




Hammonton Early Childhood Educational Center  
2016-2017

01-1960-030  
ATLANTIC  
HAMMONTON TOWN  
601C NORTH 4TH STREET  
HAMMONTON, NJ 08037

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:

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#### Other Resources:

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- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
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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	1	0	0
KG	197	160	173
1	169	194	172
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	19	17
Total	386	373	362

### 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	1	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	198	160	173

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	52%	51%
Male	53%	48%	49%
Economically Disadvantaged Students	53%	54%	60%
Students with Disabilities	11%	16%	14%
English Learners	20%	23%	24%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

### 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	54.1%
Hispanic	41.2%
Black or African American	3.3%
Asian	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.1%

### Enrollment by Home Language

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

Home Language	% of Students
English	67.7%
Spanish	31.8%
Other	0.6%



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

### Chronic Absenteeism

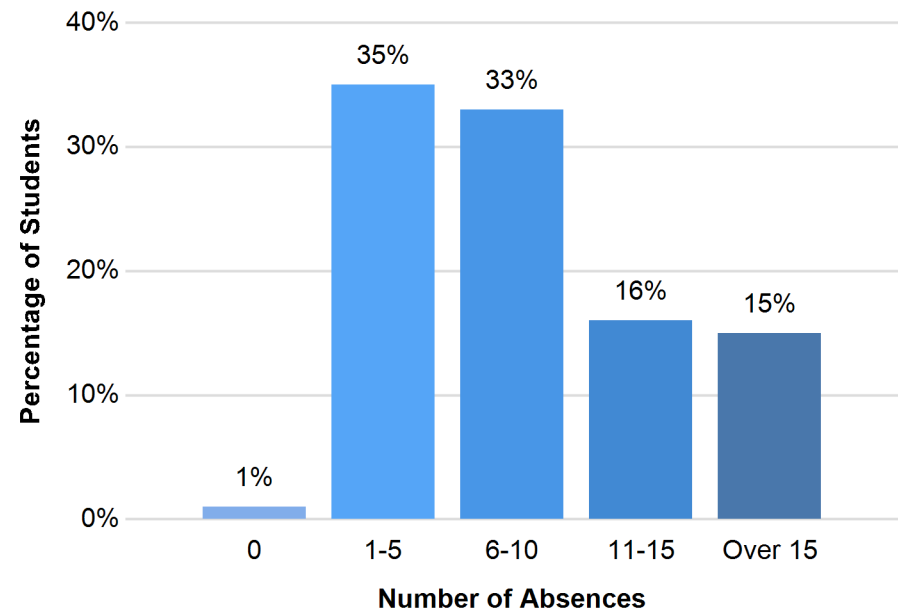
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.60	10.80	Not Met
White	11.60	10.80	Not Met
Hispanic	14.10	10.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.70	10.80	Not Met
Students with Disabilities	35.60	10.80	Not Met
English Learners	8.90	10.80	Met Target

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

### Days Absent

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



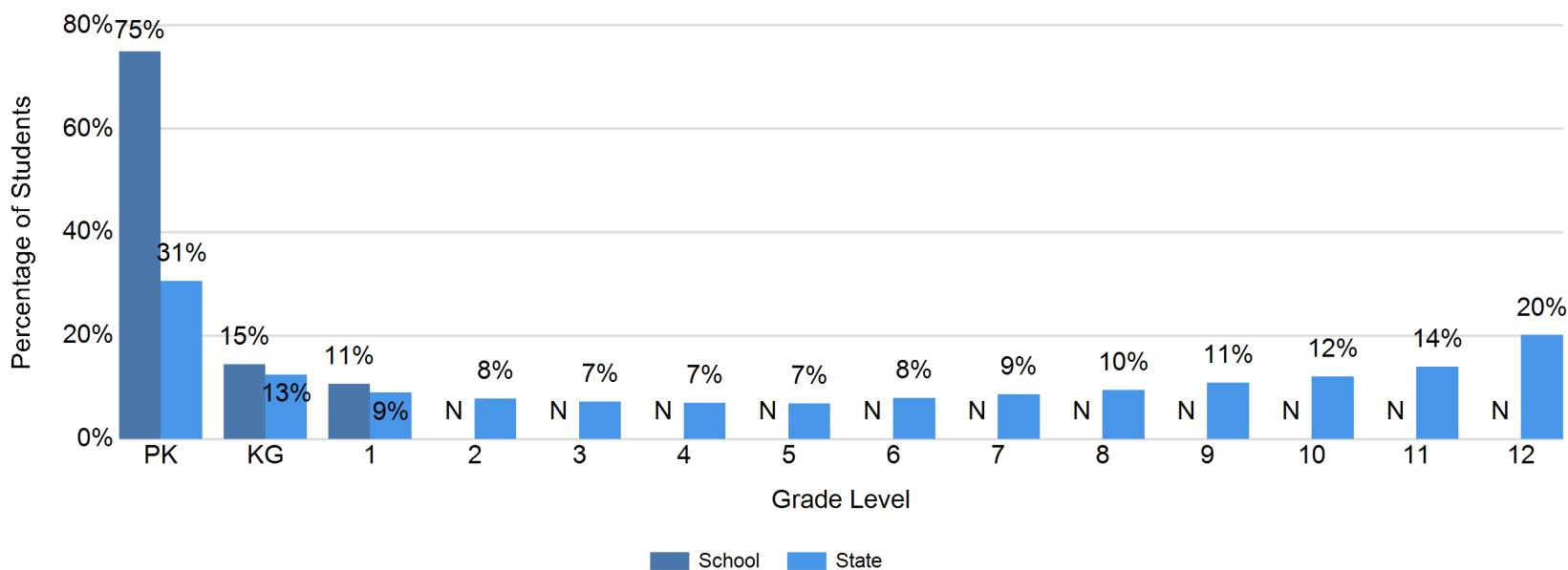


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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 37 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.1%
Out-of-School Suspensions	0.0%
Any Suspension	1.1%

### 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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**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	\$531	\$10,730	\$11,261



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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 and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	31	121,048
Average years experience in public schools	10.4	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	68%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,533
Average years experience in public schools	15.8	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	84%	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	14:1
Administrators	362:1	188:1
Librarian/Media Specialists		1787:1
Nurses		893:1
Counselors		357:1
Child Study Team		298:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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### School General Info

<b>Principal:</b>	Ms. Salay	<b>Email Address:</b>	<a href="mailto:dsalay@hammontonps.org">dsalay@hammontonps.org</a>
<b>Address:</b>	601C NORTH 4TH STREET HAMMONTON, NJ 08037	<b>Website:</b>	<a href="http://www.hammontonps.org">www.hammontonps.org</a>
<b>Phone:</b>	(609)567-6693	<b>Facebook:</b>	<a href="https://www.facebook.com/hammontonecec">https://www.facebook.com/hammontonecec</a>
		<b>Twitter:</b>	N/A

### School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Balanced Literacy</li> <li>• ST Math Game-Based Program</li> <li>• SmartBoards and Student I-Pads and/or Chrome Books in every classroom</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>At the Early Childhood Education Center (ECEC), we work to build a positive school environment in which all students can reach their full potential. In addition to our student-centered academic approach, which utilizes workshop-based teaching, we address social-emotional learning through a unique school-developed program that recognizes good citizenship and service. To round out our academic program, we also offer a range of after school clubs to enhance student learning and growth.</p>





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The ECEC has adopted one of the state's suggested curricula, Creative Curriculum, in the preschool program. In addition, we utilize Teaching Strategies Gold, which compliments Creative Curriculum, in order to effectively target instruction and assess student growth. Our academic programs in kindergarten and first grade build on the foundation of our preschool program with aligned curriculum, goals, and social programming.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Student clubs at the ECEC include Art Club for kindergarten students, Theater for first grade students, Spanish Club for both K-1 students, Violin Club for first grade students, and Leadership/Kindness Club for K-1 students. Students are nominated for Kindness Club, and through their club activities they work to involve the entire student body in service activities each year.</p>

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 <b>Staff and Professional Learning:</b>	<p>Teachers at the ECEC engage in professional learning in broad and numerous ways. These include lab sites, book clubs and summer reading, and on-site professional development in classrooms. Teachers also attend workshops that are relevant to school goals. Recent areas of professional development include early literacy acquisition and redefining problem solving in mathematics. We are also excited to have recently partnered with a literacy author who provided on-site staff development.</p>
 <b>Student Supports and Services:</b>	<p>The ECEC offers an after-school program, Helping Hands, for first grade students who will benefit from academic assistance. This program is taught by classroom teachers. We also have an intervention and referral services team that meets to discuss student progress. This team meets consistently to review student data and plan next steps for instruction.</p>
 <b>Parent and Community Involvement:</b>	<p>Our parents are encouraged to take an active role in their child's school experience. Parent groups include the Hammonton Home and School Association (HH&amp;SA) and the School Advisory Council (SAC). In addition, parents are invited to attend numerous school events, including our annual Back To School Night, school plays, field trips, and other classroom events that take place throughout the school year. We also offer parent meetings for our bilingual families quarterly during the school year.</p>



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Together with families and the community, we strive to instill a love of learning within a positive school environment. We are extremely proud of our teacher-created Super Friends/school climate program. Not only does this program stress safety, kindness, and respect for others, but it promotes academic excellence and collaboration among staff. We are equally excited about our balanced literacy program, which allows students daily opportunities to engage with authentic literature through both shared and guided reading. Finally, our classrooms contain a range of print resources for student learning, in addition to IPADS, which allow students to access numerous learning applications that complement our instruction. This includes our popular game based math program, ST Math, and a range of research data bases. For additional information about the ECEC, please visit our web site at [www.hammontonps.org](http://www.hammontonps.org).



Other Information:



Hammonton High School  
2016-2017


Grade Span 09-12

01-1960-050  
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**Grade Span 09-12**

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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	312	360	340
10	355	314	347
11	357	334	308
12	308	349	328
Ungraded	52	52	44
Total	1384	1409	1367

### 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%	47%	46%
Male	54%	54%	54%
Economically Disadvantaged Students	32%	38%	36%
Students with Disabilities	17%	16%	14%
English Learners	2%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	74.1%
Hispanic	18.9%
Black or African American	4.7%
Asian	0.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

### Enrollment Trends by Full and Shared Time

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

Enrollment Status	2014-15	2015-16	2016-17
Full Time Students	N	1409	1367
Shared Time Students	N	0	0
Full Time Equivalent	N	1409	1367

### 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	88.9%
Spanish	10.2%
Other	0.9%



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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	624	98.7	53.60	51.50	54.90	53.6	60.4	Not Met
White	467	98.9	58.70	58.40	63.90	58.7	64.4	Not Met
Hispanic	118	99.2	33.10	34.30	39.80	33.1	45.2	Not Met
Black or African American	24	93.1	45.90	33.80	35.20	44.5	45.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	12	100.0	66.70	*	54.90	66.7	**	**
Female	283	99.1	62.90	60.60	62.20	62.9		
Male	341	98.4	46.00	43.60	48.10	46		
Economically Disadvantaged Students	222	98.4	36.90	35.70	36.20	36.9	47.6	Not Met
Non-Economically Disadvantaged Students	402	98.9	62.90	63.50	65.80	62.9		
Students with Disabilities	81	97.8	11.10	*	20.50	11.1	23.4	Not Met
Students without Disabilities	543	98.9	60.00	*	61.90	60		
English Learners	15	100.0	*	*	25.20	*	**	**
Non-English Learners	609	98.7	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

\*\* 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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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
<b>Schoolwide</b>	345	745	745	749	10%	17%	26%	37%	10%	46%	52%
White	248	747	747	757	10%	16%	25%	38%	11%	49%	62%
Hispanic	73	734	734	733	*	21%	33%	27%	*	32%	35%
Black or African American	15	745	745	730	0%	*	*	*	0%	53%	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	149	756	756	756	*	*	27%	46%	13%	60%	60%
Male	196	737	737	741	*	*	26%	30%	7%	36%	43%
Economically Disadvantaged Students	126	732	732	731	*	23%	29%	25%	*	29%	32%
Non-Economically Disadvantaged Students	219	753	753	758	*	14%	25%	44%	*	56%	62%
Students with Disabilities	42	707	707	714	*	*	*	*	*	*	13%
Students without Disabilities	303	750	750	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	349	752	752	743	14%	12%	17%	42%	16%	58%	46%
White	271	756	756	749	11%	9%	16%	47%	17%	64%	52%
Hispanic	58	732	732	728	26%	22%	*	22%	*	31%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	166	759	759	752	12%	8%	16%	40%	24%	63%	54%
Male	183	744	744	734	15%	14%	18%	45%	8%	53%	39%
Economically Disadvantaged Students	119	735	735	726	24%	17%	18%	32%	10%	42%	32%
Non-Economically Disadvantaged Students	230	760	760	751	9%	9%	17%	48%	18%	66%	54%
Students with Disabilities	46	706	706	704	46%	26%	*	*	0%	11%	12%
Students without Disabilities	303	758	758	749	9%	9%	*	*	18%	65%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	694	*	*	*	*	*	*	*



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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
<b>Schoolwide</b>	303	761	761	736	8%	7%	17%	49%	20%	68%	38%
White	227	764	764	738	7%	8%	14%	49%	23%	71%	40%
Hispanic	59	749	749	731	*	*	29%	42%	*	54%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	146	763	763	744	*	*	17%	48%	21%	69%	46%
Male	157	760	760	729	*	*	17%	49%	19%	68%	31%
Economically Disadvantaged Students	117	752	752	729	*	*	26%	44%	13%	57%	32%
Non-Economically Disadvantaged Students	186	767	767	740	*	*	12%	51%	24%	75%	42%
Students with Disabilities	43	737	737	709	*	*	35%	33%	*	37%	12%
Students without Disabilities	260	765	765	741	*	*	14%	51%	*	74%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

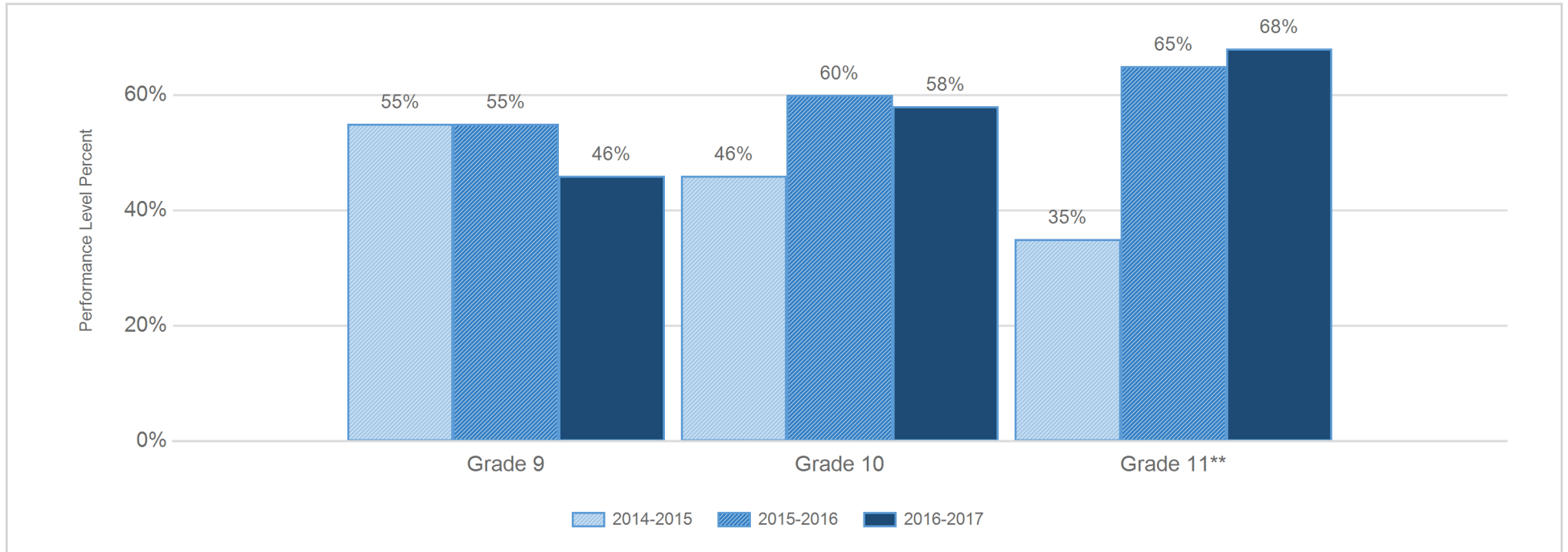


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	622	98.2	38.30	43.20	43.50	38.3	42.4	Not Met
White	463	98.5	40.80	48.40	52.40	40.8	45.7	Not Met
Hispanic	120	97.1	27.50	30.30	27.60	27.5	32.9	Met Target†
Black or African American	25	96.6	24.00	26.00	21.70	24	24.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	12	100.0	66.60	*	44.90	66.6	**	**
Female	281	98.7	39.80	43.10	44.10	39.8		
Male	341	97.7	36.90	43.30	42.90	36.9		
Economically Disadvantaged Students	224	97.2	25.90	29.30	25.10	25.9	31	Not Met
Non-Economically Disadvantaged Students	398	98.7	45.30	53.70	54.30	45.3		
Students with Disabilities	84	100.0	*	10.00	16.50	*	10	Not Met
Students without Disabilities	538	97.9	*	48.90	48.80	*		
English Learners	15	94.4	*	*	23.30	*	**	**
Non-English Learners	607	98.3	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

\*\* 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
<b>Schoolwide</b>	288	735	745	743	10%	25%	32%	34%	0%	34%	42%
White	199	738	750	751	10%	18%	37%	36%	0%	36%	52%
Hispanic	71	727	*	728	*	44%	18%	27%	*	27%	24%
Black or African American	13	735	735	724	*	*	*	*	0%	23%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	116	736	749	744	10%	21%	34%	35%	0%	35%	43%
Male	172	735	742	741	9%	27%	31%	33%	0%	33%	40%
Economically Disadvantaged Students	117	729	*	727	13%	35%	27%	25%	0%	25%	23%
Non-Economically Disadvantaged Students	171	740	*	751	8%	18%	35%	40%	0%	40%	52%
Students with Disabilities	45	709	709	714	*	*	*	*	*	*	10%
Students without Disabilities	243	740	750	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	308	734	734	734	9%	28%	34%	25%	4%	29%	30%
White	231	736	736	740	*	24%	36%	29%	*	32%	38%
Hispanic	57	725	725	722	*	40%	33%	*	*	14%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	143	735	735	735	*	29%	31%	30%	*	32%	31%
Male	165	733	733	733	*	26%	37%	21%	*	26%	30%
Economically Disadvantaged Students	113	723	723	721	*	40%	28%	*	*	16%	13%
Non-Economically Disadvantaged Students	195	740	740	740	*	21%	37%	*	*	36%	39%
Students with Disabilities	47	709	709	711	*	*	*	*	*	*	*
Students without Disabilities	261	738	738	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	*	*	*	704	*	*	*	*	*	*	*

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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	320	732	732	725	*	21%	25%	33%	*	34%	28%
White	242	734	734	731	*	19%	27%	35%	*	36%	33%
Hispanic	58	725	725	710	24%	31%	21%	24%	0%	24%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	10	733	733	718	*	*	*	*	0%	50%	25%
Female	155	730	730	725	*	23%	*	32%	*	32%	27%
Male	165	734	734	725	*	19%	*	35%	*	35%	29%
Economically Disadvantaged Students	116	722	722	708	26%	28%	26%	*	*	20%	13%
Non-Economically Disadvantaged Students	204	738	738	733	16%	17%	25%	*	*	42%	35%
Students with Disabilities	43	700	700	692	*	*	*	*	*	*	*
Students without Disabilities	277	737	737	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

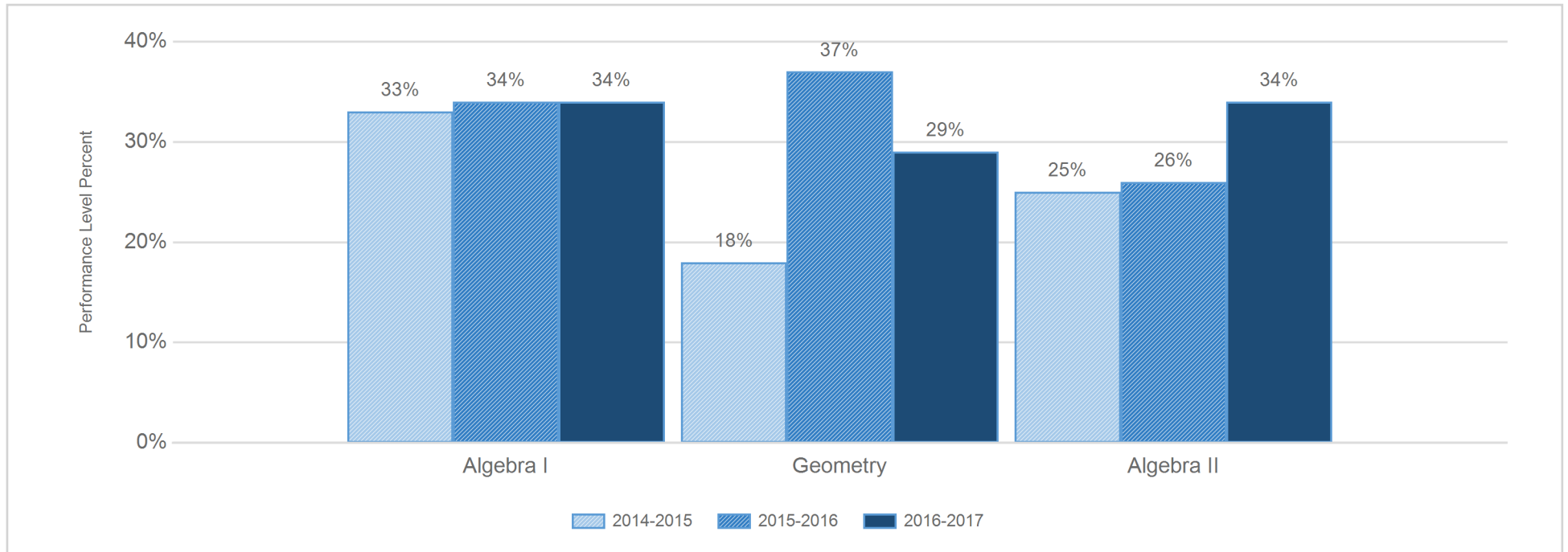


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

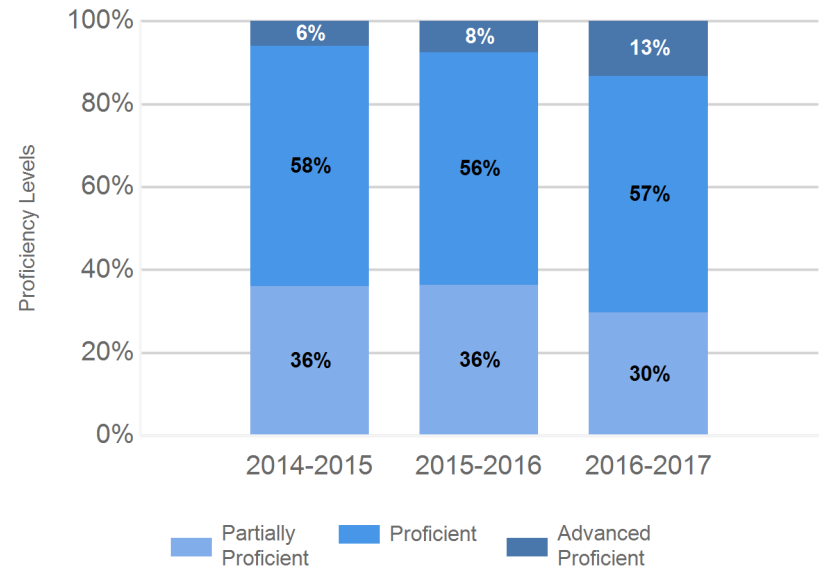
**Biology Assessment - Performance**

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	13%	57%	30%
White	14%	61%	25%
Hispanic	7%	45%	48%
Black or African American	9%	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	10%	49%	41%
Students with Disabilities	N	30%	70%
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	65.2%	94.7%
Percentage of students taking the ACT	9.5%	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	462	481	Varies By Grade	62%	67%
PSAT - Math	472	483	Varies By Grade	45%	49%
SAT - Reading and Writing	554	551	480	85%	77%
SAT - Math	563	552	530	72%	58%
ACT - Reading	23	24	22	68%	65%
ACT - English	20	24	18	77%	79%
ACT - Math	23	24	22	65%	65%
ACT - Science	21	23	23	35%	54%



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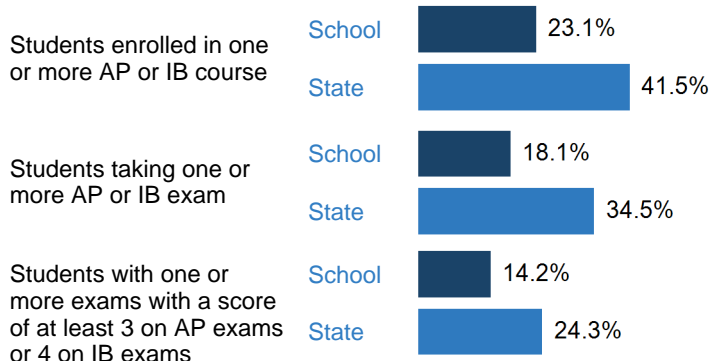
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	20	11
AP Calculus AB	29	27
AP Chemistry	17	15
AP Computer Science A	2	1
AP English Language and Composition	36	21
AP English Literature and Composition	28	25
AP European History	8	2
AP Physics C	13	0
AP Physics C: Mechanics	0	2
AP Psychology	69	57
AP Statistics	2	1
AP U.S. History	19	16
Total Exams Taken		178
Exams with scores of at least 3 on AP exams or 4 on IB exams		137



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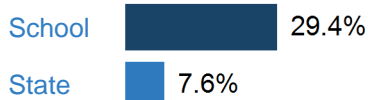
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**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.

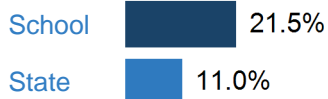
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

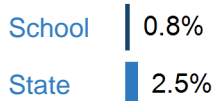
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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	271	66	0	0	0	0	75
10	9	241	105	0	0	0	44
11	1	7	219	0	7	0	99
12	0	3	19	0	58	0	69
Schoolwide	281	317	343	0	65	0	287
Enrolled in AP/IB Course					29	0	0

**Science - Course Participation**

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	17	0	0	0	337	0
10	323	17	0	0	10	0
11	18	292	0	0	8	17
12	6	32	0	0	13	109
Schoolwide	364	341	0	0	368	126
Enrolled in AP/IB Course	20	17		0	13	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	294	1	0	0	0	0
10	2	283	0	33	0	1
11	0	304	0	37	4	0
12	0	16	0	66	25	7
Schoolwide	296	604	0	136	29	8
Enrolled in AP/IB Course	0	19	0	69	0	8

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	176	0	92	0	53	0	0
10	156	0	89	0	42	0	0
11	64	0	23	0	16	0	0
12	35	0	5	0	7	0	0
Schoolwide	431	0	209	0	118	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	75	0	22	0	22	0	0
Earned Seal of Biliteracy	0	0	*	0	0	0	0



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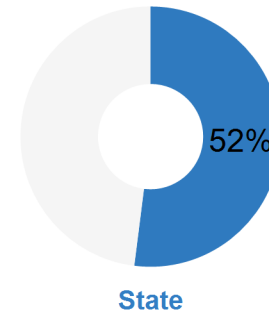
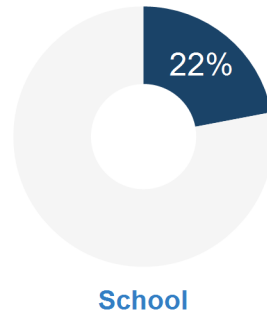
Grade Span 09-12

Visual and Performing Arts – Course Participation

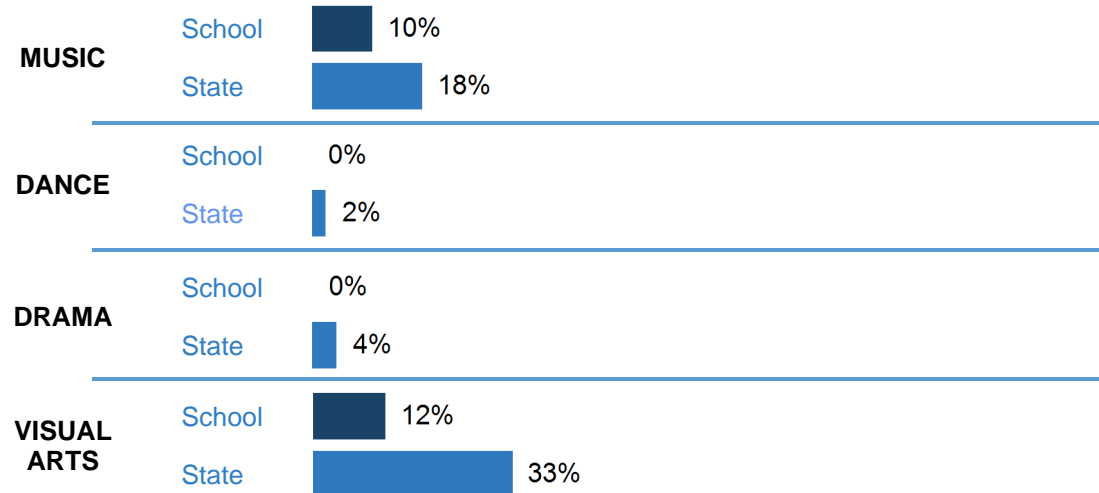
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	86.8%	90.5%	93.4%	91.8%	91.6%	91.4%	Met Target	92.6%	93.4%	Not Met
White	88.8%	94.5%	94.6%	95.1%	93.5%	92.7%	Met Target	93.8%	95.1%	Not Met
Hispanic	78.5%	84.3%	88.8%	86.3%	83.5%	86.4%	Not Met	89.5%	86.5%	Met Target
Black or African American	90.0%	83.4%	95.8%	85.3%	100.0%	N	Met Goal	91.7%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	78.6%	83.9%	87.9%	85.6%	84.7%	83.1%	Met Target	85.6%	89.2%	Not Met
Students with Disabilities	76.1%	78.8%	88.9%	82.1%	85.7%	78.7%	Met Target	79.6%	87.4%	Not Met
English Learners	*	76.1%	73.3%	79.7%	66.7%	**	**	*	**	**
Homeless Students	*	73.2%	N	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	86.8%	-
2016	91.6%	93.4%
2015	91.2%	92.6%

**Dropout Rate Trends**

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

School Year	School Rate	State Rate
2016-2017	1.3%	1.1%
2015-2016	0.8%	1.1%
2014-2015	1.2%	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	60.3%	56.2%	43.8%
White	62.3%	57.8%	42.2%
Hispanic	51.9%	77.8%	22.2%
Black or African American	60%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	43.9%	68.1%	31.9%
Students with Disabilities	32.7%	100%	0%
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	71.1%	50.4%	49.6%	85.1%	14.9%	82.3%	17.7%
White	75.3%	46.6%	53.4%	84.1%	15.9%	81%	19.1%
Hispanic	57.6%	73.7%	26.3%	94.7%	5.3%	92.1%	7.9%
Black or African American	65.2%	53.3%	46.7%	80%	20%	86.7%	13.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	55.6%	58.3%	41.7%	90%	10%	86.7%	13.3%
Students with Disabilities	41.2%	81%	19.1%	90.5%	9.5%	95.2%	4.8%
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**

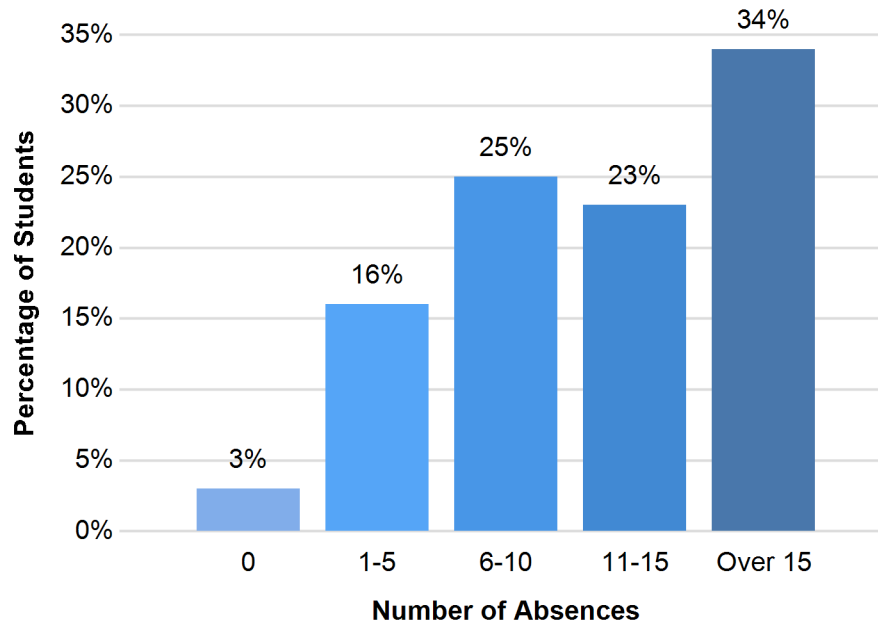
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	24.20	14.30	Not Met
White	23.00	14.30	Not Met
Hispanic	30.40	14.30	Not Met
Black or African American	24.60	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	16.00	14.30	Not Met
Economically Disadvantaged Students	32.80	14.30	Not Met
Students with Disabilities	39.80	14.30	Not Met
English Learners	40.00	14.30	Not Met

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

**Days Absent**

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





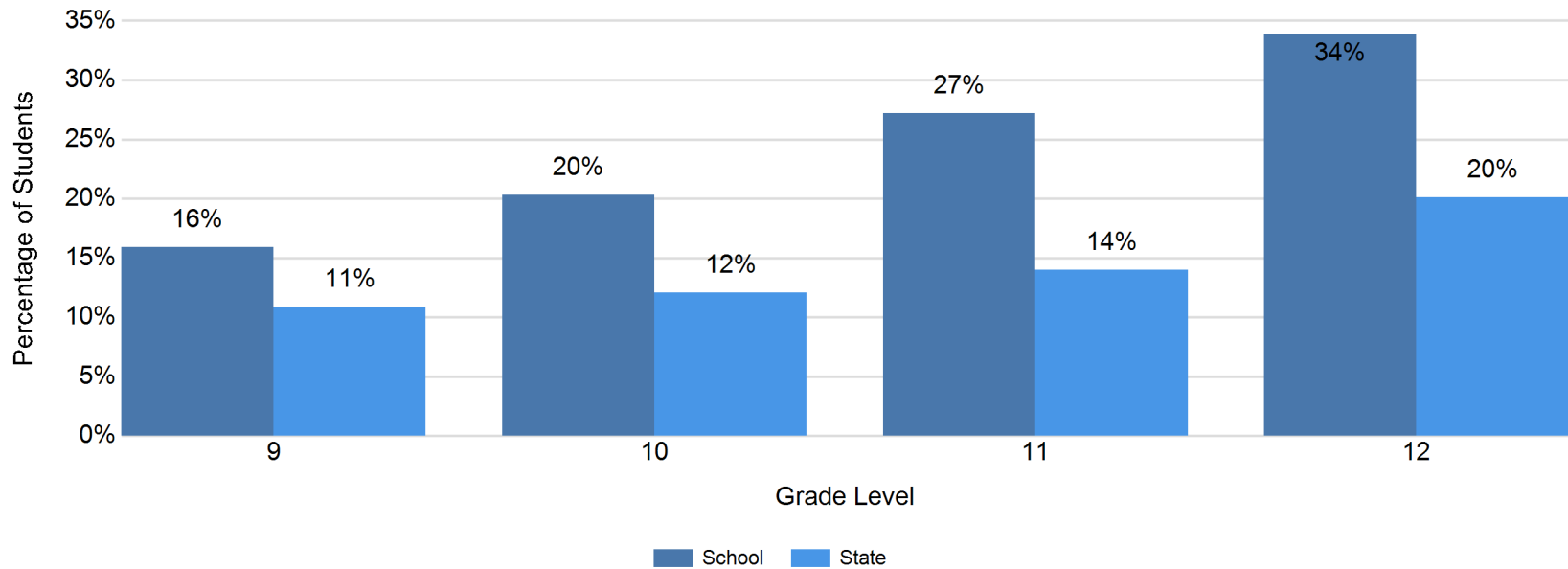
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### Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	7:35AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 27 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	9
Vandalism	0
Weapons	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	1.32

**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	18.7%
Out-of-School Suspensions	9.7%
Any Suspension	28.4%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.0:1	56.0 kbps	100 kbps	No	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	\$531	\$10,730	\$11,261



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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 and Certifications**

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	98	121,048
Average years experience in public schools	12.5	11.8
Average years experience in district	11.1	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	19	9,533
Average years experience in public schools	15.8	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	84%	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	14:1	14:1
Administrators	273:1	188:1
Librarian/Media Specialists		1787:1
Nurses		893:1
Counselors		357:1
Child Study Team		298:1



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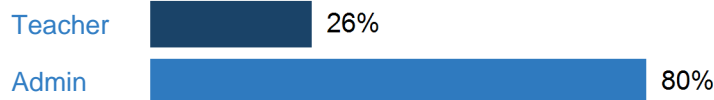
**Teachers and Administrators - Level of Education**

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	91%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	60.9	17.5%
Mathematics Proficiency	69.6	17.5%
Graduation - 4-Year	45.3	25.0%
Graduation - 5-Year	32.5	25.0%
Chronic Absenteeism	11.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		44.0
<b>Summative Rating:</b> Percentile rank of Summative Score		41.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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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	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	N/A	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
White	40.5	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Hispanic	41.7	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	82.4	No	Met Target†	Met Target†	Not Met	Met Goal	**	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	No	**	**	**	N	N	No
Two or More Races	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	46.5	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	40.7	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Ramsay	<b>Email Address:</b>	<a href="mailto:tramsay@hammontonps.org">tramsay@hammontonps.org</a>
<b>Address:</b>	566 OLD FORKS ROAD HAMMONTON, NJ 08037	<b>Website:</b>	<a href="http://www.hammontonps.org">www.hammontonps.org</a>
<b>Phone:</b>	(609)567-7000	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	N/A

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes a variety of Advanced Placement, Dual Enrollment, and Virtual High School learning opportunities</li> <li>• Technology is infused across the curriculum as every classroom is equipped with a class set of Chromebooks or iPads</li> <li>• There are 21 varsity sports and 38 other extra-curricular activities offered to our student body</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of the Hammonton School District, in partnership with the community, is to provide educational opportunities that inspire students to achieve their full academic, social, and civic potential as they meet the expectations of the New Jersey Student Learning Standards at all grade levels.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>In the past, Hammonton High School has worked closely with the New Jersey Department of Education as a Professional Learning Community Lab School. The high school has been recognized for its PLC structure and outstanding collaborative efforts as a Model Professional Learning Community High School. As a result, the school has given numerous presentations throughout the state to share their best practices regarding the operation of their PLCs.</p>







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The curriculum choices for our students are extensive. Multiple, differing levels of academic rigor are available for the students through our Readiness course, General, College Preparatory, Honors, and Advanced Placement levels. Students can choose from 88 Virtual High School courses including AP Economics, CP Video Game Design, and CP Sports and Society. In addition, students have the opportunity to earn college credit for dual credit courses taken at HHS.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>The Hammonton Blue Devils field 21 varsity athletic programs that compete within the NJSIAA and the Tri County Conference. Among the 21 sports that are offered, over 981 students in grades 9 through 12 participate at the freshman, junior varsity, and varsity level during the course of the academic year. The Hammonton Blue Devil Athletic Programs have won many conference, tournament, sectional, and state titles over the years.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our school offers a wide range of extra-curricular activities to enhance student belonging on an academic, civic, and social level. Clubs and programs to support and challenge our students on an academic level include such activities as Academic Challenge, Mock Trial, Science League, and the Video Club. Our civic clubs include the Interact Club, Key Club, and Leo Club. Lastly, our clubs that address students' social well-being include our Diversity Club, Peer Mediation, and Renaissance Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Our school offers a variety of after school support activities for all students. Members of our National Honor Society are involved in peer tutoring for any student in need of extra help. In addition, the media center is available after school for any student who needs to use the facility for projects, schoolwork, cooperative activities, and/or research. Throughout the school year, there are also tutorials for state assessments taught by Math and Language Arts Teachers.</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><b>Staff and Professional Learning:</b></p>	<p>Through our Instructional Management Team, teachers lead our professional learning communities. Some of these committees include: Students at Risk, School Safety/Climate, Professional Development, and Curriculum and Instruction. Each department also has PLCs for grade levels and subjects. Additionally, our teachers presented their "best practices" at our workshops. Our staff embraces collaboration. Increased student achievement has been the reward for our efforts.</p>
 <p><b>Postsecondary Information:</b></p>	<p>Historically, 90% of graduates continue their education at the postsecondary level. Students attend 2-year colleges, 4-year colleges/universities, and trade schools. Graduates are presently attending Atlantic-Cape CC, Camden CC, Stockton University, Rowan University, Rutgers University, Drexel University, and Princeton University. Our Annual Financial Aid Conference assists families applying for financial aid. Students that are eligible have access to SAT and ACT fee waivers.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our school offers a wide range of services for English Language Learners and Students with Disabilities. In addition, students can seek extra help with teachers before school, during lunch, or after school. The Peer Tutoring Program is offered after school and there are also certified Math, English, and Science teachers available to assist. The Intervention &amp; Referral Services Team works to improve the performance of students who are experiencing academic, behavioral, and health difficulties.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Hammonton High School students are provided with the most current health and wellness instruction as active participants in their Health and Physical Education classes. The students are provided with vital instruction in the following areas: CPR, AED, First Aid certification, substance/opioid education and support programs available, personal nutrition program creation, drivers education, driving permit certification, wellness and health clubs, community service, and grant writing.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Hammonton School District receives tremendous support from the local community. There is a Home and School Association, Hammonton Education Foundation, and School Advisory Council. These organizations help augment our instructional programs each and every year with their insight and generous financial support. The district's student management system has a parent portal which allows parents to access important academic information about their children on a daily basis.</p>





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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers</p> <p>Each year our students, teachers, and administrators take surveys to help us determine the school climate within our school. Annually, the students take an Olweus survey. The results are meticulously used to plan anti-bullying initiatives and to create a caring, respectful educational climate. The entire faculty takes the Standards Assessment Inventory survey to help us determine professional development needs at the high school. This activity helps improve school climate and morale.</p>
 <p><b>Facilities:</b></p>	<p>Hammonton High School opened its existing facility in 2002. The building has 1 Media Center, 6 Science Labs, 3 Gymnasiums, 4 Visual &amp; Performing Arts Labs, 2 Industrial Arts Labs, 1 Culinary Arts Lab, and 4 highly specialized Technology Labs. Technology infrastructure includes enterprise 802.11 AC WiFi driving a 1:1 Chromebook/iPad initiative. Specialized classrooms are equipped with 3D Modeling Printers, Laser Processors, CNC Milling Machines, and state of the art Resin Printers.</p>



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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](mailto: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	193	219	204
7	309	343	328
8	329	320	343
Ungraded	37	42	47
<b>Total</b>	<b>868</b>	<b>924</b>	<b>922</b>

### 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%	48%	49%
Male	54%	52%	52%
Economically Disadvantaged Students	37%	43%	42%
Students with Disabilities	14%	14%	15%
English Learners	1%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

### 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	69.0%
Hispanic	25.5%
Black or African American	2.9%
Asian	0.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
<i>Two or More Races</i>	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	80.9%
Spanish	18.1%
<i>Other</i>	0.9%



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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	856	98.1	52.30	51.50	54.90	52.3	54.3	Met Target†
White	596	97.4	57.20	58.40	63.90	57.2	57.5	Met Target†
Hispanic	216	99.6	40.20	34.30	39.80	40.2	44	Met Target†
Black or African American	25	100.0	28.00	33.80	35.20	28	50.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	10	100.0	60.00	*	54.90	60	**	**
Female	417	97.8	63.30	60.60	62.20	63.3		
Male	439	98.3	41.90	43.60	48.10	41.9		
Economically Disadvantaged Students	351	98.2	38.10	35.70	36.20	38.1	39	Met Target†
Non-Economically Disadvantaged Students	505	98.0	62.20	63.50	65.80	62.2		
Students with Disabilities	127	97.1	*	*	20.50	*	16.4	Not Met
Students without Disabilities	729	98.2	*	*	61.90	*		
English Learners	103	100.0	30.10	*	25.20	30.1	6.9	Met Target
Non-English Learners	753	97.8	55.30	*	57.40	55.3		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

\*\* 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
<b>Schoolwide</b>	211	739	739	752	*	19%	32%	35%	*	38%	54%
White	126	745	745	758	*	18%	33%	41%	*	44%	63%
Hispanic	75	731	731	740	*	*	32%	25%	*	28%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	100	746	746	758	*	17%	27%	44%	*	49%	61%
Male	111	733	733	746	*	21%	36%	27%	*	28%	46%
Economically Disadvantaged Students	99	729	729	737	*	23%	30%	25%	*	27%	34%
Non-Economically Disadvantaged Students	112	748	748	761	*	15%	33%	44%	*	47%	65%
Students with Disabilities	32	714	714	722	*	*	*	*	*	*	17%
Students without Disabilities	179	744	744	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	*	*	*	722	*	*	*	*	*	*	20%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	335	752	752	756	9%	15%	19%	37%	19%	57%	59%
White	237	755	755	764	6%	16%	18%	38%	22%	60%	69%
Hispanic	80	746	746	742	16%	*	24%	39%	*	51%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	156	761	761	764	*	*	16%	40%	28%	68%	68%
Male	179	745	745	749	*	*	22%	35%	12%	47%	51%
Economically Disadvantaged Students	131	742	742	739	16%	16%	25%	29%	14%	43%	40%
Non-Economically Disadvantaged Students	204	759	759	766	5%	14%	16%	43%	23%	66%	70%
Students with Disabilities	46	709	709	719	*	*	*	*	*	*	19%
Students without Disabilities	289	759	759	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	*	*	*	708	*	*	*	*	*	*	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
<b>Schoolwide</b>	358	754	754	757	8%	12%	25%	42%	13%	56%	59%
White	257	759	759	764	6%	11%	23%	44%	17%	61%	68%
Hispanic	78	738	738	742	*	18%	31%	36%	*	40%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	183	763	763	766	6%	6%	24%	46%	19%	65%	68%
Male	175	745	745	749	10%	19%	26%	38%	7%	46%	50%
Economically Disadvantaged Students	148	741	741	739	*	*	29%	38%	*	42%	40%
Non-Economically Disadvantaged Students	210	763	763	766	*	*	21%	45%	*	65%	69%
Students with Disabilities	52	709	709	718	*	*	*	*	*	*	18%
Students without Disabilities	306	761	761	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	*	*	*	721	*	*	*	*	*	*	21%

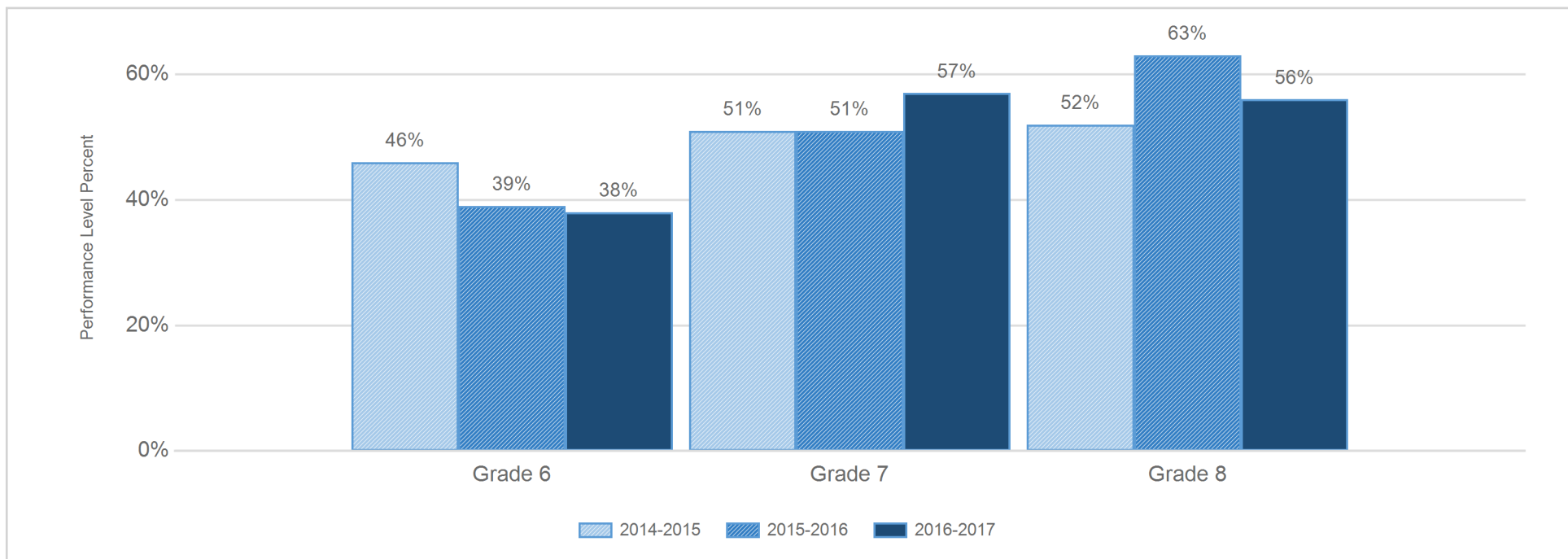


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### English Language Arts/Literacy Assessment - Performance Trends

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	856	98.1	42.40	43.20	43.50	42.4	42.9	Met Target†
White	597	97.5	48.60	48.40	52.40	48.6	47.2	Met Target
Hispanic	215	99.2	27.40	30.30	27.60	27.4	32.5	Not Met
Black or African American	25	100.0	20.00	26.00	21.70	20	23.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	10	100.0	30.00	*	44.90	30	**	**
Female	418	98.0	44.00	43.10	44.10	44		
Male	438	98.1	40.90	43.30	42.90	40.9		
Economically Disadvantaged Students	350	98.0	25.50	29.30	25.10	25.5	31	Not Met
Non-Economically Disadvantaged Students	506	98.1	54.10	53.70	54.30	54.1		
Students with Disabilities	127	97.1	*	10.00	16.50	*	14.1	Not Met
Students without Disabilities	729	98.2	*	48.90	48.80	*		
English Learners	103	100.0	19.40	*	23.30	19.4	12.9	Met Target
Non-English Learners	753	97.8	45.50	*	45.20	45.5		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

\*\* 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
<b>Schoolwide</b>	211	741	741	743	10%	20%	32%	33%	6%	38%	44%
White	126	746	746	751	*	15%	32%	44%	*	48%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	100	743	743	745	*	22%	34%	31%	*	38%	45%
Male	111	739	739	742	*	18%	31%	34%	*	39%	43%
Economically Disadvantaged Students	99	730	730	728	*	26%	35%	*	*	22%	24%
Non-Economically Disadvantaged Students	112	750	750	752	*	14%	30%	*	*	53%	56%
Students with Disabilities	32	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	179	746	746	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	*	708	*	*	*	*	*	*	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
<b>Schoolwide</b>	336	740	740	741	7%	21%	39%	27%	5%	33%	40%
White	237	743	743	748	6%	22%	35%	31%	7%	38%	49%
Hispanic	81	734	734	730	*	20%	47%	21%	*	22%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	156	742	742	743	*	17%	40%	31%	*	36%	41%
Male	180	738	738	740	*	24%	38%	24%	*	30%	38%
Economically Disadvantaged Students	132	732	732	729	*	27%	42%	17%	*	20%	22%
Non-Economically Disadvantaged Students	204	745	745	749	*	17%	37%	34%	*	41%	50%
Students with Disabilities	46	709	709	716	*	*	*	*	*	*	11%
Students without Disabilities	290	745	745	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

\*\*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
<b>Schoolwide</b>	282	735	735	728	19%	*	27%	38%	*	38%	28%
White	186	737	737	736	17%	12%	30%	41%	0%	41%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	139	736	736	730	16%	*	35%	36%	*	36%	30%
Male	143	734	734	725	22%	*	20%	40%	*	41%	26%
Economically Disadvantaged Students	145	728	728	719	28%	*	26%	30%	*	31%	19%
Non-Economically Disadvantaged Students	137	741	741	734	10%	*	29%	46%	*	46%	34%
Students with Disabilities	52	693	693	705	*	*	*	*	*	*	*
Students without Disabilities	230	744	744	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	713	*	*	*	*	*	*	*

\*\*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
<b>Schoolwide</b>	77	782	745	743	0%	0%	*	87%	*	97%	42%
White	72	782	750	751	0%	0%	*	86%	*	97%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	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	46	783	749	744	0%	0%	*	85%	*	98%	43%
Male	31	779	742	741	0%	0%	*	90%	*	97%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	77	782	750	747	0%	0%	*	87%	*	97%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	77	782	*	745	0%	0%	*	87%	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

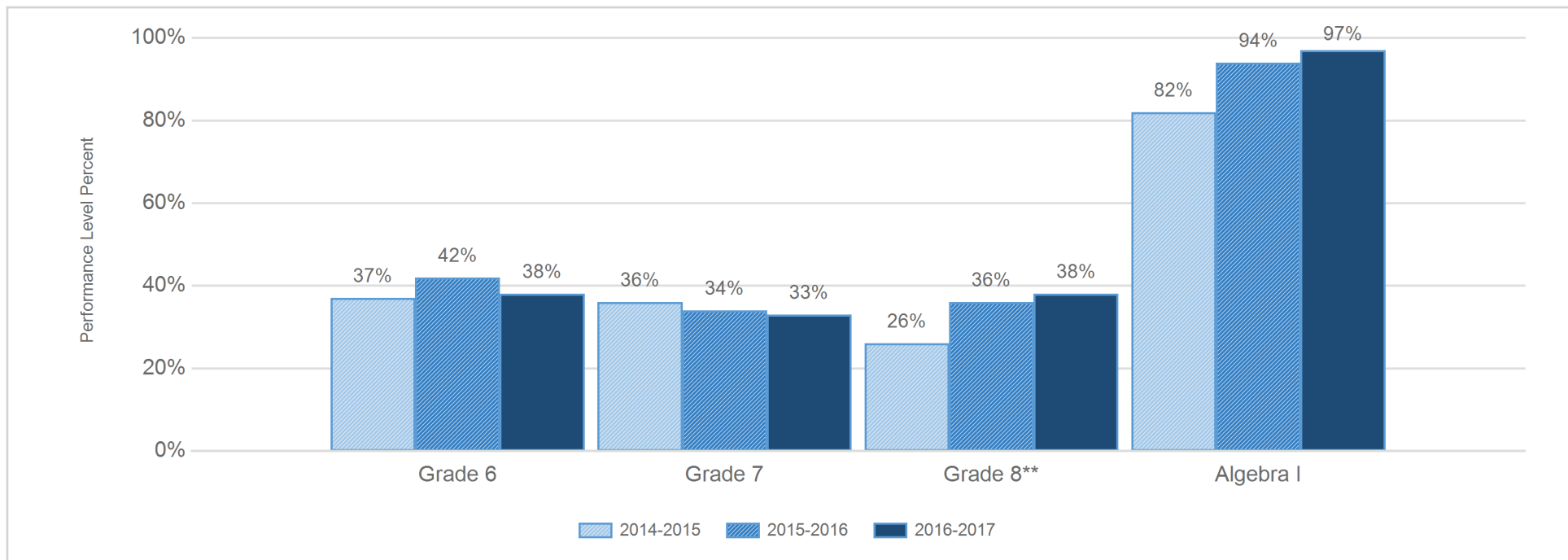


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**Mathematics Assessment – Performance Trends**

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



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



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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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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.

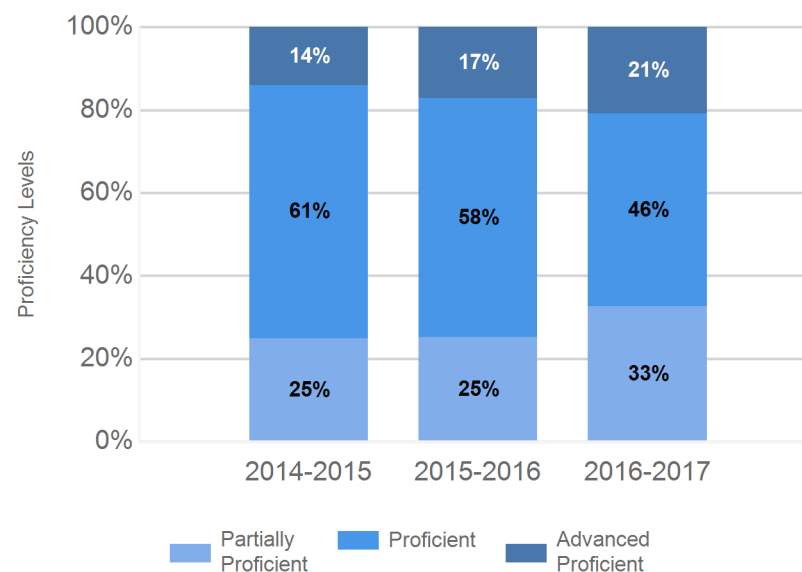
### NJASK Science Assessment Performance: Grade 8

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	21%	46%	33%
White	30%	44%	26%
Hispanic	8%	51%	42%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	7%	47%	47%
Students with Disabilities	5%	23%	73%
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	52	49	50	Met Target	51	57	50	Met Target
White	51	49	50	Met Target	51	57	52	Met Target
Hispanic	58	49	49	Met Target	49	57	47	Met Target
Black or African American	50	48.5	45	Met Target	49.5	51	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	46	51	**	*	*	52	**
Economically Disadvantaged	56	50	47	Met Target	49	56.5	46	Met Target
Students with Disabilities	42	40	41	Met Target	35	47	43	Not Met
English Learners	60	50	53	Exceeds Target	46.5	54	51	Met Target

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



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

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

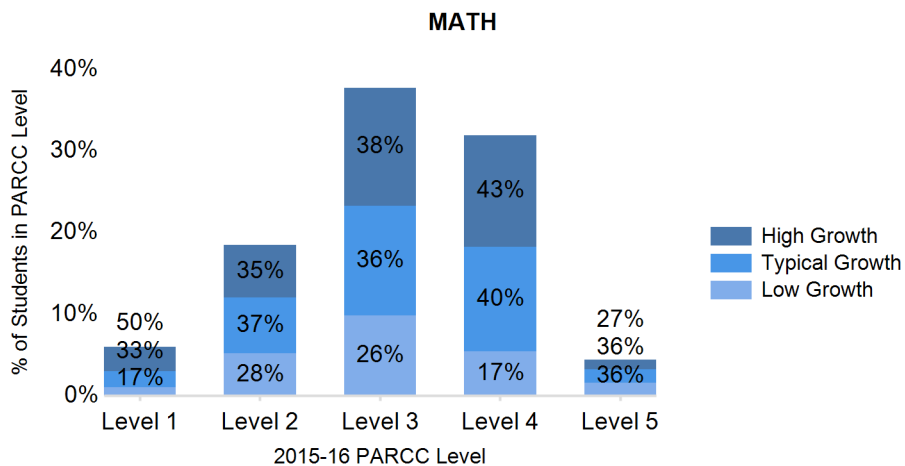
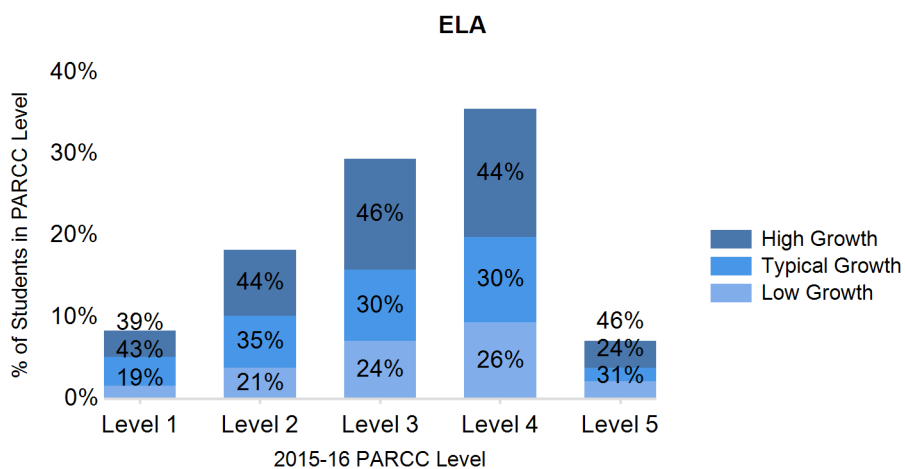
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

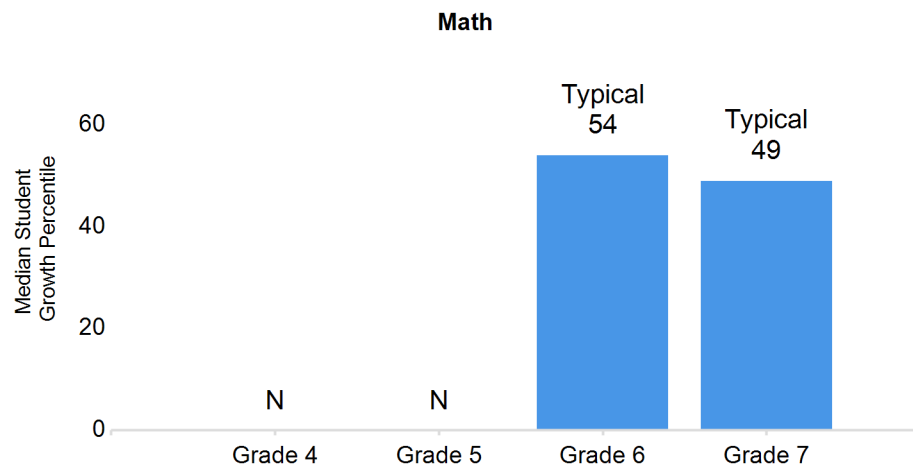
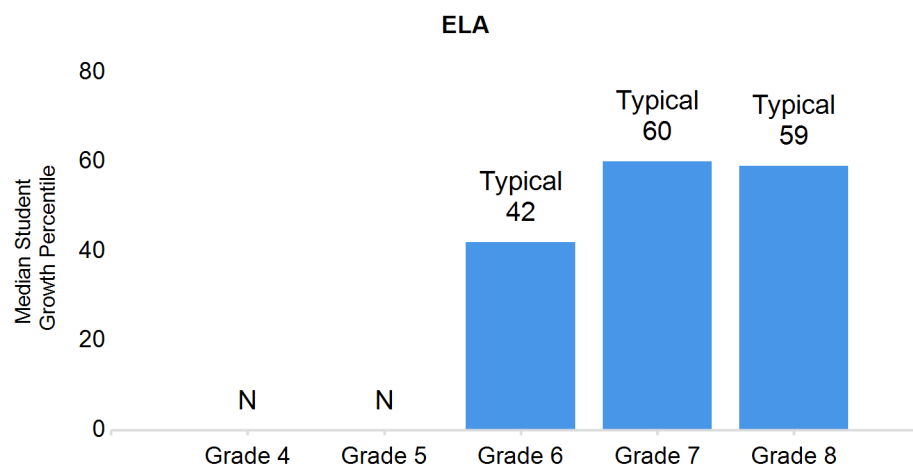
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



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



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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	156
7	0	0	341
8	77	0	285
Schoolwide	77	0	782

**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	209	0	0	0	0	0	0
7	339	0	0	0	0	0	0
8	360	0	0	0	0	0	0
Schoolwide	908	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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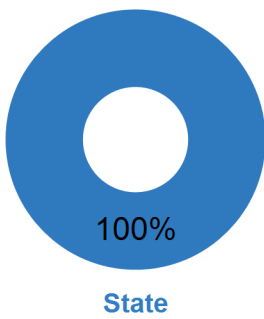
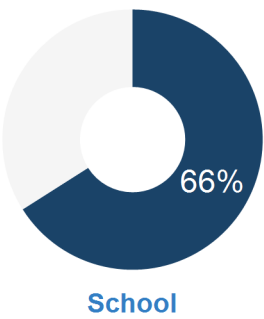
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**Visual and Performing Arts – Course Participation**

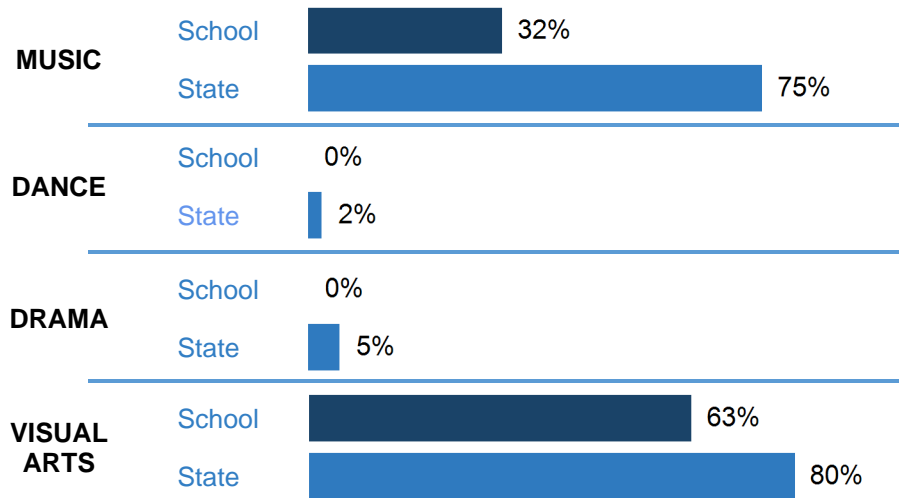
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

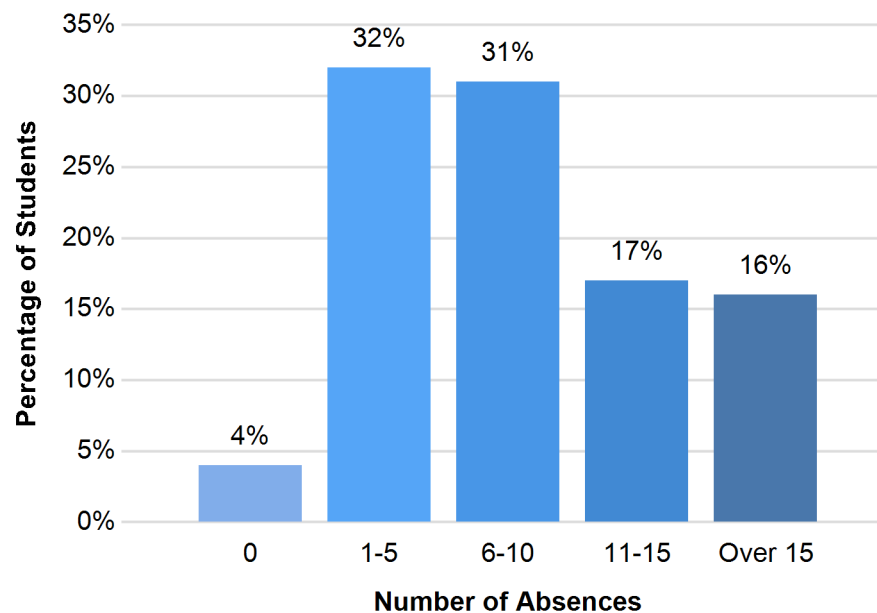
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.20	8.70	Not Met
White	12.20	8.70	Not Met
Hispanic	7.70	8.70	Met Target
Black or African American	19.20	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.80	8.70	Not Met
Students with Disabilities	25.90	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.



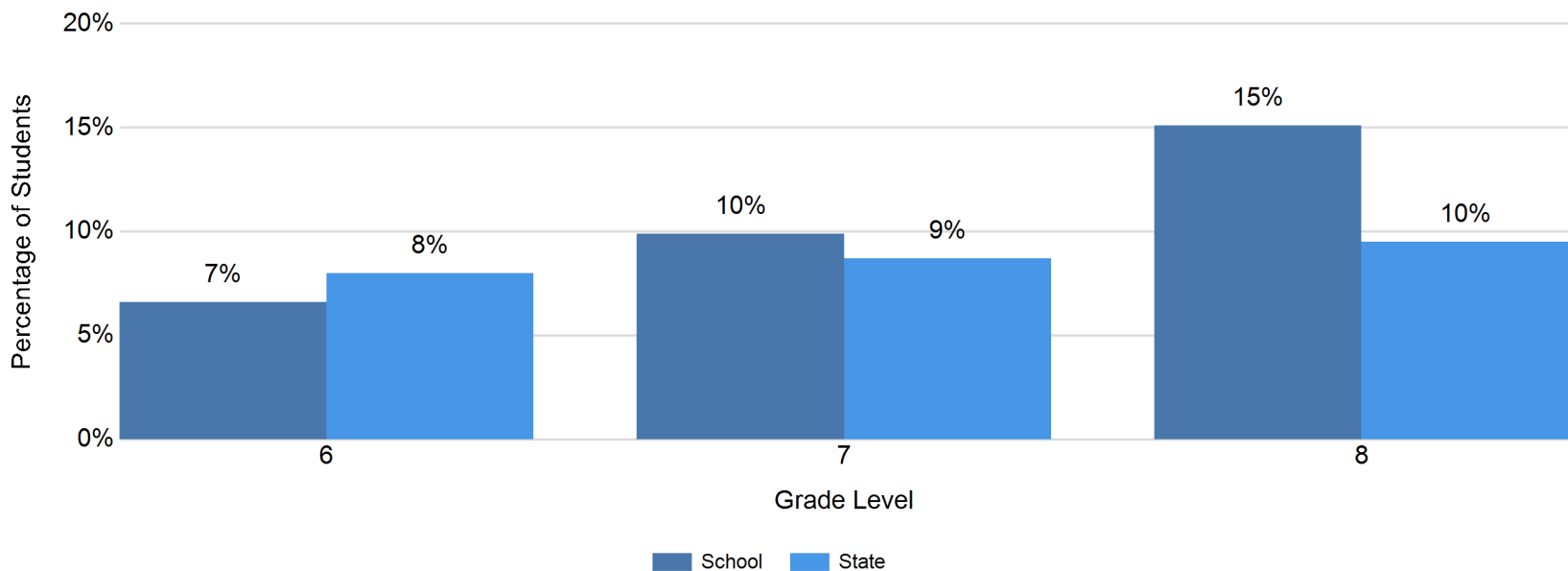


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Chronic Absenteeism by Grade

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	7:45AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 27 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	1
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.19

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	10.5%
Out-of-School Suspensions	8.9%
Any Suspension	19.4%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	56.0 kbps	100 kbps	No	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	\$531	\$10,730	\$11,261



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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 and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	65	121,048
Average years experience in public schools	11.6	11.8
Average years experience in district	10.5	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	19	9,533
Average years experience in public schools	15.8	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	84%	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	14:1	14:1
Administrators	461:1	188:1
Librarian/Media Specialists		1787:1
Nurses		893:1
Counselors		357:1
Child Study Team		298:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	35.3	17.5%
Mathematics Proficiency	34.5	17.5%
English Language Arts Growth	61.5	25.0%
Mathematics Growth	46.9	25.0%
Chronic Absenteeism	17.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		42.0
<b>Summative Rating:</b> Percentile rank of Summative Score		37.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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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	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	N/A	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	36.2	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Hispanic	56.3	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	46.0	No	Not Met	Met Target†	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	54.1	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	26.0	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	55.4	No	Met Target	Met Target	**	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Nolan	<b>Email Address:</b>	<a href="mailto:mnolan@hammontonps.org">mnolan@hammontonps.org</a>
<b>Address:</b>	75 NORTH LIBERTY STREET HAMMONTON, NJ 08037-9425	<b>Website:</b>	<a href="http://www.hammontonps.org">www.hammontonps.org</a>
<b>Phone:</b>	(609)567-7007	<b>Facebook:</b>	<a href="http://www.facebook.com/HammontonMiddle/">www.facebook.com/HammontonMiddle/</a>
		<b>Twitter:</b>	N/A

School Narrative

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

	<p><b>Highlights:</b></p> <ul style="list-style-type: none"> <li>• Rigorous curriculum designed to prepare students for success in high school</li> <li>• School Choice for Technology, 1:1 ratio</li> <li>• 8 Interscholastic sports teams, STEM Academies, Concert Band, Chorus, Drama, and service clubs</li> </ul>
	<p><b>Mission, Vision, Theme:</b></p> <p>HMS, a Choice School for Technology, educates 6th, 7th, and 8th grade students from Hammonton, Waterford, and Atco. The school’s mission, in partnership with the community, is to provide educational opportunities that inspire students to achieve their full academic, social and civic potential. Throughout the year, the school’s curriculum is adjusted to meet the changing needs of our students and prepare them for the challenges they may face in high school, college, or in the workplace.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Hammonton Middle School student schedule is organized in 92 minute periods for Language Arts, Math, Science and Social Studies. Teachers differentiate their instruction based on the needs of each and every child in their classes and focus on problem based learning to reach high levels of achievement. With an emphasis on rigor and technology infusion, our teachers prepare our students for the numerous challenges they will face in the 21st Century.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Hammonton Middle School also provides a number of ways for students to grow outside of the classroom through participation in the arts, service clubs, and athletic programs. Hammonton Middle School students compete against other middle school students in soccer, field hockey, basketball, wrestling, cross country, and track.</p>
 <p><b>Clubs and Activities:</b></p>	<p>HMS offers participation in student council, yearbook, school play, chorus, concert and jazz bands. In addition, students are offered the opportunity to participate in after school academic academies, such as Photography, Engineering, Robotics, Sustainable Earth, etc., designed to support our S.T.E.M. initiative.</p>





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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Our instruction and professional development is guided by our Instructional Leadership Team and input is received from our School Advisory Council which includes students, parents, staff, and community members. Our teachers and community work collaboratively to improve HMS through a number of school and community based committees and organizations including the Hammonton Home and School Association.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Continually striving to improve the HMS learning community, the administrative team also relies upon input from students, parents, and community members. In this vein, members of our school community often take part in surveys throughout the school year. These surveys provide valuable feedback and information that the administrative team uses to drive important school-wide decisions that have to be made in order to keep our school moving forward.</p>



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Climate Surveys:

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

In our ongoing effort to continuously improve our school's culture, Hammonton Middle School is a Renaissance School. As a Renaissance School, students are rewarded for academics, attendance, and behavior. In addition, the staff at HMS has developed a school culture plan that incorporates the world-renowned Olweus character education program. During our Olweus Team Meetings, we work to create a school environment that is safe, free from bullying, and one that encourages tolerance.



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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](mailto: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	121	118	121
KG	0	0	0
1	0	0	0
2	194	165	197
3	190	189	178
4	204	190	191
5	204	203	188
Ungraded	49	57	47
Total	962	922	922

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	48%
Male	53%	52%	52%
Economically Disadvantaged Students	49%	53%	54%
Students with Disabilities	15%	15%	14%
English Learners	10%	13%	15%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			2%

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%
Hispanic	36.6%
Black or African American	2.6%
Asian	0.4%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.1%

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	118	118	121
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	70.6%
Spanish	28.9%
Other	0.5%



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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	563	99.2	47.90	51.50	54.90	47.9	44.5	Met Target
White	334	98.9	59.90	58.40	63.90	59.9	54.7	Met Target
Hispanic	200	100.0	28.50	34.30	39.80	28.5	29.2	Met Target†
Black or African American	19	100.0	26.30	33.80	35.20	26.3	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	251	100.0	53.80	60.60	62.20	53.8		
Male	312	98.5	43.20	43.60	48.10	43.2		
Economically Disadvantaged Students	306	99.1	32.10	35.70	36.20	32.1	28.5	Met Target
Non-Economically Disadvantaged Students	257	99.2	66.90	63.50	65.80	66.9		
Students with Disabilities	90	96.9	15.50	*	20.50	15.5	19	Met Target†
Students without Disabilities	473	99.6	54.10	*	61.90	54.1		
English Learners	147	100.0	27.20	*	25.20	27.2	20.9	Met Target
Non-English Learners	416	98.9	55.30	*	57.40	55.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	10	100.0	50.00	35.70	23.00	50		

\*\* 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	187	748	748	749	14%	14%	20%	44%	9%	52%	50%
White	114	761	761	759	*	*	24%	51%	12%	63%	61%
Hispanic	59	724	724	734	29%	27%	*	27%	*	31%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	80	750	750	754	*	*	20%	45%	*	54%	55%
Male	107	747	747	745	*	*	20%	43%	*	51%	46%
Economically Disadvantaged Students	106	735	735	731	*	*	19%	40%	*	43%	31%
Non-Economically Disadvantaged Students	81	766	766	762	*	*	21%	49%	*	65%	63%
Students with Disabilities	26	706	706	720	50%	*	*	*	0%	19%	24%
Students without Disabilities	161	755	755	755	8%	*	*	*	10%	58%	55%
English Learners	20	712	712	709	*	60%	*	*	0%	10%	11%
Non-English Learners	167	753	753	752	*	8%	*	*	10%	58%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	*	*	*	734	*	*	*	*	*	*	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
<b>Schoolwide</b>	197	752	752	753	7%	13%	30%	36%	14%	50%	56%
White	126	760	760	762	*	*	26%	41%	19%	60%	67%
Hispanic	68	737	737	740	*	16%	37%	28%	*	34%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	102	759	759	758	*	*	28%	39%	*	57%	61%
Male	95	744	744	749	*	*	32%	33%	*	43%	51%
Economically Disadvantaged Students	101	738	738	737	*	*	37%	26%	*	34%	36%
Non-Economically Disadvantaged Students	96	766	766	764	*	*	23%	47%	*	68%	69%
Students with Disabilities	26	722	722	725	*	*	*	*	*	23%	25%
Students without Disabilities	171	756	756	759	*	*	*	*	*	54%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	*	*	*	726	*	*	*	*	*	*	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	203	742	742	756	*	23%	23%	42%	*	45%	59%
White	112	754	754	763	*	11%	26%	55%	*	61%	69%
Hispanic	79	727	727	743	*	41%	*	23%	*	24%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	82	748	748	761	*	15%	24%	50%	*	55%	66%
Male	121	738	738	750	*	28%	22%	36%	*	39%	53%
Economically Disadvantaged Students	116	731	731	740	*	31%	25%	29%	*	30%	40%
Non-Economically Disadvantaged Students	87	756	756	765	*	12%	21%	59%	*	66%	71%
Students with Disabilities	30	710	710	725	*	*	*	*	*	*	22%
Students without Disabilities	173	748	748	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	36%



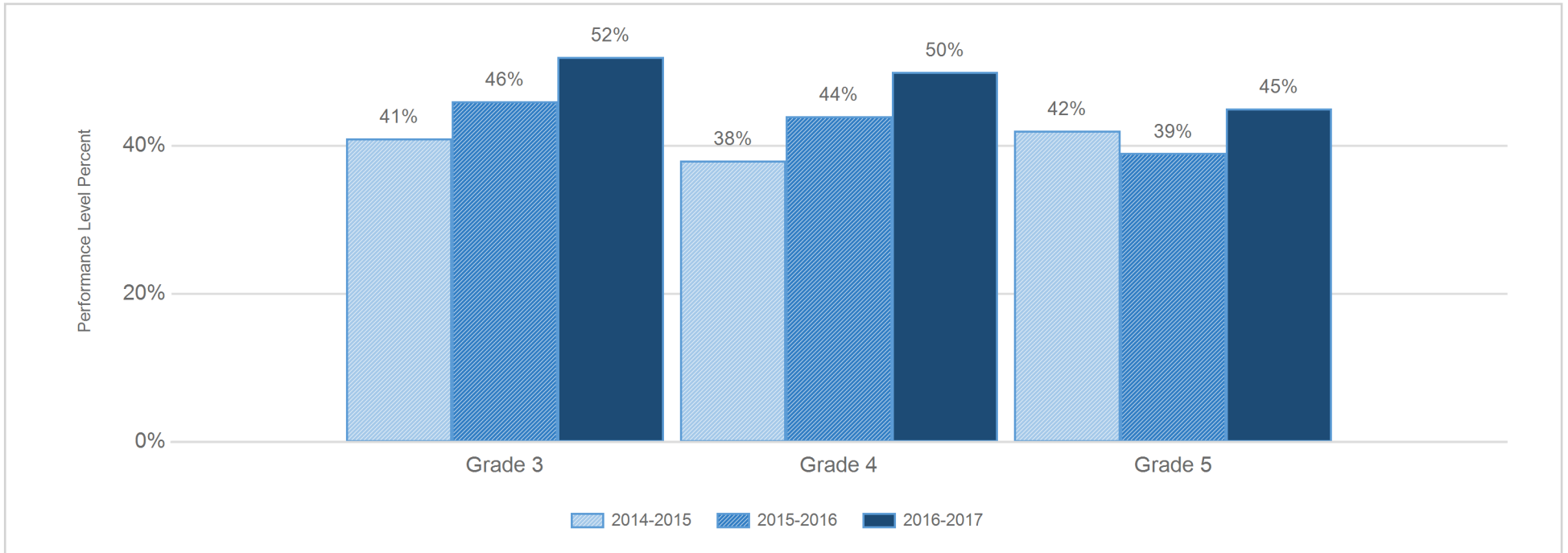
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**English Language Arts/Literacy Assessment - Performance Trends**

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	562	99.0	49.80	43.20	43.50	49.8	42.6	Met Target
White	333	98.6	58.50	48.40	52.40	58.5	52.5	Met Target
Hispanic	200	100.0	35.00	30.30	27.60	35	27.5	Met Target
Black or African American	19	100.0	36.80	26.00	21.70	36.8	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	251	100.0	45.00	43.10	44.10	45		
Male	311	98.2	53.70	43.30	42.90	53.7		
Economically Disadvantaged Students	306	99.1	36.30	29.30	25.10	36.3	28.2	Met Target
Non-Economically Disadvantaged Students	256	98.9	66.00	53.70	54.30	66		
Students with Disabilities	89	95.8	21.40	10.00	16.50	21.4	20.1	Met Target
Students without Disabilities	473	99.6	55.20	48.90	48.80	55.2		
English Learners	147	100.0	34.00	*	23.30	34	23.7	Met Target
Non-English Learners	415	98.7	55.40	*	45.20	55.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	10	100.0	60.00	42.90	18.20	60		

\*\* 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	188	752	752	751	*	14%	27%	40%	*	54%	53%
White	113	757	757	759	*	*	27%	42%	19%	60%	63%
Hispanic	61	741	741	738	*	23%	31%	33%	*	39%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	82	746	746	751	*	*	33%	35%	*	45%	52%
Male	106	756	756	751	*	*	23%	43%	*	60%	53%
Economically Disadvantaged Students	108	744	744	736	*	*	27%	35%	*	44%	34%
Non-Economically Disadvantaged Students	80	762	762	761	*	*	28%	46%	*	66%	65%
Students with Disabilities	25	727	727	729	*	*	*	*	*	28%	29%
Students without Disabilities	163	755	755	755	*	*	*	*	*	58%	57%
English Learners	22	728	728	724	*	*	*	*	0%	23%	21%
Non-English Learners	166	755	755	753	*	*	*	*	16%	58%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	*	*	*	726	*	*	*	*	*	*	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	198	745	745	747	9%	19%	26%	40%	7%	47%	47%
White	126	752	752	755	*	15%	26%	43%	*	53%	59%
Hispanic	69	734	734	734	*	25%	25%	35%	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	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	103	746	746	747	*	19%	26%	42%	*	48%	47%
Male	95	744	744	747	*	18%	25%	38%	*	46%	48%
Economically Disadvantaged Students	102	733	733	732	*	*	26%	31%	*	33%	27%
Non-Economically Disadvantaged Students	96	758	758	757	*	*	26%	49%	*	62%	61%
Students with Disabilities	26	721	721	724	*	*	*	*	*	23%	22%
Students without Disabilities	172	749	749	751	*	*	*	*	*	51%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	*	*	*	713	*	*	*	*	*	*	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	204	750	750	747	*	12%	36%	42%	*	50%	46%
White	112	761	761	754	*	*	30%	54%	12%	65%	57%
Hispanic	80	737	737	735	*	24%	45%	25%	*	28%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	83	746	746	747	*	*	47%	39%	*	41%	47%
Male	121	753	753	746	*	*	29%	44%	*	55%	46%
Economically Disadvantaged Students	117	741	741	732	*	*	43%	32%	*	35%	27%
Non-Economically Disadvantaged Students	87	763	763	756	*	*	28%	55%	*	69%	59%
Students with Disabilities	30	725	725	725	*	*	33%	*	*	13%	19%
Students without Disabilities	174	755	755	751	*	*	37%	*	*	56%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%



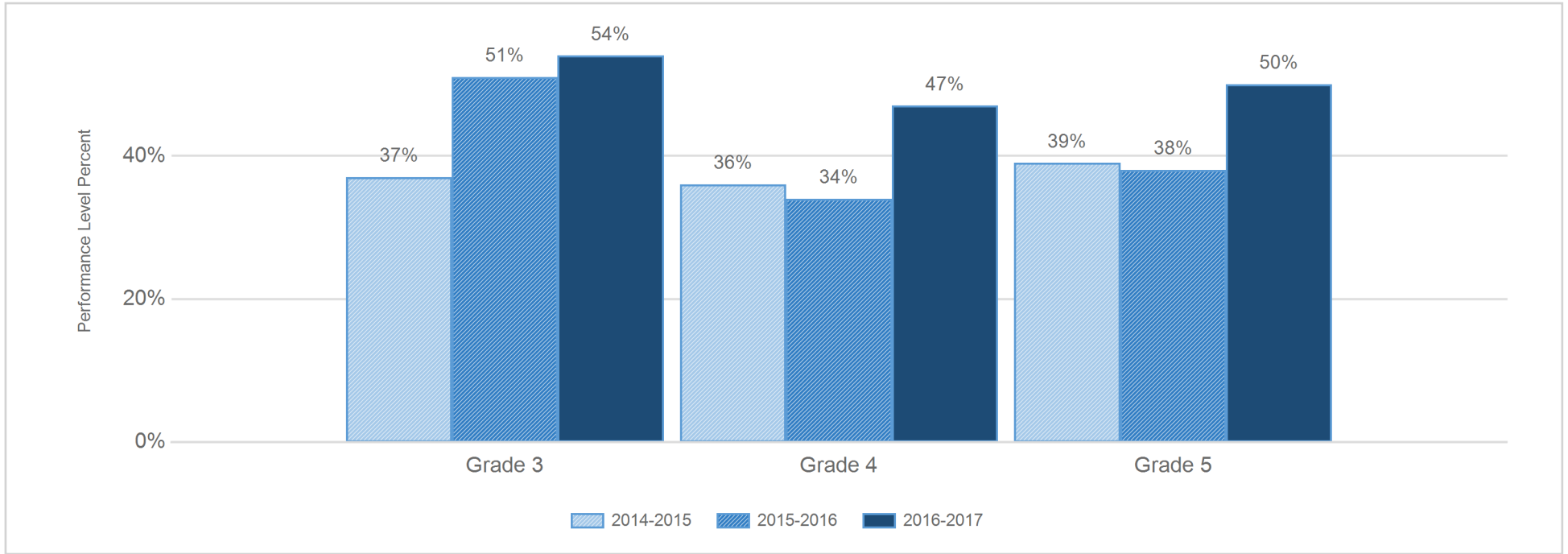
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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
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	14	*	*
2	*	*	*
3	14	*	*
4	17	88.2%	11.8%
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.

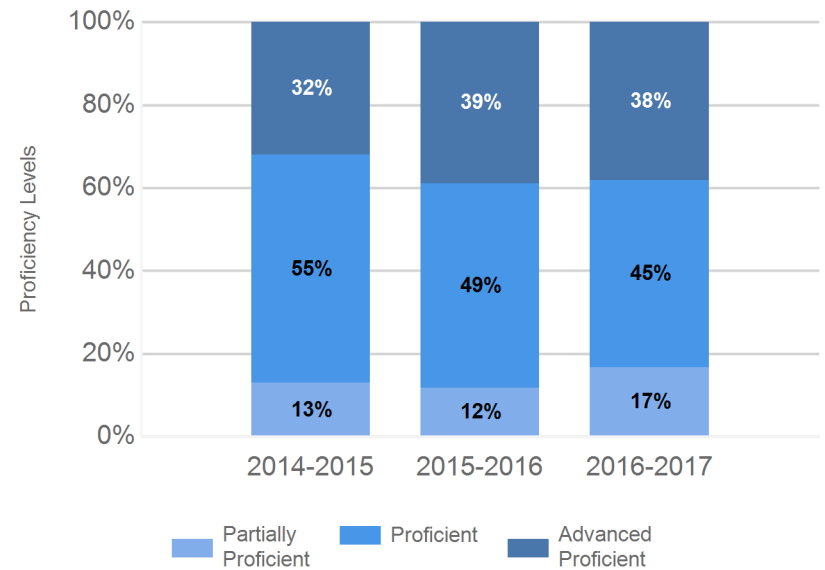
**NJASK Science Assessment Performance: Grade 4**

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	38%	45%	17%
White	52%	34%	14%
Hispanic	16%	63%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22%	55%	23%
Students with Disabilities	21%	39%	39%
English Learners	N	*	*

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

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40.5	49	50	Met Target	65	57	50	Exceeds Target
White	43	49	50	Met Target	63.5	57	52	Exceeds Target
Hispanic	40	49	49	Met Target	66.5	57	47	Exceeds Target
Black or African American	34	48.5	45	**	64	51	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	46	51	**	*	*	52	**
Economically Disadvantaged	42	50	47	Met Target	65	56.5	46	Exceeds Target
Students with Disabilities	36	40	41	Not Met	58	47	43	Met Target
English Learners	42.5	50	53	Met Target	68	54	51	Exceeds Target

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



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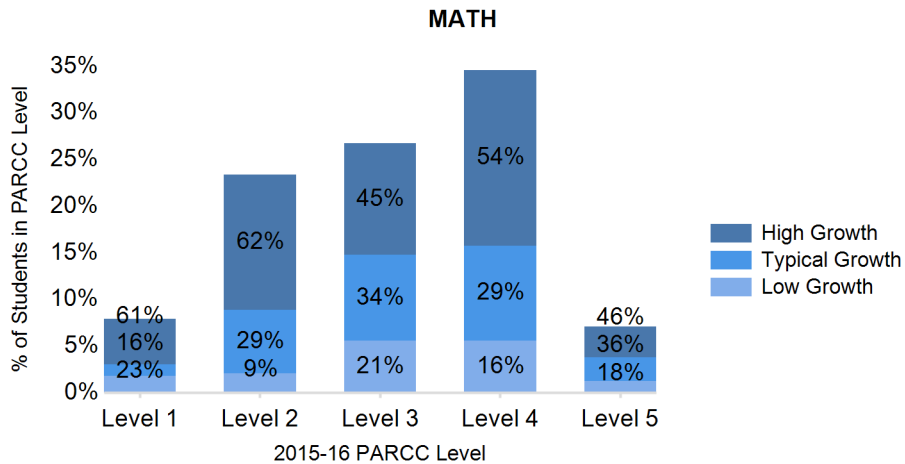
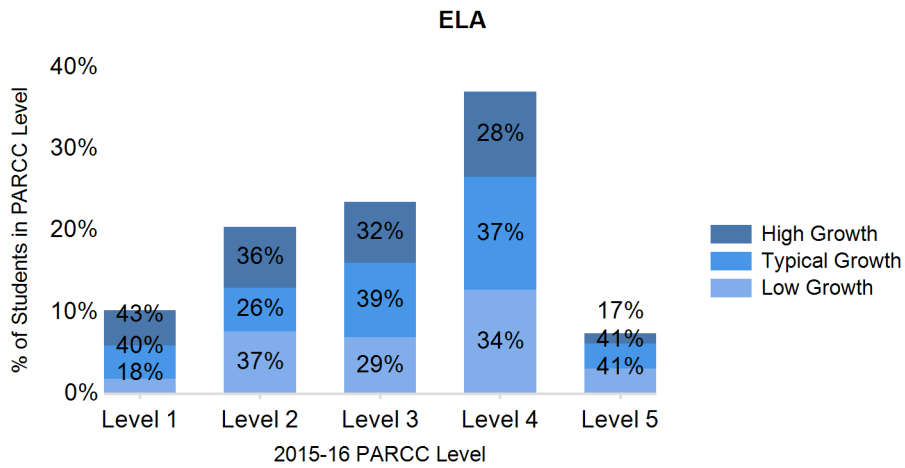
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

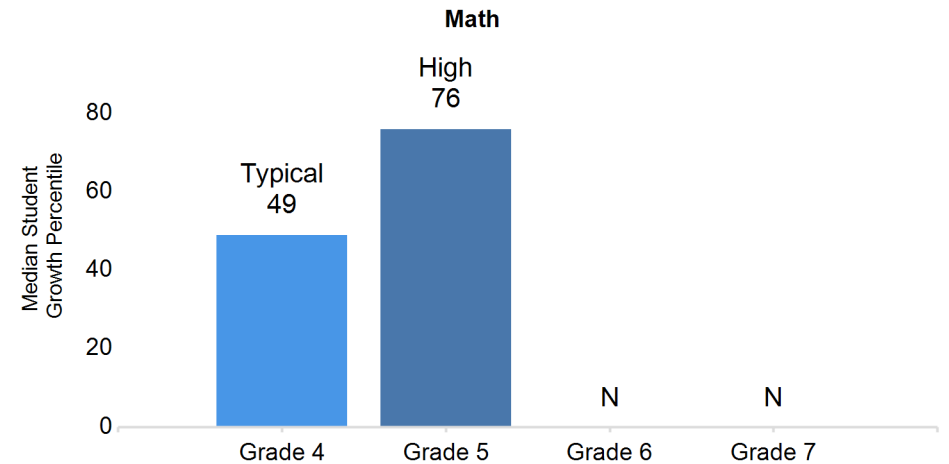
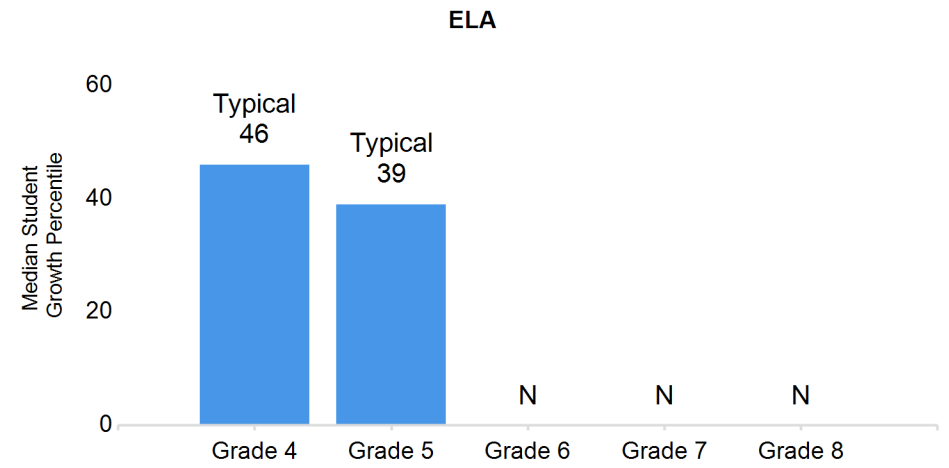
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



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



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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

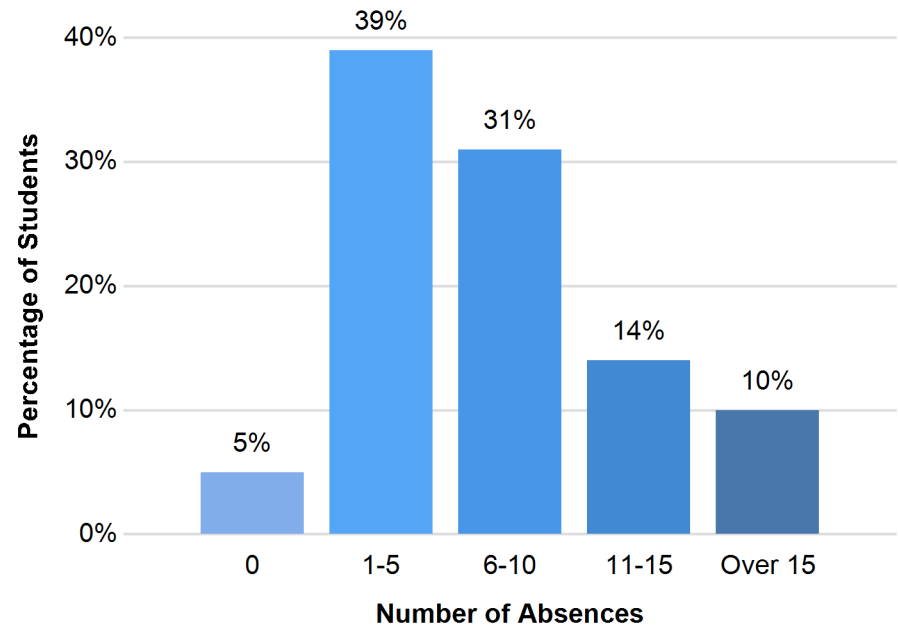
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.60	7.20	Not Met
White	6.50	7.20	Met Target
Hispanic	9.40	7.20	Not Met
Black or African American	12.00	7.20	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.80	7.20	Not Met
Students with Disabilities	18.40	7.20	Not Met
English Learners	6.10	7.20	Met Target

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

Days Absent

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





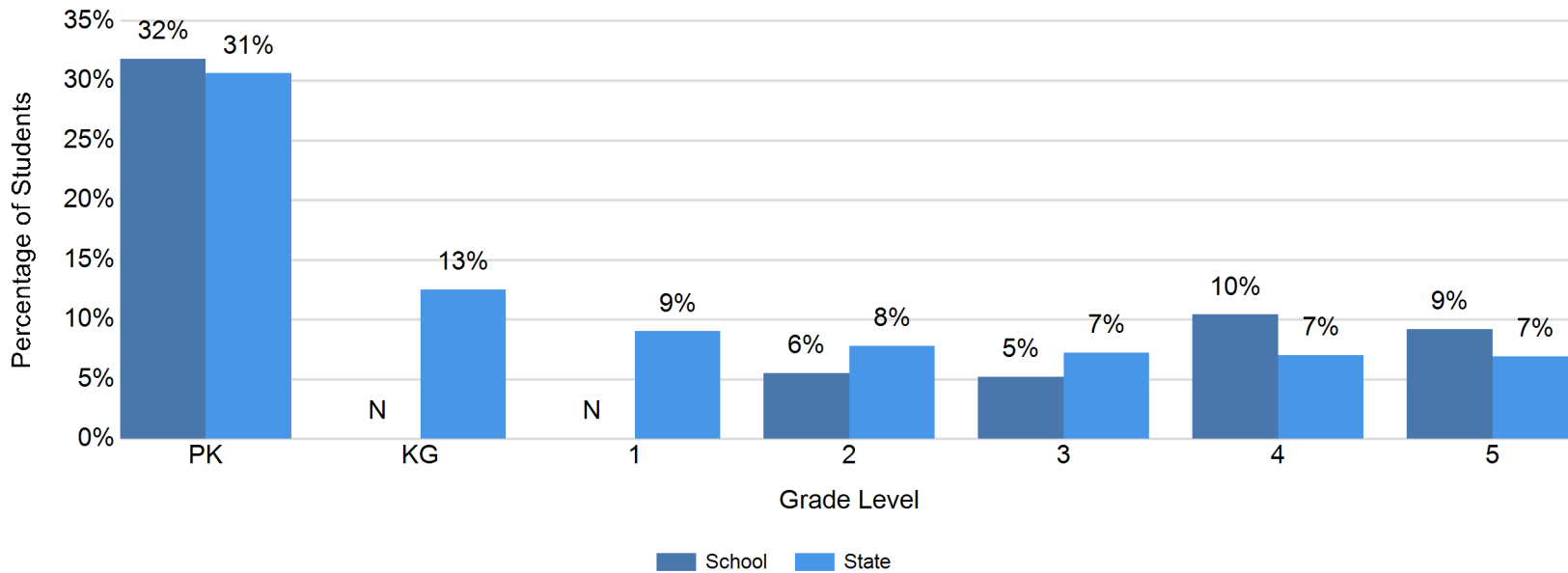
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 37 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	0.11

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.7%
Out-of-School Suspensions	0.3%
Any Suspension	2.1%

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	2.6:1	56.0 kbps	100 kbps	No	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	\$531	\$10,730	\$11,261



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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 and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	66	121,048
Average years experience in public schools	12.4	11.8
Average years experience in district	11.5	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	19	9,533
Average years experience in public schools	15.8	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	84%	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	14:1	14:1
Administrators	461:1	188:1
Librarian/Media Specialists		1787:1
Nurses		893:1
Counselors		357:1
Child Study Team		298:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.4	17.5%
Mathematics Proficiency	56.0	17.5%
English Language Arts Growth	17.3	25.0%
Mathematics Growth	90.6	25.0%
Chronic Absenteeism	40.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		47.8
<b>Summative Rating:</b> Percentile rank of Summative Score		46.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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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	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	N/A	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
White	48.2	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	49.4	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No
Black or African American	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	59.8	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	50.1	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
English Learners	60.0	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Erman	<b>Email Address:</b>	<a href="mailto:kerman@hammontonsps.org">kerman@hammontonsps.org</a>
<b>Address:</b>	601 N FOURTH STREET HAMMONTON, NJ 08037-9720	<b>Website:</b>	<a href="http://www.hammontonps.org">www.hammontonps.org</a>
<b>Phone:</b>	(609)567-7070	<b>Facebook:</b>	<a href="http://www.facebook.com/weselementary/">www.facebook.com/weselementary/</a>
		<b>Twitter:</b>	N/A

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Our curriculum and instruction is designed around rigorous standards established to maximize student growth.</li> <li>• Advanced technology includes classroom whiteboards, chromebooks, ipads and document cams.</li> <li>• Professional Development is ongoing and based on best practices pertinent to ensuring quality education.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Our mission at Warren E. Sooy, Jr. Elementary School is to provide students in our community with educational opportunities that inspire them to achieve their full potential and become productive members of our society. Providing a solid foundation at the elementary level will increase academic success in future years.</p>





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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Daily lessons are created to incorporate the rigorous standards established to maximize student growth. Formative assessments and diagnostic testing provide teachers with real time data for instructional decision-making. For the 2016-1017 school year, all teachers have been trained to administer MAP (Measures of Academic Progress). MAP student assessment data will monitor academic progress and allow for differentiating and individualizing classroom instruction.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our STEM academies (grades 2-5) are offered to our G/T students and provide opportunities for extended student thinking outside of the school day. Project Assist is offered after school to provide additional support to our Title I students. Our Theater Academy (grades 2-5) exposes students to the arts and musical theater. Digital Tech (offered to grade 4 students) and Robotics (offered to grade 5 students) introduces students to computer programming and design.</p>





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 <p><b>Staff and Professional Learning:</b></p>	<p>Professional Development is ongoing with the goal of empowering teachers to engage in individual and collective practices to build instructional capacity and result in higher levels of student achievement. We recognize the importance of not only establishing high standards, but also providing a positive, safe and inviting school culture.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Positive and collaborative partnerships with parents that value open communication are essential in maximizing student success and encouraging students to become life-long learners. With parent involvement, we can continue to provide a foundation and source of support so our students can look forward to a positive and productive future. In addition to our H.H.&amp;S.A., parents can join our SAC (School Advisory Committee) or our Special Education Advisory Group (SEPAG)</p>



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In addition to developing a strong foundation for future learning, our teachers seek to engage students in 21st century learning that provides opportunities for creativity, communication, collaboration and critical thinking. These opportunities are varied and take place across the school day through scientific experimentation, math centers, Google classroom and during after school academies. Parents can take advantage of our consistently updated district website for current school information. Parent portal is another way to monitor student progress, and teacher e-boards provide specific daily information for parents.



Other Information: