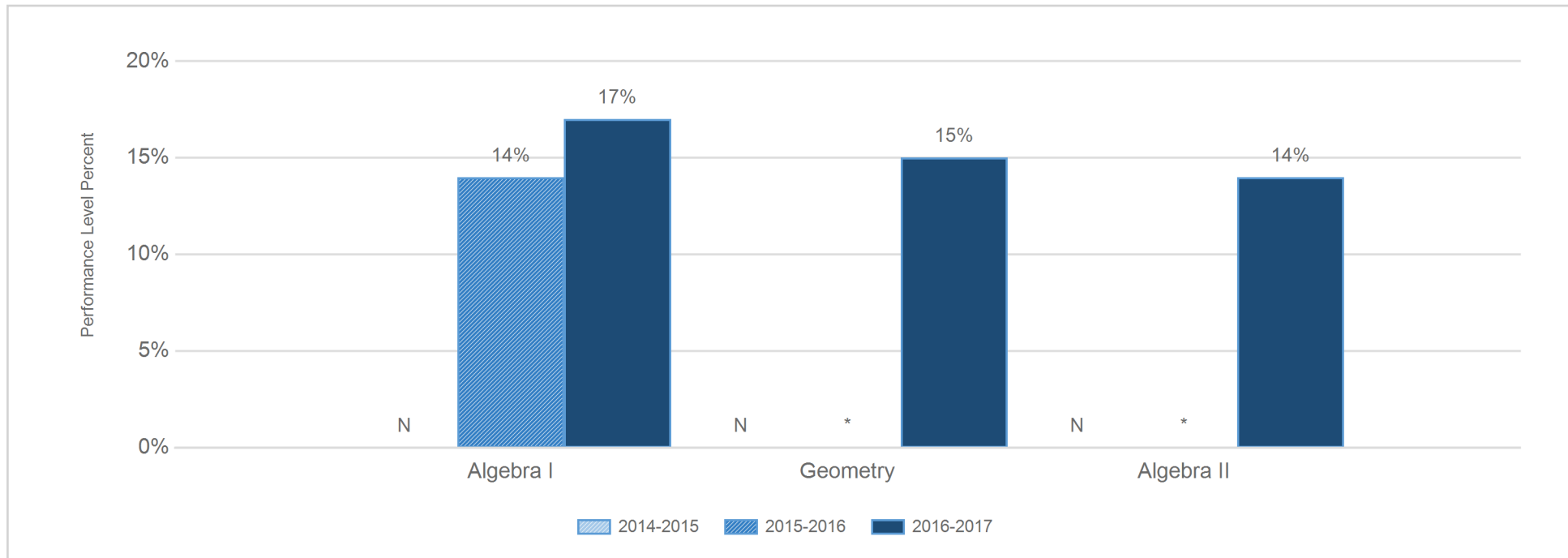


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	44	*	*
2	49	*	*
3	35	*	*
4	12	*	*
5+	*	*	*



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

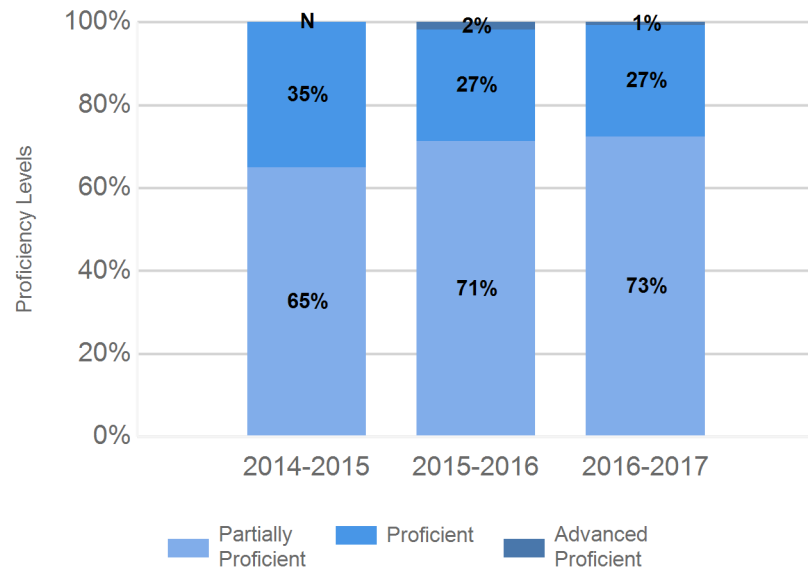
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	1%	27%	73%
White	1%	32%	67%
Hispanic	0.4%	25%	74%
Black or African American	1%	*	76%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	*
Economically Disadvantaged Students	1%	26%	73%
Students with Disabilities	1%	10%	89%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	93.2%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	6.3%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	424	481	Varies By Grade	39%	67%
PSAT - Math	434	483	Varies By Grade	23%	49%
SAT - Reading and Writing	476	551	480	49%	77%
SAT - Math	485	552	530	33%	58%
ACT - Reading	20	24	22	40%	65%
ACT - English	19	24	18	60%	79%
ACT - Math	19	24	22	25%	65%
ACT - Science	19	23	23	10%	54%



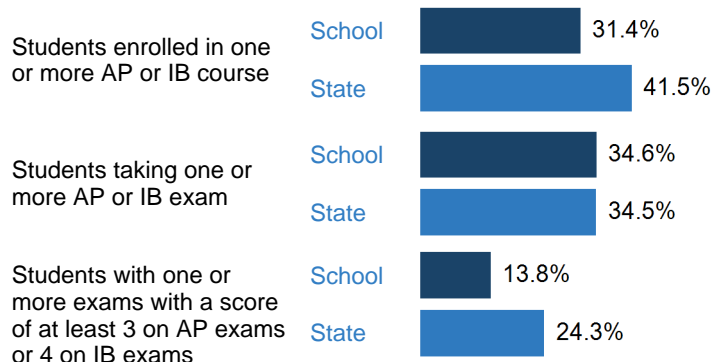
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

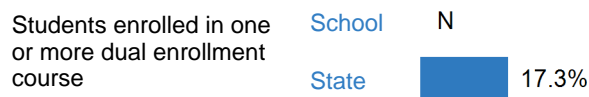
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	6	23
AP Calculus AB	12	21
AP Computer Science A	0	1
AP English Language and Composition	0	22
AP English Literature and Composition	50	28
AP Environmental Science	7	7
AP Human Geography	44	42
AP Macroeconomics	29	29
AP Physics 1	0	12
AP Physics B	14	0
AP Psychology	56	53
AP Spanish Language	0	11
AP Statistics	0	1
AP Studio Art—Drawing Portfolio	0	6
AP U.S. Government and Politics	18	17
AP U.S. History	0	27
AP World History	7	7
Total Exams Taken		307
Exams with scores of at least 3 on AP exams or 4 on IB exams		121



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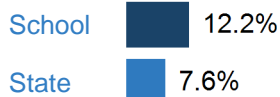
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

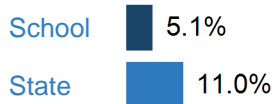
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

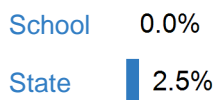
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	312	47	0	0	0	0	74
10	60	226	78	2	0	0	12
11	17	28	193	59	0	3	39
12	4	16	43	29	23	49	94
Schoolwide	393	317	314	90	23	52	219
Enrolled in AP/IB Course					12	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	365	3	23	2	0	19
10	77	233	28	23	0	14
11	41	125	2	30	79	6
12	60	13	3	8	29	25
Schoolwide	543	374	56	63	108	64
Enrolled in AP/IB Course	6	0		7	14	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	381	11	0	2	2	52
10	13	389	24	26	9	42
11	0	294	19	32	16	25
12	3	48	73	86	57	69
Schoolwide	397	742	116	146	84	188
Enrolled in AP/IB Course	7	0	29	56	0	60

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	139	29	47	0	0	0	0
10	169	52	80	0	0	0	0
11	89	31	30	0	0	0	0
12	61	26	20	0	0	0	0
Schoolwide	458	138	177	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	33	16	20	0	0	0	0
Earned Seal of Biliteracy	11	0	0	0	0	0	0



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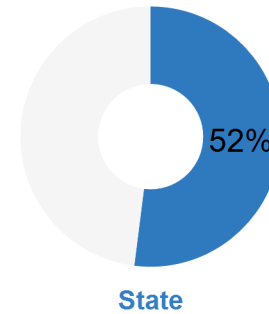
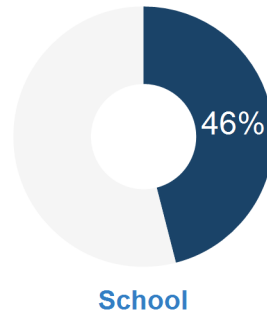
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Visual and Performing Arts – Course Participation

