



Aletta Crichton
2016-2017


Grade Span PK-02

05-4050-125
BURLINGTON
PEMBERTON TWP
TWO LEARNING WAY
BROWNS MILLS, NJ 08015

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.
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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	45	41
KG	0	114	93
1	0	90	107
2	0	102	96
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	5	10
Total	0	356	347

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	45	41
KG - Half Day	0	0	0
KG - Full Day	0	114	93

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	0%	56%	51%
Male	0%	44%	49%
Economically Disadvantaged Students	0%	50%	46%
Students with Disabilities	0%	11%	15%
English Learners	0%	3%	4%
Homeless Students			2%
Students in Foster Care			3%
Military-Connected Students			9%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	65.4%
Black or African American	17.6%
Hispanic	13.0%
Asian	1.4%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	2.3%

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	92.2%
Spanish	5.8%
Other	2.1%



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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

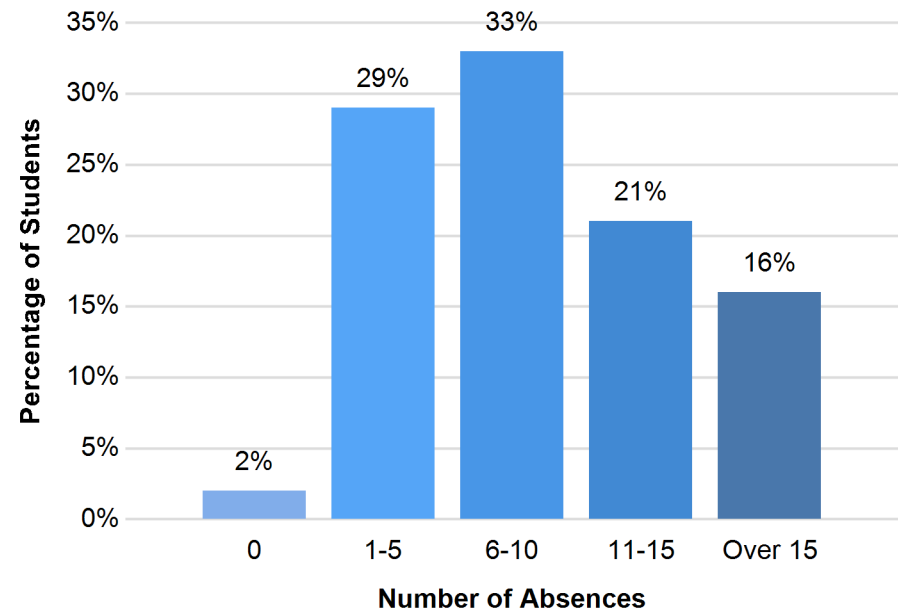
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.40	9.80	Not Met
White	12.80	9.80	Not Met
Hispanic	21.40	9.80	Not Met
Black or African American	12.50	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.00	9.80	Not Met
Students with Disabilities	20.80	9.80	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.





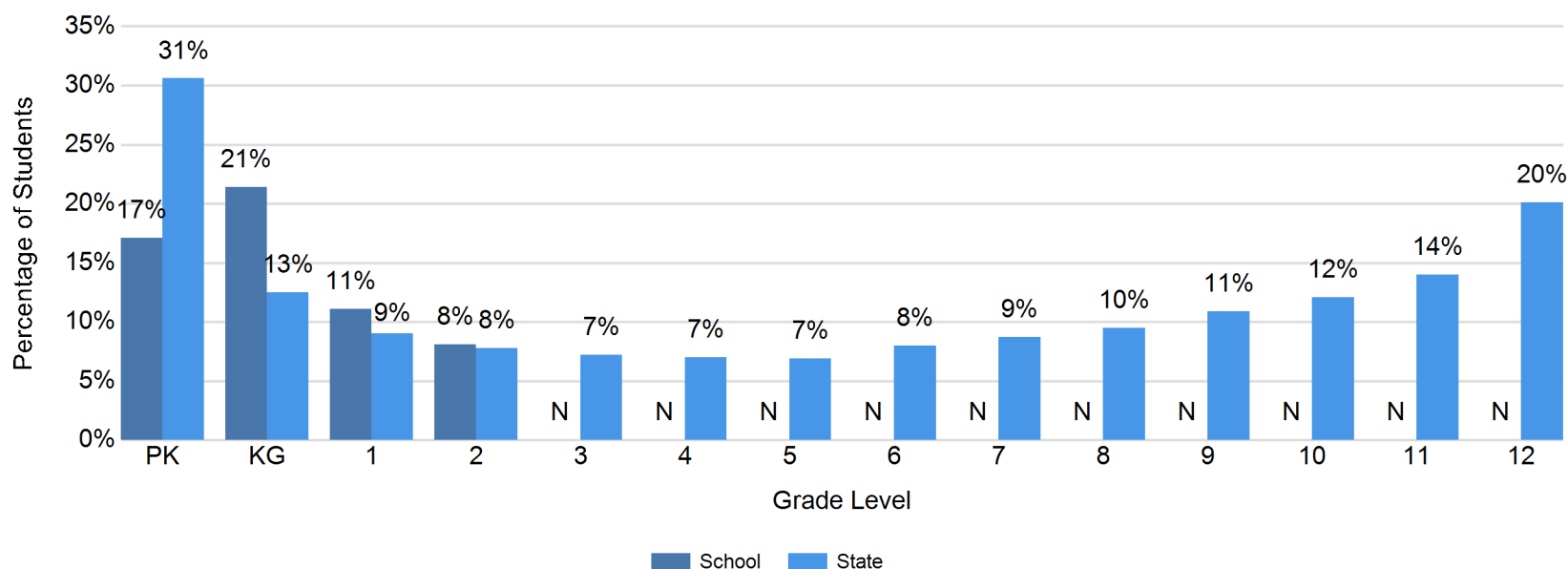
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Chronic Absenteeism by Grade

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	9:25AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.9%
Any Suspension	0.9%

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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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	\$702	\$18,646	\$19,348



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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	N	120,724
Average years experience in public schools	N	11.8
Average years experience in district	N	10.5
Teachers in district for 4 or more years	N	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	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	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	N	11:1
Administrators	N	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1



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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

Teacher N
Admin N/A

Master's Degree

Teacher N
Admin N

Doctoral Degree

Teacher N
Admin N

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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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School General Info

Address:	TWO LEARNING WAY BROWNS MILLS, NJ 08015	Website:	https://www.pemberton.k12.nj.us/Haines
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/HainesSchool/
		Twitter:	https://twitter.com/Isaiah_Haines

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"> • Technology Enrichment Course • Haines Creators (S.T.E.A.M. Club) • Emerging School of Character (character.org)
 Mission, Vision, Theme:	<p>Pemberton Learning Community: Pursing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. The Crichton School is being demolished starting July 2017, students and staff will attend the Isaiah Haines Lower Elementary School, providing exemplary education for over 300 students in kindergarten through 2nd grade.</p>
 Awards, Recognition, Accomplishments:	<p>Isaiah Haines School was recognized in 2017 as an Emerging School of Character by Character.org. We are also Middle States accredited.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.</p>
 <p>Clubs and Activities:</p>	<p>The Haines Creators is an afterschool STEAM club open to all K-2 students to provide a safe, fun environment to collaborate and explore new ideas and make new friends. STEAM (Science, Technology, Engineering, Art, Mathematics) is becoming more prominent throughout education, and early elementary is no different. We explore these concepts through collaborative projects, iPads, and focus on the Scientific Method and how we use it when exploring and understanding new ideas.</p>
 <p>Before and After School Programs:</p>	<p>Before and After School Programs (Principals should add information) We offer before and after care for all children from preschool through 5th grade. There is an after school 21st Century program in grades 3-5 in which students are provided homework help, participate in enrichment activities, our provided snacks and transportation home.</p>







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 <p>Staff and Professional Learning:</p>	<p>We are a learning community in which teachers work interpedently to achieve the common goal of “Pursuing Excellence, one child at a time”. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes 6 days of training in August, monthly learning focused on the book Teach Like a Champion, and multiple PD sessions in ELA and Math for 2nd year teachers.</p>
 <p>Student Supports and Services:</p>	<p>We offer an extensive array of programs and support services to ensure our students’ success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 <p>Student Health and Wellness:</p>	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 <p>Parent and Community Involvement:</p>	<p>We at Haines School recognize the importance of parents as partners in their child's learning, and strive to maintain solid relationships with our families and our community at large. Throughout the school year, we proudly host activities that encourage parental involvement such as Family Science Night and our annual Family Literacy Day, as well as those which provide opportunities for family bonding, such as Pastries With Parents, Trunk or Treat , Bedtime Stories and Breakfast With Santa.</p>



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Climate Surveys:

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

Our School Climate Survey is administered twice a year in conjunction with our Character Education Program. It is an opportunity for our parents and other community members to offer feedback on our academic, social /emotional, and parental involvement programs.



Facilities:

Built 1955. At the Haines School, starting in June 2017, conversions from locker rooms to additional classrooms, and renovations and upgrades to the existing TCUs. Additional TCU's will be added by December 2017.



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Other Information:

Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance; buses are equipped with interior and exterior cameras, the Zonar Child Safety Check system to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of each bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option.




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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
3	99	124	99
4	112	98	119
5	102	106	93
Ungraded	40	33	25
Total	709	361	336

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	51%
Male	51%	54%	49%
Economically Disadvantaged Students	50%	47%	52%
Students with Disabilities	16%	23%	19%
English Learners	4%	4%	3%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			9%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	59.2%
Black or African American	19.6%
Hispanic	16.7%
Asian	2.1%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.5%

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	92.0%
Spanish	6.5%
Other	1.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	333	98.0	39.00	37.00	54.90	39	39.6	Met Target†
White	203	98.1	39.90	39.00	63.90	39.9	43.4	Met Target†
Hispanic	50	96.4	36.00	35.30	39.80	36	29.9	Met Target
Black or African American	68	98.6	38.20	31.70	35.20	38.2	31	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	165	97.7	49.00	45.90	62.20	49		
Male	168	98.3	29.20	28.50	48.10	29.2		
Economically Disadvantaged Students	177	97.9	30.50	30.80	36.20	30.5	33.7	Met Target†
Non-Economically Disadvantaged Students	156	98.2	48.70	42.40	65.80	48.7		
Students with Disabilities	69	94.6	24.60	15.20	20.50	24.5	31.8	Met Target†
Students without Disabilities	264	98.9	42.80	41.90	61.90	42.8		
English Learners	13	100.0	15.40	27.00	25.20	15.4	**	**
Non-English Learners	320	97.9	40.00	37.30	57.40	40		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	26	96.8	53.80	48.20	53.50	53.8		
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	104	742	738	749	*	24%	34%	34%	*	35%	50%
White	67	741	739	759	*	22%	30%	37%	*	37%	61%
Hispanic	16	749	738	734	0%	*	69%	*	0%	25%	35%
Black or African American	16	745	*	731	*	*	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	55	748	745	754	*	20%	27%	44%	*	46%	55%
Male	49	735	731	745	*	29%	41%	22%	*	22%	46%
Economically Disadvantaged Students	50	727	726	731	*	*	42%	*	*	14%	31%
Non-Economically Disadvantaged Students	54	755	748	762	*	*	26%	*	*	54%	63%
Students with Disabilities	10	701	*	720	*	*	*	*	*	10%	24%
Students without Disabilities	94	746	*	755	*	*	*	*	*	37%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	11	758	*	750	0%	*	*	*	0%	46%	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	127	742	741	753	*	21%	27%	40%	*	44%	56%
White	68	743	744	762	*	18%	31%	37%	*	41%	67%
Hispanic	22	740	*	740	0%	*	*	*	*	36%	40%
Black or African American	33	742	734	737	*	*	*	49%	*	52%	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	64	748	748	758	*	*	28%	45%	*	52%	61%
Male	63	736	734	749	*	*	25%	35%	*	37%	51%
Economically Disadvantaged Students	62	733	734	737	*	24%	31%	31%	*	32%	36%
Non-Economically Disadvantaged Students	65	751	748	764	*	19%	23%	49%	*	55%	69%
Students with Disabilities	19	710	710	725	*	*	*	*	*	11%	25%
Students without Disabilities	108	748	747	759	*	*	*	*	*	50%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	127	742	*	755	*	21%	27%	40%	*	44%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	11	742	747	755	*	*	*	*	0%	55%	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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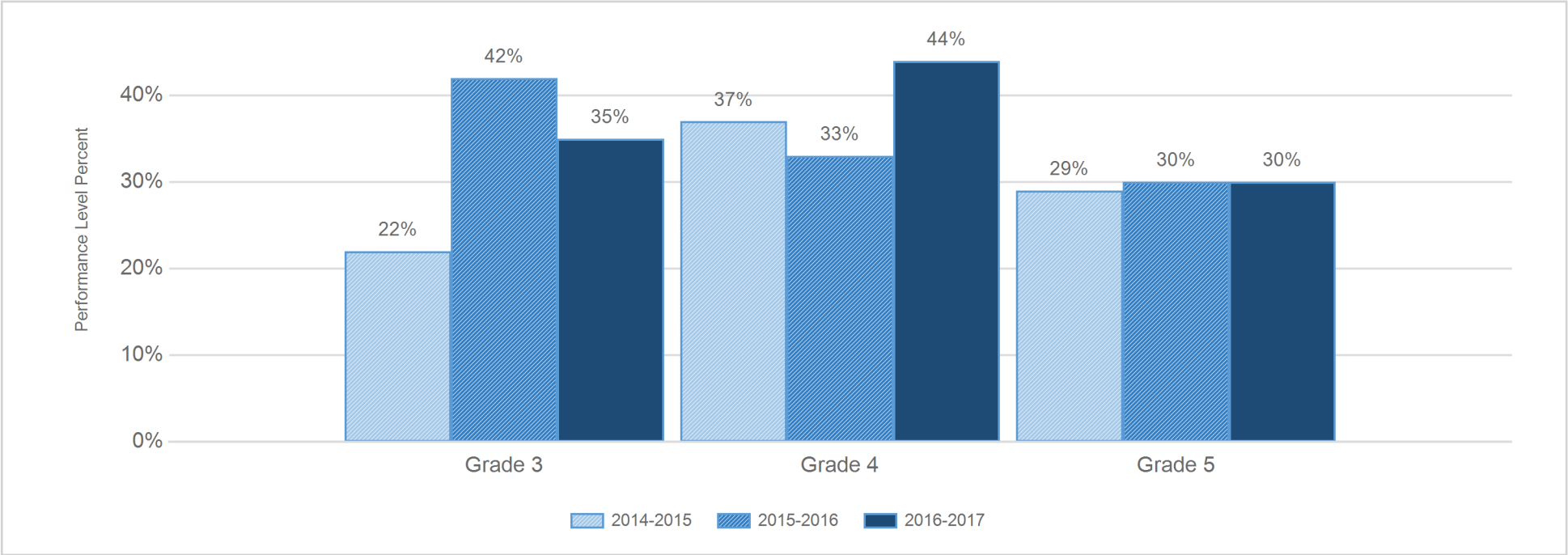
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	101	734	741	756	*	25%	33%	28%	*	30%	59%
White	62	734	740	763	*	19%	36%	31%	*	31%	69%
Hispanic	15	739	*	743	*	*	*	*	*	40%	44%
Black or African American	19	732	*	740	*	*	*	*	*	21%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	47	746	748	761	*	*	38%	38%	*	43%	66%
Male	54	724	734	750	*	*	28%	19%	*	19%	53%
Economically Disadvantaged Students	56	734	*	740	*	*	32%	27%	*	29%	40%
Non-Economically Disadvantaged Students	45	735	*	765	*	*	33%	29%	*	31%	71%
Students with Disabilities	25	712	*	725	*	*	*	*	*	*	22%
Students without Disabilities	76	741	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	329	97.2	35.30	23.30	43.50	35.3	33.1	Met Target
White	199	96.7	39.70	*	52.40	39.7	36.7	Met Target
Hispanic	50	96.4	34.00	*	27.60	34	19.1	Met Target
Black or African American	68	98.6	25.00	*	21.70	25	29.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	162	96.6	34.60	*	44.10	34.6		
Male	167	97.8	35.90	*	42.90	35.9		
Economically Disadvantaged Students	174	96.8	29.30	*	25.10	29.3	28.9	Met Target
Non-Economically Disadvantaged Students	155	97.6	42.00	*	54.30	42		
Students with Disabilities	68	94.5	27.90	11.40	16.50	27.8	27.2	Met Target
Students without Disabilities	261	97.9	37.10	25.90	48.80	37.1		
English Learners	13	100.0	15.40	17.50	23.30	15.4	**	**
Non-English Learners	316	97.0	36.10	23.50	45.20	36.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	26	96.8	42.30	*	39.90	42.3		
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	103	742	741	751	*	21%	32%	34%	*	41%	53%
White	66	741	743	759	*	23%	30%	35%	*	41%	63%
Hispanic	16	748	741	738	0%	*	*	*	*	50%	37%
Black or African American	16	739	*	733	*	*	*	*	*	25%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	55	745	743	751	*	*	36%	33%	*	40%	52%
Male	48	738	738	751	*	*	27%	35%	*	42%	53%
Economically Disadvantaged Students	49	732	729	736	*	*	35%	22%	*	27%	34%
Non-Economically Disadvantaged Students	54	750	750	761	*	*	30%	44%	*	54%	65%
Students with Disabilities	10	699	*	729	*	*	*	*	*	10%	29%
Students without Disabilities	93	746	*	755	*	*	*	*	*	44%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	11	751	*	750	0%	*	*	*	*	46%	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	126	737	736	747	*	26%	27%	35%	*	37%	47%
White	67	739	739	755	*	22%	25%	39%	*	40%	59%
Hispanic	22	734	734	734	*	*	*	*	0%	32%	30%
Black or African American	33	734	731	729	*	*	*	30%	*	33%	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	63	739	738	747	*	27%	29%	33%	*	35%	47%
Male	63	736	734	747	*	25%	25%	37%	*	38%	48%
Economically Disadvantaged Students	61	729	729	732	*	31%	25%	25%	*	26%	27%
Non-Economically Disadvantaged Students	65	745	742	757	*	22%	29%	45%	*	46%	61%
Students with Disabilities	19	706	707	724	*	*	0%	*	*	16%	22%
Students without Disabilities	107	743	741	751	*	*	32%	*	*	40%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	126	737	736	749	*	26%	27%	35%	*	37%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	11	739	748	749	0%	*	*	*	0%	27%	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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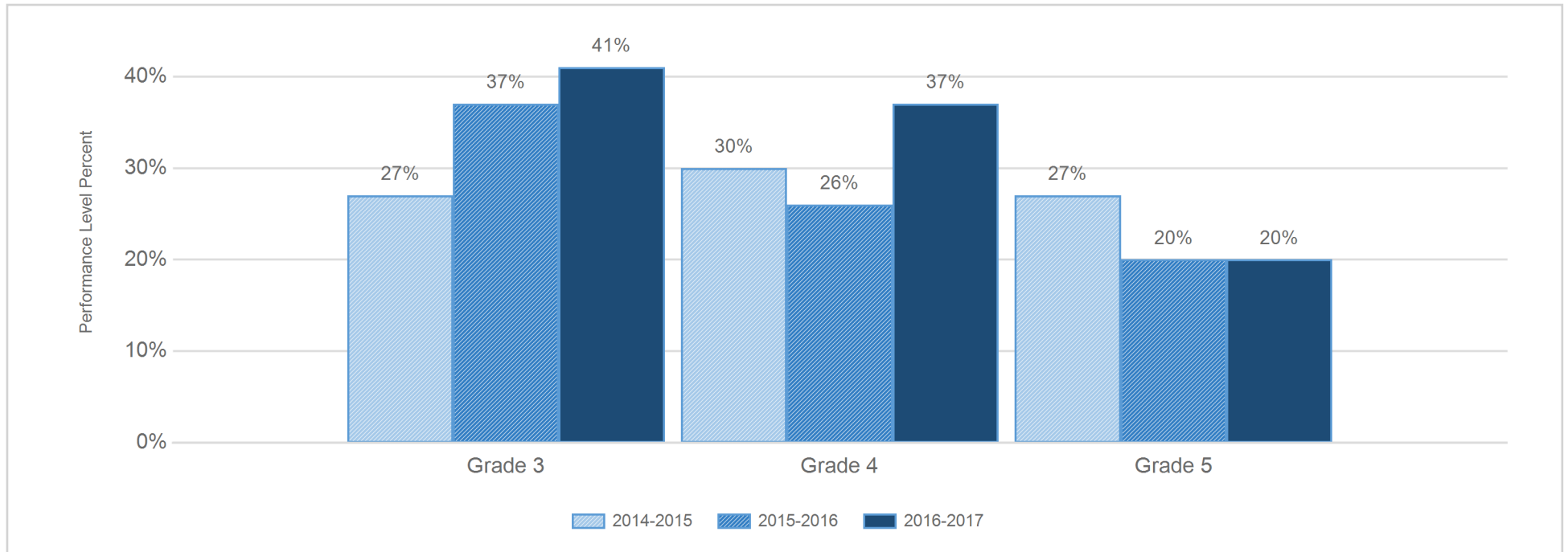
Mathematics Assessment - Performance by Grade: Grade 5

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	100	728	736	747	*	33%	32%	19%	*	20%	46%
White	61	729	737	754	*	31%	30%	25%	*	25%	57%
Hispanic	15	727	736	735	*	*	*	*	0%	13%	30%
Black or African American	19	727	*	729	*	58%	*	*	*	16%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	46	731	737	747	*	33%	39%	*	*	20%	47%
Male	54	725	735	746	*	33%	26%	*	*	20%	46%
Economically Disadvantaged Students	56	727	*	732	*	*	29%	*	*	18%	27%
Non-Economically Disadvantaged Students	44	728	*	756	*	*	36%	*	*	23%	59%
Students with Disabilities	25	707	*	725	*	*	*	*	*	*	19%
Students without Disabilities	75	734	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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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.

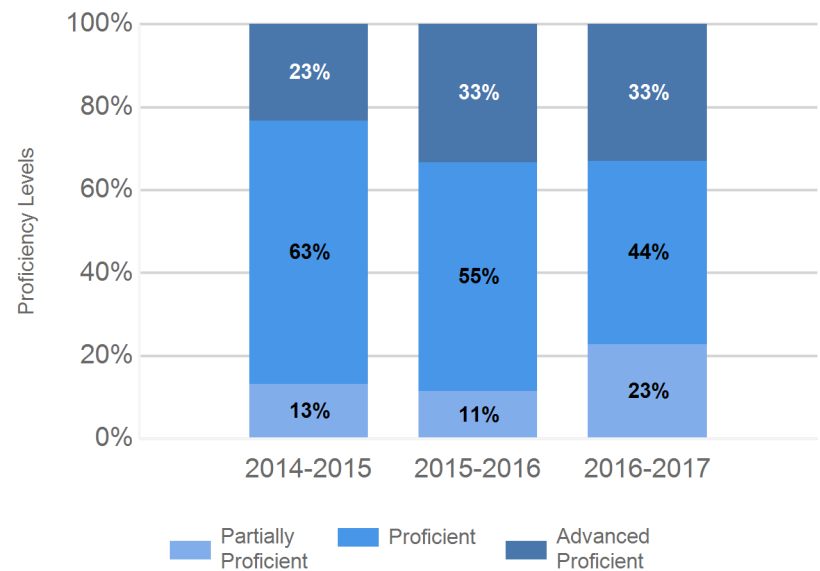
NJASK Science Assessment Performance: Grade 4

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	33%	44%	23%
White	39%	43%	18%
Hispanic	*	*	30%
Black or African American	21%	49%	30%
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	20%	49%	31%
Students with Disabilities	5%	20%	75%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	47	50	Met Target	51	37	50	Met Target
White	38	47	50	Not Met	48.5	40	52	Met Target
Hispanic	59	49	49	Met Target	64	34	47	Exceeds Target
Black or African American	54	43	45	Met Target	51	35	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	41	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	48	44	47	Met Target	55	36	46	Met Target
Students with Disabilities	37.5	*	41	Not Met	33	*	43	Not Met
English Learners	*	50	53	**	57	43	51	**

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



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

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

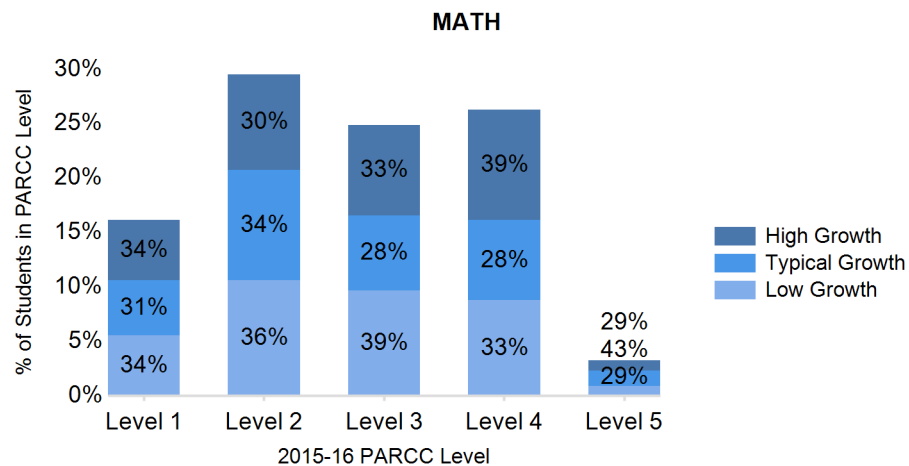
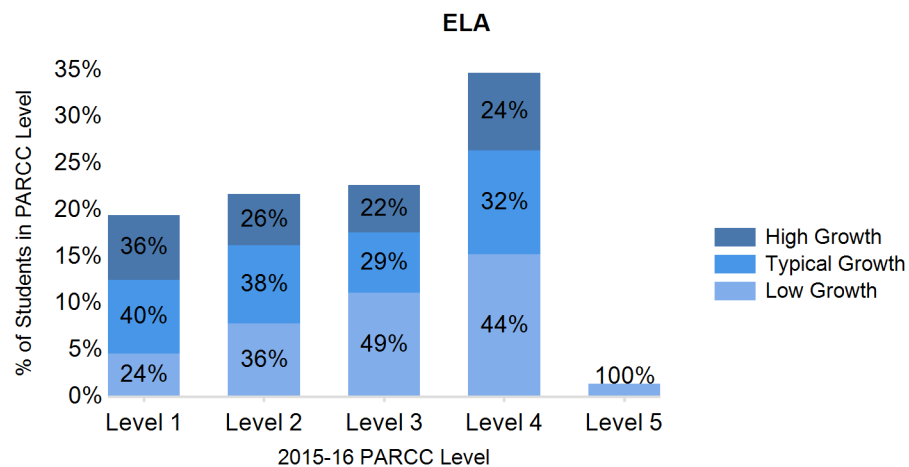
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

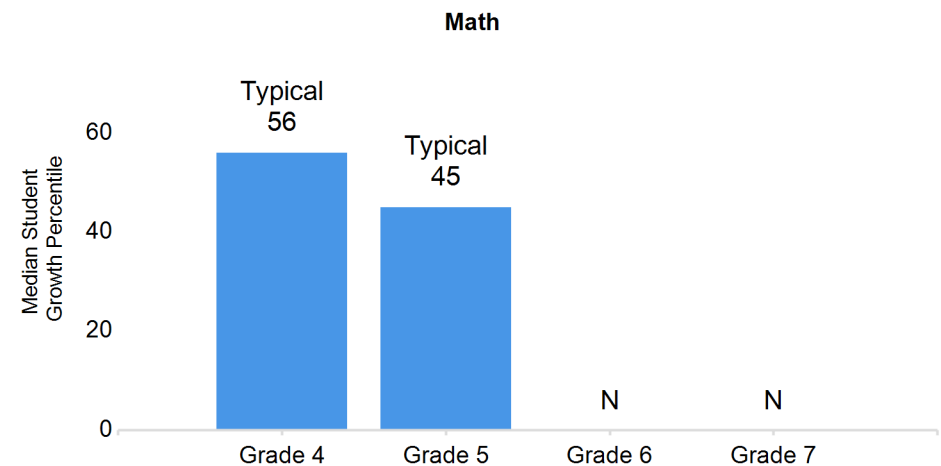
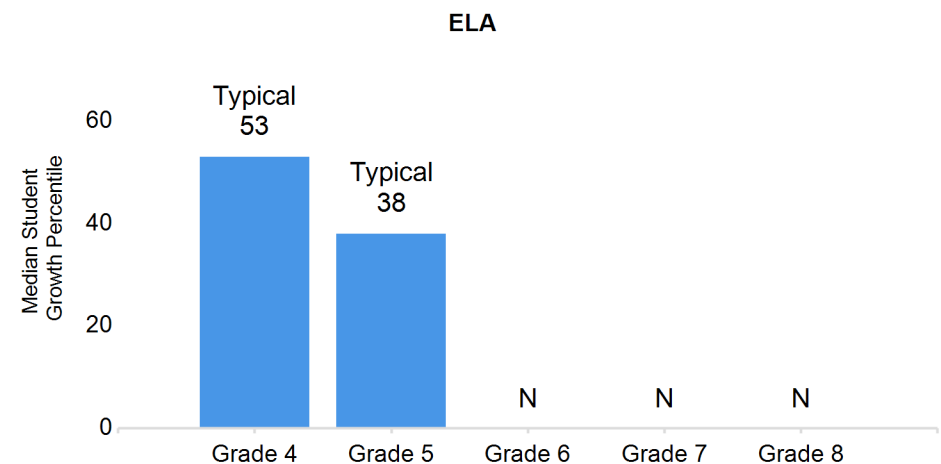
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

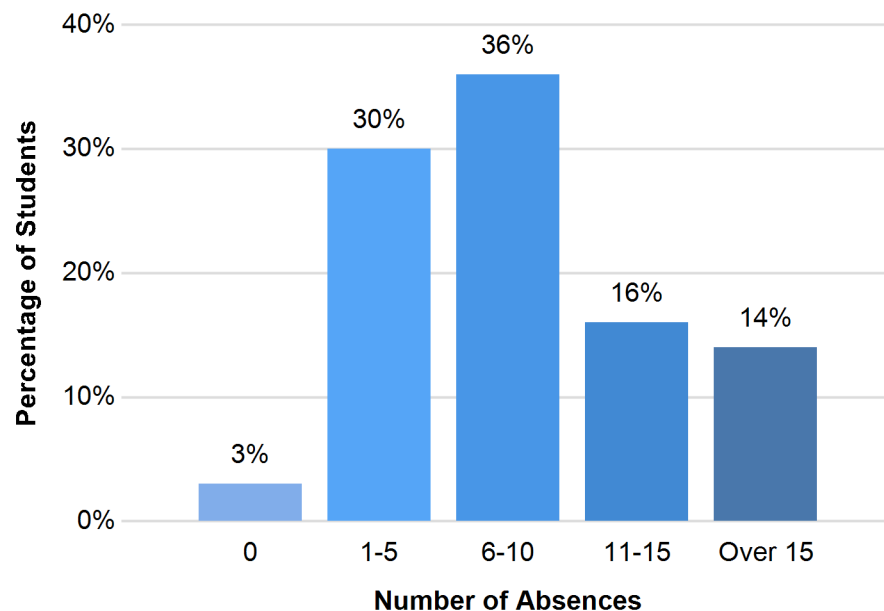
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.90	7.00	Not Met
White	14.80	7.00	Not Met
Hispanic	3.60	7.00	Met Target
Black or African American	6.10	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.00	7.00	Not Met
Students with Disabilities	17.90	7.00	Not Met
English Learners	N	**	**

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

Days Absent

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



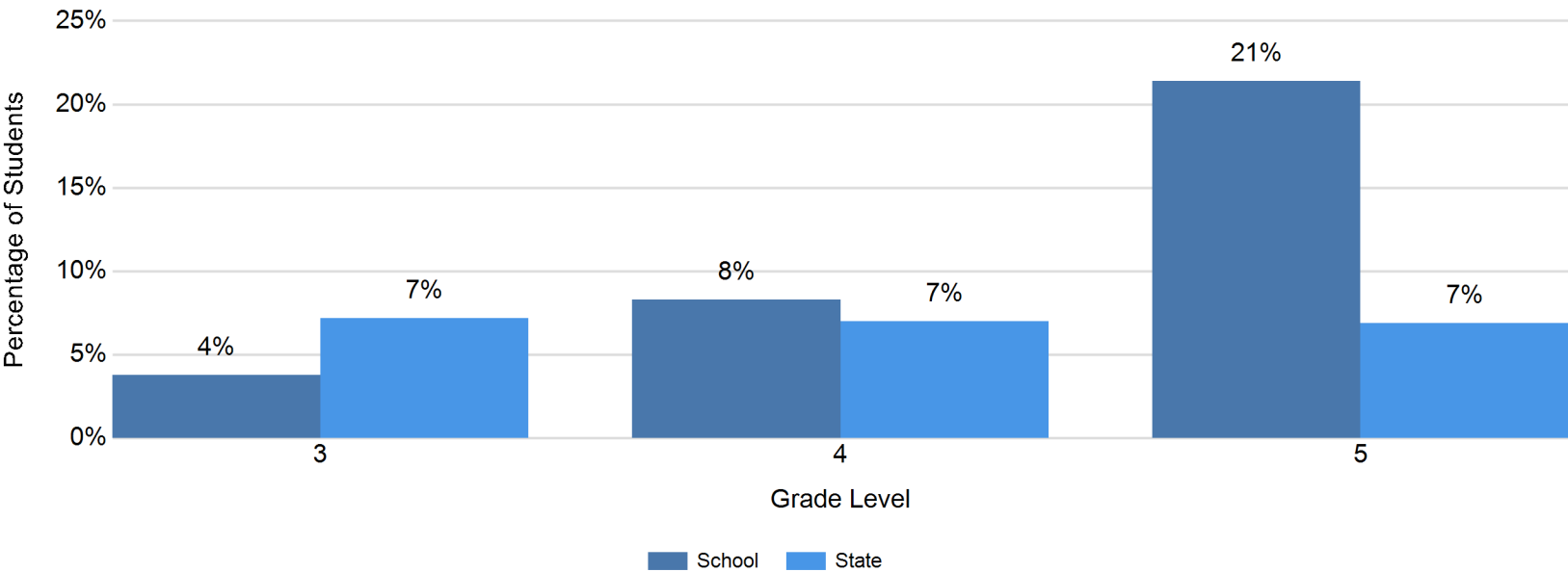


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:25AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.89

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	1.8%
Any Suspension	1.8%

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	413.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$702	\$18,646	\$19,348



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	120,724
Average years experience in public schools	14.1	11.8
Average years experience in district	12.4	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	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	5:1	11:1
Administrators	168:1	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1



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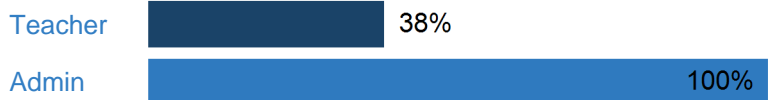
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	21.5	17.5%
Mathematics Proficiency	35.5	17.5%
English Language Arts Growth	39.4	25.0%
Mathematics Growth	57.3	25.0%
Chronic Absenteeism	25.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.0
Summative Rating: Percentile rank of Summative Score		30.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38.0	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
White	15.7	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Hispanic	72.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	70.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	54.6	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	41.0	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Thorp	Email Address:	bthorp@pemb.org
Address:	ONE LEARNING WAY BROWNS MILLS, NJ 08015	Website:	https://www.pemberton.k12.nj.us/denbo
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/Denbo-Elementary-School-191561404349048/
		Twitter:	https://twitter.com/DenboSchool

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"> • 2017 New Jersey State School of Character • Level of curriculum rigor has increased and students utilize 1:1 iPads daily. • Professional Learning Community: Teams of teachers, focused on learning & results, collaborate on a weekly basis.
 Mission, Vision, Theme:	Pemberton Learning Community: Pursing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Alexander Denbo Upper Elementary School provides exemplary education for over 300 students in grades 3 through 5. Denbo's theme is "Only One You!"
 Awards, Recognition, Accomplishments:	Alexander Denbo Elementary School is committed to educating the whole child in a positive and safe learning environment. Through character education, we strive to facilitate in each student a lifelong love of learning, strong self-esteem, ethical values, and a respect and appreciation for diversity. The core values of the school are SERVICE, PERSEVERANCE, INTEGRITY, RESPECT, and RESPONSIBILITY. We are proud and honored to be recognized as a 2017 New Jersey State School of Character!






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.</p>
 <p>Clubs and Activities:</p>	<p>Alexander Denbo Elementary School students have the opportunity to serve as members of the Safety Patrol, join the National Elementary Honor Society, and participate in Technology Enrichment (Coding), Instrumental Band, and Chorus. Each student also receives the opportunity to serve as a Character Ambassador and be a liason for their homeroom.</p>
 <p>Before and After School Programs:</p>	<p>Before and After School Programs (Principals should add information) We offer before and after care for all children from preschool through 5th grade. There is an after school 21st Century program in grades 3-5 in which students are provided homework help, participate in enrichment activities, our provided snacks and transportation home.</p>







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 Staff and Professional Learning:	<p>We are a learning community in which teachers work interpedently to achieve the common goal of “Pursuing Excellence, one child at a time”. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes 6 days of training in August, monthly learning focused on the book Teach Like a Champion, and multiple PD sessions in ELA and Math for 2nd year teachers.</p>
 Student Supports and Services:	<p>We offer an extensive array of programs and support services to ensure our students’ success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 Student Health and Wellness:	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 Parent and Community Involvement:	<p>Alexander Denbo Elementary School parents/guardians have the opportunity to serve as members of the PTO and volunteer at school functions. Parents/Guardians can also participate in Special Education Parent Advisory Group (SEPAG) meetings to receive information and provide feedback. Additionally, the school’s Character Education team has partnered with other schools in the district and the Pemberton Township Police Department to recognize students displaying our core values in the community.</p>

School Narrative

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

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</div> <div>Alexander Denbo Elementary School surveys students, staff, parents, and community members annually. The input and feedback provides school climate data and helps facilitate continuous school improvement. Highlights from 2016-2017 survey results revealed 97 % of students feel teachers treat them with respect; 98% of parents stated the school is safe; and 100% of staff feel intrinsically rewarded for doing their job well.</div>
 <div>Facilities:</div>	<div>Built in 1965.</div>



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School Narrative

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Other Information:

Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance; buses are equipped with interior and exterior cameras, the Zonar Child Safety Check system to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of each bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option.




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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	75	57	70
KG	78	66	84
1	58	60	66
2	55	42	66
3	48	50	45
4	40	43	43
5	33	32	36
Ungraded	0	0	0
Total	387	350	410

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%	48%	45%
Male	50%	52%	55%
Economically Disadvantaged Students	17%	25%	24%
Students with Disabilities	4%	4%	5%
English Learners	2%	3%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			98%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	53.9%
Hispanic	19.3%
Black or African American	18.8%
Asian	2.0%
Native Hawaiian or Pacific Islander	1.5%
American Indian or Alaska Native	0.5%
Two or More Races	4.1%

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	61	57	70
KG - Half Day	0	0	0
KG - Full Day	80	66	84

Enrollment by Home Language

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

Home Language	% of Students
English	94.4%
Spanish	4.1%
Other	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	105	96.3	44.80	37.00	54.90	44.8	42	Met Target
White	49	95.4	40.80	39.00	63.90	40.8	30.9	Met Target
Hispanic	24	94.1	54.20	35.30	39.80	52.6	55.8	Met Target†
Black or African American	25	100.0	48.00	31.70	35.20	48	47.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	55.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	44	93.7	50.00	45.90	62.20	50		
Male	61	98.6	40.90	28.50	48.10	40.9		
Economically Disadvantaged Students	27	100.0	22.20	30.80	36.20	22.2	33.3	Met Target†
Non-Economically Disadvantaged Students	78	95.2	52.60	42.40	65.80	52.6		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	21.80	26.40	N		
Students In Foster Care	N	N	N	31.60	24.80	N		
Military-Connected Students	94	98.3	43.60	48.20	53.50	43.6		
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	46	741	738	749	*	22%	41%	33%	*	33%	50%
White	24	740	739	759	*	*	*	42%	0%	42%	61%
Hispanic	12	750	738	734	0%	*	*	*	0%	33%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	22	750	745	754	*	*	*	*	0%	46%	55%
Male	24	733	731	745	*	*	*	*	0%	21%	46%
Economically Disadvantaged Students	13	721	726	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	33	749	748	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	44	741	*	750	*	*	43%	32%	0%	32%	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	44	745	741	753	*	*	36%	41%	*	46%	56%
White	18	747	744	762	0%	*	61%	*	0%	33%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	14	747	734	737	*	*	*	*	*	57%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	23	750	748	758	*	*	*	*	*	57%	61%
Male	21	740	734	749	*	*	*	*	*	33%	51%
Economically Disadvantaged Students	10	730	734	737	*	*	*	*	*	20%	36%
Non-Economically Disadvantaged Students	34	750	748	764	*	*	*	*	*	53%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	44	745	*	755	*	*	36%	41%	*	46%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	39	746	747	755	*	*	39%	41%	*	46%	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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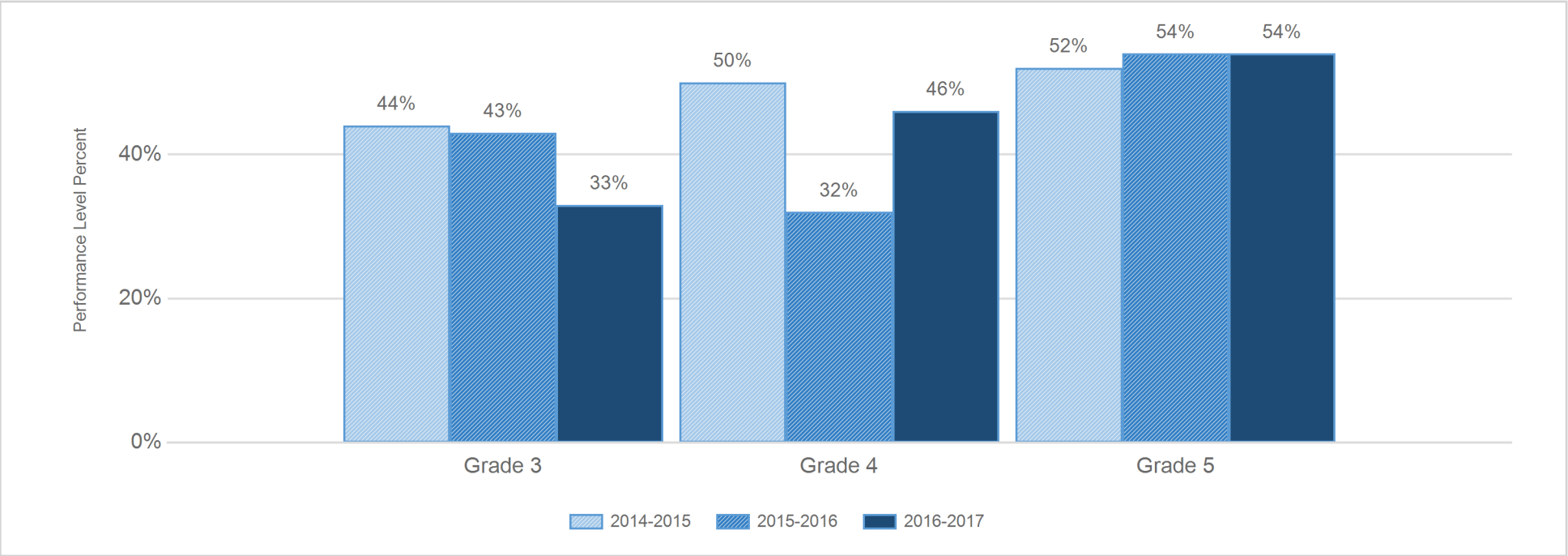
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	39	752	741	756	*	*	36%	51%	*	54%	59%
White	19	752	740	763	0%	*	*	*	*	53%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	14	755	748	761	*	*	*	*	*	50%	66%
Male	25	749	734	750	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	39	752	741	757	*	*	36%	51%	*	54%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	34	754	749	757	*	*	41%	50%	*	53%	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	105	96.3	45.80	23.30	43.50	45.8	53.4	Met Target†
White	49	95.4	44.90	*	52.40	44.9	45.3	Met Target†
Hispanic	24	94.3	50.00	*	27.60	48.6	64.4	Met Target†
Black or African American	25	100.0	44.00	*	21.70	44	51.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	44	93.7	47.80	*	44.10	47.8		
Male	61	98.6	44.30	*	42.90	44.3		
Economically Disadvantaged Students	27	100.0	33.30	*	25.10	33.3	58.8	Not Met
Non-Economically Disadvantaged Students	78	95.2	50.00	*	54.30	50		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	21.10	15.10	N		
Military-Connected Students	94	98.3	44.70	*	39.90	44.7		
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	46	752	741	751	*	*	37%	46%	*	52%	53%
White	24	752	743	759	*	*	*	54%	*	58%	63%
Hispanic	12	759	741	738	0%	0%	*	*	*	50%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	22	755	743	751	*	*	*	50%	*	59%	52%
Male	24	750	738	751	*	*	*	42%	*	46%	53%
Economically Disadvantaged Students	13	738	729	736	*	*	*	*	*	39%	34%
Non-Economically Disadvantaged Students	33	758	750	761	*	*	*	*	*	58%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	44	751	*	750	*	*	39%	43%	*	50%	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	45	747	736	747	*	*	33%	47%	*	49%	47%
White	18	753	739	755	0%	*	*	*	*	50%	59%
Hispanic	10	737	734	734	*	*	*	*	0%	40%	30%
Black or African American	14	748	731	729	0%	*	*	*	0%	57%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	23	748	738	747	*	*	*	48%	*	48%	47%
Male	22	747	734	747	*	*	*	46%	*	50%	48%
Economically Disadvantaged Students	10	742	729	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	35	749	742	757	*	*	*	*	*	54%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	40	748	748	749	*	*	30%	48%	*	50%	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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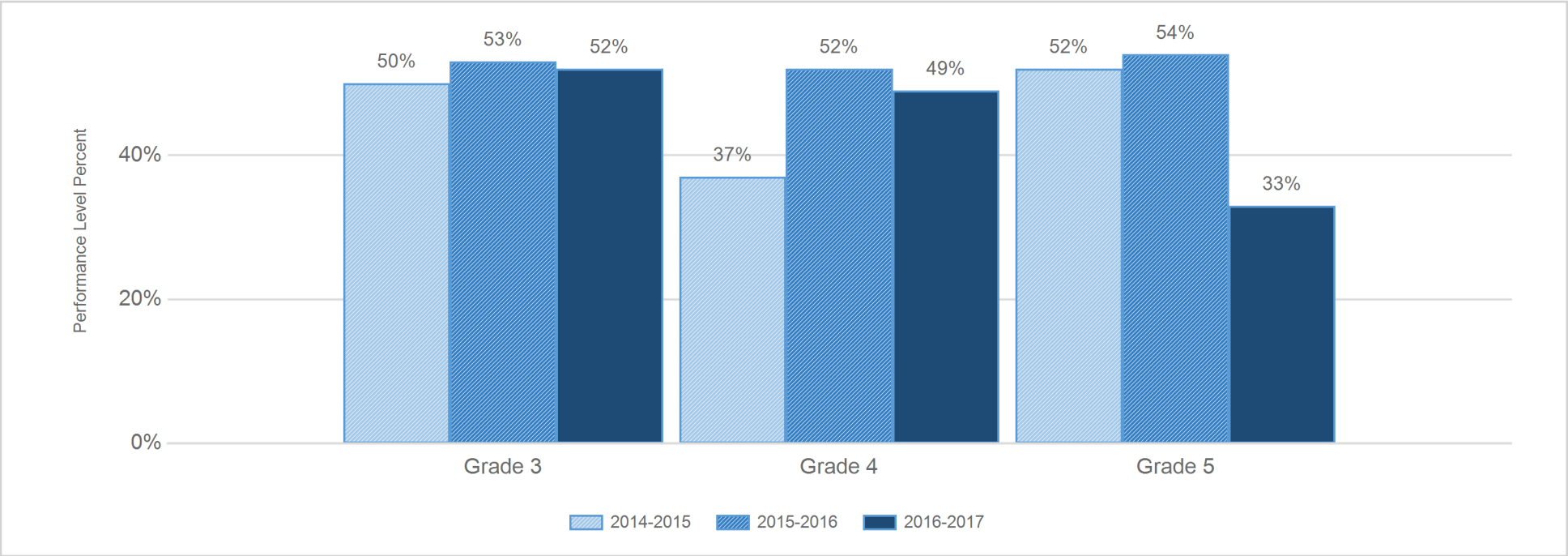
Mathematics Assessment - Performance by Grade: Grade 5

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	39	746	736	747	*	*	54%	28%	*	33%	46%
White	19	744	737	754	0%	*	*	*	0%	37%	57%
Hispanic	11	748	736	735	*	0%	*	*	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	14	746	737	747	*	*	*	*	*	36%	47%
Male	25	746	735	746	*	*	*	*	*	32%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	39	746	736	748	*	*	54%	28%	*	33%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	34	747	743	748	0%	*	59%	29%	*	32%	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

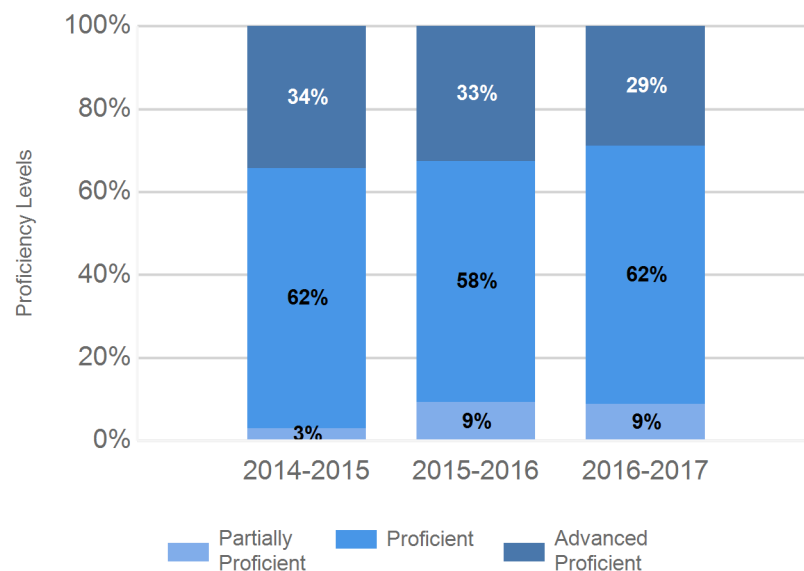
NJASK Science Assessment Performance: Grade 4

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	29%	62%	9%
White	39%	61%	N
Hispanic	20%	50%	30%
Black or African American	29%	64%	7%
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	8%	75%	17%
Students with Disabilities	N	*	*
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	45	47	50	Met Target	55	37	50	Met Target
White	41	47	50	Met Target	53.5	40	52	Met Target
Hispanic	49	49	49	**	33	34	47	**
Black or African American	49	43	45	**	69	35	43	**
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	41	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	36	44	47	**	51	36	46	**
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	*	50	53	**	*	43	51	**

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



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

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

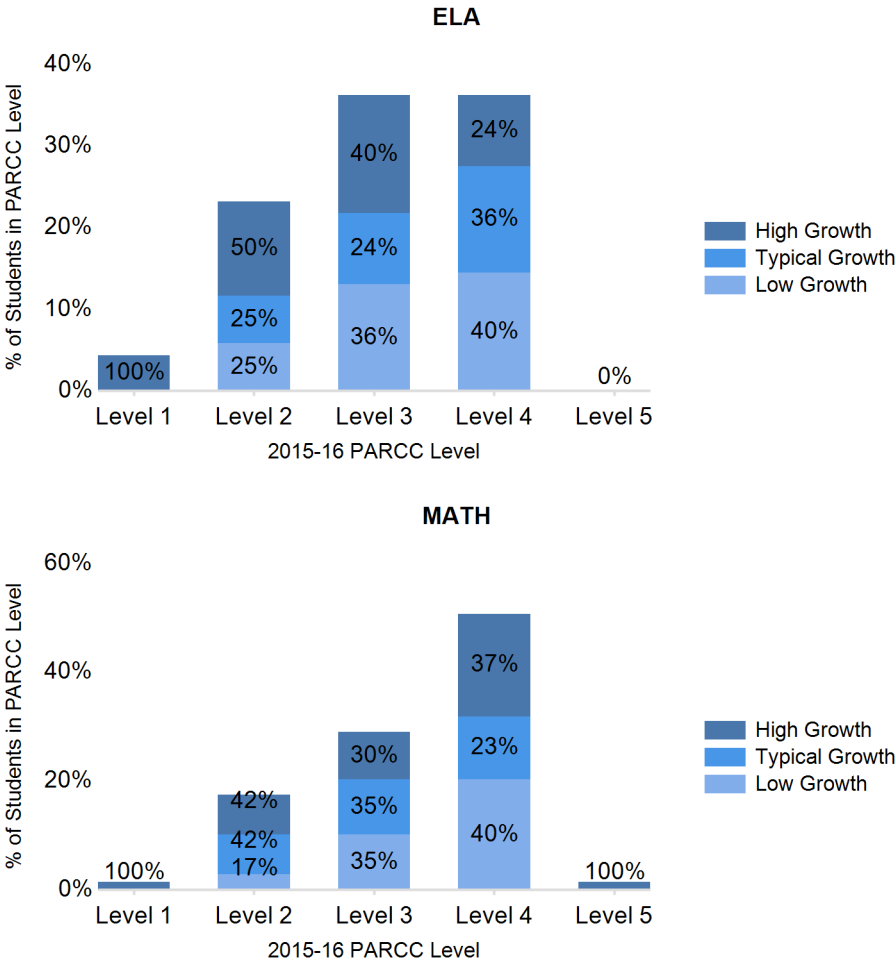
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

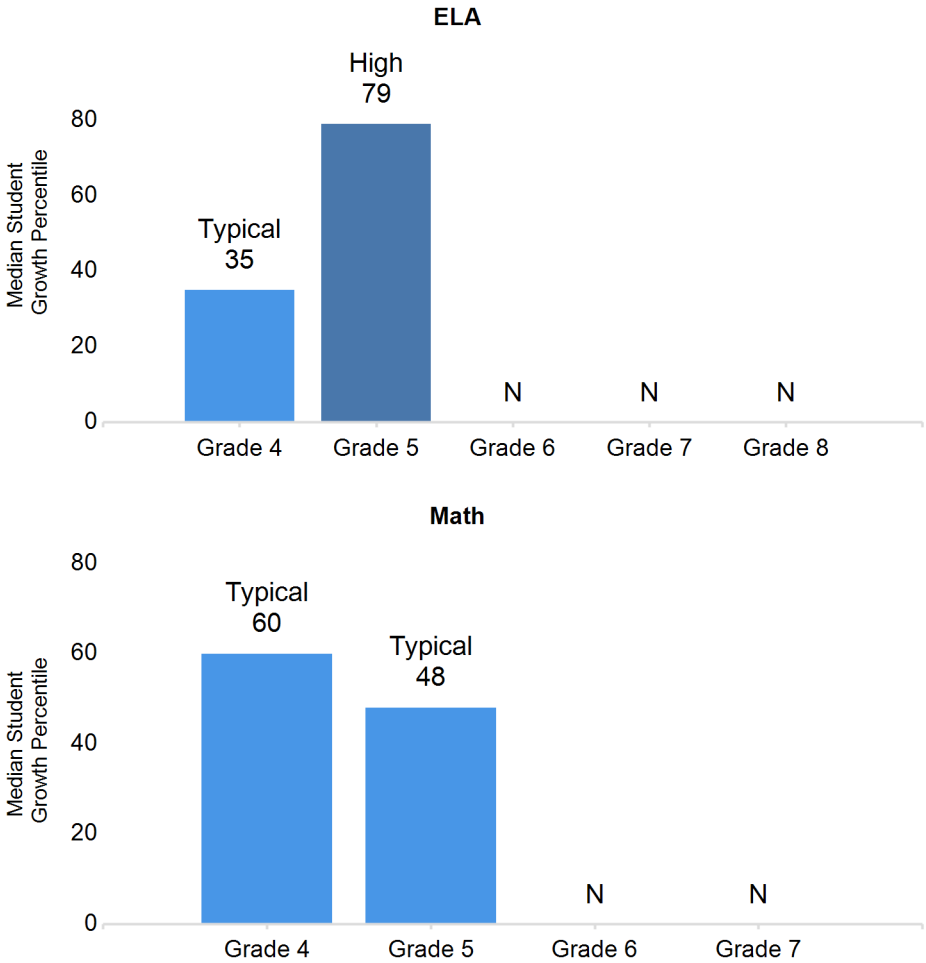
Student Growth by Performance Level

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



Student Growth by Grade

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





Fort Dix Elementary School
2016-2017
Grade Span PK-05

05-4050-110
BURLINGTON
PEMBERTON TWP
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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

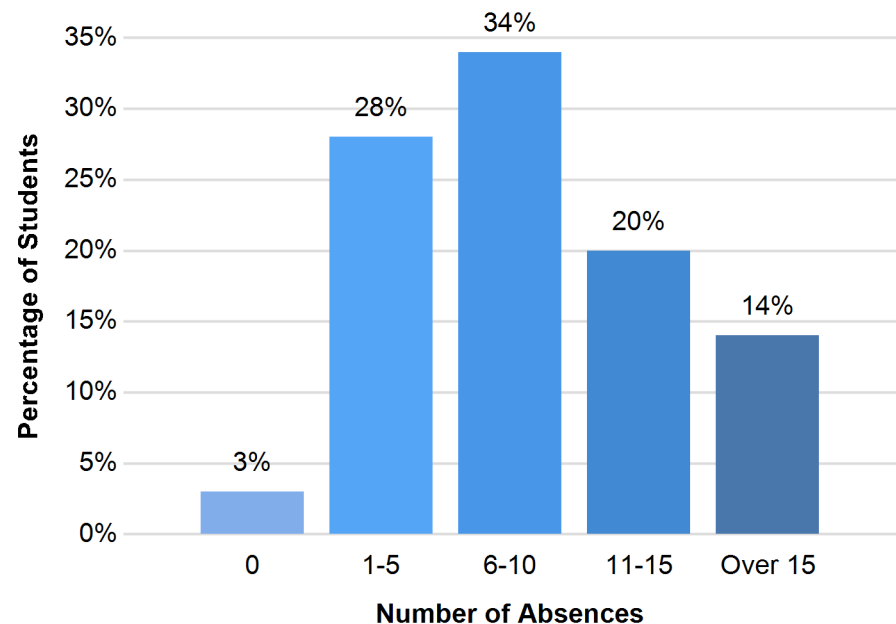
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.50	8.40	Not Met
White	12.40	8.40	Not Met
Hispanic	10.90	8.40	Not Met
Black or African American	7.70	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.10	8.40	Not Met
Students with Disabilities	N	**	**
English Learners	N	**	**

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

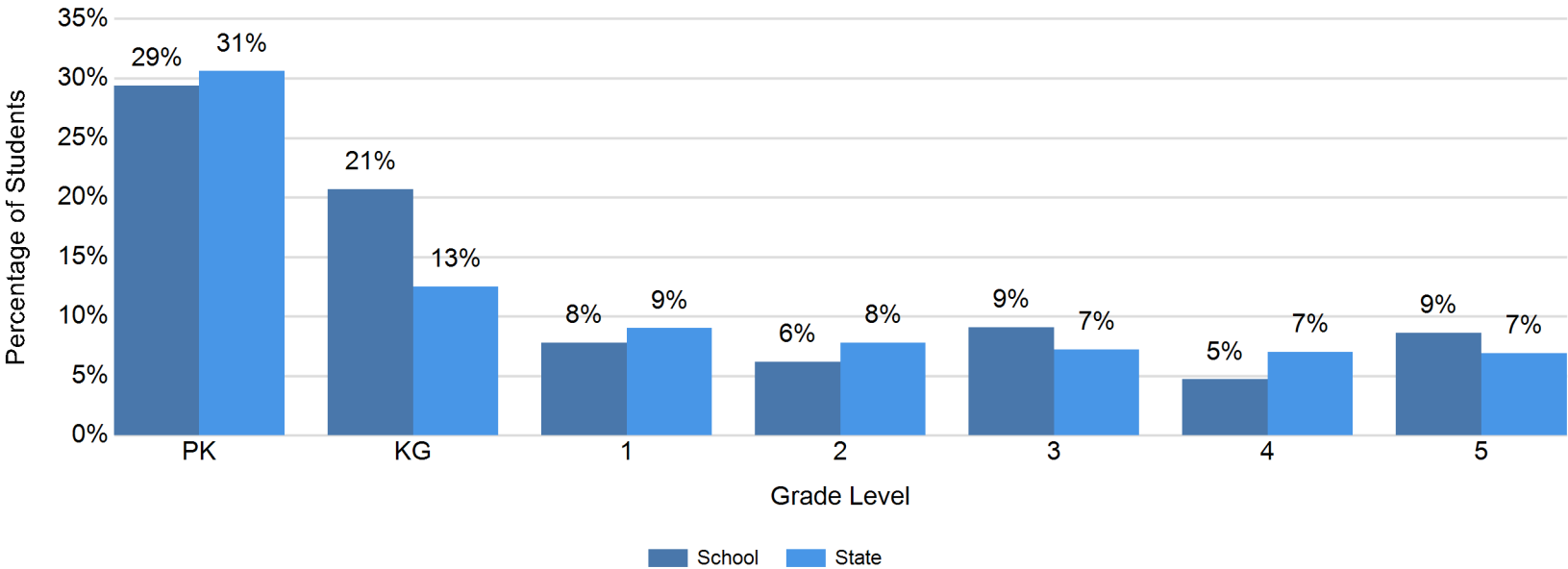
Days Absent

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



Chronic Absenteeism by Grade

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





Fort Dix Elementary School
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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.5%
Any Suspension	0.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	413.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$702	\$18,646	\$19,348



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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	33	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	70%	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	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	410:1	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	27.6	17.5%
Mathematics Proficiency	55.1	17.5%
English Language Arts Growth	19.3	25.0%
Mathematics Growth	59.3	25.0%
Chronic Absenteeism	25.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.0
Summative Rating: Percentile rank of Summative Score		30.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	24.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Black or African American	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Not Met	Not Met	**	**	No
Students with Disabilities	**	**	No	**	**	**	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Fort Dix Elementary School
2016-2017
Grade Span PK-05




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 BURLINGTON
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School General Info

Principal:	Ms. Garbutt	Email Address:	tgarbutt@pemb.org
Address:	1199 FORT DIX JULIUSTOWN ROAD FORT DIX, NJ 08640-5780	Website:	https://www.pemberton.k12.nj.us/fortdix
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/Fort-Dix-Elementary-School-322717644573952/
		Twitter:	https://twitter.com/fortdixschool

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"> • School of Character Honorable Mention • Technology 1:1 iPads for all third through fifth grade students • Character Education program focusing on 5 core values
 Mission, Vision, Theme:	Pemberton Learning Community: Pursing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. Fort Dix Elementary School has the unique distinction of being located on a military base, and provides exemplary education for over 450 students in grades preK through 5.
 Awards, Recognition, Accomplishments:	New Jersey State School of Character- Honorable Mention






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 <div>Courses, Curriculum, Instruction:</div>	<p>The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.</p>
 <div>Clubs and Activities:</div>	<p>Afterschool Learning Club, Safety Patrol, Theater Arts/USO Show, Family Math for 4th grade, 5th grade National Elementary Honor Society, GATE Gifted and Talented Program</p>
 <div>Before and After School Programs:</div>	<p>Before and After School Programs are offered through the Military.</p>







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School Narrative

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 Staff and Professional Learning:	<p>We are a learning community in which teachers work interpedently to achieve the common goal of “Pursuing Excellence, one child at a time”. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes 6 days of training in August, monthly learning focused on the book Teach Like a Champion, and multiple PD sessions in ELA and Math for 2nd year teachers.</p>
 Student Supports and Services:	<p>We offer an extensive array of programs and support services to ensure our students’ success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 Student Health and Wellness:	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 Parent and Community Involvement:	<p>Our PTO is extremely active. They sponsor a Fall Festival, a Carnival, numerous book fairs, and various activities. Our school communicates through the use of Class Dojo app which keeps parents and teachers connected through the day. Fort Dix Elementary School hosts parent participation events numerous times per year including: Bucket Filler Day, Month of the the Military Child Assembly, Military Career Day, and many classroom volunteer opportunities.</p>





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<div> Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>Our school climate survey is given through Class Dojo twice a year to parents and staff members. Respondents strongly reported that at Ft. Dix Elementary: 1)Parents are made to feel welcome in the school 2)Parents repect their children's teachers 3) Parents care about how their children perform at school 4)The school staff respects and embraces diversity 5) The code of conduct is fair.</p>
<div> Facilities:</div>	<p>Built in 1953.</p>



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School Narrative

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Other Information:

Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance; buses are equipped with interior and exterior cameras, the Zonar Child Safety Check system to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of each bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option.



Harker-Wylie/Isaiah Haines School
2016-2017


Grade Span KG-02

05-4050-090
BURLINGTON
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125C TRENTON ROAD
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



**Harker-Wylie/Isaiah Haines School
2016-2017**

Grade Span KG-02

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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	98	92	82
1	86	95	87
2	108	88	97
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	12	18
Total	303	287	284

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	97	92	82

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%	42%	42%
Male	51%	58%	58%
Economically Disadvantaged Students	46%	47%	47%
Students with Disabilities	11%	17%	19%
English Learners	0%	0%	0%
Homeless Students			2%
Students in Foster Care			2%
Military-Connected Students			9%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	54.6%
Black or African American	24.3%
Hispanic	15.1%
Asian	1.1%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	4.2%

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	96.1%
Spanish	3.2%
Other	0.8%



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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

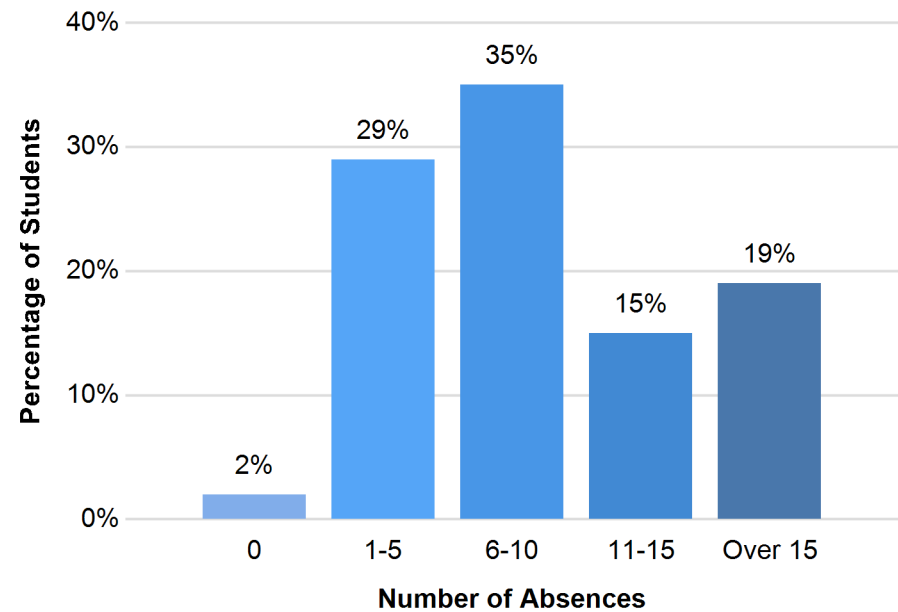
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.60	9.80	Not Met
White	12.40	9.80	Not Met
Hispanic	20.90	9.80	Not Met
Black or African American	14.70	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.90	9.80	Not Met
Students with Disabilities	16.30	9.80	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.





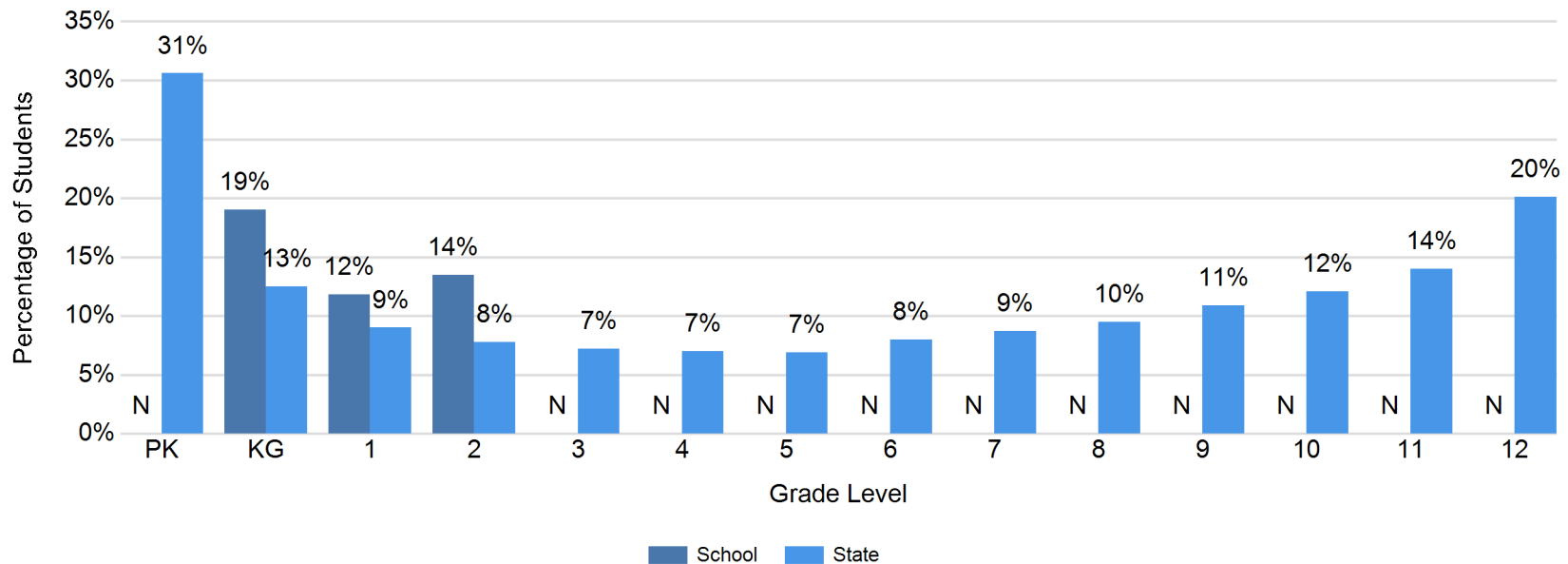
**Harker-Wylie/Isaiah Haines School
2016-2017**

Grade Span KG-02

05-4050-090
BURLINGTON
PEMBERTON TWP
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	3:40PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	\$702	\$18,646	\$19,348



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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	25	120,724
Average years experience in public schools	15.8	11.8
Average years experience in district	15.2	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	284:1	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1



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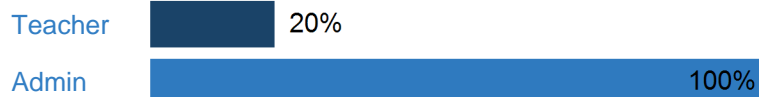
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	100%



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School General Info

Principal:	Ms. Blue	Email Address:	rblue@pemb.org
Address:	125C TRENTON ROAD BROWNS MILLS, NJ 08015	Website:	https://www.pemberton.k12.nj.us/harker
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/Harker-Wylie-Elementary-School-152191081654146/
		Twitter:	https://twitter.com/HarkerWylie

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Curriculum includes Foundations, GoMath!, Writer's Workshop, Journeys, and Pearson Interactive Science • We received the New Jersey School of Character - Honorable Mention in the Spring of 2017. • Our school hosts monthly Family Science Nights, Math Nights, Lego Nights, and Literacy Nights.
 Mission, Vision, Theme:	<p>Pemberton Learning Community: Pursing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Harker-Wylie Lower Elementary School provides exemplary education for nearly 300 students in kindergarten through 2nd grade. Harker-Wylie's theme is Harker-Wylie & Home + Good Character = A Great Day!</p>
 Awards, Recognition, Accomplishments:	<p>Our school was very honored this year to receive an Honorable Mention New Jersey School of Character award. We have worked on improving school culture and building a strong character education program.</p>






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 Courses, Curriculum, Instruction:	<p>The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.</p>
 Clubs and Activities:	<p>This is the first year that Harker-Wylie is offering an after school Art Club. There are over 30 students in the first session and there will be a second session in the spring. Harker-Wylie has many family nights for the students to interact and learn along with their family members. We have Family Science Night, Family Math Night, Family Lego Night, and Family Literacy Night.</p>
 Before and After School Programs:	<p>Before and After School Programs (Principals should add information) We offer before and after care for all children from preschool through 5th grade. There is an after school 21st Century program in grades 3-5 in which students are provided homework help, participate in enrichment activities, our provided snacks and transportation home. There is also an after-school tutoring program to provide extra reinforcement of basic skills needed to meet success at the student's grade level.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>We are a learning community in which teachers work interpedently to achieve the common goal of “Pursuing Excellence, one child at a time”. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes 6 days of training in August, monthly learning focused on the book Teach Like a Champion, and multiple PD sessions in ELA and Math for 2nd year teachers.</p>
 <p>Student Supports and Services:</p>	<p>We offer an extensive array of programs and support services to ensure our students’ success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 <p>Student Health and Wellness:</p>	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 <p>Parent and Community Involvement:</p>	<p>We have a fabulous PTO who is very involved. They host many events that the students love to attend like Halloween Bingo, Movie Night, Breakfast With Santa</p>



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Climate Surveys:

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

In the 2016-2017 school year, we conducted a school climate survey with students, staff, and parents in November and March. The Character Education committee analyzed the results and presented it to the rest of the faculty. The principal shared it at a PTO meeting. We have used the results to celebrate and make improvements.



Facilities:

Built in 1953



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Other Information:

Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance; buses are equipped with interior and exterior cameras, the Zonar Child Safety Check system to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of each bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option.




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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	382	331	357
7	324	347	326
8	368	308	330
Ungraded	1	6	1
Total	1075	992	1014

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	52%	50%
Male	50%	48%	50%
Economically Disadvantaged Students	49%	45%	44%
Students with Disabilities	16%	17%	18%
English Learners	1%	1%	1%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			13%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	56.6%
Black or African American	24.2%
Hispanic	15.6%
Asian	1.9%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.3%

Enrollment by Home Language

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

Home Language	% of Students
English	96.0%
Spanish	3.0%
Other	1.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	997	97.9	36.40	37.00	54.90	36.4	35.3	Met Target
White	575	98.3	38.40	39.00	63.90	38.4	34.8	Met Target
Hispanic	153	96.3	33.40	35.30	39.80	33.4	37.3	Met Target†
Black or African American	236	97.6	30.90	31.70	35.20	30.9	33.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	100.0	66.60	53.70	80.70	66.6	39.6	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	489	97.3	46.40	45.90	62.20	46.4		
Male	508	98.5	26.70	28.50	48.10	26.7		
Economically Disadvantaged Students	443	97.4	32.50	30.80	36.20	32.5	32.3	Met Target
Non-Economically Disadvantaged Students	554	98.3	39.50	42.40	65.80	39.5		
Students with Disabilities	187	96.9	18.20	15.20	20.50	18.2	15	Met Target
Students without Disabilities	810	98.1	40.60	41.90	61.90	40.6		
English Learners	27	100.0	22.20	27.00	25.20	22.2	13	Met Target
Non-English Learners	970	97.8	36.80	37.30	57.40	36.8		
Homeless Students	17	94.7	29.40	21.80	26.40	29.2		
Students In Foster Care	10	100.0	20.00	31.60	24.80	20		
Military-Connected Students	118	99.2	50.90	48.20	53.50	50.9		
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	344	735	735	752	13%	25%	29%	29%	4%	32%	54%
White	203	737	737	758	11%	22%	32%	30%	5%	35%	63%
Hispanic	52	727	727	740	*	33%	31%	21%	*	21%	38%
Black or African American	78	728	728	736	19%	30%	24%	27%	0%	27%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	166	742	742	758	*	16%	34%	36%	*	41%	61%
Male	178	728	728	746	*	34%	25%	22%	*	24%	46%
Economically Disadvantaged Students	152	730	730	737	*	26%	28%	24%	*	28%	34%
Non-Economically Disadvantaged Students	192	738	738	761	*	24%	30%	32%	*	36%	65%
Students with Disabilities	58	711	711	722	38%	41%	*	*	*	14%	17%
Students without Disabilities	286	739	739	758	8%	22%	*	*	*	36%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	61	743	743	751	*	16%	31%	41%	*	44%	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	322	739	739	756	13%	19%	29%	32%	7%	39%	59%
White	173	740	740	764	12%	21%	27%	30%	10%	40%	69%
Hispanic	45	743	743	742	*	*	29%	40%	*	49%	44%
Black or African American	86	732	732	737	*	21%	28%	31%	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	150	749	749	764	*	15%	29%	41%	*	51%	68%
Male	172	729	729	749	*	23%	29%	24%	*	28%	51%
Economically Disadvantaged Students	125	732	732	739	*	22%	24%	28%	*	34%	40%
Non-Economically Disadvantaged Students	197	743	743	766	*	18%	33%	34%	*	42%	70%
Students with Disabilities	54	706	706	719	*	*	*	*	*	*	19%
Students without Disabilities	268	745	745	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	36	747	747	756	*	*	*	39%	*	53%	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	326	739	739	757	17%	16%	31%	29%	7%	37%	59%
White	191	739	739	764	16%	17%	29%	30%	8%	38%	68%
Hispanic	56	737	737	742	*	*	41%	25%	*	30%	44%
Black or African American	71	734	734	738	21%	*	31%	28%	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	173	748	748	766	9%	*	32%	36%	*	47%	68%
Male	153	728	728	749	25%	*	31%	21%	*	25%	50%
Economically Disadvantaged Students	139	734	734	739	16%	*	40%	25%	*	29%	40%
Non-Economically Disadvantaged Students	187	742	742	766	17%	*	25%	32%	*	42%	69%
Students with Disabilities	46	703	703	718	*	*	*	*	*	*	18%
Students without Disabilities	280	744	744	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	32	756	756	756	*	*	*	44%	*	59%	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

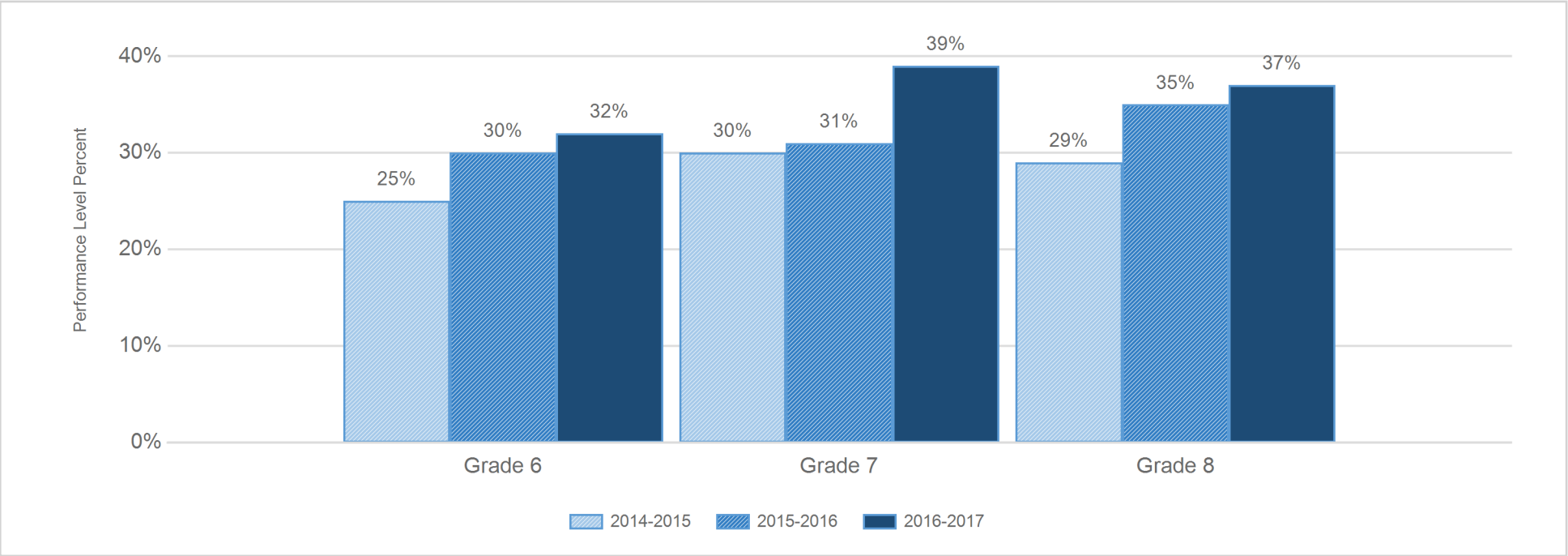


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English Language Arts/Literacy Assessment - Performance Trends

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	992	97.6	20.90	23.30	43.50	20.9	23.9	Not Met
White	571	97.8	24.60	*	52.40	24.6	24.9	Met Target†
Hispanic	152	96.3	14.50	*	27.60	14.5	23.8	Not Met
Black or African American	236	97.6	13.10	*	21.70	13.1	18.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	21	100.0	52.40	45.60	75.60	52.4	51.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	487	97.1	20.30	*	44.10	20.3		
Male	505	98.1	21.40	*	42.90	21.4		
Economically Disadvantaged Students	440	96.9	18.70	*	25.10	18.7	20.8	Met Target†
Non-Economically Disadvantaged Students	552	98.1	22.60	*	54.30	22.6		
Students with Disabilities	185	96.9	10.30	11.40	16.50	10.3	12.1	Met Target†
Students without Disabilities	807	97.8	23.30	25.90	48.80	23.3		
English Learners	27	100.0	*	17.50	23.30	*	N	N
Non-English Learners	965	97.5	*	23.50	45.20	*		
Homeless Students	17	94.7	11.80	*	16.40	11.7		
Students In Foster Care	10	100.0	20.00	21.10	15.10	20		
Military-Connected Students	117	98.5	29.10	*	39.90	29.1		
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	343	727	727	743	*	28%	31%	20%	*	22%	44%
White	201	731	731	751	*	25%	33%	23%	*	26%	54%
Hispanic	53	719	719	731	25%	28%	36%	*	*	11%	27%
Black or African American	78	718	718	724	27%	37%	23%	*	*	13%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	166	731	731	745	*	24%	36%	*	*	24%	45%
Male	177	723	723	742	*	32%	27%	*	*	20%	43%
Economically Disadvantaged Students	150	724	724	728	*	31%	30%	*	*	19%	24%
Non-Economically Disadvantaged Students	193	729	729	752	*	25%	32%	*	*	24%	56%
Students with Disabilities	58	709	709	717	*	*	*	*	*	*	13%
Students without Disabilities	285	731	731	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	60	739	739	743	*	20%	50%	27%	*	27%	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	322	729	729	741	*	30%	32%	24%	*	24%	40%
White	173	730	730	748	15%	25%	33%	27%	0%	27%	49%
Hispanic	45	730	730	730	*	38%	36%	*	0%	20%	23%
Black or African American	86	725	725	726	16%	36%	30%	17%	0%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	150	730	730	743	*	33%	33%	25%	*	25%	41%
Male	172	728	728	740	*	28%	32%	23%	*	23%	38%
Economically Disadvantaged Students	125	727	727	729	*	29%	30%	22%	*	22%	22%
Non-Economically Disadvantaged Students	197	731	731	749	*	31%	34%	25%	*	25%	50%
Students with Disabilities	54	708	708	716	*	*	*	*	*	*	11%
Students without Disabilities	268	733	733	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	36	734	734	743	*	*	33%	31%	0%	31%	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	200	707	707	728	*	*	*	*	*	*	28%
White	107	708	708	736	*	*	*	*	*	*	35%
Hispanic	37	707	707	721	*	*	*	*	*	*	21%
Black or African American	52	701	701	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	94	708	708	730	*	*	*	*	*	*	30%
Male	106	705	705	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	100	706	706	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	100	707	707	734	*	*	*	*	*	*	34%
Students with Disabilities	43	698	698	705	*	*	*	*	*	*	*
Students without Disabilities	157	709	709	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	12	724	724	733	*	*	*	*	0%	33%	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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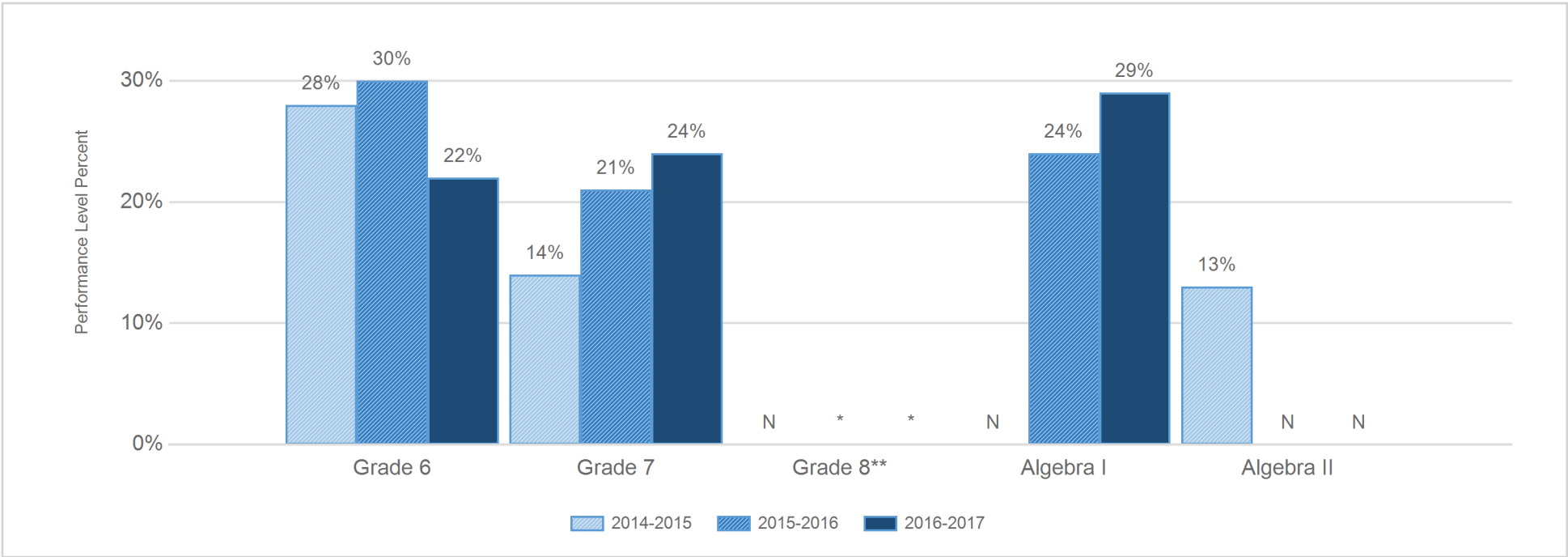
Mathematics Assessment - Performance by Test: Algebra I

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	127	737	721	743	9%	21%	42%	29%	0%	29%	42%
White	83	736	724	751	12%	22%	35%	31%	0%	31%	52%
Hispanic	20	735	718	728	*	*	*	*	0%	25%	24%
Black or African American	20	736	713	724	0%	*	70%	*	0%	15%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	81	731	721	744	*	*	41%	21%	0%	21%	43%
Male	46	747	721	741	*	*	44%	44%	0%	44%	40%
Economically Disadvantaged Students	40	740	718	727	*	*	53%	28%	0%	28%	23%
Non-Economically Disadvantaged Students	87	736	722	751	*	*	37%	30%	0%	30%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	127	737	*	745	9%	21%	42%	29%	0%	29%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	20	744	729	742	*	*	55%	*	0%	30%	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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	12	12
7	*	*
8	10	10

English Language Proficiency Test - Participation and Performance

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

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



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

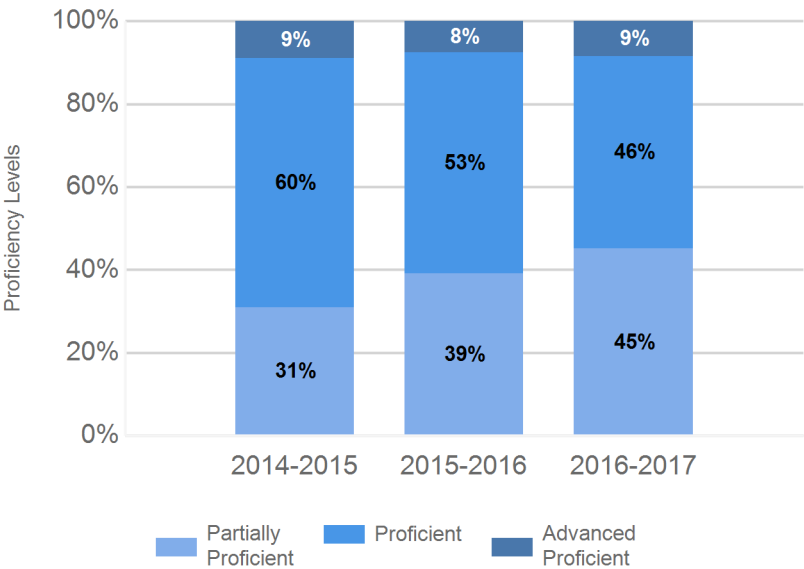
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	9%	46%	45%
White	9%	48%	43%
Hispanic	*	*	41%
Black or African American	9%	35%	56%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	4%	46%	51%
Students with Disabilities	N	19%	81%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	47	50	Met Target	27	37	50	Not Met
White	49	47	50	Met Target	32	40	52	Not Met
Hispanic	42	49	49	Met Target	23	34	47	Not Met
Black or African American	40.5	43	45	Met Target	22	35	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	69	63	60	Exceeds Target	31	41	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	44	44	47	Met Target	29	36	46	Not Met
Students with Disabilities	37	*	41	Not Met	22	*	43	Not Met
English Learners	45	50	53	Met Target	35	43	51	Not Met

** 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:

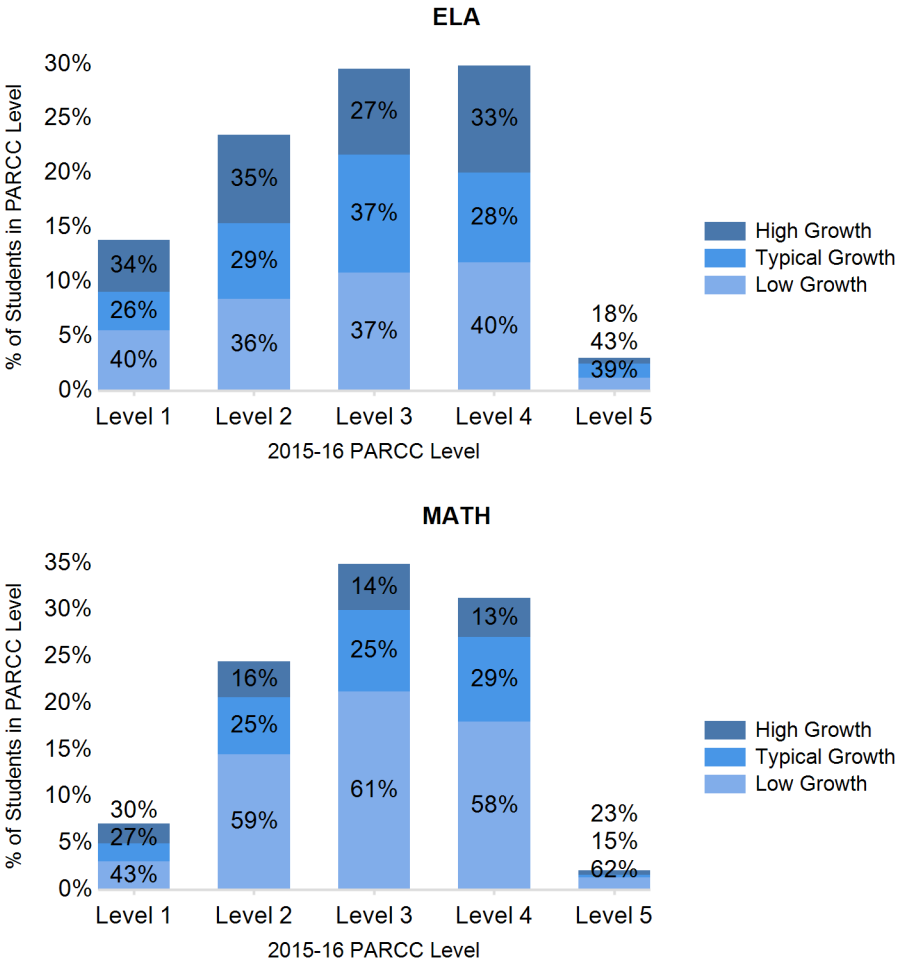
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

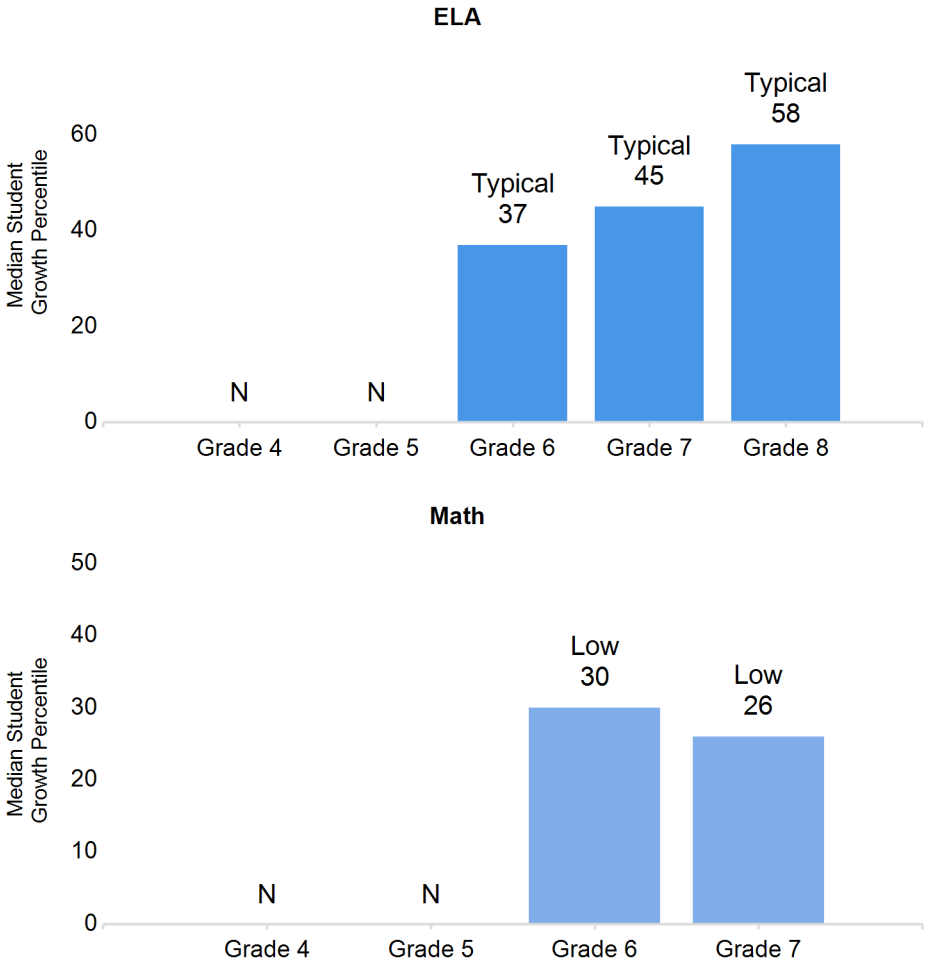
Student Growth by Performance Level

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	0	0	343
7	0	0	351
8	136	0	225
Schoolwide	136	0	919

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	358	0	0	0	0	0	0
7	335	0	0	0	0	0	0
8	340	0	0	0	0	0	0
Schoolwide	1033	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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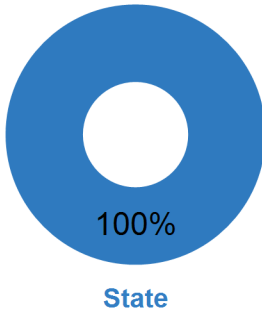
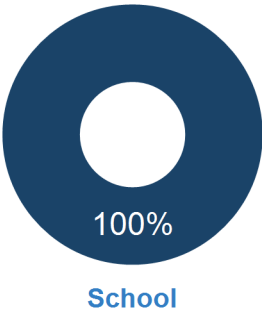
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Visual and Performing Arts – Course Participation

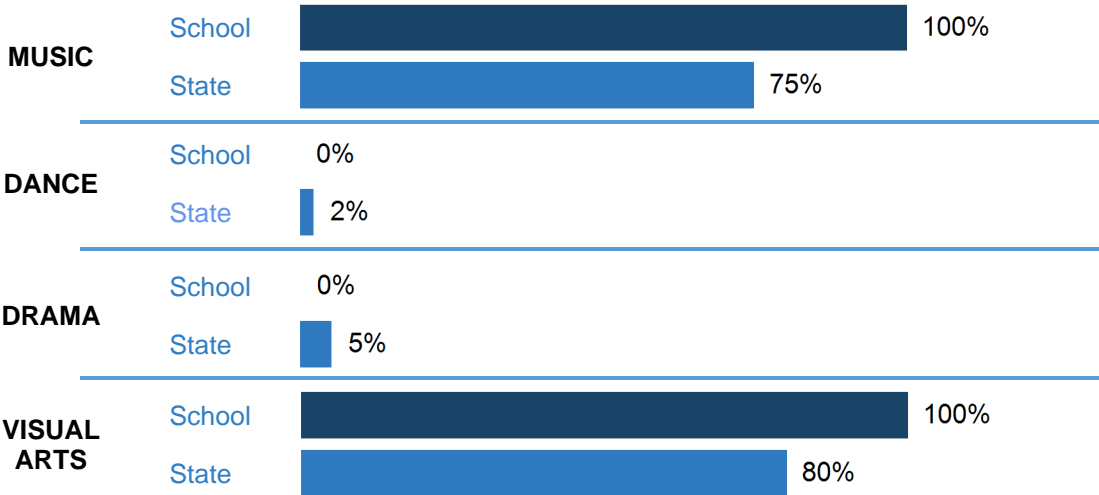
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

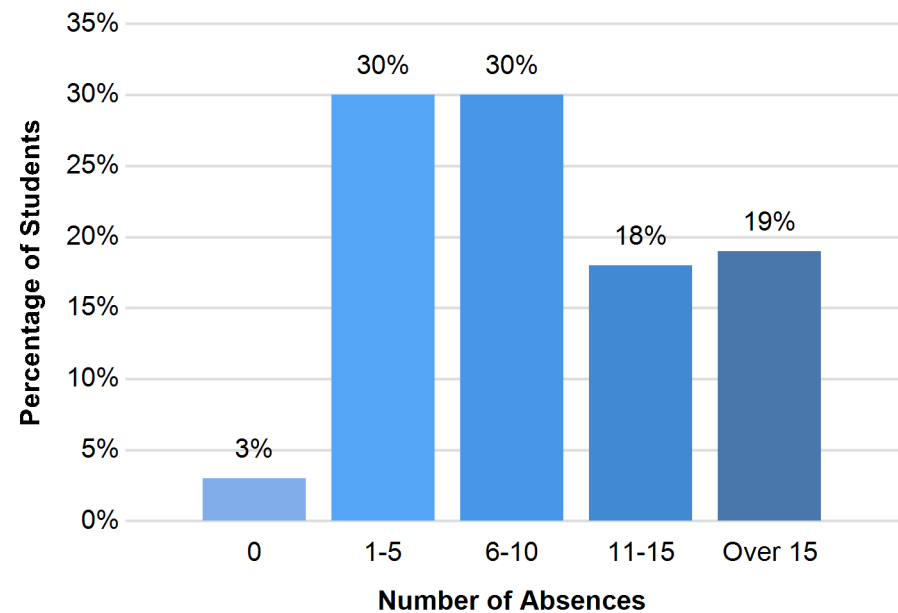
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.20	8.70	Not Met
White	16.60	8.70	Not Met
Hispanic	14.10	8.70	Not Met
Black or African American	13.50	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.00	8.70	Not Met
Students with Disabilities	26.70	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



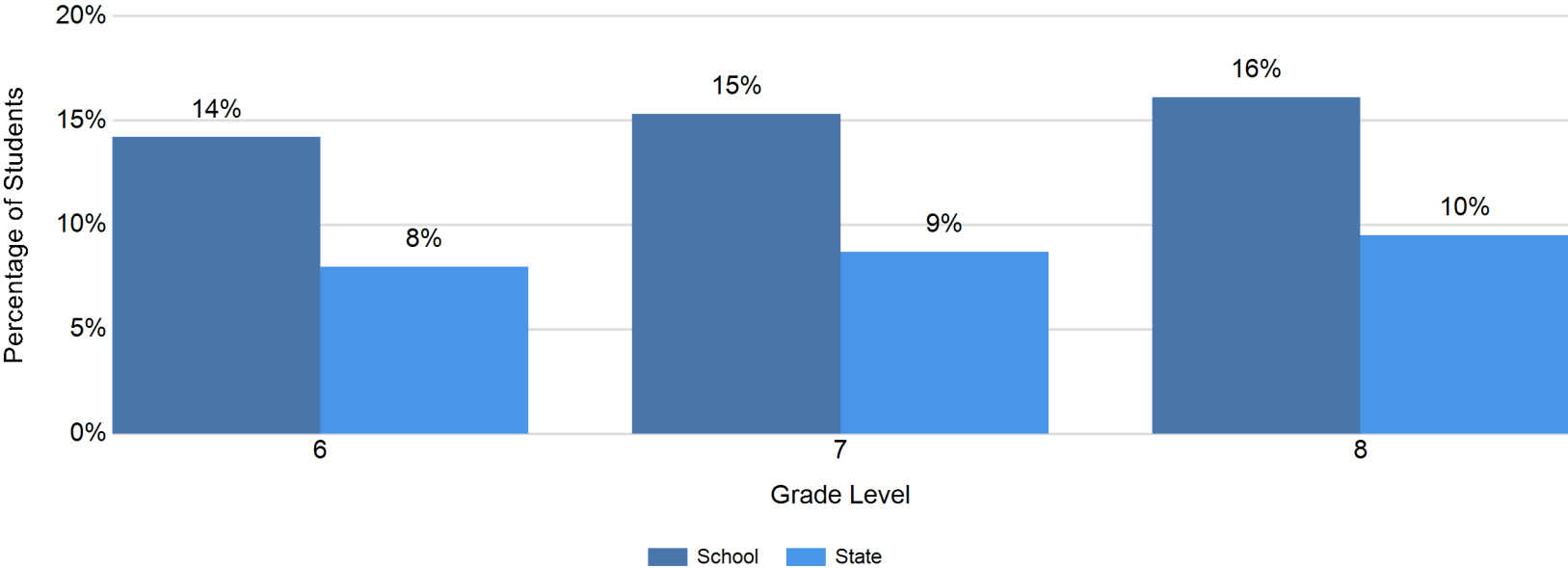


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	54
Vandalism	5
Weapons	6
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	71
Incidents Per 100 Students Enrolled	7.00

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	14.8%
Any Suspension	14.8%

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	413.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$702	\$18,646	\$19,348



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	98	120,724
Average years experience in public schools	13.8	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	203:1	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	17.0	17.5%
Mathematics Proficiency	8.4	17.5%
English Language Arts Growth	34.7	25.0%
Mathematics Growth	2.7	25.0%
Chronic Absenteeism	11.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		15.6
Summative Rating: Percentile rank of Summative Score		5.8
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	15.6	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
White	13.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	16.4	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Black or African American	26.3	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	46.8	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	23.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	24.3	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	23.2	11.9	No	Met Target	N	**	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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2016-2017
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School General Info

Principal:	Mrs. Walulak	Email Address:	awalulak@pemb.org
Address:	101 FORT DIX ROAD PEMBERTON, NJ 08068	Website:	https://www.pemberton.k12.nj.us/helenfort
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/Helen-Fort-Middle-School-537495979664076
		Twitter:	https://twitter.com/helenfortschool

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"> • Helen Fort and Newcomb are proud to be named a New Jersey State School of Character with a "Promising Practice" • A rigorous academic curriculum, balanced by a variety of electives and extracurricular clubs, sports, and activities. • A 1:1 iPad initiative means that students learn digital literacy skills alongside academics.
	Mission, Vision, Theme: <p>Pemberton Learning Community: Pursing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. Marcus Newcomb Lower Middle School and Helen A. Fort Upper Middle School provide exemplary education for over 950 sixth seventh and eighth grade students. Helen Fort's theme is "Constructing a Community," a theme that unites us in our vision to connect students and staff to a larger purpose.</p>
	Awards, Recognition, Accomplishments: <p>Helen Fort and Marcus Newcomb are designated as State Schools of Character by Character.org. HFMS & NMS are 2 of 24 New Jersey schools to receive this powerful distinction. Schools of Character prove that when school communities come together for a common purpose, amazing things happen for kids, parents, and communities. Staff and students at both middle schools continue to work toward fostering kindness through respect and responsibility.</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>We offer a rigorous academic curriculum with digital resources in math, language arts, science and social studies that is supported by a 1:1 iPad initiative. This is balanced by a variety of electives and enrichment courses including coding, Spanish, art, music, and woodshop. Honors programs are available in mathematics, language arts, science and social studies. Other offerings include the AVID Program and intervention services in math and language arts which help prepare students for academic success.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>On our school website we recognize Athletes of the Month, students who display HFNMS character traits on and off the field. In addition to our interscholastic middle school sports teams, we offer flag football, basketball, and volleyball as intramural athletics.</p>
 <p>Clubs and Activities:</p>	<p>With more than 50 clubs, sports, and activities offered at Helen Fort and Newcomb, we have something for every student interest. We provide activities for “niche” interests like anime as well as more traditional offerings like chess and yearbook. Finally, a new club, Interact Club, will provide students with service opportunities to deepen their connection to our community.</p>
 <p>Before and After School Programs:</p>	<p>At both middle schools, tutoring and homework club meet 3 times a week, affording students academic assistance. Highly qualified teachers in math and language arts reinforce literacy skills across content areas and study strategies to improve students' grades.</p>







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School Narrative

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 Staff and Professional Learning:	<p>As a high functioning learning community, we believe in our mission "Pursuing Excellence, One Child at a Time." Through purposeful dialogue about teaching and learning, our teachers work interdependently by engaging in a cyclic process of collective inquiry to strengthen their craft to improve student learning. This process includes identifying power standards, creating common assessments, analyzing data and creating action plans focusing on student results.</p>
 Student Supports and Services:	<p>We offer an extensive array of programs and support services to ensure our students' success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 Student Health and Wellness:	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 Parent and Community Involvement:	<p>An active Parent-Teacher Organization connects members of the school community. Meeting monthly with teachers, counselors, and parents, this group organizes fundraisers to benefit students of the school, provides social activities like dances, and promotes school spirit through special assemblies. In addition, these middle schools encourage parents to access student attendance and grade information through Genesis, our student information system.</p>





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School Narrative

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<div> Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A school climate survey will be issued to students, staff, and parents this year. Administration meets regularly with members of the Pemberton Township Education Association to solicit input and solutions to school concerns. Moreover, monthly meetings with each grade level's team facilitators include discussions of school climate, identification of schoolwide issues, and proffered solutions.</p>
<div> Facilities:</div>	<p>Helen Fort Upper Middle School built 1956 and Marcus Newcomb Lower Middle School built 1959. Recent upgrades and renovations were made to the auditorium.</p>




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School Narrative

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<div>  <div>Other Information:</div> </div>	<p>Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance, and our buses are equipped with interior and exterior cameras, the Zonar Child Safety Check program to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of every bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option. For the 2017-18 school year, Helen A. Fort and Marcus Newcomb Middle School are two separate schools. Find more information about our two schools on our websites (https://www.pemberton.k12.nj.us/helenfort & https://www.pemberton.k12.nj.us/Domain/18), on Facebook (https://www.facebook.com/Helen-Fort-Middle-School-537495979664076/ & https://www.facebook.com/Marcus-W-Newcomb-Middle-School-2006040309411431/) or on Twitter (https://twitter.com/helenfortschool & https://twitter.com/Newcombschool).</p>
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Howard L. Emmons
2016-2017


Grade Span KG-02

05-4050-085
BURLINGTON
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14 SCRAPETOWN ROAD
PEMBERTON, NJ 08068

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

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

Navigating through the reports:

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

Other Resources:

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



**Howard L. Emmons
2016-2017**

Grade Span KG-02

**05-4050-085
BURLINGTON
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14 SCRAPETOWN ROAD
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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	114	118	97
1	118	109	112
2	124	116	106
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	17	18	10
Total	373	361	325

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	118	118	97

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	53%	55%	51%
Male	48%	45%	50%
Economically Disadvantaged Students	47%	45%	45%
Students with Disabilities	13%	15%	15%
English Learners	2%	2%	2%
Homeless Students			3%
Students in Foster Care			1%
Military-Connected Students			12%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.3%
Black or African American	30.2%
Hispanic	12.9%
Asian	1.8%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	2.5%

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	93.2%
Spanish	3.7%
Polish	1.5%
<i>Other</i>	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

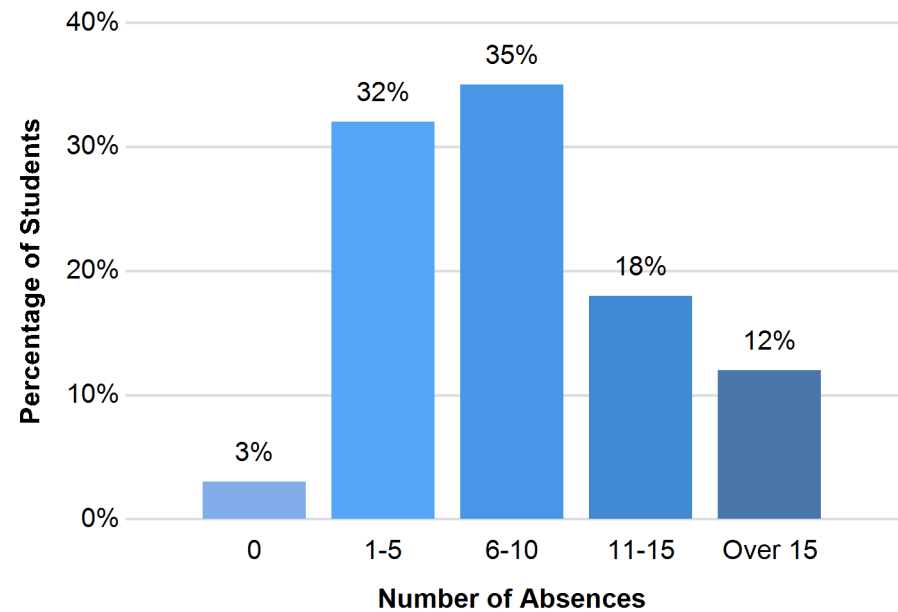
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.90	9.80	Met Target
White	8.80	9.80	Met Target
Hispanic	7.30	9.80	Met Target
Black or African American	11.20	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.20	9.80	Not Met
Students with Disabilities	18.00	9.80	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.





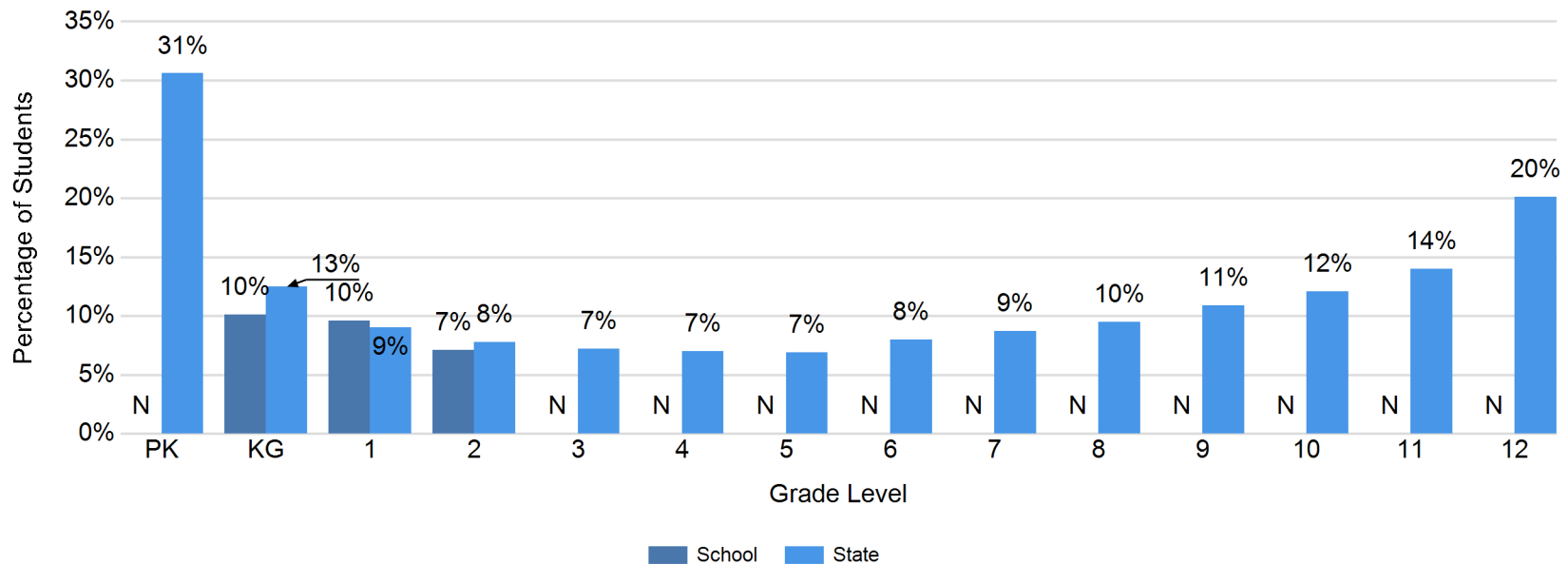
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Chronic Absenteeism by Grade

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	9:25AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.6%
Any Suspension	0.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	\$702	\$18,646	\$19,348



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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	33	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	70%	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	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	325:1	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1

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**:

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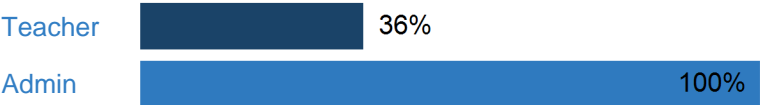
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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School General Info

Principal:	Mr. Schmidt	Email Address:	jschmidt@pemb.org
Address:	14 SCRAPETOWN ROAD PEMBERTON, NJ 08068	Website:	https://pemberton.k12.nj.us/emmons
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/Emmons-School-719711554721858/
		Twitter:	https://twitter.com/EmmonsSchool

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"> • Emmons is recognized as a New Jersey School of Character. • Technology is a part of each school day utilizing smart boards, laptops, and Ipads. • Emmons uses the Foundations program to help all of our students meet with success in their reading and writing abilities.
 Mission, Vision, Theme:	<p>Pemberton Learning Community: Pursing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Howard Emmons Lower Elementary School provides exemplary education for over 300 students in kindergarten through 2nd grade. Emmons' theme is Disney. We use film clips and characters to highlight our five core values.</p>
 Awards, Recognition, Accomplishments:	<p>Emmons was recently recognized as a New Jersey School of Character. The staff does an excellent job highlighting and teaching our five core values of Respect, Responsibility, Integrity, Perseverance, and Service. We are proud in the last couple of years of increasing the overall percentage of our students reading at grade level. We are also proud of continuing to reduce the number of students who exhibit chronic absenteeism.</p>






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 Courses, Curriculum, Instruction:	<p>The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.</p>
 Clubs and Activities:	<p>Emmons School offers before and after school tutoring in the areas of literacy and math to help students meet with success in their current grade level. We offer an after school STEM program in which students are involved in technology across various subject areas. In addition to this, we have an after school sports program in which students can participate. It is the goal of all of these programs to help the students grow academically, socially, and emotionally.</p>
 Before and After School Programs:	<p>Before and After School Programs (Principals should add information) We offer before and after care for all children from preschool through 5th grade. There is an after school 21st Century program in grades 3-5 in which students are provided homework help, participate in enrichment activities, our provided snacks and transportation home.</p>







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 <p>Staff and Professional Learning:</p>	<p>We are a learning community in which teachers work interpedently to achieve the common goal of “Pursuing Excellence, one child at a time”. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes 6 days of training in August, monthly learning focused on the book Teach Like a Champion, and multiple PD sessions in ELA and Math for 2nd year teachers.</p>
 <p>Student Supports and Services:</p>	<p>We offer an extensive array of programs and support services to ensure our students’ success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 <p>Student Health and Wellness:</p>	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 <p>Parent and Community Involvement:</p>	<p>Emmons School has a wonderful PTO that supports our programs and offers various opportunities for all parents to participate in their child's school life. We are always seeking to work with community partners to further develop parent and community involvement.</p>



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Climate Surveys:

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

Emmons School utilizes a school climate survey, which is given in the Spring of each school year. We survey the parents, staff, and students. Question topics include safety, behavior expectations, atmosphere of the building, etc... Results are shared with administration and the school staff so that we can work on any possible deficient areas, as well as continue to do well in the areas that we are perceived as being successful.



Facilities:

Built in 1963. Renovations started in June 2016 to replace windows and add HVAC



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Other Information:

Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance; buses are equipped with interior and exterior cameras, the Zonar Child Safety Check system to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of each bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option.




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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
3	94	97	93
4	94	96	92
5	81	95	94
Ungraded	16	9	7
Total	285	297	286

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	50%	47%
Male	54%	50%	53%
Economically Disadvantaged Students	54%	55%	51%
Students with Disabilities	17%	15%	17%
English Learners	1%	1%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			6%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.4%
Black or African American	27.3%
Hispanic	15.4%
Asian	2.8%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Two or More Races	1.4%

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
English	92.7%
Spanish	5.6%
Arabic	1.0%
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	261	95.5	34.10	37.00	54.90	34.1	34.8	Met Target†
White	141	98.0	33.30	39.00	63.90	33.3	39.1	Met Target†
Hispanic	38	97.7	47.30	35.30	39.80	47.3	28.3	Met Target
Black or African American	69	90.1	24.60	31.70	35.20	23.2	28.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	90.9	60.00	53.70	80.70	57.1	**	**
American Indian or Alaska Native	*	*	*	55.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	120	95.5	45.80	45.90	62.20	45.8		
Male	141	95.5	24.10	28.50	48.10	24.1		
Economically Disadvantaged Students	133	94.6	29.40	30.80	36.20	29.1	29.5	Met Target†
Non-Economically Disadvantaged Students	128	96.4	39.00	42.40	65.80	39		
Students with Disabilities	40	86.3	10.00	15.20	20.50	*	17.3	Not Met
Students without Disabilities	221	97.5	38.50	41.90	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	15	100.0	53.30	48.20	53.50	53.3		
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	91	725	738	749	23%	28%	21%	29%	0%	29%	50%
White	51	725	739	759	24%	26%	26%	26%	0%	26%	61%
Hispanic	17	729	738	734	*	*	*	*	0%	41%	35%
Black or African American	19	716	*	731	*	*	*	*	0%	21%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	735	745	754	*	28%	*	42%	0%	42%	55%
Male	55	719	731	745	*	27%	*	20%	0%	20%	46%
Economically Disadvantaged Students	42	719	726	731	*	*	*	29%	*	29%	31%
Non-Economically Disadvantaged Students	49	731	748	762	*	*	*	29%	*	29%	63%
Students with Disabilities	16	698	*	720	*	*	*	*	*	*	24%
Students without Disabilities	75	731	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	91	725	738	752	23%	28%	21%	29%	0%	29%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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	92	739	741	753	*	22%	26%	37%	*	40%	56%
White	47	741	744	762	*	21%	28%	38%	*	43%	67%
Hispanic	10	752	*	740	*	0%	*	*	*	60%	40%
Black or African American	30	728	734	737	*	33%	*	*	0%	27%	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	N	N	N	755	N	N	N	N	N	N	56%
Female	50	747	748	758	*	*	*	42%	*	48%	61%
Male	42	730	734	749	*	*	*	31%	*	31%	51%
Economically Disadvantaged Students	46	734	734	737	*	*	*	33%	*	35%	36%
Non-Economically Disadvantaged Students	46	744	748	764	*	*	*	41%	*	46%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	92	739	*	755	*	22%	26%	37%	*	40%	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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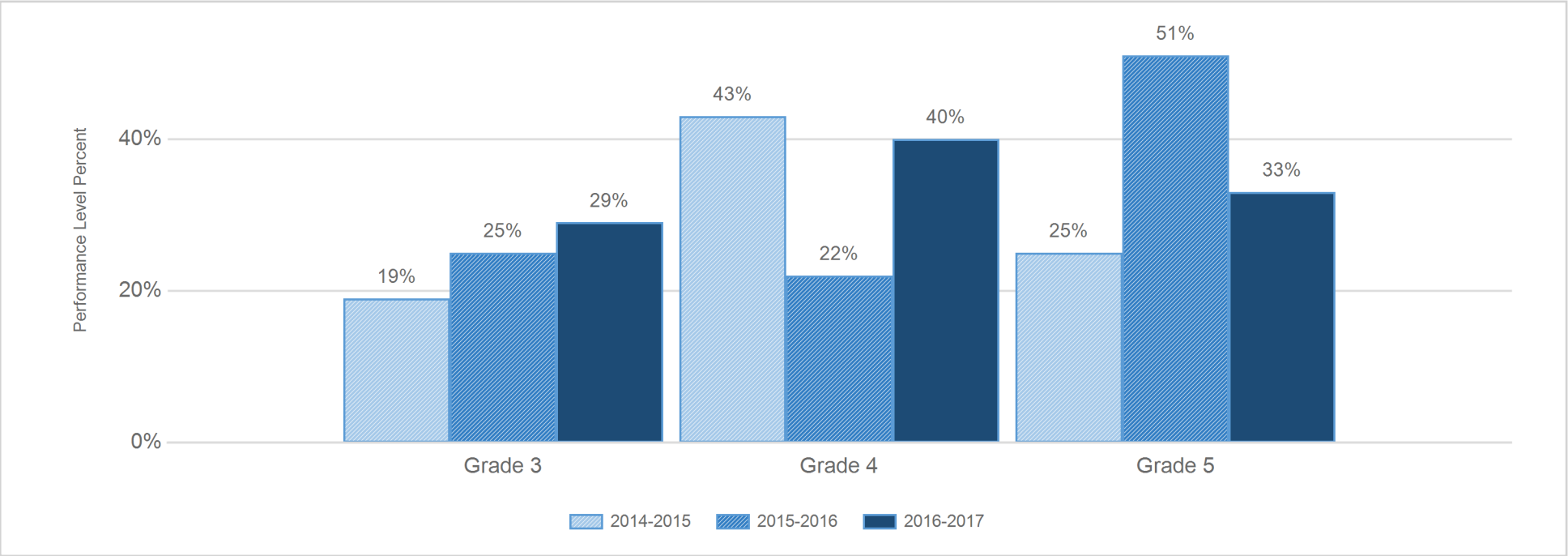
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	90	735	741	756	*	20%	33%	32%	*	33%	59%
White	49	735	740	763	*	29%	31%	31%	*	33%	69%
Hispanic	14	738	*	743	*	*	*	*	0%	43%	44%
Black or African American	23	732	*	740	*	*	44%	*	0%	26%	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	42	746	748	761	*	*	33%	43%	*	45%	66%
Male	48	726	734	750	*	*	33%	23%	*	23%	53%
Economically Disadvantaged Students	50	732	*	740	*	*	34%	26%	*	26%	40%
Non-Economically Disadvantaged Students	40	740	*	765	*	*	33%	40%	*	43%	71%
Students with Disabilities	17	713	*	725	*	*	*	*	*	18%	22%
Students without Disabilities	73	741	*	762	*	*	*	*	*	37%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	90	735	741	757	*	20%	33%	32%	*	33%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	261	95.5	27.90	23.30	43.50	27.9	37.4	Not Met
White	141	98.0	31.90	*	52.40	31.9	43.5	Not Met
Hispanic	38	97.7	28.90	*	27.60	28.9	35.6	Met Target†
Black or African American	69	90.1	15.90	*	21.70	15	24.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	90.9	60.00	45.60	75.60	57.1	**	**
American Indian or Alaska Native	*	*	*	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	120	95.5	35.80	*	44.10	35.8		
Male	141	95.5	21.30	*	42.90	21.3		
Economically Disadvantaged Students	133	94.6	21.90	*	25.10	21.6	28.9	Not Met
Non-Economically Disadvantaged Students	128	96.4	34.40	*	54.30	34.4		
Students with Disabilities	40	86.3	*	11.40	16.50	*	17.3	Not Met
Students without Disabilities	221	97.5	*	25.90	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	15	100.0	53.30	*	39.90	53.3		
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	91	733	741	751	*	29%	34%	25%	*	28%	53%
White	51	735	743	759	*	29%	28%	33%	*	35%	63%
Hispanic	17	733	741	738	*	*	*	*	*	24%	37%
Black or African American	19	725	*	733	*	*	*	*	0%	11%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	739	743	751	*	*	28%	*	*	42%	52%
Male	55	729	738	751	*	*	38%	*	*	18%	53%
Economically Disadvantaged Students	42	728	729	736	*	33%	31%	*	*	21%	34%
Non-Economically Disadvantaged Students	49	737	750	761	*	25%	37%	*	*	33%	65%
Students with Disabilities	16	718	*	729	*	*	*	*	*	*	29%
Students without Disabilities	75	736	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	91	733	741	753	*	29%	34%	25%	*	28%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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	92	734	736	747	*	29%	29%	32%	*	32%	47%
White	47	735	739	755	*	30%	30%	32%	*	32%	59%
Hispanic	10	746	734	734	0%	*	*	*	0%	50%	30%
Black or African American	30	726	731	729	*	37%	33%	*	0%	17%	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	N	N	N	747	N	N	N	N	N	N	48%
Female	50	738	738	747	*	28%	26%	38%	*	38%	47%
Male	42	730	734	747	*	31%	33%	24%	*	24%	48%
Economically Disadvantaged Students	46	729	729	732	*	33%	28%	26%	*	26%	27%
Non-Economically Disadvantaged Students	46	739	742	757	*	26%	30%	37%	*	37%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	92	734	736	749	*	29%	29%	32%	*	32%	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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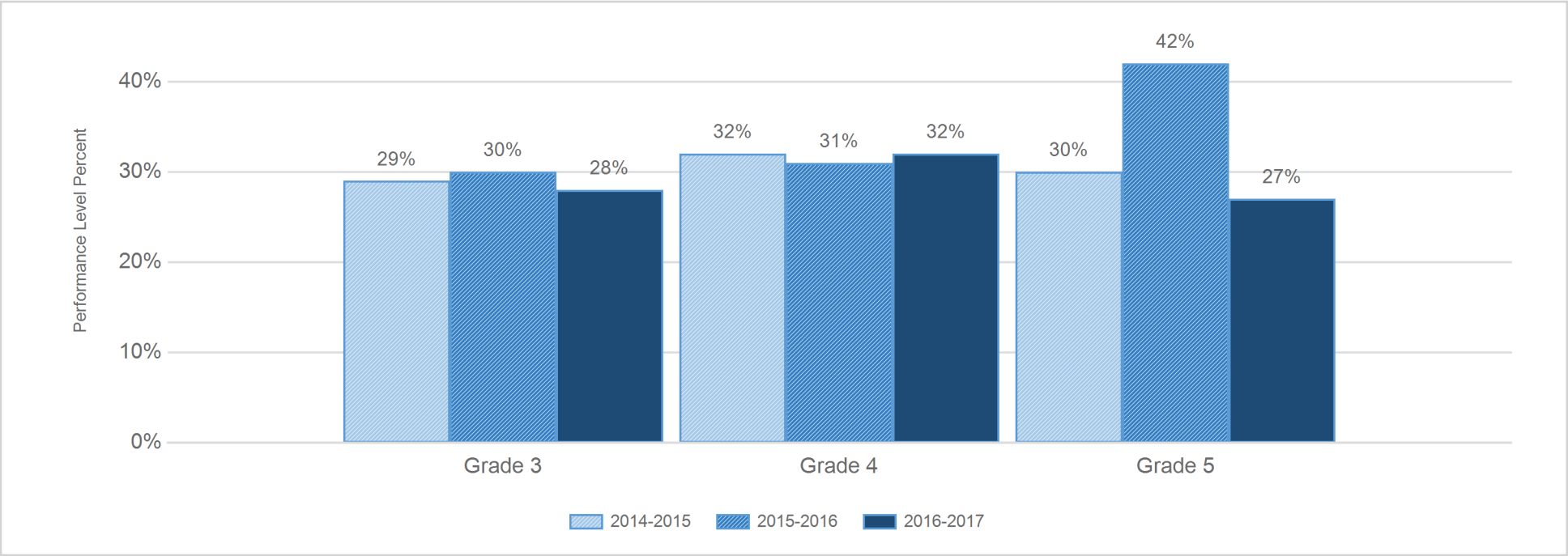
Mathematics Assessment - Performance by Grade: Grade 5

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	90	735	736	747	*	31%	37%	26%	*	27%	46%
White	49	737	737	754	*	31%	35%	29%	*	31%	57%
Hispanic	14	732	736	735	*	*	*	*	0%	21%	30%
Black or African American	23	731	*	729	*	*	*	*	0%	22%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	42	738	737	747	*	*	45%	29%	*	29%	47%
Male	48	732	735	746	*	*	29%	23%	*	25%	46%
Economically Disadvantaged Students	50	733	*	732	*	*	36%	*	*	20%	27%
Non-Economically Disadvantaged Students	40	737	*	756	*	*	38%	*	*	35%	59%
Students with Disabilities	17	729	*	725	*	*	*	*	*	12%	19%
Students without Disabilities	73	736	*	751	*	*	*	*	*	30%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	90	735	736	748	*	31%	37%	26%	*	27%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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



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

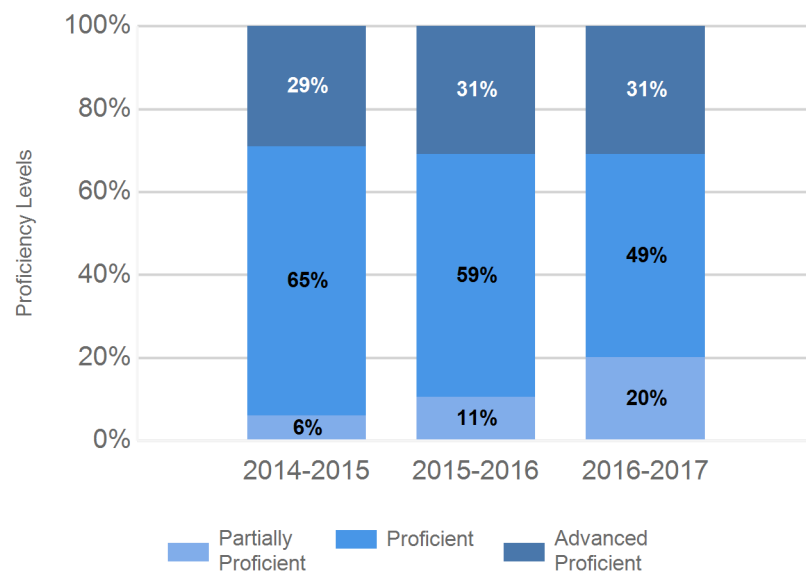
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	31%	49%	20%
White	34%	45%	21%
Hispanic	*	*	27%
Black or African American	23%	58%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	23%	50%	27%
Students with Disabilities	N	27%	73%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	47	50	Met Target	44	37	50	Met Target
White	50.5	47	50	Met Target	44	40	52	Met Target
Hispanic	61	49	49	Exceeds Target	49	34	47	Met Target
Black or African American	36	43	45	Not Met	44	35	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	41	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	38	44	47	Not Met	49	36	46	Met Target
Students with Disabilities	36	*	41	Not Met	53	*	43	Met Target
English Learners	*	50	53	**	*	43	51	**

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



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

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

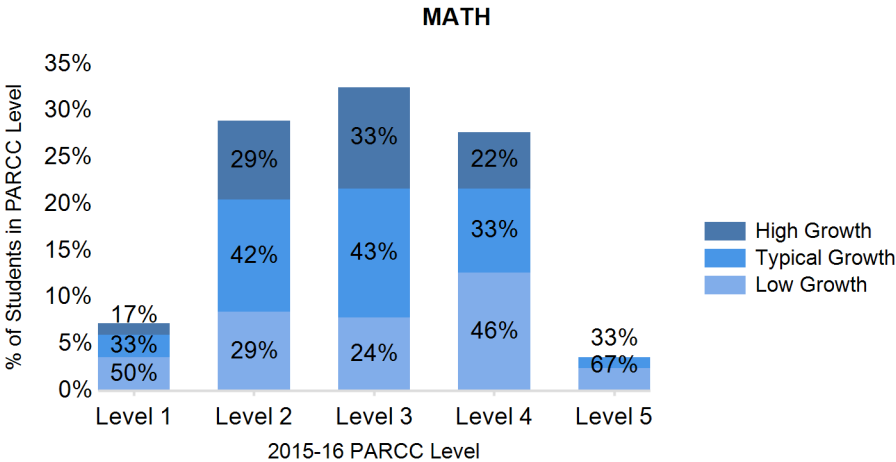
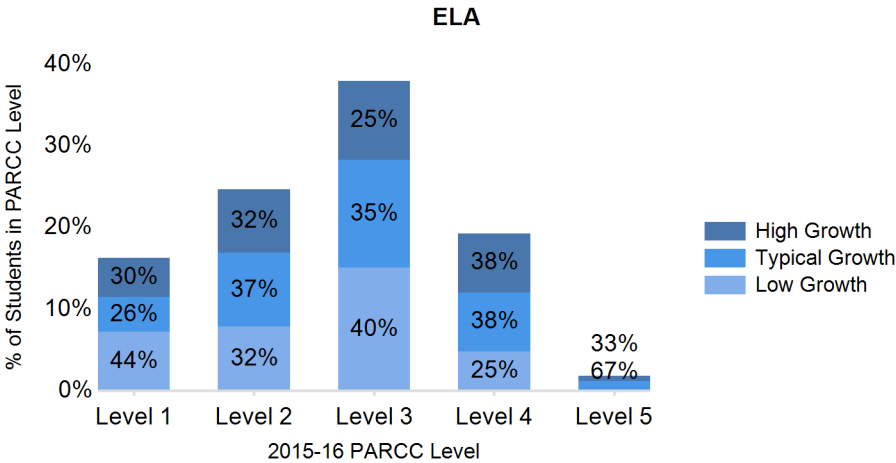
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

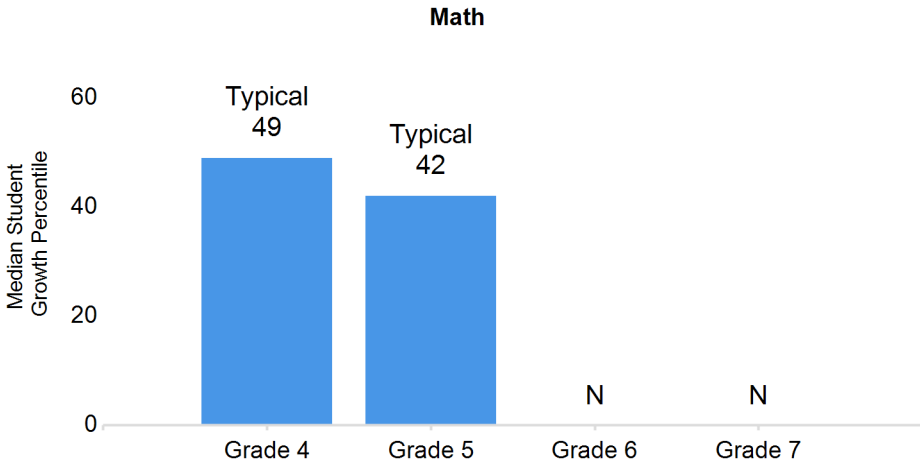
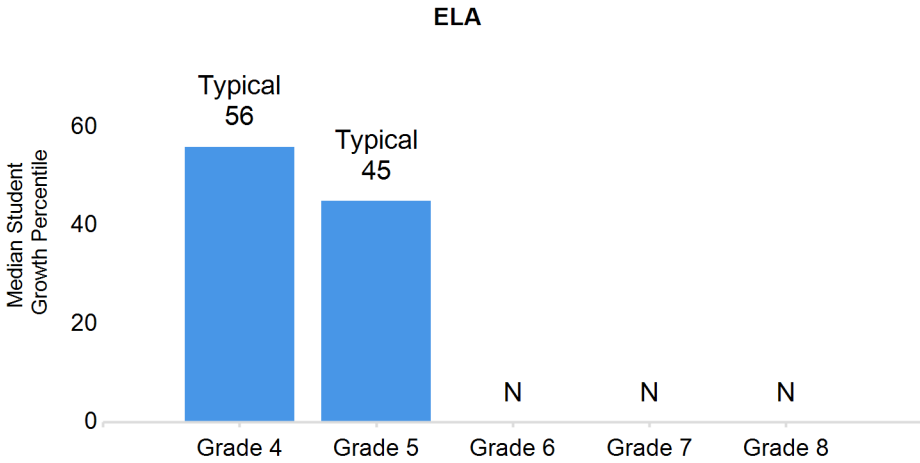
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

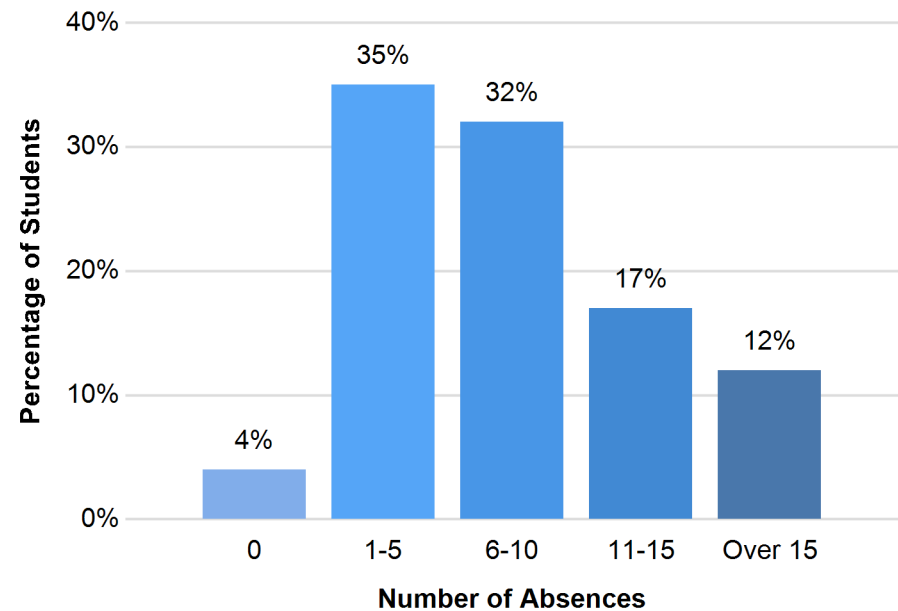
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.50	7.00	Not Met
White	12.10	7.00	Not Met
Hispanic	0	7.00	Met Target
Black or African American	8.90	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.30	7.00	Not Met
Students with Disabilities	10.20	7.00	Not Met
English Learners	N	**	**

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

Days Absent

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



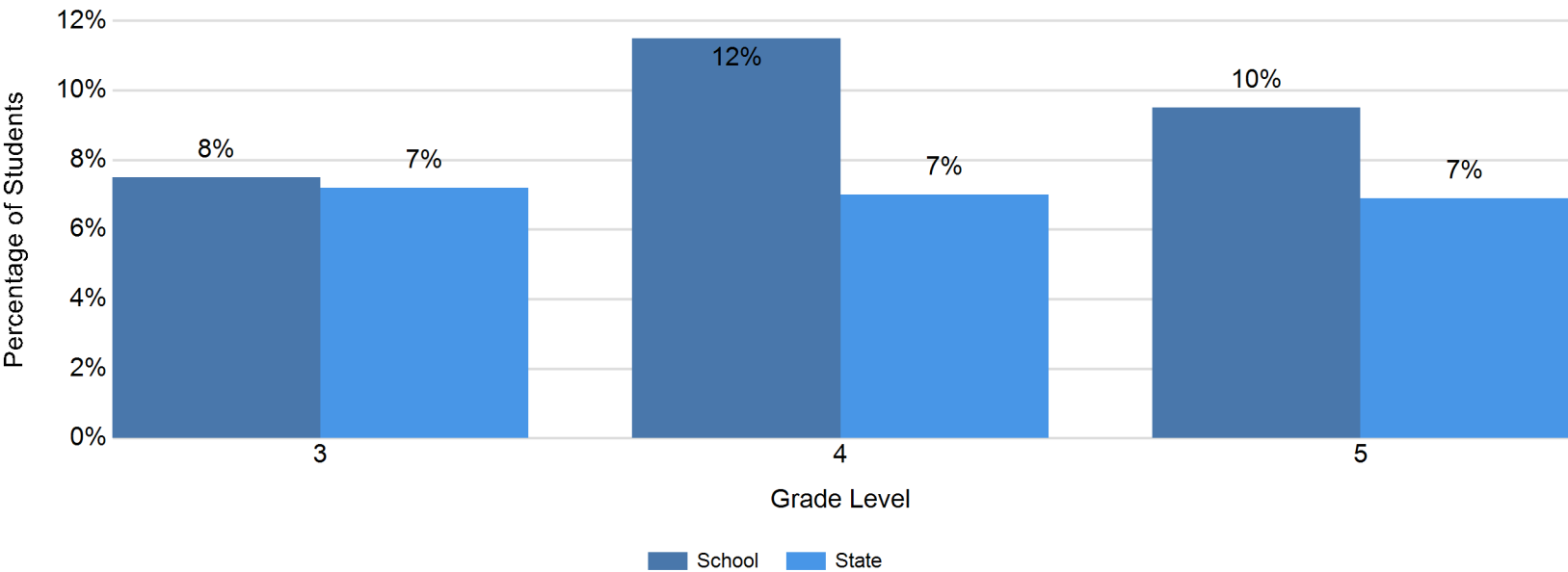


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.40

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	5.6%
Any Suspension	5.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	413.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$702	\$18,646	\$19,348



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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	25	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	52%	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	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	143:1	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1



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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.

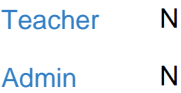
Bachelor's Degree



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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	13.6	17.5%
Mathematics Proficiency	15.4	17.5%
English Language Arts Growth	37.3	25.0%
Mathematics Growth	40.1	25.0%
Chronic Absenteeism	39.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		30.3
Summative Rating: Percentile rank of Summative Score		20.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	30.3	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
White	20.8	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Hispanic	68.2	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Black or African American	37.1	11.9	No	Met Target†	Not Met	Not Met	Not Met	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	38.7	11.9	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	41.3	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Swaney	Email Address:	kswaney@pemb.org
Address:	125A TRENTON ROAD BROWNS MILLS, NJ 08015	Website:	https://www.pemberton.k12.nj.us/stackhouse
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/Joseph-Stackhouse-Elementary-School-246493155561002/
		Twitter:	https://twitter.com/joestackschool




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"> • Technology is an integral part of every school day, with all students using 1:1 personal iPads • In year one of our Character Education initiative we earned Honorable Mention as a State School of Character • Our master schedule provides opportunities for additional support or enrichment targeted toward student needs.
 Mission, Vision, Theme:	Pemberton Learning Community: Pursing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Joseph Stackhouse Upper Elementary School provides exemplary education for nearly 300 students in grades 3 through 5.
 Awards, Recognition, Accomplishments:	Staff and students at Stackhouse Elementary School earned recognition as an Honorable Mention State School of Character in the 2016-17 school year. We continue to refine our focus in our attempts to educate the whole child - focusing on promoting good character and academic achievement.

School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Stackhouse Elementary School houses the 21st Century Program as one of our primary after school activities. Approximately 75 students participate in various learning opportunities, including Computer Club, Cooking, Math Mania, Fun With Words, and other activities. In addition, students receive additional support in academics by participating in our after school tutoring programs.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Before and After School Programs (Principals should add information) We offer before and after care for all children from preschool through 5th grade. There is an after school 21st Century program in grades 3-5 in which students are provided homework help, participate in enrichment activities, our provided snacks and transportation home.</p>







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School Narrative

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 Staff and Professional Learning:	<p>We are a learning community in which teachers work interpedently to achieve the common goal of “Pursuing Excellence, one child at a time”. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes 6 days of training in August, monthly learning focused on the book Teach Like a Champion, and multiple PD sessions in ELA and Math for 2nd year teachers.</p>
 Student Supports and Services:	<p>We offer an extensive array of programs and support services to ensure our students’ success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 Student Health and Wellness:	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 Parent and Community Involvement:	<p>Stackhouse Elementary School is proud to partner with parents and community members to create an excellent learning experience for our students. Holiday celebrations, monthly PTO meetings, Movie Nights, and Field Day are a few of the highlights for our students and their families. In addition, parents, students, and staff members have partnered to beautify the grounds of our school.</p>





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School Narrative

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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Each year, staff, students, and parents complete a school climate survey that provides insight about our needs and accomplishments as we strive to create a positive, safe environment for our students. Survey results are utilized by teams of teachers and administration to help improve our programs. This year, we have expanded our character education program to include a student leadership team who helps to promote positive behavior and peer interactions.</p>
<div>Facilities:</div>	<p>Built in 1964.</p>



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School Narrative

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Other Information:

Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance; buses are equipped with interior and exterior cameras, the Zonar Child Safety Check system to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of each bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option.



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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	482	486	436
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	19	27	23
Total	501	513	459

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	493	486	436
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	47%	49%
Male	50%	53%	51%
Economically Disadvantaged Students	17%	42%	37%
Students with Disabilities	10%	17%	15%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			19%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	53.2%
Black or African American	20.3%
Hispanic	17.2%
Asian	1.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.8%

Enrollment by Home Language

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

Home Language	% of Students
English	96.1%
Spanish	3.5%
Other	0.4%



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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

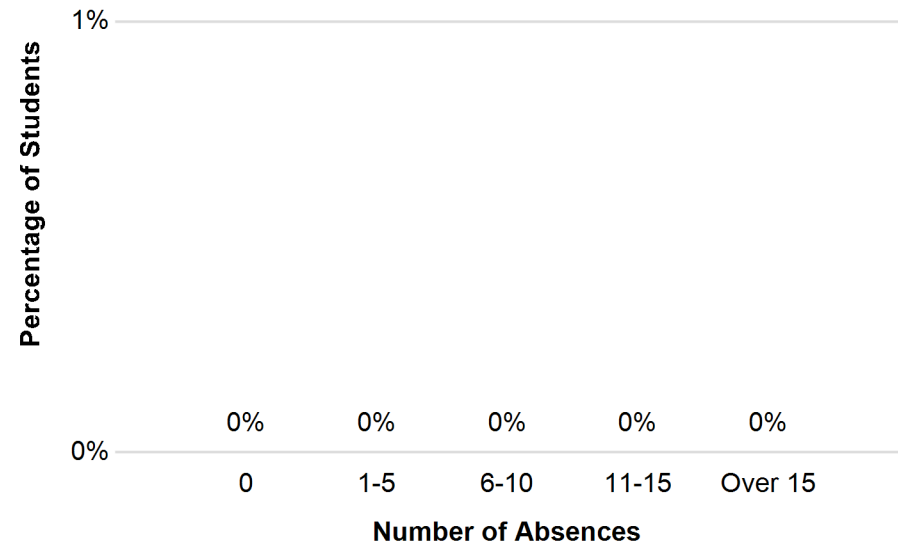
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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

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

Days Absent

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





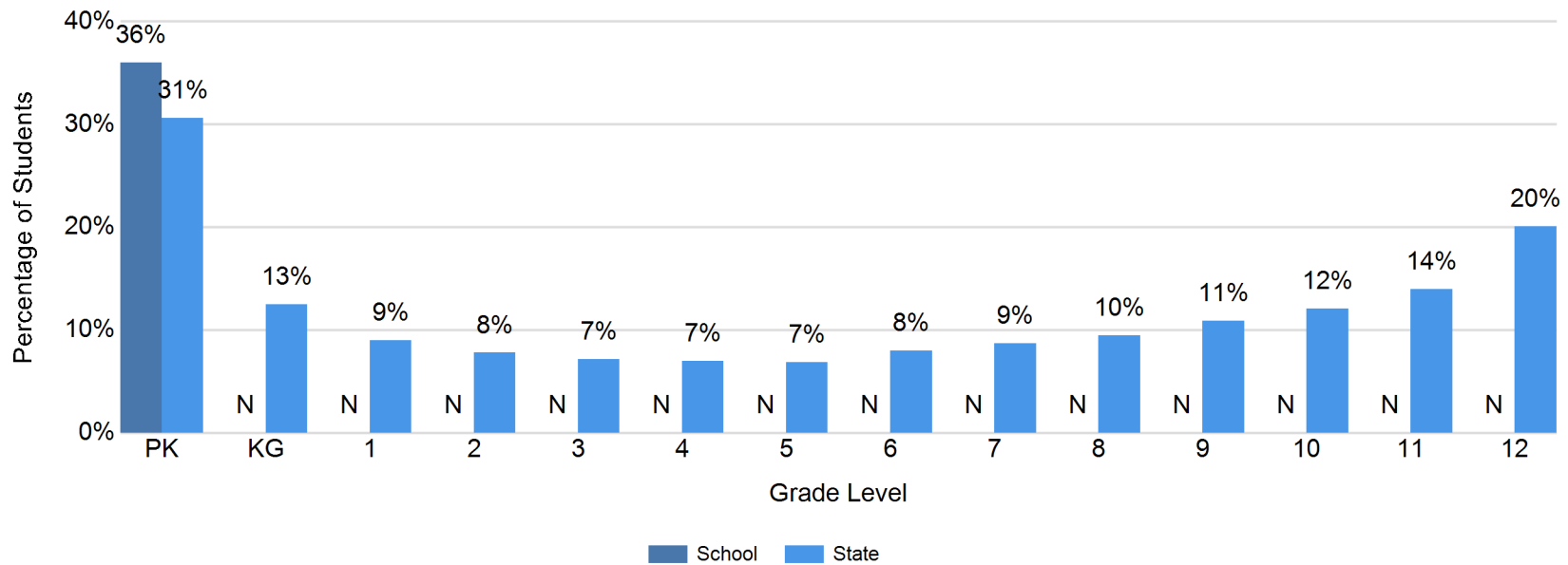
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Chronic Absenteeism by Grade

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	9:10AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	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	\$702	\$18,646	\$19,348



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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	51	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	88%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	153:1	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1

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.

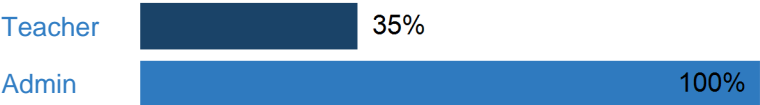
Teachers and Administrators - Level of Education

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.

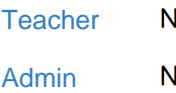
Bachelor's Degree



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	89%	89%
2015-16 Administrators: Same district 2016-17	84%	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	76%



**Pemberton Early Childhood Education Center
2016-2017**

Grade Span PK-PK




05-4050-300
BURLINGTON
PEMBERTON TWP
100 ARNEY'S MT. ROAD
PEMBERTON, NJ 08068

School General Info

Principal:	Ms. Ceplo	Email Address:	dceplo@pemb.org
Address:	100 ARNEY'S MT. ROAD PEMBERTON, NJ 08068	Website:	https://www.pemberton.k12.nj.us/pecec
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/Pemberton-Preschool-Pandas-Early-Childhood-Educational-Center-287482294728101/
		Twitter:	https://twitter.com/pececpandas

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"> • Grow NJ Kids 5 Star High Quality Rating! • Full literacy and math curriculum • Educating the needs of the whole child, Strong Community Outreach Program
 Mission, Vision, Theme:	<p>Pemberton Learning Community: Pursuing Excellence One Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. The Pemberton Early Childhood Education Center provides nearly 500 Pemberton Township three and four year olds with a free, quality, full-day preschool program.</p>
 Awards, Recognition, Accomplishments:	<p>PECEC Project Outreach, GNJK quality rated 5 star program, CPIS is Burlington County Volunteer of the Year</p>






**Pemberton Early Childhood Education Center
2016-2017**

Grade Span PK-PK

**05-4050-300
BURLINGTON
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PEMBERTON, NJ 08068**

School Narrative

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 Courses, Curriculum, Instruction:	<p>High Scope Curriculum with a separate literacy and math component to support the NJ Preschool Teaching and Learning Standards</p>
 Clubs and Activities:	<p>Parent-Child Book Club Before and After School, Volunteer groups to include Media Center, PTO, Special Events, Military, Community Families, and Community connections with our Middle School and High Students led by our CPIS</p>
 Before and After School Programs:	<p>We offer before and after care for all children from preschool through 5th grade. WACC Supervisor is Karen Tennis and can be reached at 609-893-8141 X1515</p>







**Pemberton Early Childhood Education Center
2016-2017**

Grade Span PK-PK

**05-4050-300
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PEMBERTON, NJ 08068**

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>Ongoing PD based on student data, portfolio reviews, PLC's for fidelity to our curriculum</p>
 <p>Student Supports and Services:</p>	<p>We offer an extensive array of programs and support services to ensure our students' success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 <p>Student Health and Wellness:</p>	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 <p>Parent and Community Involvement:</p>	<p>CPIS chairs the Parent Involvement Committee which plans our meaningful engagement for parent and family events throughout the year. These opportunities assist in developing a sense of community, what a high quality preschool looks like, and uses the voice of the community to build a supportive community that promotes academic success and well-being of each student.</p>



**Pemberton Early Childhood Education Center
2016-2017**

Grade Span PK-PK

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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: Parents, Teachers

PECEC School Climate Survey given end of year used to highlight our strengths and focus on areas of improvement



Facilities:

Built in 2011.



**Pemberton Early Childhood Education Center
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School Narrative

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



Other Information:

Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance; buses are equipped with interior and exterior cameras, the Zonar Child Safety Check system to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of each bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option.




Pemberton Township High School
2016-2017
Grade Span 09-12

05-4050-055
BURLINGTON
PEMBERTON TWP
148 ARNEYS MOUNT ROAD
PEMBERTON, NJ 08068-9701

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

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

Navigating through the reports:

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

Other Resources:

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



Pemberton Township High School
2016-2017

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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	319	282	242
10	275	278	251
11	228	234	252
12	217	230	239
Ungraded	0	0	0
Total	1039	1024	984

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	52%	51%	51%
Male	48%	49%	49%
Economically Disadvantaged Students	45%	39%	40%
Students with Disabilities	20%	18%	18%
English Learners	1%	0%	0%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			12%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	53.4%
Black or African American	30.4%
Hispanic	12.6%
Asian	1.8%
Native Hawaiian or Pacific Islander	0.8%
American Indian or Alaska Native	0.4%
Two or More Races	0.6%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	984
Shared Time Students	0
Full Time Equivalent	984

Enrollment by Home Language

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

Home Language	% of Students
English	97.6%
Spanish	1.7%
Other	0.7%



**Pemberton Township High School
2016-2017**

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BURLINGTON
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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	494	99.2	31.80	37.00	54.90	31.8	24.7	Met Target
White	266	98.5	35.70	39.00	63.90	35.7	27.3	Met Target
Hispanic	58	101.6	24.10	35.30	39.80	24.1	24.9	Met Target†
Black or African American	156	99.4	27.60	31.70	35.20	27.6	19.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	36.40	53.70	80.70	36.4	**	**
American Indian or Alaska Native	*	*	*	55.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	240	99.6	38.80	45.90	62.20	38.8		
Male	254	98.9	25.20	28.50	48.10	25.2		
Economically Disadvantaged Students	216	99.1	26.30	30.80	36.20	26.3	18.2	Met Target
Non-Economically Disadvantaged Students	278	99.3	36.00	42.40	65.80	36		
Students with Disabilities	90	97.9	*	15.20	20.50	*	7.6	Met Target
Students without Disabilities	404	99.5	*	41.90	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	11	100.0	*	21.80	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	52	100.0	36.50	48.20	53.50	36.5		
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.



Pemberton Township High School
2016-2017
Grade Span 09-12

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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	253	733	733	749	21%	17%	28%	28%	6%	34%	52%
White	128	738	738	757	20%	13%	25%	33%	9%	41%	62%
Hispanic	37	723	723	733	*	*	27%	*	0%	24%	35%
Black or African American	77	727	727	730	22%	*	30%	25%	*	27%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	128	740	740	756	15%	*	30%	*	*	42%	60%
Male	125	725	725	741	28%	*	26%	*	*	25%	43%
Economically Disadvantaged Students	107	728	728	731	*	*	31%	25%	*	26%	32%
Non-Economically Disadvantaged Students	146	736	736	758	*	*	25%	30%	*	39%	62%
Students with Disabilities	46	697	697	714	*	*	*	*	*	*	13%
Students without Disabilities	207	741	741	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	25	740	740	746	0%	*	40%	*	0%	36%	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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BURLINGTON

PEMBERTON TWP

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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	248	726	726	743	29%	18%	24%	23%	5%	29%	46%
White	135	728	728	749	32%	16%	24%	22%	7%	29%	52%
Hispanic	28	726	726	728	*	*	36%	*	0%	25%	34%
Black or African American	81	722	722	725	28%	25%	*	25%	*	27%	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	118	734	734	752	24%	*	25%	*	*	35%	54%
Male	130	719	719	734	35%	*	22%	*	*	23%	39%
Economically Disadvantaged Students	102	720	720	726	35%	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	146	730	730	751	25%	*	*	*	*	32%	54%
Students with Disabilities	40	688	688	704	*	*	*	*	*	*	12%
Students without Disabilities	208	734	734	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	32	730	730	733	*	*	*	*	*	31%	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**

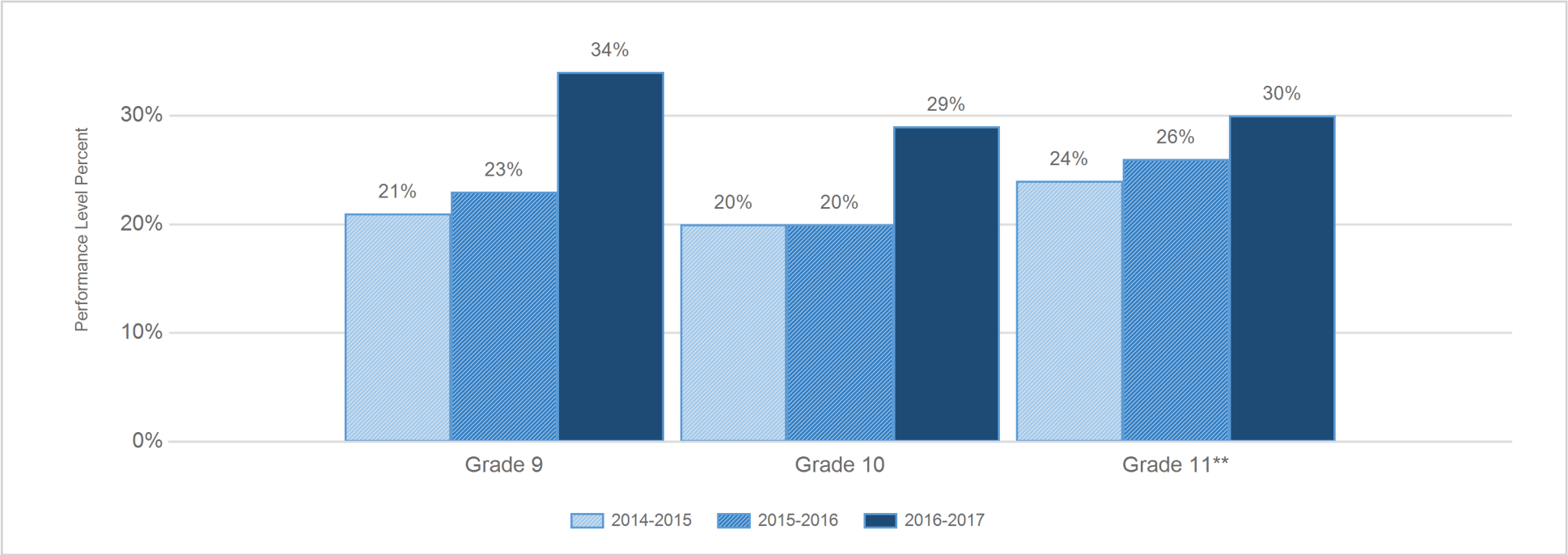
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	224	726	726	736	25%	24%	*	27%	*	30%	38%
White	113	726	726	738	26%	22%	*	28%	*	31%	40%
Hispanic	31	731	731	731	*	*	*	32%	0%	32%	34%
Black or African American	71	724	724	728	27%	24%	*	24%	*	27%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	119	729	729	744	25%	*	22%	28%	*	33%	46%
Male	105	723	723	729	24%	*	22%	27%	*	27%	31%
Economically Disadvantaged Students	89	722	722	729	29%	*	*	21%	*	25%	32%
Non-Economically Disadvantaged Students	135	729	729	740	22%	*	*	31%	*	33%	42%
Students with Disabilities	46	698	698	709	*	*	*	*	*	*	12%
Students without Disabilities	178	734	734	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	21	735	735	723	*	*	*	*	*	43%	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



**Pemberton Township High School
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	488	98.4	*	23.30	43.50	*	7.9	Not Met
White	256	98.1	*	*	52.40	*	9.7	Met Target†
Hispanic	60	100.0	*	*	27.60	*	5.5	Met Target†
Black or African American	157	98.2	*	*	21.70	*	5.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	16.70	45.60	75.60	16.7	**	**
American Indian or Alaska Native	*	*	*	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	232	99.6	*	*	44.10	*		
Male	256	97.4	*	*	42.90	*		
Economically Disadvantaged Students	221	98.7	*	*	25.10	*	5.2	Met Target†
Non-Economically Disadvantaged Students	267	98.3	*	*	54.30	*		
Students with Disabilities	87	96.8	*	11.40	16.50	*	5.3	Not Met
Students without Disabilities	401	98.8	*	25.90	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	11	91.7	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	48	100.0	*	*	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 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	213	711	721	743	*	*	*	*	*	*	42%
White	105	715	724	751	*	*	*	*	*	*	52%
Hispanic	30	706	718	728	*	*	*	*	*	*	24%
Black or African American	69	707	713	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	104	712	721	744	*	*	*	*	*	*	43%
Male	109	710	721	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	102	710	718	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	111	712	722	751	*	*	*	*	*	*	52%
Students with Disabilities	58	703	*	714	*	*	*	*	*	*	10%
Students without Disabilities	155	714	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	20	715	729	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	718	718	734	*	*	*	*	*	*	30%
White	110	718	718	740	*	*	*	*	*	*	38%
Hispanic	26	714	714	722	*	*	*	*	*	*	14%
Black or African American	68	718	718	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	95	718	718	735	*	*	*	*	*	*	31%
Male	114	719	719	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	82	718	718	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	127	719	719	740	*	*	*	*	*	*	39%
Students with Disabilities	40	707	707	711	*	*	*	*	*	*	*
Students without Disabilities	169	721	721	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	27	721	721	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	703	703	725	*	*	*	*	*	*	28%
White	124	705	705	731	*	*	*	*	*	*	33%
Hispanic	28	695	695	710	*	*	*	*	*	*	14%
Black or African American	85	702	702	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	127	701	701	725	*	*	*	*	*	*	27%
Male	118	705	705	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	103	700	700	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	142	705	705	733	*	*	*	*	*	*	35%
Students with Disabilities	33	682	682	692	*	*	*	*	*	*	*
Students without Disabilities	212	706	706	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	245	703	703	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	23	708	708	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

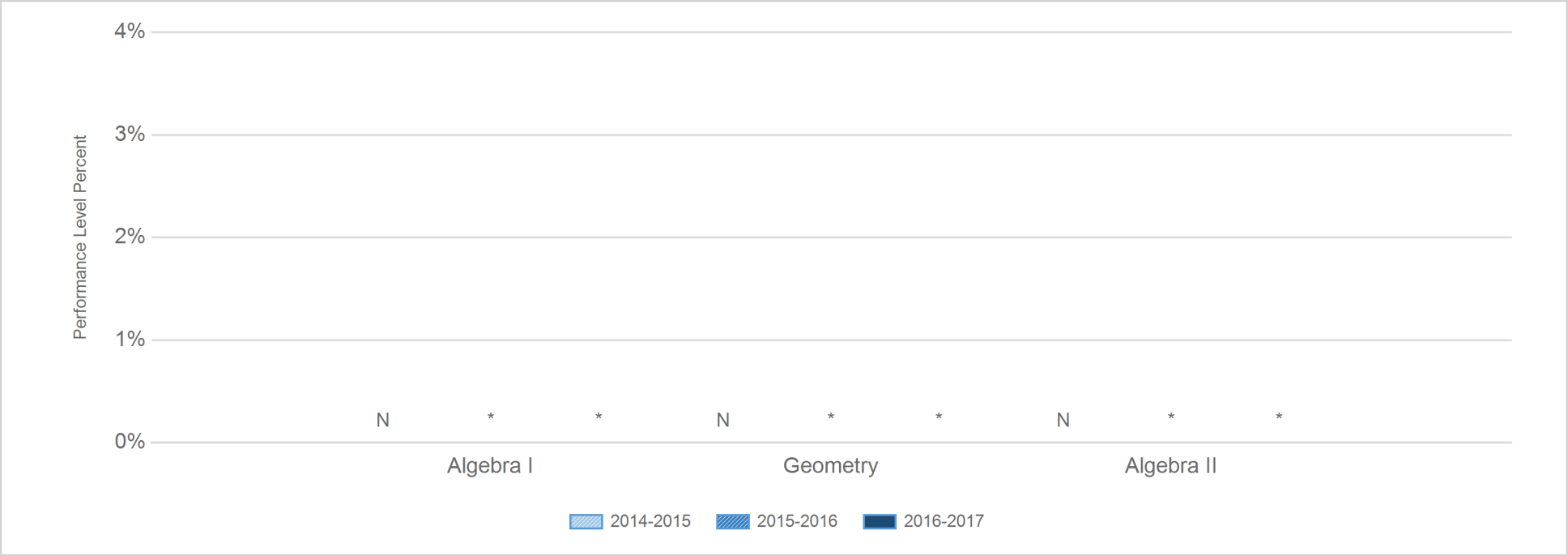


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Mathematics Assessment – Performance Trends

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



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

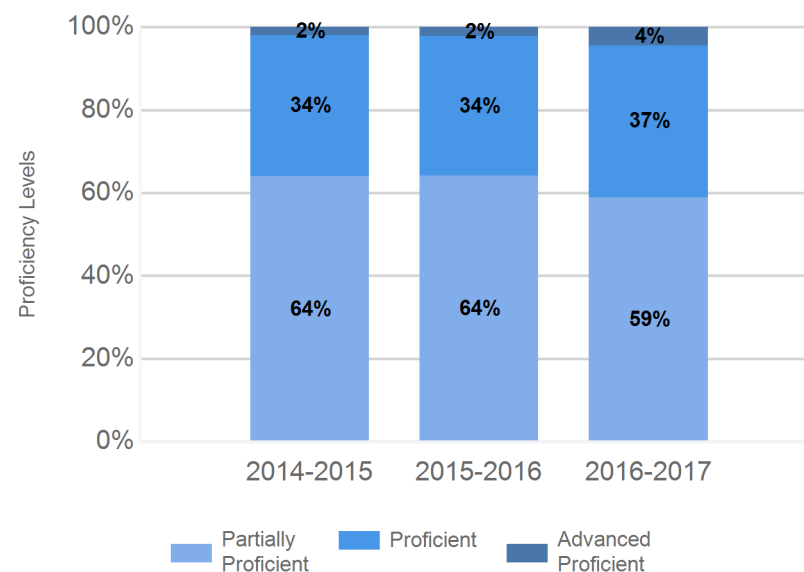
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	37%	59%
White	7%	38%	56%
Hispanic	*	39%	*
Black or African American	N	30%	70%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	4%	31%	65%
Students with Disabilities	2%	13%	85%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	59.8%	70.0%
Percentage of students taking the ACT	16.7%	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	439	481	Varies By Grade	51%	67%
PSAT - Math	428	483	Varies By Grade	24%	49%
SAT - Reading and Writing	525	551	480	77%	77%
SAT - Math	504	552	530	43%	58%
ACT - Reading	19	24	22	28%	65%
ACT - English	17	24	18	40%	79%
ACT - Math	19	24	22	23%	65%
ACT - Science	18	23	23	13%	54%



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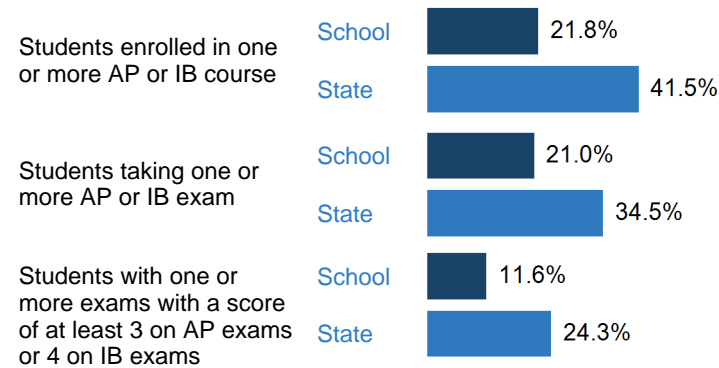
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

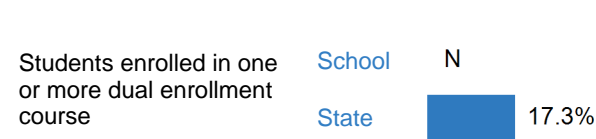
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	7	9
AP Calculus AB	19	19
AP Chemistry	6	6
AP Computer Science A	9	7
AP English Language and Composition	31	28
AP English Literature and Composition	21	20
AP Environmental Science	5	5
AP Physics 1	19	16
AP Psychology	6	6
AP Spanish Language	0	4
AP Statistics	14	13
AP Studio Art—Drawing Portfolio	3	3
AP Studio Art—Three-Dimensional	1	1
AP Studio Art—Two-Dimensional	2	0
AP U.S. History	8	7
AP World History	6	5
Total Exams Taken		149
Exams with scores of at least 3 on AP exams or 4 on IB exams		74



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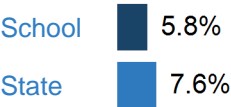
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

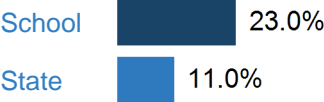
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



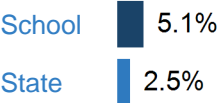
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	194	54	25	0	0	0	9
10	18	147	85	23	2	2	77
11	1	28	155	35	18	4	115
12	0	4	13	17	19	26	153
Schoolwide	213	233	278	75	39	32	354
Enrolled in AP/IB Course					19	14	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	16	0	0	2	24	233
10	229	38	0	0	5	31
11	56	131	0	16	0	89
12	13	31	0	24	16	96
Schoolwide	314	200	0	42	45	449
Enrolled in AP/IB Course	7	6		5	19	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	256	13	1	0	0	0
10	15	253	101	0	1	2
11	8	247	9	21	15	6
12	7	56	9	23	28	25
Schoolwide	286	569	120	44	44	33
Enrolled in AP/IB Course	6	8	0	6	0	0

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	88	41	0	0	39	0	0
10	98	47	0	0	45	0	0
11	51	27	0	0	41	0	0
12	27	16	0	0	25	0	0
Schoolwide	264	131	0	0	150	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	17	19	0	0	41	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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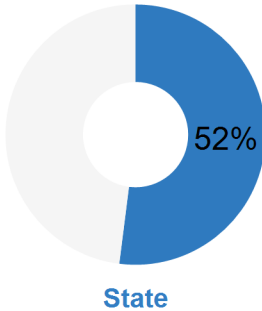
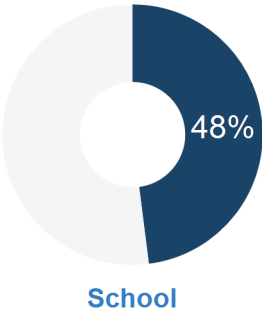
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Visual and Performing Arts – Course Participation

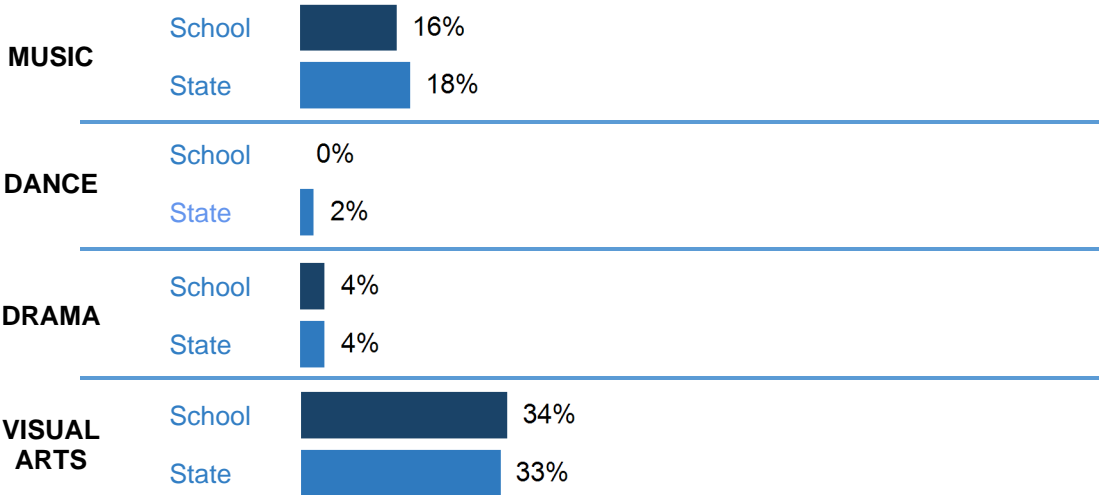
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



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	86.4%	90.5%	88.6%	91.8%	86.1%	90.0%	Not Met	91.1%	88.8%	Met Target
White	86.0%	94.5%	90.7%	95.1%	87.0%	84.2%	Met Target	86.8%	86.4%	Met Target
Hispanic	90.9%	84.3%	87.1%	86.3%	87.1%	93.4%	Not Met	90.3%	95.0%	Not Met
Black or African American	83.5%	83.4%	86.7%	85.3%	84.8%	94.9%	Not Met	95.9%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	83.3%	97.5%	83.3%	**	**	100.0%	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	87.5%	83.9%	83.7%	85.6%	80.6%	90.0%	Not Met	89.8%	88.1%	Met Target
Students with Disabilities	78.7%	78.8%	83.6%	82.1%	77.6%	91.3%	Not Met	91.2%	86.2%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	86.4%	-
2016	86.1%	88.6%
2015	89.7%	91.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.9%	1.1%
2015-2016	1%	1.1%
2014-2015	0.4%	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	47%	56.4%	43.6%
White	44.4%	60.7%	39.3%
Hispanic	39.3%	45.5%	54.6%
Black or African American	51.5%	45.7%	54.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	0%
Two or More Races	*	*	0%
Economically Disadvantaged Students	46.4%	53.9%	46.2%
Students with Disabilities	29.2%	85.7%	14.3%
English Learners	*	*	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	59.9%	54.9%	45.1%	81.2%	18.8%	79.7%	20.3%
White	58%	67.7%	32.3%	90.8%	9.2%	80%	20%
Hispanic	60%	60%	40%	80%	20%	86.7%	13.3%
Black or African American	60%	40%	60%	68.9%	31.1%	77.8%	22.2%
Asian, Native Hawaiian, or Pacific Islander	80%	25%	75%	75%	12.5%	75%	25%
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	54.6%	50%	50%	75%	25%	80.6%	19.4%
Students with Disabilities	29%	100%	0%	100%	0%	90.9%	9.1%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

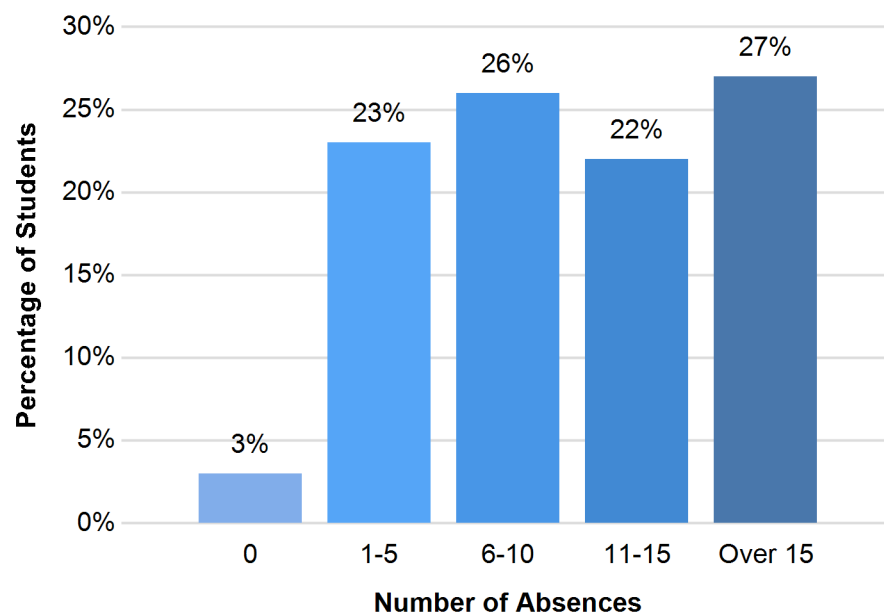
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	22.40	14.30	Not Met
White	24.90	14.30	Not Met
Hispanic	23.30	14.30	Not Met
Black or African American	17.70	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	22.20	14.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	26.30	14.30	Not Met
Students with Disabilities	31.30	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



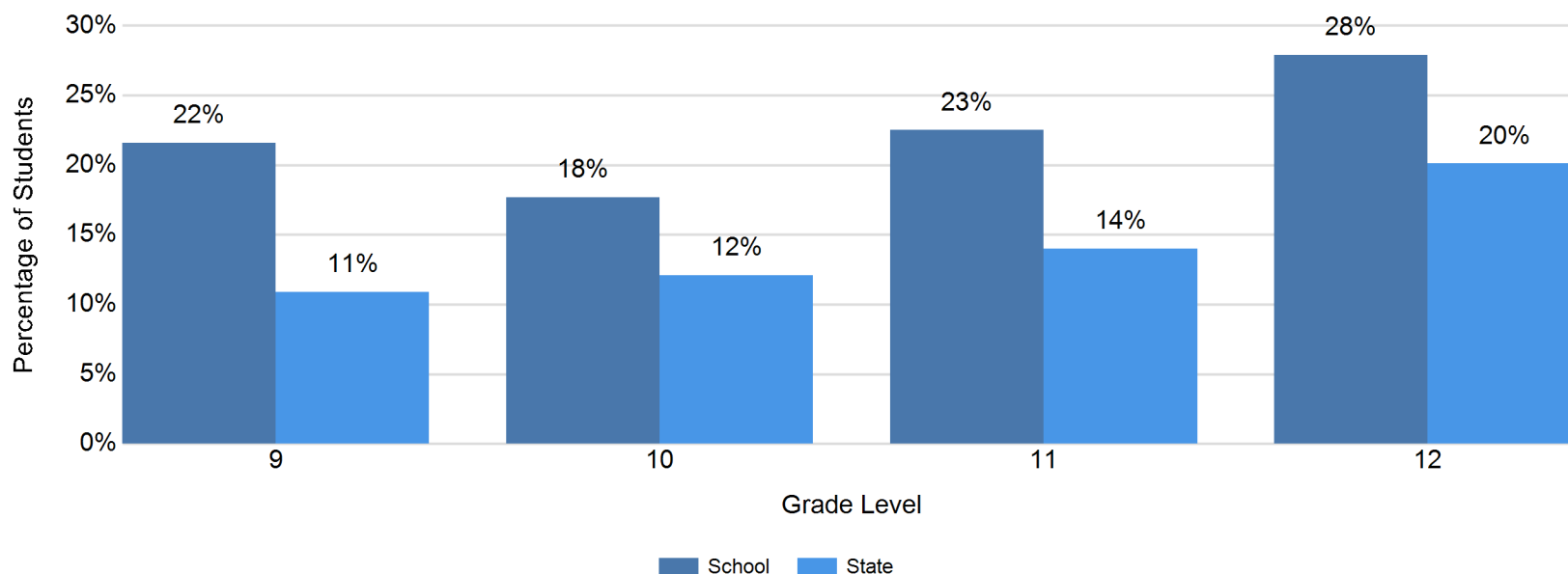


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:20AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 5 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	18
Vandalism	8
Weapons	4
Substances	10
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	44
Incidents Per 100 Students Enrolled	4.47

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	13.1%
Any Suspension	13.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	413.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$702	\$18,646	\$19,348



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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	96	120,724
Average years experience in public schools	17.2	11.8
Average years experience in district	15.6	10.5
Teachers in district for 4 or more years	82%	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	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	109:1	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1



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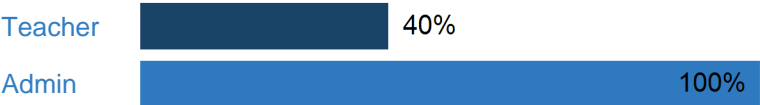
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	21.0	17.5%
Mathematics Proficiency	8.2	17.5%
Graduation - 4-Year	21.1	25.0%
Graduation - 5-Year	34.5	25.0%
Chronic Absenteeism	12.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		20.9
Summative Rating: Percentile rank of Summative Score		15.8
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	20.9	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
White	7.5	6.2	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	31.9	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Black or African American	48.8	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	31.7	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	40.4	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Joseph	Email Address:	ejoseph@pemb.org
Address:	148 ARNEYS MOUNT ROAD PEMBERTON, NJ 08068-9701	Website:	https://www.pemberton.k12.nj.us/pths
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/Pemberton-Township-High-School-515544208522093/
		Twitter:	https://twitter.com/pthshornets

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"> • Named to College Board AP District Honor Roll. • Pemberton JROTC is designated as an Honor Unit with Distinction, Awarded by the US Army JROTC. • Students have the opportunity to participate in specialized learning academies: Medical Arts, FAME, ASTEM.
	Mission, Vision, Theme:	Pemberton Learning Community: Pursing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As the capstone of the district's 11 schools, Pemberton Township High School provides exemplary education for over 1,000 students in grades 9 through 12. At Pemberton Township High School we focus on the whole child. We support students academically, socially, and emotionally
	Awards, Recognition, Accomplishments:	Student achievement is recognized during the year, including honoring high achieving students inducted into our National Honor Society. Students also excel in athletics and the arts: students have been selected to the prestigious All South Jersey Region III Chorus, our sports teams have achieved various titles, numerous students have earned collegiate athletic scholarships and art students have garnered many awards in the local and regional competitions.



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School Narrative

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Courses, Curriculum, Instruction:

PTHS is a comprehensive high school with a rigorous academic curriculum that includes Advanced Placement (AP) and College Acceleration Program (CAP) courses allowing students to earn both high school and college credits. We also offer a robust selection of technical and school-to-work programs as well as the AVID Program which prepares students for career and college readiness. The curriculum is enhanced by the use of a variety of digital resources in our 1:1 environment.



Sports and Athletics:

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

Realizing that interscholastic sports make a rich contribution to a student's education, Pemberton Township High School aims to provide an extensive athletic program. The school provides athletic teams on the varsity, junior varsity, and freshman levels. Our athletic programs encourage success both on and off the field by fostering teamwork, sportsmanship, academics, school pride, and community service. Become a part of a proud Hornet tradition!



Clubs and Activities:

Co-curricular activities are a necessary and important part of the Pemberton Township High School community. At Pemberton Township High School we offer over 35 students clubs and activities. Students have the opportunity to compete in regional, state, and national competitions ranging from Future Business Leaders of America to Future Farmers of America. Clubs and activities are developed and focused on student interest and needs.



Before and After School Programs:

Before and After School Programs (Principals should add information) We offer before and after care for all children from preschool through 5th grade. There is an after school 21st Century program in grades 3-5 in which students are provided homework help, participate in enrichment activities, our provided snacks and transportation home.








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School Narrative

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

 Staff and Professional Learning:	<p>Professional development is embedded throughout the day. Teacher Tech Academy is professional development opportunities for teachers that support the 1:1 environment and focuses training on the use of technology in the classroom. Teachers are also involved in the National Math and Science Initiative and AP training that equips educators with the content knowledge, and instructional strategies to set high expectations and shift students to advanced levels.</p>
 Postsecondary Information:	<p>Pemberton Township High School utilizes the program Naviance to support students in their post-high school decisions. By matching students to colleges based on students' interests and goals, and comparing admissions rates at students' top college choices, the Naviance college planning tools allow students and families to make informed decisions. Future plans for students include two and four-year colleges and universities, branches of the military service, and business and trade schools.</p>
 Student Supports and Services:	<p>We offer an extensive array of programs and support services to ensure our students' success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 Student Health and Wellness:	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 Parent and Community Involvement:	<p>Pemberton Township High School utilize the platform Genesis and the parent portal. The Genesis Parent Portal enable families to access child(ren)'s grades, attendance, Interim Progress Reports, Report Cards, and other important information online. Web access to the Parent Portal is completely secure. Access is set up for individual families, and access is limited to your child's records only.</p>



Pemberton Township High School

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BURLINGTON

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School Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students

Pemberton Township High School administers a climate survey annually. The survey gathers information on school conditions. It allows the school to focus the attention on quality teacher-student relationships as well as peer relationships. We identify strengths as well as areas that need to be improved. Information collected allows us to measure our progress towards school improvement goals. Information collected from the climate survey is used by the school safety team.



Facilities:

Built in 1975 Renovations 1990



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School Narrative

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



Other Information:

Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance; buses are equipped with interior and exterior cameras, the Zonar Child Safety Check system to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of each bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option.




Samuel T. Busansky School
2016-2017
Grade Span 03-05

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PEMBERTON, NJ 08068

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

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

Navigating through the reports:

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

Other Resources:

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



Samuel T. Busansky School
2016-2017

Grade Span 03-05

05-4050-135
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PEMBERTON, NJ 08068

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
3	120	120	114
4	120	112	112
5	114	107	99
Ungraded	22	17	18
Total	376	356	343

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%	52%	56%
Male	49%	48%	44%
Economically Disadvantaged Students	50%	45%	47%
Students with Disabilities	21%	20%	19%
English Learners	1%	2%	1%
Homeless Students			4%
Students in Foster Care			0%
Military-Connected Students			12%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.2%
Black or African American	26.2%
Hispanic	14.0%
Asian	3.8%
American Indian or Alaska Native	1.2%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	2.3%

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	93.9%
Spanish	4.1%
Other	2.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	329	98.6	45.00	37.00	54.90	45	35.9	Met Target
White	171	98.4	49.10	39.00	63.90	49.1	41.4	Met Target
Hispanic	45	95.9	35.50	35.30	39.80	35.5	25.9	Met Target
Black or African American	87	100.0	36.70	31.70	35.20	36.7	28.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.30	53.70	80.70	64.3	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	186	99.0	50.00	45.90	62.20	50		
Male	143	98.0	38.50	28.50	48.10	38.5		
Economically Disadvantaged Students	160	98.8	35.00	30.80	36.20	35	28.2	Met Target
Non-Economically Disadvantaged Students	169	98.4	54.40	42.40	65.80	54.4		
Students with Disabilities	59	95.2	10.20	15.20	20.50	10.2	11.7	Met Target†
Students without Disabilities	270	99.3	52.60	41.90	61.90	52.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	11	100.0	18.20	21.80	26.40	18.2		
Students In Foster Care	N	N	N	31.60	24.80	N		
Military-Connected Students	39	100.0	61.60	48.20	53.50	61.6		
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	122	744	738	749	16%	*	26%	39%	*	43%	50%
White	70	748	739	759	*	*	30%	40%	*	46%	61%
Hispanic	10	721	738	734	*	0%	*	*	0%	10%	35%
Black or African American	31	736	*	731	*	*	*	39%	0%	39%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	73	747	745	754	*	*	21%	38%	*	45%	55%
Male	49	739	731	745	*	*	35%	39%	*	39%	46%
Economically Disadvantaged Students	54	731	726	731	*	*	24%	32%	*	32%	31%
Non-Economically Disadvantaged Students	68	754	748	762	*	*	28%	44%	*	52%	63%
Students with Disabilities	21	720	*	720	*	*	*	*	*	14%	24%
Students without Disabilities	101	749	*	755	*	*	*	*	*	49%	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	23	757	*	750	*	*	*	57%	*	61%	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	119	741	741	753	*	19%	34%	31%	*	38%	56%
White	58	748	744	762	*	*	31%	36%	*	47%	67%
Hispanic	17	739	*	740	*	*	*	*	0%	41%	40%
Black or African American	34	726	734	737	*	*	47%	*	0%	18%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	69	747	748	758	*	15%	29%	36%	*	48%	61%
Male	50	732	734	749	*	24%	40%	24%	*	24%	51%
Economically Disadvantaged Students	59	735	734	737	*	*	37%	25%	*	29%	36%
Non-Economically Disadvantaged Students	60	747	748	764	*	*	30%	37%	*	47%	69%
Students with Disabilities	21	713	710	725	*	*	*	*	*	*	25%
Students without Disabilities	98	747	747	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	*	*	*	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	103	747	741	756	*	14%	22%	51%	*	53%	59%
White	54	747	740	763	*	*	19%	54%	0%	54%	69%
Hispanic	20	743	*	743	*	*	*	*	*	40%	44%
Black or African American	24	749	*	740	*	*	*	54%	*	58%	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	54	749	748	761	*	*	*	52%	*	54%	66%
Male	49	745	734	750	*	*	*	49%	*	53%	53%
Economically Disadvantaged Students	49	737	*	740	*	*	22%	43%	*	45%	40%
Non-Economically Disadvantaged Students	54	756	*	765	*	*	22%	57%	*	61%	71%
Students with Disabilities	18	705	*	725	*	*	*	*	*	*	22%
Students without Disabilities	85	756	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



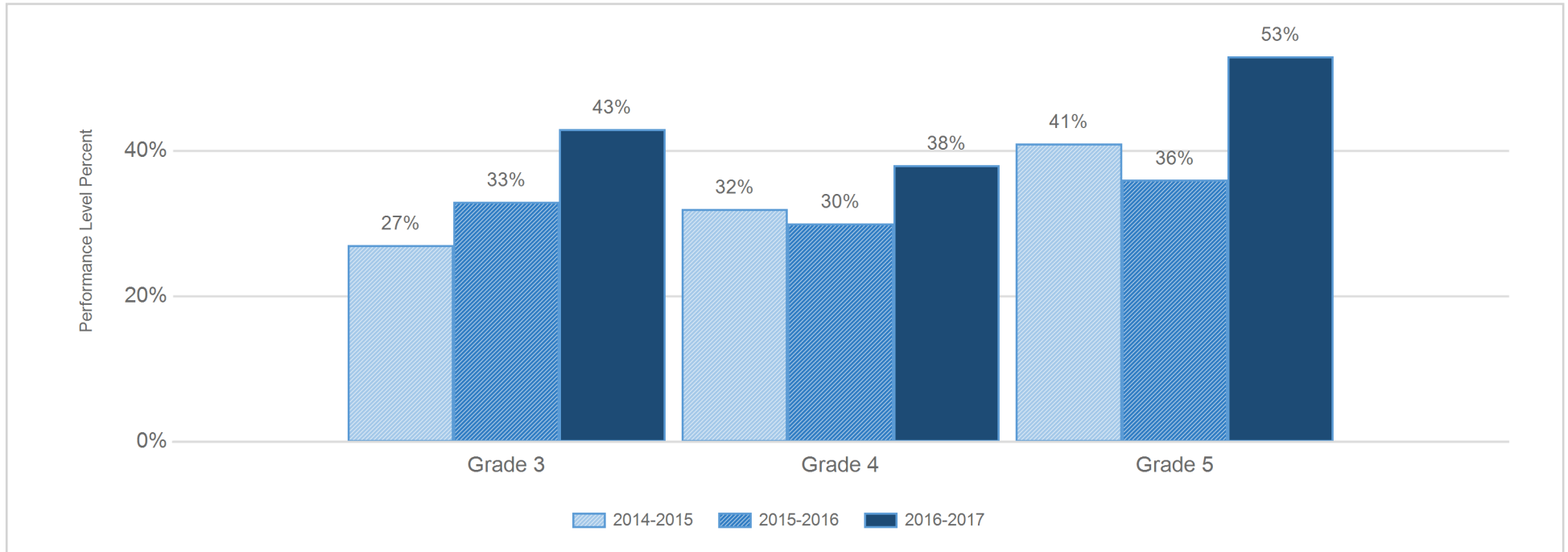
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English Language Arts/Literacy Assessment - Performance Trends

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	328	98.3	33.60	23.30	43.50	33.6	41	Not Met
White	170	97.8	40.00	*	52.40	40	49.2	Not Met
Hispanic	45	95.9	31.10	*	27.60	31.1	36.9	Met Target†
Black or African American	87	100.0	18.30	*	21.70	18.3	25.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.30	45.60	75.60	64.3	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	186	99.0	32.80	*	44.10	32.8		
Male	142	97.4	34.50	*	42.90	34.5		
Economically Disadvantaged Students	160	98.8	21.30	*	25.10	21.3	31.4	Not Met
Non-Economically Disadvantaged Students	168	97.8	45.20	*	54.30	45.2		
Students with Disabilities	59	95.2	10.20	11.40	16.50	10.2	16.3	Met Target†
Students without Disabilities	269	99.0	38.70	25.90	48.80	38.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	11	100.0	*	*	16.40	*		
Students In Foster Care	N	N	N	21.10	15.10	N		
Military-Connected Students	39	100.0	53.90	*	39.90	53.9		
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	121	741	741	751	13%	12%	37%	30%	8%	38%	53%
White	69	747	743	759	*	*	41%	32%	*	42%	63%
Hispanic	10	724	741	738	*	*	*	*	0%	10%	37%
Black or African American	31	730	*	733	*	*	36%	*	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	73	741	743	751	*	*	32%	27%	*	38%	52%
Male	48	742	738	751	*	*	46%	33%	*	38%	53%
Economically Disadvantaged Students	54	726	729	736	*	*	39%	*	*	20%	34%
Non-Economically Disadvantaged Students	67	754	750	761	*	*	36%	*	*	52%	65%
Students with Disabilities	21	714	*	729	*	*	*	*	*	19%	29%
Students without Disabilities	100	747	*	755	*	*	*	*	*	42%	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	23	754	*	750	*	*	*	48%	*	57%	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	119	731	736	747	*	29%	30%	25%	*	26%	47%
White	58	737	739	755	*	21%	33%	31%	*	33%	59%
Hispanic	17	725	734	734	*	*	*	*	0%	41%	30%
Black or African American	34	724	731	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	69	734	738	747	*	32%	30%	28%	*	29%	47%
Male	50	728	734	747	*	26%	30%	22%	*	22%	48%
Economically Disadvantaged Students	59	726	729	732	*	41%	20%	24%	*	24%	27%
Non-Economically Disadvantaged Students	60	736	742	757	*	18%	40%	27%	*	28%	61%
Students with Disabilities	21	702	707	724	*	*	*	*	*	*	22%
Students without Disabilities	98	738	741	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	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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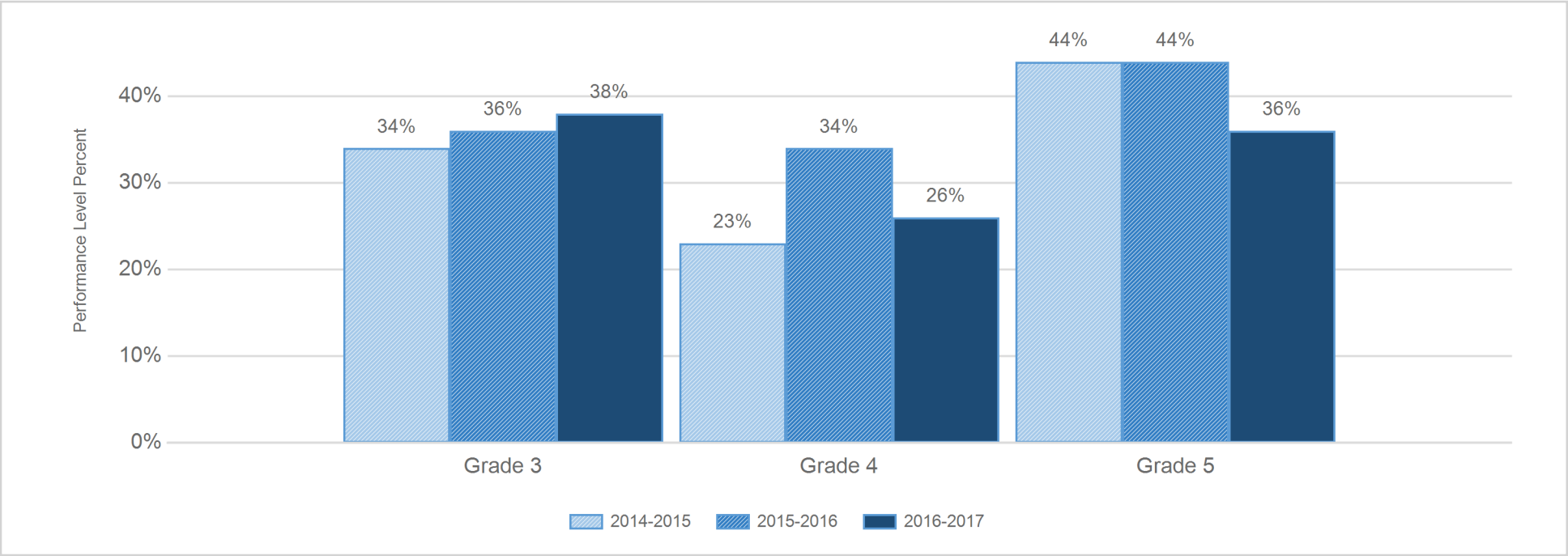
Mathematics Assessment - Performance by Grade: Grade 5

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	103	741	736	747	*	22%	35%	31%	*	36%	46%
White	54	743	737	754	*	20%	26%	39%	*	44%	57%
Hispanic	20	738	736	735	*	*	*	*	*	30%	30%
Black or African American	24	737	*	729	0%	*	58%	*	*	17%	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	54	740	737	747	*	20%	46%	28%	*	30%	47%
Male	49	743	735	746	*	25%	22%	35%	*	43%	46%
Economically Disadvantaged Students	49	731	*	732	*	*	39%	*	*	20%	27%
Non-Economically Disadvantaged Students	54	751	*	756	*	*	32%	*	*	50%	59%
Students with Disabilities	18	711	*	725	*	*	*	*	*	*	19%
Students without Disabilities	85	748	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

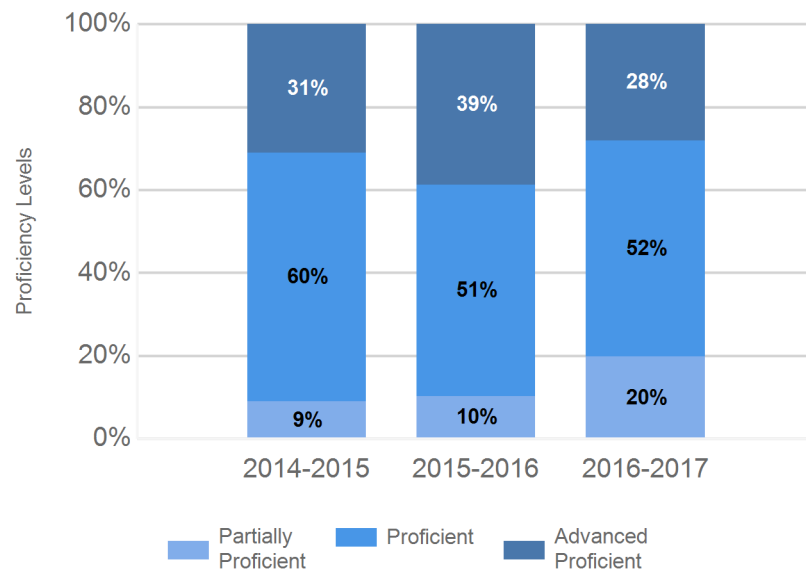
NJASK Science Assessment Performance: Grade 4

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	28%	52%	20%
White	36%	53%	12%
Hispanic	25%	56%	19%
Black or African American	12%	53%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	*	*
Two or More Races	*	*	N
Economically Disadvantaged Students	20%	55%	25%
Students with Disabilities	9%	50%	41%
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	53	47	50	Met Target	45.5	37	50	Met Target
White	56	47	50	Met Target	52	40	52	Met Target
Hispanic	52	49	49	Met Target	41	34	47	Met Target
Black or African American	45	43	45	Met Target	42	35	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	41	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	45.5	44	47	Met Target	37	36	46	Not Met
Students with Disabilities	46.5	*	41	Met Target	40	*	43	Met Target
English Learners	*	50	53	**	*	43	51	**

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



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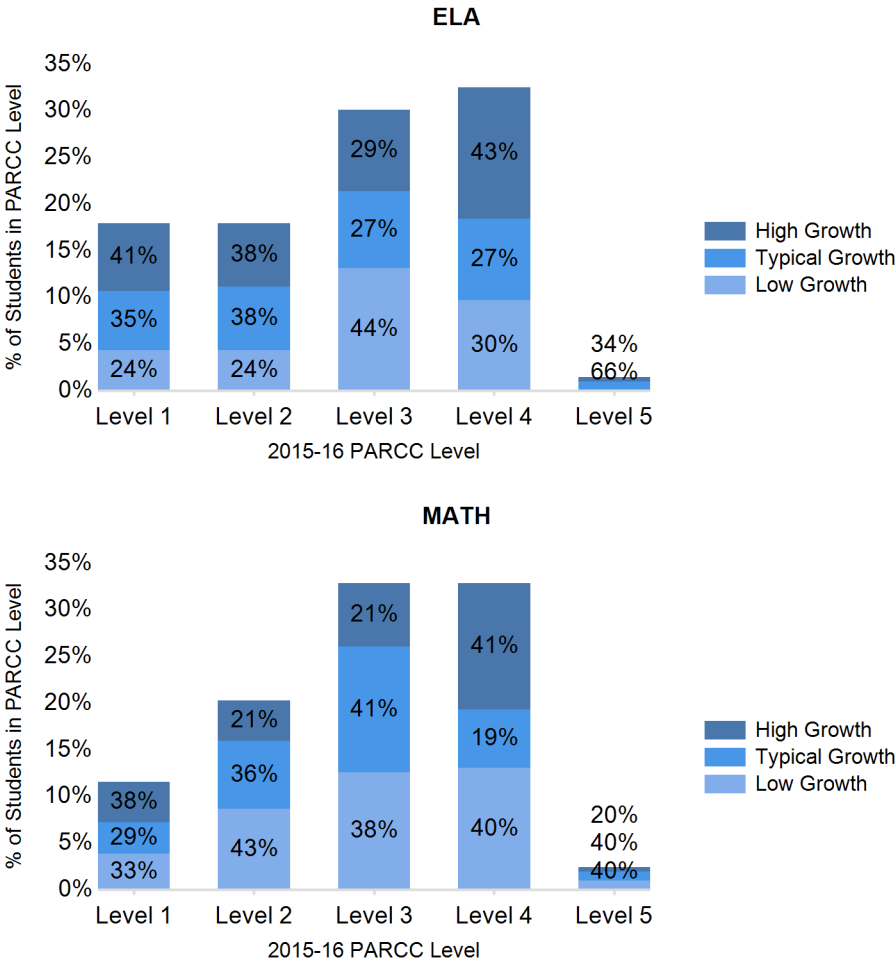
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

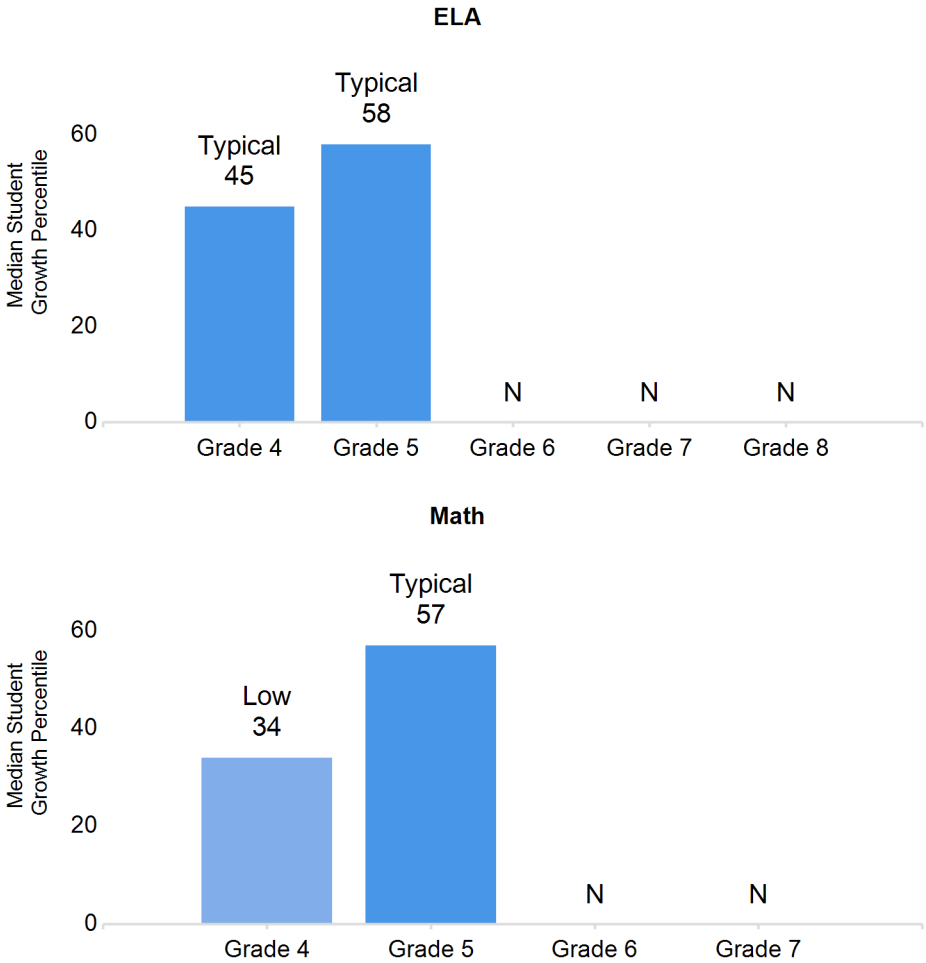
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

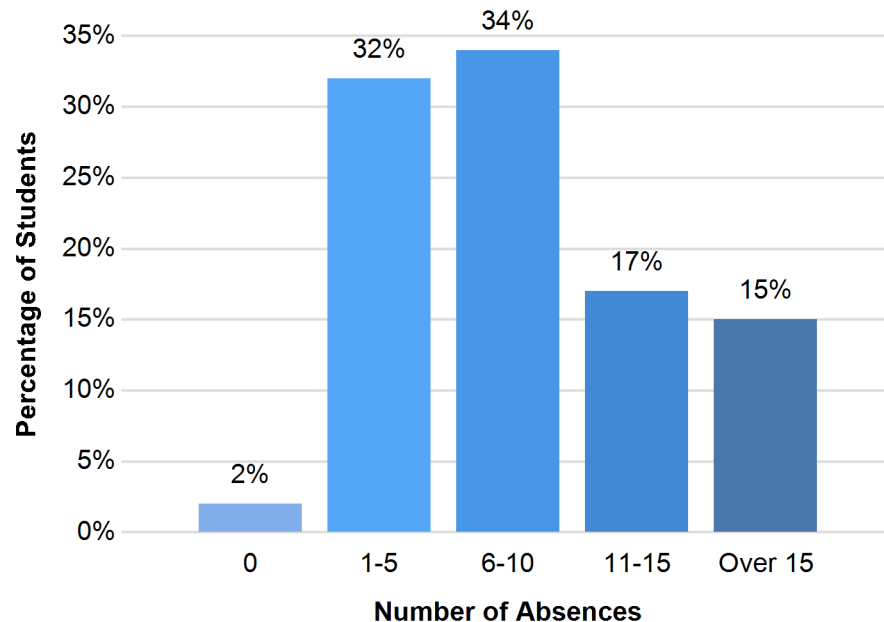
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.60	7.00	Not Met
White	10.60	7.00	Not Met
Hispanic	18.40	7.00	Not Met
Black or African American	8.90	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.20	7.00	Not Met
Students with Disabilities	22.70	7.00	Not Met
English Learners	N	**	**

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

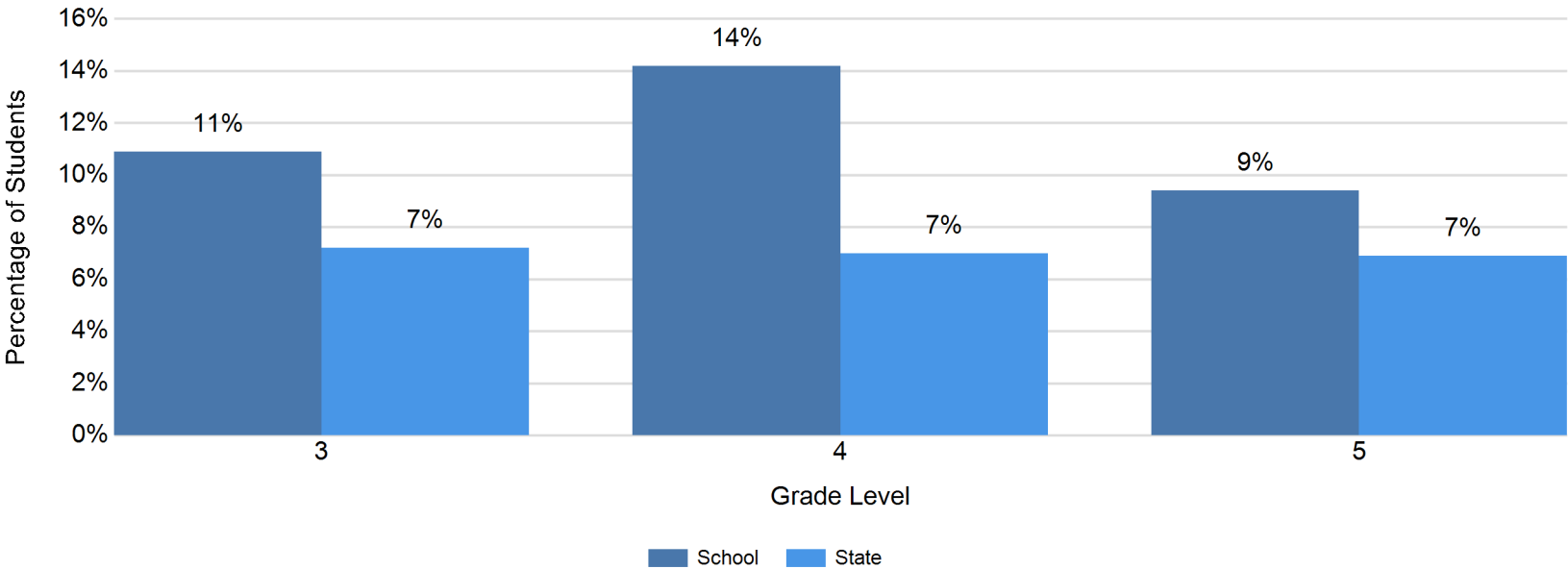
Days Absent

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



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	9:25AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.29

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	0.9%
Any Suspension	0.9%

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	1:1	413.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$702	\$18,646	\$19,348



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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	33	120,724
Average years experience in public schools	15.2	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,506
Average years experience in public schools	15.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	343:1	142:1
Librarian/Media Specialists		1611:1
Nurses		403:1
Counselors		284:1
Child Study Team		220:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	25.8	17.5%
Mathematics Proficiency	24.3	17.5%
English Language Arts Growth	57.8	25.0%
Mathematics Growth	32.7	25.0%
Chronic Absenteeism	18.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.1
Summative Rating: Percentile rank of Summative Score		24.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	36.7	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Hispanic	38.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	49.8	11.9	No	Met Target	Not Met	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	32.7	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	38.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. DiBella	Email Address:	mdibella@pemb.org
Address:	16 SCRAPETOWN ROAD PEMBERTON, NJ 08068	Website:	https://www.pemberton.k12.nj.us/busansky
Phone:	(609)893-8141	Facebook:	https://www.facebook.com/Busansky-School-504193643004686/
		Twitter:	https://twitter.com/BusanskySchool

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"> • Honorable Mention State School of Character and Promising Practice Recipient • 1:1 iPad initiative for every student
 Mission, Vision, Theme:	Pemberton Learning Community: Pursing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Samuel T. Busansky Upper Elementary School provides exemplary education for over 300 students in grades 3 through 5. Busansky's theme is T*E*A*M*.
 Awards, Recognition, Accomplishments:	Busansky Upper Elementary School is an Honorable Mention State School of Character as well as a recipient of two Promising Practices Awards through the national forum of Character.org. Our School Safety Team, led by our Security Officer, received national recognition and a \$500 award for their contributions to the safety of our school.






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 <div>Courses, Curriculum, Instruction:</div>	The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.
 <div>Clubs and Activities:</div>	Busansky's Staff provides before school and after school academic tutoring for students. Family Fun Learning Nights are held monthly, Busansky's teachers present literacy, technology, and math instruction to families through games, creative activities, or technology. Dinner is also provided. Grade-level STEM clubs are held every week for six weeks at a time to enrich students' experiences with science, technology, engineering, and math.
 <div>Before and After School Programs:</div>	Before and After School Programs (Principals should add information) We offer before and after care for all children from preschool through 5th grade. There is an after school 21st Century program in grades 3-5 in which students are provided homework help, participate in enrichment activities, our provided snacks and transportation home.







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 Staff and Professional Learning:	<p>We are a learning community in which teachers work interpedently to achieve the common goal of “Pursuing Excellence, one child at a time”. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes 6 days of training in August, monthly learning focused on the book Teach Like a Champion, and multiple PD sessions in ELA and Math for 2nd year teachers.</p>
 Student Supports and Services:	<p>We offer an extensive array of programs and support services to ensure our students’ success. We implement the Masonic Model to deliver Intervention and Referral Services to our students, which provide early and effective intervention to develop the social and emotional competence of the student. Our Special Services Department offers a continuum of specialized programs and services. Our dedicated staff provide access to the general education curriculum while accommodating for individual needs.</p>
 Student Health and Wellness:	<p>The vision of the District Wellness Committee is to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the district-wide Wellness Policy.</p>
 Parent and Community Involvement:	<p>The Busansky PTO invites every parent, guardian and teacher to join and support the many events and activities organized for students throughout the year. Members of the PTO meet monthly with the principal to plan and partner-up with the community for Fall Festival, Book Fair, Military Day, Service Opportunities, Winter Wonderland, Field Day, and many other activities to bring our community together.</p>





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Busansky uses a climate survey in the spring of each school year. Students, staff, and families are surveyed electronically through the school website or through a paper version. Results of the survey are shared with students at assemblies, staff at faculty meetings , and families at PTO meetings or as part of an evening event. Survey results indicate a highly effective satisfaction rate with our school. Our goals for the 2017-2018 school year are based on the survey results.</p>
<div>Facilities:</div>	<p>Built in 1970. Two (2) new TCU's added to the property.</p>



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School Narrative

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



Other Information:

Pemberton Township Schools has been proudly serving the military community for nearly 100 years. With 22% of our student population being part of an active military family, we provide programs, supports and celebrations tailored to the unique needs and challenges of the military student. The safety and security of staff and students is a priority at Pemberton Township Schools. To that end, the district has numerous safety measures in place, including over 400 surveillance cameras both inside and outside school buildings, burglar and panic alarms, a three-tier security entry system, and monthly fire and emergency drills. School bus safety is also of great importance; buses are equipped with interior and exterior cameras, the Zonar Child Safety Check system to ensure no child is left behind, and a GPS system that allows us to pinpoint the exact location of each bus at all times. The parent-school relationship is enhanced by a wide-ranging communication strategy that includes an expedient phone notification system, district and individual school websites, active social media and a custom phone app. The Genesis Parent Portal provides parents with detailed course and attendance records as well as current grades, obligations, health and contact information. Pemberton Township Schools is a proud participant in the New Jersey Interdistrict School Choice Program, as well as the Joint Base Dix-McGuire-Lakehurst School Choice Option.