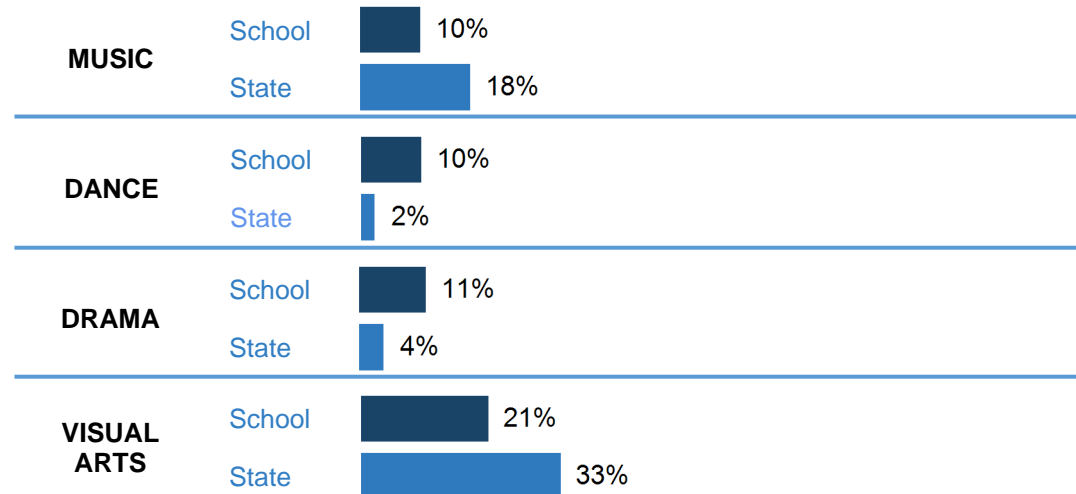
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	92.1%	90.5%	90.5%	91.8%	90.8%	92.3%	Not Met	93.3%	91.1%	Met Target
White	94.1%	94.5%	93.4%	95.1%	92.3%	95.0%	Not Met	98.9%	N	Met Goal
Hispanic	89.9%	84.3%	88.8%	86.3%	88.3%	86.7%	Met Target	*	90.2%	Not Met
Black or African American	94.4%	83.4%	90.1%	85.3%	93.7%	95.0%	Not Met	92.3%	93.9%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	92.9%	83.9%	92.2%	85.6%	93.5%	93.1%	Met Target	93.6%	91.4%	Met Target
Students with Disabilities	78.4%	78.8%	77.1%	82.1%	73.3%	77.7%	Not Met	79.3%	87.0%	Not Met
English Learners	70.0%	76.1%	83.8%	79.7%	83.3%	75.0%	Met Target	81.8%	75.3%	Met Target
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	92.1%	-
2016	90.8%	90.5%
2015	92.2%	93.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	1.6%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.5%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	59.2%	55.3%	44.8%
White	66.2%	51%	49%
Hispanic	50.3%	65.3%	34.7%
Black or African American	67.1%	47.2%	52.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	57.9%	60.5%	39.5%
Students with Disabilities	50%	85.7%	14.3%
English Learners	13.6%	100%	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	62.2%	66.7%	33.3%	80.3%	19.7%	88%	12%
White	68.2%	63.3%	36.7%	76.7%	23.3%	88.3%	11.7%
Hispanic	57.4%	73.1%	26.9%	79.5%	20.5%	92.3%	7.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	58.6%	69%	31%	78.5%	21.6%	92.2%	7.8%
Students with Disabilities	41.9%	92.3%	7.7%	100%	0%	92.3%	7.7%
English Learners	34.5%	80%	20%	90%	10%	80%	20%



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

Chronic Absenteeism

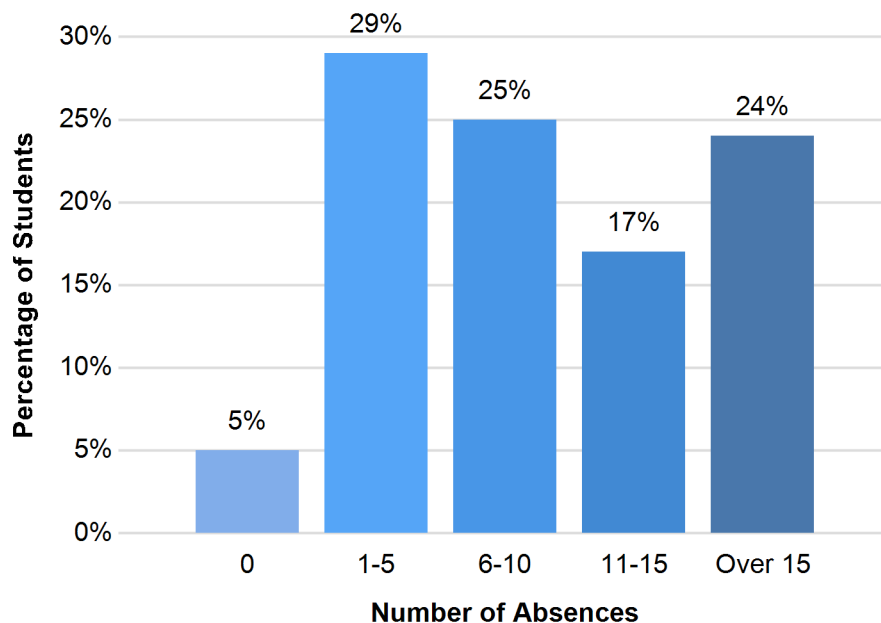
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	20.30	14.30	Not Met
White	21.10	14.30	Not Met
Hispanic	18.90	14.30	Not Met
Black or African American	22.80	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.80	14.30	Not Met
Students with Disabilities	28.70	14.30	Not Met
English Learners	17.00	14.30	Not Met

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

Days Absent

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



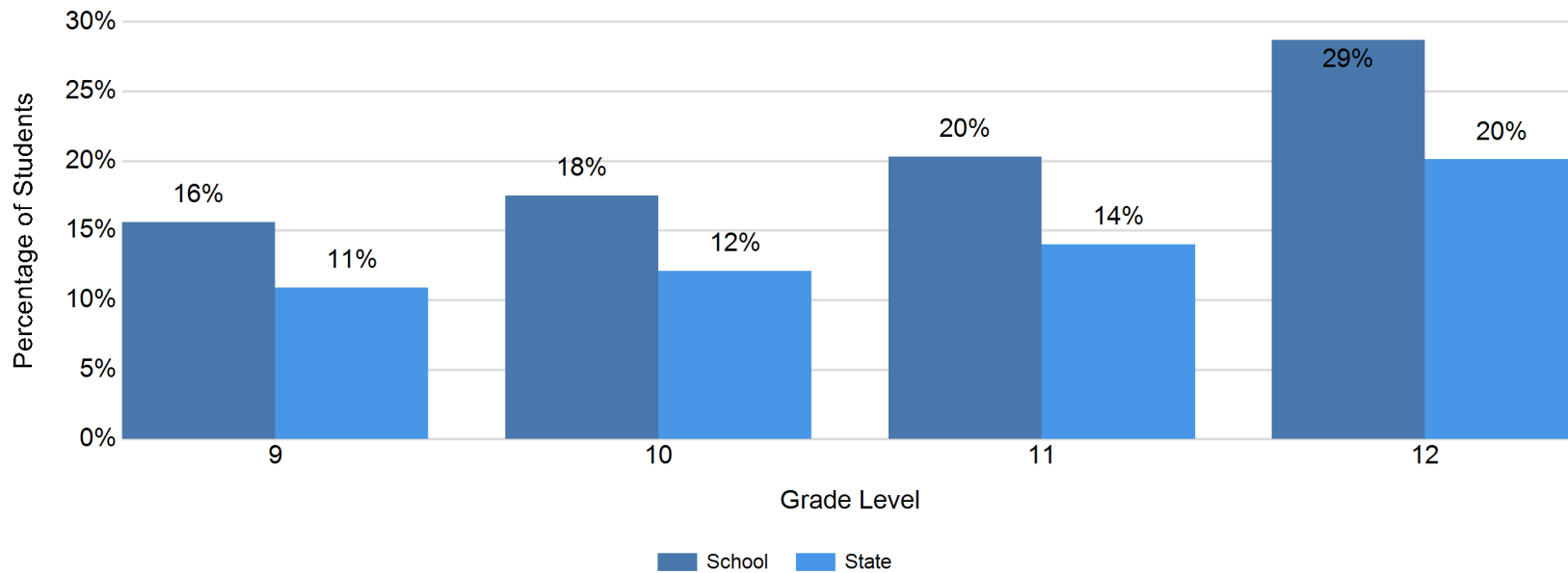


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:30AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 47 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Vandalism	0
Weapons	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	1.99

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	20.2%
Out-of-School Suspensions	11.1%
Any Suspension	31.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	173.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$739	\$15,557	\$16,296



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	106	120,724
Average years experience in public schools	8.4	11.8
Average years experience in district	8.3	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	157:1	141:1
Librarian/Media Specialists		1156:1
Nurses		525:1
Counselors		525:1
Child Study Team		165:1



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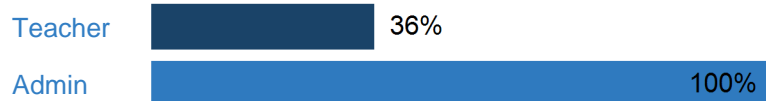
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	98%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	17.0	17.5%
Mathematics Proficiency	35.2	17.5%
Graduation - 4-Year	42.3	25.0%
Graduation - 5-Year	46.9	25.0%
Chronic Absenteeism	24.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.0
Summative Rating: Percentile rank of Summative Score		29.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	35.0	6.2	No	Not Met	Met Target	Not Met	Not Met	Met Target	No
White	36.1	6.2	No	Not Met	Met Target	Not Met	Not Met	Met Goal	No
Hispanic	44.0	6.2	No	Not Met	Met Target	Not Met	Met Target	Not Met	No
Black or African American	55.3	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	62.9	6.2	No	Not Met	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	27.2	6.2	No	Met Target†	N	Not Met	Not Met	Not Met	No
English Learners	57.2	6.2	No	Not Met	Not Met	Not Met	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Muscillo	Email Address:	vmuscillo@longbranch.k12.nj.us
Address:	404 INDIANA AVENUE LONG BRANCH, NJ 07740-5557	Website:	https://www.longbranch.k12.nj.us/
Phone:	(732)229-7300	Facebook:	https://www.facebook.com/Lbhswaveneews/
		Twitter:	https://twitter.com/LBHSWAVENEWS

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • 14 Advanced Placement Courses that are open enrollment to all students • Curriculum includes an extensive Engineering program that is Project Lead the Way Certified • Award winning Visual Performing Arts program
Mission, Vision, Theme:	Long Branch High School’s mantra is Green Wave Pride! Providing an atmosphere that encourages respect for all individuals within the school community, the Long Branch High School serves as a comprehensive 9-12 high school with more than 1,400 students. Preparing our students for postsecondary education and careers is the primary goal of the Long Branch High School. We do this by implementing and refining the four R’s: Rigor, Relevance, Relationships and Responsibility.
Awards, Recognition, Accomplishments:	Long Branch High School was awarded the Sustainable Jersey for Schools Certification Bronze Level. The entire Visual and Performing Arts Department participates annually in the Monmouth County Teen Arts Festival where they are recognized as superior artists. The outstanding Westwood Players drama program is recognized annually through the Count Basie Awards where they have received numerous nominations and awards for staff and student excellence in performance and technical theatre.







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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>In the Science, Technology, Engineering and Mathematics Academy students explore various specialized scientific methodologies which include Robotics, TV Production, Biology, Chemistry, Physics, Environmental Science, Biomedical Science and Forensics. In the Visual and Performing Arts Academy students choose from five strands: Art, Instrumental and Vocal Music, Dance and Theater. The Leadership Academy provides students with the opportunity to explore the areas of civics, business, and education.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Boys), Football (Boys), Golf (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>The Long Branch School District believes athletics and extracurricular activities are an integral part of the students' education. We strive to meet high standards of sportsmanship, responsibility, dedication, and devotion to sport, school and family. The mission of athletic and extracurricular activities is to provide an environment that will complement and enrich the overall quality of all students' educational experiences.</p>
 <p>Clubs and Activities:</p>	<p>The Air Force Junior ROTC program allows students the opportunity to take part in community events, while also teaching them core values such as character, self-discipline, and respect. Our award winning Policy Debate Team affords students a year-long opportunity to learn how to properly craft persuasive arguments in a public speaking forum. Long Branch High School's Chapter of the National Honor Society encourages our students to give back to their community through many outreach events.</p>
 <p>Before and After School Programs:</p>	<p>Long Branch High School's Homework Club program provides extra help to students on either a voluntary or required instructional intervention basis. The goal of this program is to assist our students to meet our increased expectations and our rigorous academic programs. The Student Advisory Program (SAP) provides students with the opportunity to participate in a variety of after school tutorial sessions that enrich their educational experience.</p>








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 <p>Staff and Professional Learning:</p>	<p>Long Branch High School staff participates in district-wide professional learning opportunities that are in alignment with district instructional goals and strategically scheduled throughout the school year. In addition, the staff participates in Professional Learning Community Sessions twice each week. These sessions are teacher led and designed to meet the individual professional learning needs of the staff in a content based setting.</p>
 <p>Postsecondary Information:</p>	<p>83.3% of Long Branch High School students apply to college. Other than college, 1.6% of students enter the military, 1.9% attend Vocational School and 13.2 % pursue a career path. Support programs to apply for college or for financial aid are the Give Something Back Foundation and parent financial aid workshops. Students also participate in a school wide PSAT administration in the fall semester as well as a school wide SAT administration in the spring semester.</p>
 <p>Student Supports and Services:</p>	<p>The Long Branch High School Guidance Department consists of four counselors that assist students with future plans, career information, study habits and academic or personal concerns. The Bi-lingual/ESL department staff provides extensive support services for our English Language Learners in their pursuit of completing rigorous academic coursework. The Special Education Department staff assists our special needs students in successfully meeting all of their educational goals.</p>
 <p>Student Health and Wellness:</p>	<p>Our School Based Youth Program provides the following support services for our students: counseling for teens and family, suicide prevention, crisis intervention, support services, anger management, staying drug free, referrals to support and treatment programs, drug and alcohol prevention education programs, health support services by a nurse practitioner, family planning information and education, nutrition counseling, teen parent support services, and parenting workshops.</p>
 <p>Parent and Community Involvement:</p>	<p>Long Branch High School communicates with parents through Parent Portal using our Genesis student information system. The school has a partnership with Monmouth Medical Center through the Big Brothers Big Sisters program. In this program, students are mentored by hospital staff and get firsthand experience in the daily operations of a hospital. The school also has a partnership with Habitat for Humanity where our students assisted in the design and construction of a house for a family in need.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Each fall, Long Branch High School administers a school climate survey to students, staff, and parents. This survey is provided in three languages in an effort to ensure access for all school stakeholders. This information gained from the survey is reviewed and used as formative checkpoint for the effectiveness of our programs and services. It is also the driving mechanism for any modifications necessary to meet the needs of our students.</p>
 <p>Facilities:</p>	<p>The new Long Branch High School opened in 2008. The building is a state of the art facility with nearly 300,000 square feet of space. It contains two gyms, a professional quality performance auditorium, a two floor library and over 120 high-tech classrooms.</p>



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Long Branch High School operates on a block schedule where students have the opportunity to engage in multiple rigorous academic opportunities. There are fourteen Advanced Placement courses to choose from with an open enrollment philosophy. The students in five of these courses exceeded the national averages for passage rates in the 2016-17 school year. Students may participate in an extensive Project Lead the Way certified engineering curriculum that provides the students with the opportunity to apply for college credit or receive college-level recognition at more than 40 affiliate college and university partners when they successfully complete select PLTW courses. The school also has a strong technology initiative. Technology is used to enhance student lessons, provide an on-line testing platform that collects real time student data and provides students in the instrumental music program with the ability to incorporate Smartmusic which monitors and stimulates student growth through real time musical note simulation.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	347	344	381
7	357	354	358
8	372	347	351
Ungraded	39	64	58
Total	1115	1109	1148

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	48%
Male	53%	53%	52%
Economically Disadvantaged Students	81%	81%	82%
Students with Disabilities	13%	13%	14%
English Learners	4%	10%	10%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	52.8%
White	24.7%
Black or African American	19.8%
Asian	1.4%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.1%

Enrollment by Home Language

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

Home Language	% of Students
English	52.2%
Spanish	34.8%
Portuguese	11.8%
<i>Other</i>	1.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1097	99.6	32.80	29.20	54.90	32.8	31.6	Met Target
White	267	98.9	41.20	37.70	63.90	41.2	38.4	Met Target
Hispanic	581	99.8	29.60	25.70	39.80	29.6	29.2	Met Target
Black or African American	219	100.0	27.40	26.00	35.20	27.4	26.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.80	71.00	80.70	68.8	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	37.00	54.90	58.3	**	**
Female	523	99.4	41.00	37.50	62.20	41		
Male	574	99.8	25.50	21.90	48.10	25.5		
Economically Disadvantaged Students	886	99.8	29.50	26.60	36.20	29.5	28	Met Target
Non-Economically Disadvantaged Students	211	99.1	46.90	40.30	65.80	46.9		
Students with Disabilities	162	100.0	*	11.00	20.50	*	13.4	Not Met
Students without Disabilities	935	99.6	*	32.50	61.90	*		
English Learners	193	100.0	18.10	15.50	25.20	18.1	12.6	Met Target
Non-English Learners	904	99.6	35.90	33.40	57.40	35.9		
Homeless Students	13	93.3	15.40	21.10	26.40	15		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	390	731	731	752	*	25%	33%	25%	*	26%	54%
White	101	733	733	758	20%	*	27%	33%	*	36%	63%
Hispanic	204	730	730	740	*	29%	34%	22%	*	23%	38%
Black or African American	73	728	728	736	18%	25%	37%	21%	0%	21%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	187	736	736	758	*	24%	35%	*	*	32%	61%
Male	203	726	726	746	*	26%	30%	*	*	22%	46%
Economically Disadvantaged Students	321	730	730	737	*	*	32%	24%	*	25%	34%
Non-Economically Disadvantaged Students	69	735	735	761	*	*	35%	30%	*	33%	65%
Students with Disabilities	58	706	706	722	*	*	*	*	*	*	17%
Students without Disabilities	332	735	735	758	*	*	*	*	*	*	61%
English Learners	20	690	690	710	*	*	*	*	*	*	*
Non-English Learners	370	733	733	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	351	730	730	756	22%	20%	27%	24%	6%	31%	59%
White	85	737	737	764	17%	*	26%	34%	*	44%	69%
Hispanic	184	730	730	742	19%	23%	32%	20%	7%	26%	44%
Black or African American	76	719	719	737	37%	21%	*	21%	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	171	736	736	764	15%	19%	30%	28%	7%	35%	68%
Male	180	724	724	749	29%	21%	24%	21%	6%	26%	51%
Economically Disadvantaged Students	273	726	726	739	25%	22%	28%	21%	4%	25%	40%
Non-Economically Disadvantaged Students	78	743	743	766	13%	14%	24%	36%	13%	49%	70%
Students with Disabilities	42	685	685	719	*	*	*	*	*	*	19%
Students without Disabilities	309	736	736	763	*	*	*	*	*	*	67%
English Learners	23	682	682	701	*	*	*	*	*	*	*
Non-English Learners	328	733	733	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	360	739	739	757	14%	22%	23%	33%	8%	41%	59%
White	84	742	742	764	*	20%	20%	33%	*	44%	68%
Hispanic	193	738	738	742	15%	21%	24%	34%	7%	40%	44%
Black or African American	71	736	736	738	*	30%	23%	25%	*	34%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	169	754	754	766	*	17%	21%	*	*	57%	68%
Male	191	727	727	749	*	27%	25%	*	*	26%	50%
Economically Disadvantaged Students	288	737	737	739	*	22%	*	30%	*	37%	40%
Non-Economically Disadvantaged Students	72	750	750	766	*	24%	*	42%	*	56%	69%
Students with Disabilities	46	699	699	718	*	*	*	*	*	*	18%
Students without Disabilities	314	745	745	764	*	*	*	*	*	*	67%
English Learners	27	686	686	701	*	*	*	*	*	*	*
Non-English Learners	333	744	744	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

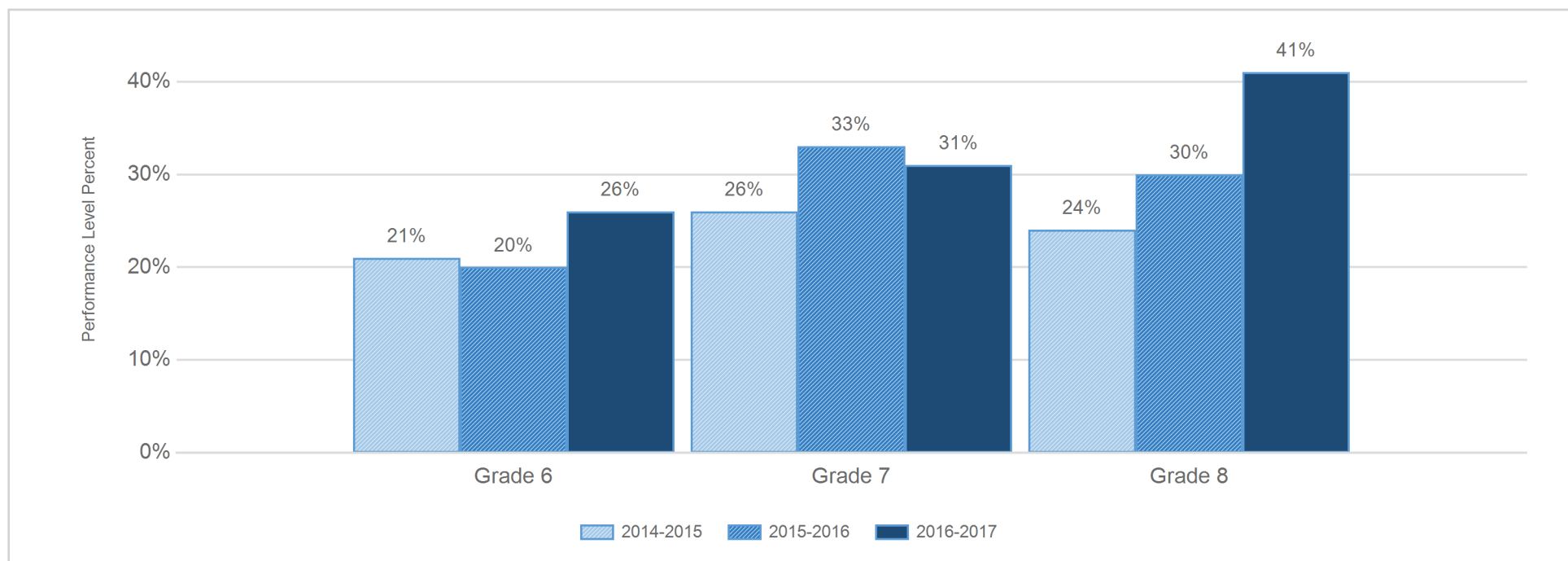


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1108	99.6	24.80	26.00	43.50	24.8	26.3	Met Target†
White	269	98.6	32.30	34.50	52.40	32.3	38.4	Not Met
Hispanic	589	99.8	23.20	24.50	27.60	23.2	24.5	Met Target†
Black or African American	218	100.0	17.00	17.00	21.70	17	16.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	16	100.0	62.50	62.60	75.60	62.5	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	28.60	44.90	28.6	**	**
Female	530	99.3	26.40	27.60	44.10	26.4		
Male	578	99.8	23.40	24.50	42.90	23.4		
Economically Disadvantaged Students	884	99.7	22.70	24.90	25.10	22.7	23.8	Met Target†
Non-Economically Disadvantaged Students	224	99.2	33.50	30.50	54.30	33.5		
Students with Disabilities	161	100.0	*	11.60	16.50	*	9	Not Met
Students without Disabilities	947	99.5	*	28.50	48.80	*		
English Learners	206	100.0	14.10	*	23.30	14.1	14.5	Met Target†
Non-English Learners	902	99.5	27.30	*	45.20	27.3		
Homeless Students	14	93.7	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	396	726	726	743	*	34%	27%	22%	*	23%	44%
White	101	731	731	751	13%	28%	32%	28%	0%	28%	54%
Hispanic	208	725	725	731	*	38%	25%	20%	*	21%	27%
Black or African American	73	724	724	724	*	36%	26%	*	*	21%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	190	727	727	745	*	36%	27%	21%	*	23%	45%
Male	206	726	726	742	*	33%	27%	22%	*	23%	43%
Economically Disadvantaged Students	324	725	725	728	*	37%	27%	20%	*	21%	24%
Non-Economically Disadvantaged Students	72	731	731	752	*	22%	28%	31%	*	32%	56%
Students with Disabilities	58	711	711	717	*	*	*	*	*	*	13%
Students without Disabilities	338	729	729	748	*	*	*	*	*	*	50%
English Learners	27	693	693	710	*	*	*	*	*	*	*
Non-English Learners	369	729	729	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	361	727	727	741	*	34%	32%	21%	*	21%	40%
White	90	735	735	748	*	21%	41%	28%	*	29%	49%
Hispanic	189	728	728	730	9%	39%	31%	22%	0%	22%	23%
Black or African American	76	717	717	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	180	726	726	743	*	36%	32%	20%	*	20%	41%
Male	181	729	729	740	*	32%	33%	22%	*	22%	38%
Economically Disadvantaged Students	275	726	726	729	*	37%	31%	19%	*	19%	22%
Non-Economically Disadvantaged Students	86	733	733	749	*	24%	36%	27%	*	28%	50%
Students with Disabilities	42	703	703	716	*	*	*	*	*	*	11%
Students without Disabilities	319	731	731	746	*	*	*	*	*	*	45%
English Learners	33	709	709	712	*	*	*	*	*	*	*
Non-English Learners	328	729	729	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	326	724	724	728	23%	26%	29%	*	*	21%	28%
White	72	728	728	736	22%	21%	31%	26%	0%	26%	35%
Hispanic	179	723	723	721	23%	30%	29%	*	*	19%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	147	730	730	730	18%	24%	33%	*	*	25%	30%
Male	179	719	719	725	27%	29%	26%	*	*	18%	26%
Economically Disadvantaged Students	262	724	724	719	23%	29%	29%	*	*	20%	19%
Non-Economically Disadvantaged Students	64	724	724	734	27%	17%	31%	*	*	25%	34%
Students with Disabilities	46	700	700	705	*	*	*	*	*	*	*
Students without Disabilities	280	728	728	734	*	*	*	*	*	*	*
English Learners	38	709	709	703	34%	40%	*	*	*	13%	*
Non-English Learners	288	726	726	729	22%	25%	*	*	*	22%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	788	728	743	*	*	*	80%	*	100%	42%
White	15	794	735	751	*	*	*	67%	*	100%	52%
Hispanic	22	781	724	728	*	*	*	91%	*	100%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	27	787	734	744	*	*	*	85%	*	100%	43%
Male	18	789	724	741	*	*	*	72%	*	100%	40%
Economically Disadvantaged Students	32	787	728	727	*	*	*	*	*	100%	23%
Non-Economically Disadvantaged Students	13	791	728	751	*	*	*	*	*	100%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	45	788	731	747	*	*	*	80%	*	100%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	45	788	734	745	*	*	*	80%	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

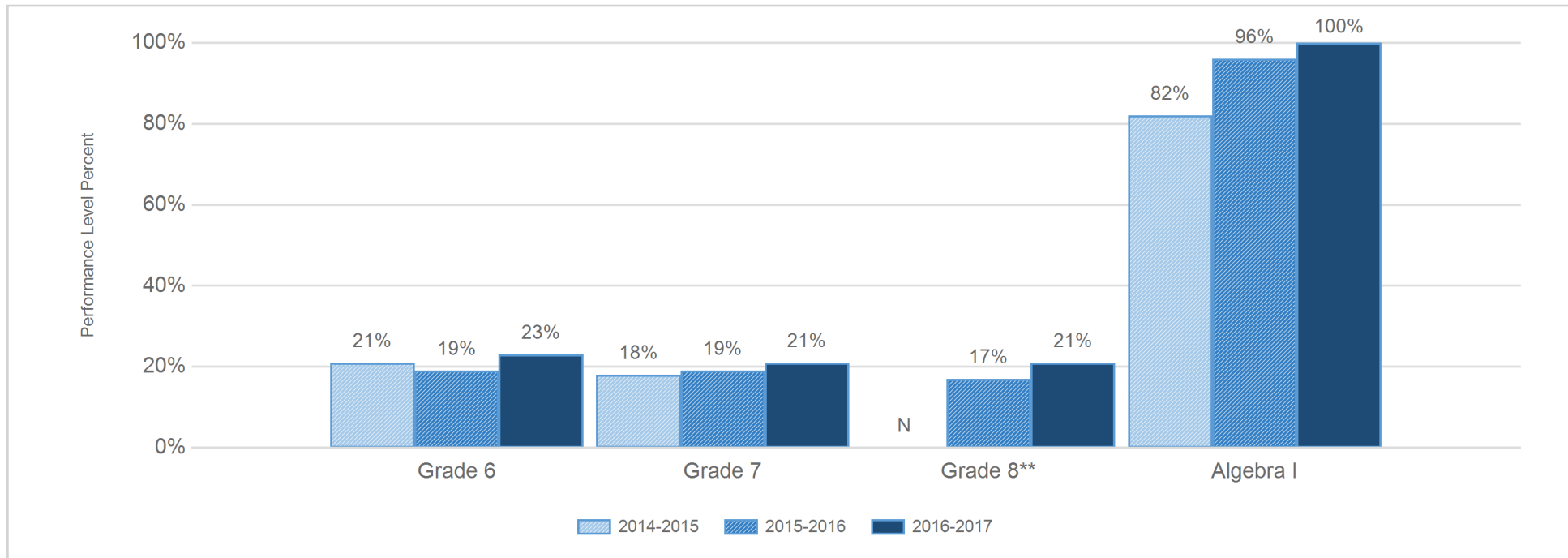


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	31	*	*
2	34	*	*
3	21	*	*
4	*	*	*
5+	N	N	N



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

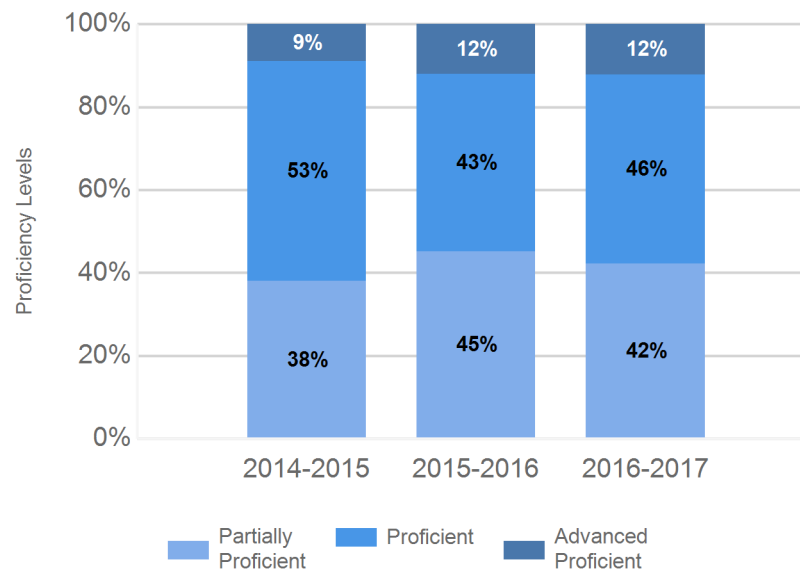
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	12%	46%	42%
White	20%	47%	33%
Hispanic	10%	47%	44%
Black or African American	7%	39%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	*
Economically Disadvantaged Students	10%	44%	47%
Students with Disabilities	N	21%	79%
English Learners	N	27%	74%

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	53	50	Met Target	44	55	50	Met Target
White	54	55	50	Met Target	48	57	52	Met Target
Hispanic	56	53	49	Met Target	44	56	47	Met Target
Black or African American	47	48	45	Met Target	40	47	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	52.5	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	49	51	**	*	62.5	52	**
Economically Disadvantaged	53	52	47	Met Target	43	55	46	Met Target
Students with Disabilities	38	36	41	Not Met	42	54	43	Met Target
English Learners	48.5	50	53	Met Target	41.5	60	51	Met Target

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



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

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

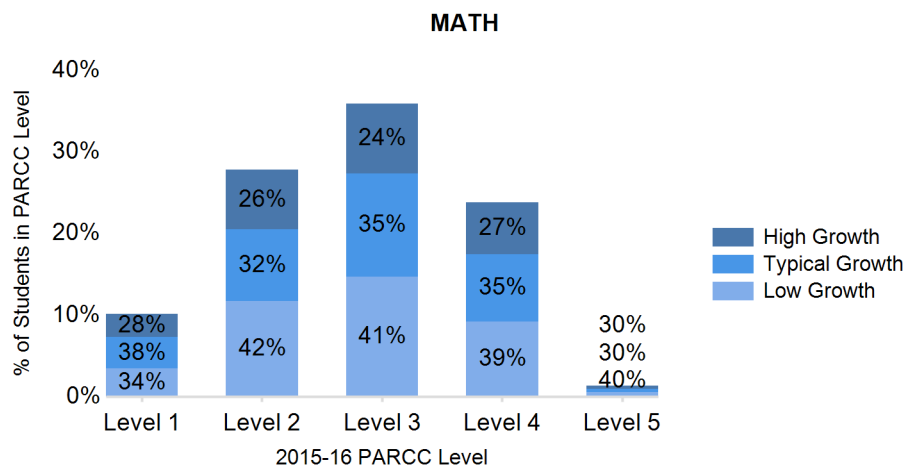
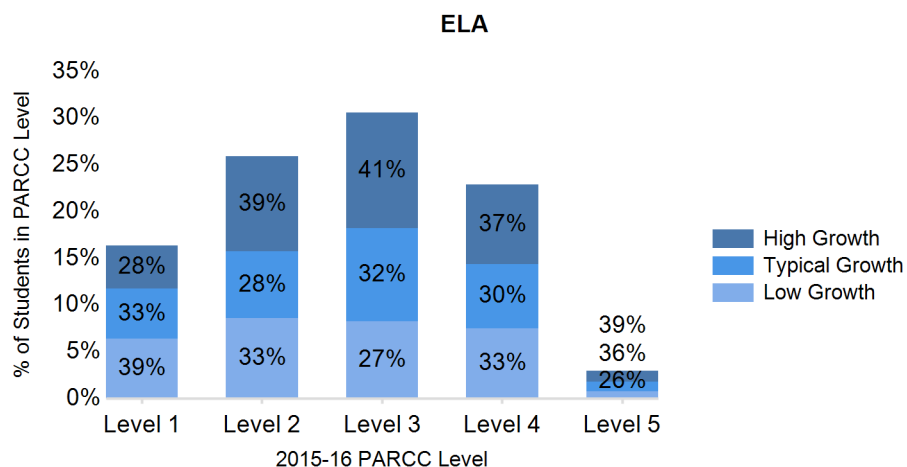
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

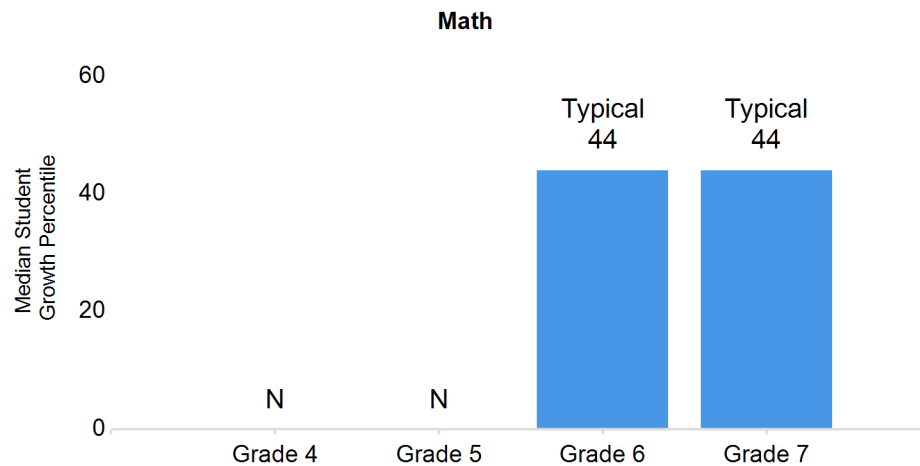
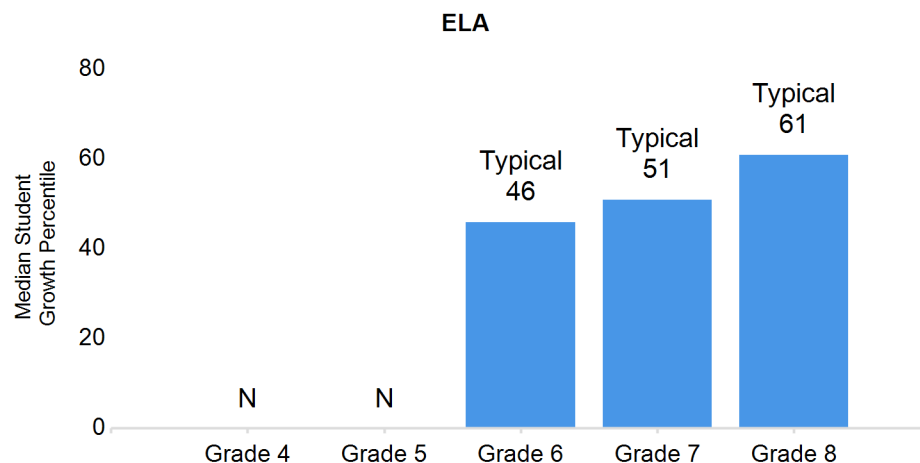
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	11	0	404
7	6	0	307
8	58	0	330
Schoolwide	75	0	1041

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	403
7	0	0	0	0	0	0	67
8	0	0	0	0	0	0	65
Schoolwide	0	0	0	0	0	0	535
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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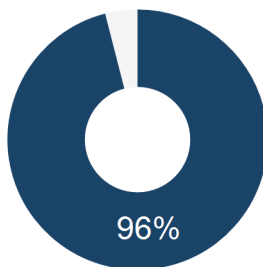
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Visual and Performing Arts – Course Participation

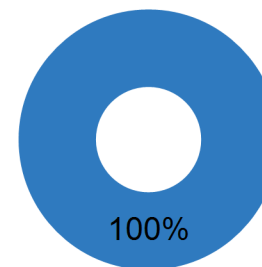
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

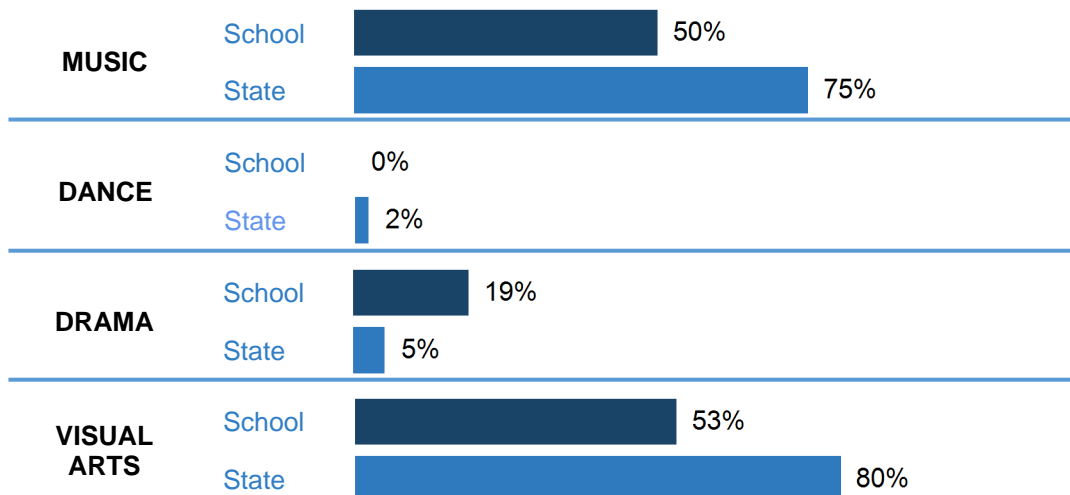


School



State

Students enrolled in one or more classes by discipline:





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

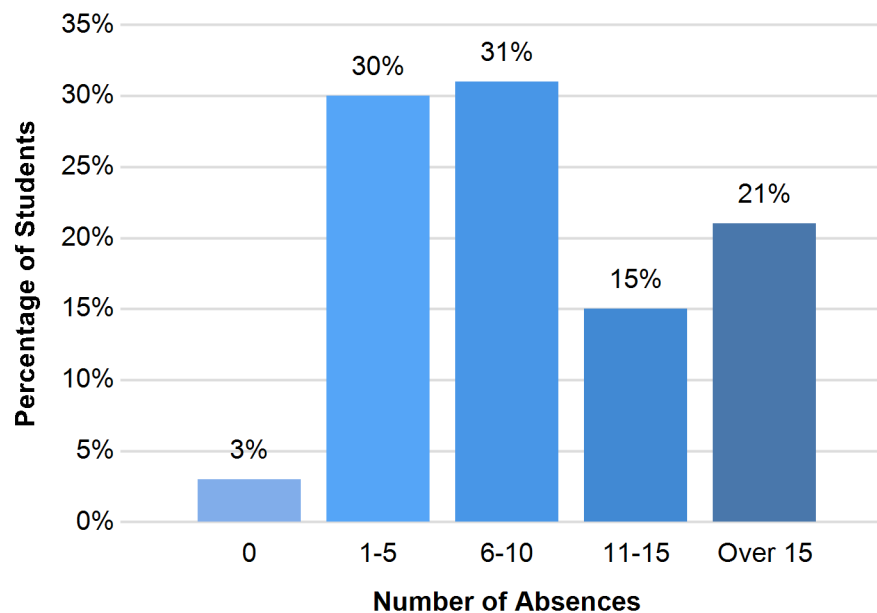
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.90	8.70	Not Met
White	24.10	8.70	Not Met
Hispanic	11.90	8.70	Not Met
Black or African American	20.40	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.10	8.70	Not Met
Students with Disabilities	23.30	8.70	Not Met
English Learners	27.00	8.70	Not Met

Days Absent

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



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

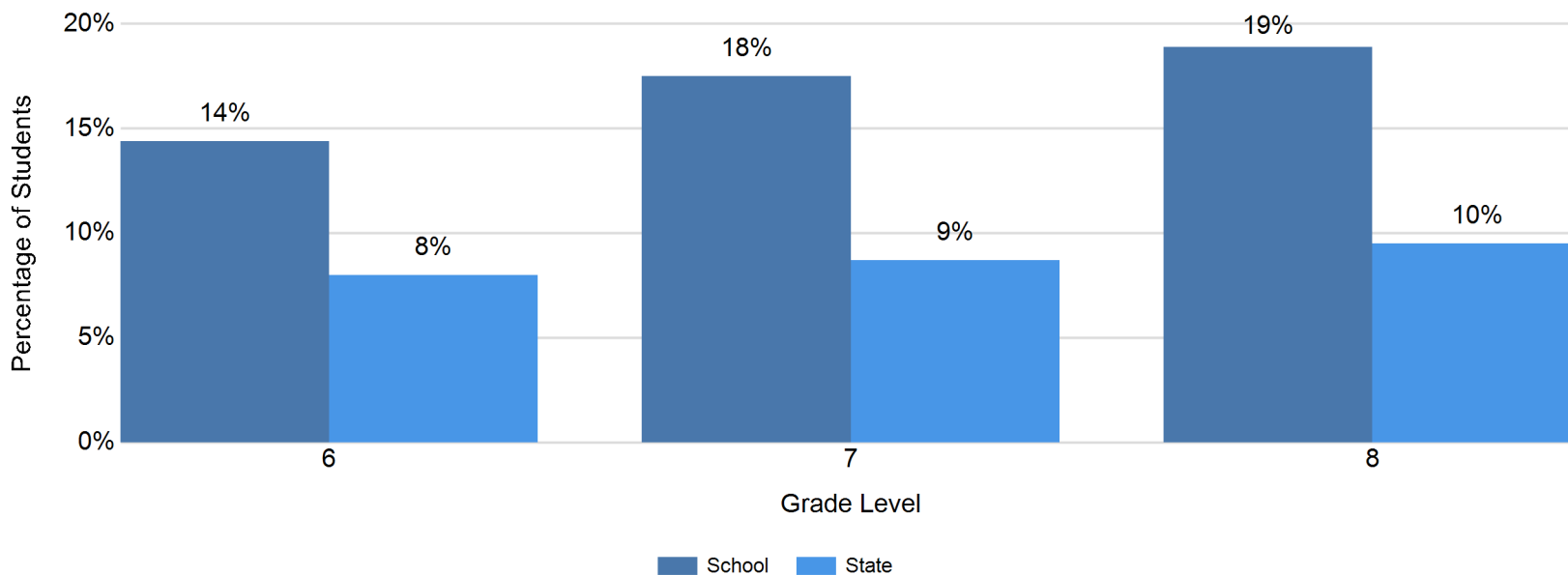


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 23 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	1.74

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	19.4%
Out-of-School Suspensions	19.4%
Any Suspension	19.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	173.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$739	\$15,557	\$16,296



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	99	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	164:1	141:1
Librarian/Media Specialists		1156:1
Nurses		525:1
Counselors		525:1
Child Study Team		165:1



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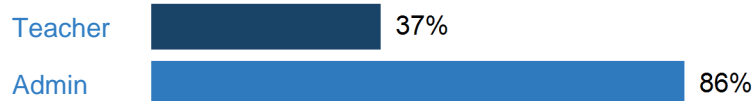
Teachers and Administrators - Level of Education

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

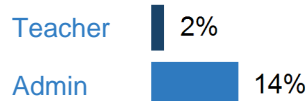
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	98%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	12.9	17.5%
Mathematics Proficiency	13.9	17.5%
English Language Arts Growth	59.2	25.0%
Mathematics Growth	30.3	25.0%
Chronic Absenteeism	5.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		28.0
Summative Rating: Percentile rank of Summative Score		17.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	28.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	26.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Hispanic	41.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	38.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	39.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	27.6	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	26.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Vitarello	Email Address:	mvitarello@longbranch.k12.nj.us
Address:	350 INDIANA AVENUE LONG BRANCH, NJ 07740-6192	Website:	https://www.longbranch.k12.nj.us/
Phone:	(732)229-5533		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Awarded 2017 US Department of Education National Green Ribbon Award • Bronze Sustainable Jersey for Schools Award • 1:1 Technology Initiative
 <p>Mission, Vision, Theme:</p>	<p>The Long Branch Middle School students are immersed in creative programming and superior educational experiences. The mission of the Long Branch Middle School is to provide students with a unique educational experience and to utilize our diverse learning community to foster mutual respect and social responsibility. All disciplines align lessons to the NJSL Standards. Visual and Performing Arts, STEM, and Leadership are the themes that drive the academies.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Long Branch Middle School has embraced the three pillars of being a green ribbon school throughout our community by reducing environmental impact and costs, promoting environmental education and helping to improve health and wellness. As a result, the Long Branch Middle school has earned bronze level certification from the Sustainable Jersey for Schools program and also received a National Green Ribbon Award. The LBMS also received a NJ Safe Routes to School Recognition award.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>The school uses the Connected Math program for mathematics which focuses on real life problem solving and student communication of mathematical thinking. In addition, the Big Ideas mathematics program has been piloted for implementation. The ELA instruction is taught through the Treasures program for grade 6 and Glencoe for grades 7 and 8. The Read 180 program, a comprehensive, researched-based literature program, is also implemented.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)</p> <p>The Long Branch School District believes athletics and extracurricular activities are an integral part of the students' education. We strive to meet high standards of sportsmanship, responsibility, dedication, and devotion to the sport, school and family. In addition to the sports listed above, Boys and Girls are invited to participate in Cheerleading.</p>
 <p>Clubs and Activities:</p>	<p>The Long Branch Middle School offers the following exciting clubs and extra curricular activities for students; Drama Club, Morning Concert Band, African-American Culture Club, Basic Belief in All People, Book Store, Choral Music, Cooking Club, Dance Club, Gay/Straight Alliance, Drug Free Club, National Junior Honor Society, Young Astronauts, Yearbook, Student Council, and Natural Helpers.</p>
 <p>Before and After School Programs:</p>	<p>The Long Branch Middle School sees the importance of support offered to students before and after school. Homework Club, a club in which certified teachers tutor students in all areas of need, is offered to students four days a week for an hour and a half after school. Additionally, Algebra 1 tutoring is offered to assist students in this accelerated course. Long Branch has paired with the Big Brother/Big Sister program to form a mentorship program for students in need.</p>






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 <p>Staff and Professional Learning:</p>	<p>At the Long Branch Middle School, teachers and administrators are engaged in various opportunities for learning throughout the year. Weekly, teachers are provided with staff development meetings and common planning time with content area teams for collaboration and development through the use of individual professional learning communities.</p>
 <p>Student Health and Wellness:</p>	<p>Long Branch Middle School strives to have all children start their day off with a healthy and nutritious breakfast. Whether it be a grab and go meal from the breakfast carts or a meal in one of the cafeterias, students receive a healthy meal to kick start their day. This program is free to all children. The school serves a healthy lunch that includes canned and fresh fruit with a choice of many vegetables for their liking.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are an integral part of the team at the Long Branch Middle School. Monthly meetings are held for parents and staff to participate in our STPA, where fundraising, extra curricular activities and class trips are planned. Throughout the year, families are invited to attend various functions such as orientation, back to school night, conferences, theater productions, educational nights, parades, and concerts. Students grades are accessible through Parent Portal, which is updated daily.</p>



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Facilities:

The Long Branch Middle School is a state-of-the-art facility that provides all students with outstanding educational experiences. The school is made up of 3 academic floors where over 1100 students are educated. The building consists of a state of the art auditorium, 2 gymnasiums, 2 cafeterias, 5 computer labs, and wireless connectivity throughout the building which connects to the 1150 wireless Chromebooks in the building for student use.



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School Narrative

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

Technology is utilized in several capacities to assist in student success. All students have access to Google Chromebooks which promotes opportunities for teachers to integrate technology throughout the curriculum. Additionally, teachers utilize Google Classroom and its capabilities to promote collaboration and increase connectivity with students outside of the classroom.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	235	291	308
KG	102	103	117
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Total	337	394	425

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	282	291	308
KG - Half Day	0	0	0
KG - Full Day	104	103	117

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	50%
Male	51%	51%	50%
Economically Disadvantaged Students	86%	89%	89%
Students with Disabilities	4%	8%	6%
English Learners	55%	57%	55%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	57.2%
White	27.8%
Black or African American	11.3%
Asian	1.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.4%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	47.1%
English	32.7%
Portuguese	19.1%
Other	1.0%



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

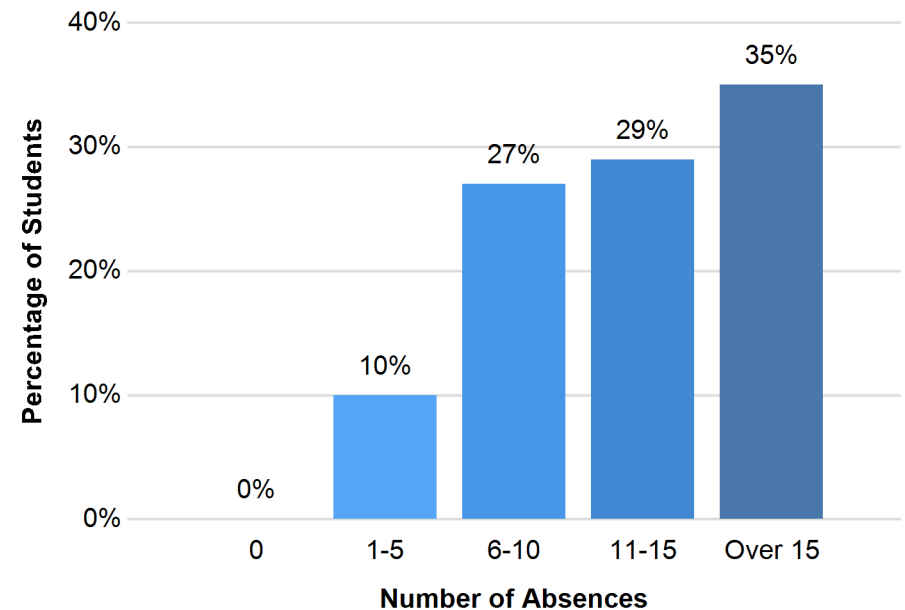
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	24.80	12.50	Not Met
White	34.80	12.50	Not Met
Hispanic	21.90	12.50	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	26.20	12.50	Not Met
Students with Disabilities	N	**	**
English Learners	26.90	12.50	Not Met

Days Absent

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



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



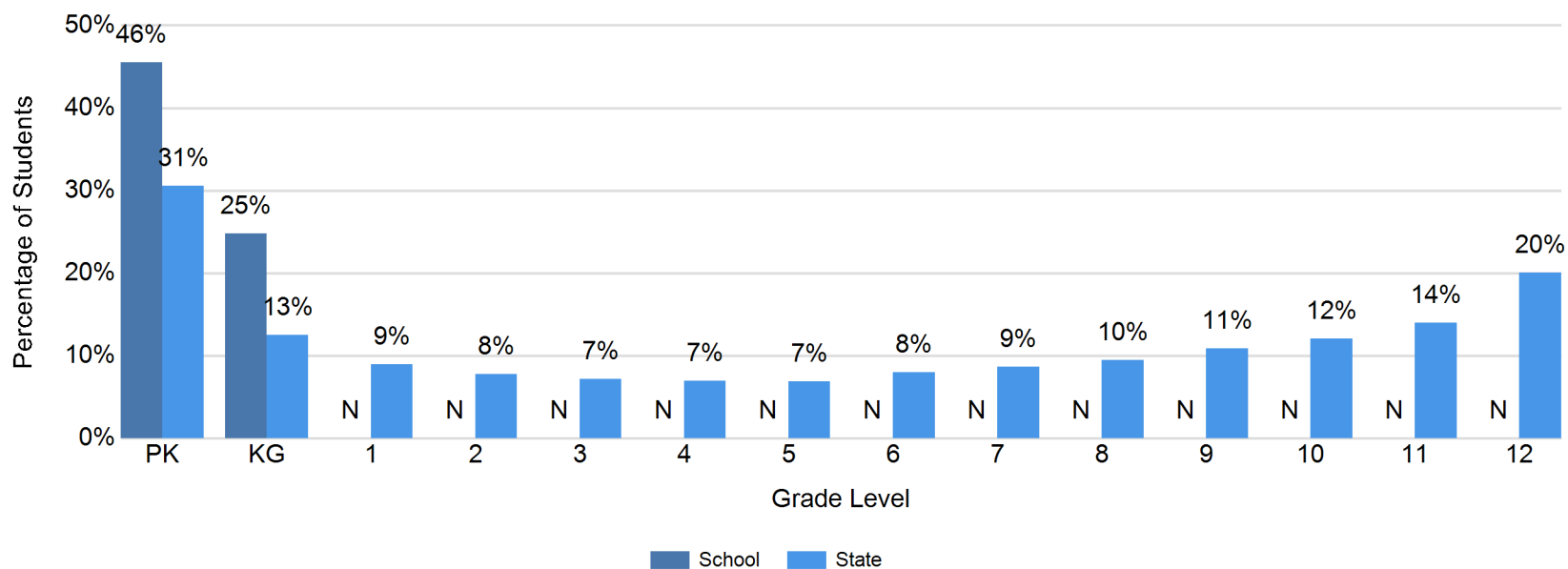
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	18:1	12:1
Administrators	425:1	141:1
Librarian/Media Specialists		1156:1
Nurses		525:1
Counselors		525:1
Child Study Team		165:1



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

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

Teachers: All classroom teachers

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

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

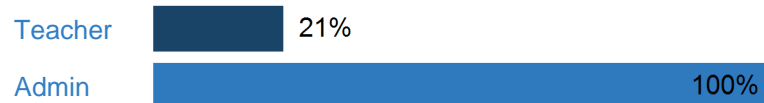
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	98%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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School General Info

Principal:	Mr. johnson	Email Address:	mjohnson@longbranch.k12.nj.us
Address:	318 MORRIS AVENUE LONG BRANCH, NJ 07740	Website:	https://www.longbranch.k12.nj.us/
Phone:	(732)571-3139	Twitter:	https://twitter.com/morrisaveschool

School Narrative

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

	<p>Highlights:</p> <ul style="list-style-type: none"> • Our classrooms have been used as models for the Tools of the Mind Program • Instructional Assistant Academy provided IA's with on-going professional learning. • Received the Sustainable Jersey for Schools Certified Award
	<p>Mission, Vision, Theme:</p> <p>At the Morris Avenue ECLC our mission is concise: We, the Long Branch School Community, strive to meet and exceed the standards set forth by the State of New Jersey. Our goal is clear: At the Long Branch Public Schools, our goal is to be recognized as the benchmark of excellence among New Jersey School Districts.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Tools of the Mind is implemented in all preschool classes. The activities provide children with a solid foundation in the developmental domains that are necessary for kindergarten. The kindergarten ELA program uses Treasures and the Tools of the Mind Writing Program. Guided reading sessions focus on the essential elements of reading. Social studies and science follow a thematic focus. The Everyday Mathematics program is also implemented.</p>
 <p>Before and After School Programs:</p>	<p>Kindergarten students are afforded the opportunity to participate in before school programs to enhance and enrich reading and mathematics concepts and skills. Champions provides wrap-around programs for all parents needing these services.</p>







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 <p>Staff and Professional Learning:</p>	<p>Weekly faculty meetings, as well as, Professional Learning Communities (PLCs) provide all staff with professional development opportunities. The district provides full and half day sessions throughout the year based on survey results from all stakeholders.</p>
 <p>Student Supports and Services:</p>	<p>Support for English Language Learners is provided to all kindergarten students based on WIDA results. The school provides guidance support to students through PIRT and I&RS services. A Master Teacher coaches all preschool teachers to support the successful implementation of the Tools of the Mind Program. Special education services are provided to classified students. The Student Advisor provides character education and ongoing counseling.</p>
 <p>Student Health and Wellness:</p>	<p>The Fresh Fruits and Vegetables Program introduces students to various healthy foods. All meals and snacks offered to students meet the New Jersey Standard for healthy meals. Preschool students have 90 minutes of gross motor per day. Kindergarten students receive weekly physical education classes and a daily 35 minute recess. All grades participate in 10-15 minutes of brain break physical activities daily.</p>
 <p>Parent and Community Involvement:</p>	<p>The school has a strong PTO involving all families in the community. Monthly family engagement activities take place throughout the year to focus on literacy, math and other core curricular areas. A parent portal, school website, Facebook, twitter, and class dojo are used in addition to daily phone calls and home visits. An Early Childhood Advisory Council (ECAC) representing staff, district, and community stakeholders meets quarterly to address the school's needs.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A School Climate Survey is completed once a year by all staff, families, and students. Results and data are used to develop programs and activities throughout the year. Survey results drive the planning and preparation for professional development, student programs and future parent activities.</p>
 <p>Facilities:</p>	<p>The Morris Avenue School is 44 years old and extensive renovations conducted in 2012, changed it from an open space concept to closed classroom spaces. The school features a breakout room that doubles as a play area for students and professional development space for staff. The common area is used for indoor play, lunch, and assemblies. Our community garden provides fresh vegetables for the neighborhood. Each year parents and students plant flowers as part of our week of the young child.</p>



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The Morris Avenue Early Childhood Learning Center is specifically designed to provide an enriched learning environment for children ages three through five. All students are required to conform to the Uniformity of Dress code Policy. Students wear khaki shorts, pants, or skirts with a grey, green or white top. A safe school officer is on staff and the School Crisis Committee meets monthly to discuss and revise school safety protocol and procedures to ensure all staff, students, and visitors feel safe and secure at all times.



Other Information: