



ADELPHIA ELEMENTARY SCHOOL
2016-2017


Grade Span KG-02

25-2290-003
MONMOUTH
HOWELL TWP
495 ADELPHIA ROAD
FREEHOLD, NJ 07728

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.

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Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
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Footnotes

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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|--------------|------------|------------|------------|
| PK | 0 | 0 | 0 |
| KG | 36 | 118 | 114 |
| 1 | 50 | 110 | 126 |
| 2 | 44 | 135 | 112 |
| 3 | 51 | 0 | 0 |
| 4 | 45 | 0 | 0 |
| 5 | 56 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Ungraded | 17 | 0 | 0 |
| Total | 299 | 363 | 352 |

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 | 55% | 51% | 49% |
| Male | 46% | 49% | 51% |
| Economically Disadvantaged Students | 8% | 29% | 27% |
| Students with Disabilities | 18% | 17% | 18% |
| English Learners | 0% | 19% | 21% |
| 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 | 61.9% |
| Hispanic | 23.3% |
| Asian | 8.8% |
| Black or African American | 1.4% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| <i>Two or More Races</i> | 4.5% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0 | 0 | 0 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 38 | 118 | 114 |

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 | 77.6% |
| Spanish | 15.1% |
| Polish | 1.1% |
| Chinese | 1.1% |
| <i>Other</i> | 5.4% |



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

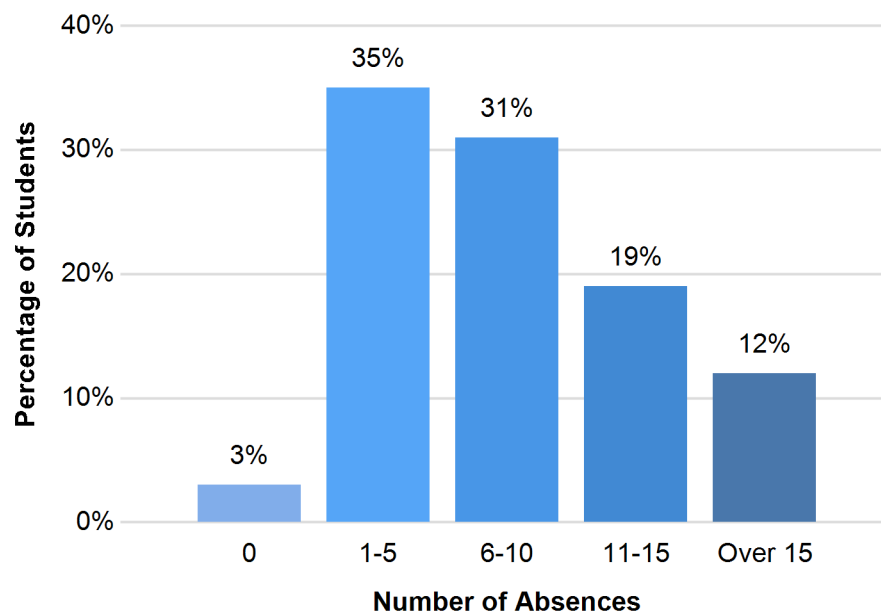
Chronic Absenteeism

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

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 7.90 | 9.80 | Met Target |
| White | 5.90 | 9.80 | Met Target |
| Hispanic | 12.20 | 9.80 | Not Met |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 3.20 | 9.80 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 16.80 | 9.80 | Not Met |
| Students with Disabilities | 7.70 | 9.80 | Met Target |
| English Learners | 9.30 | 9.80 | Met Target |

Days Absent

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



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



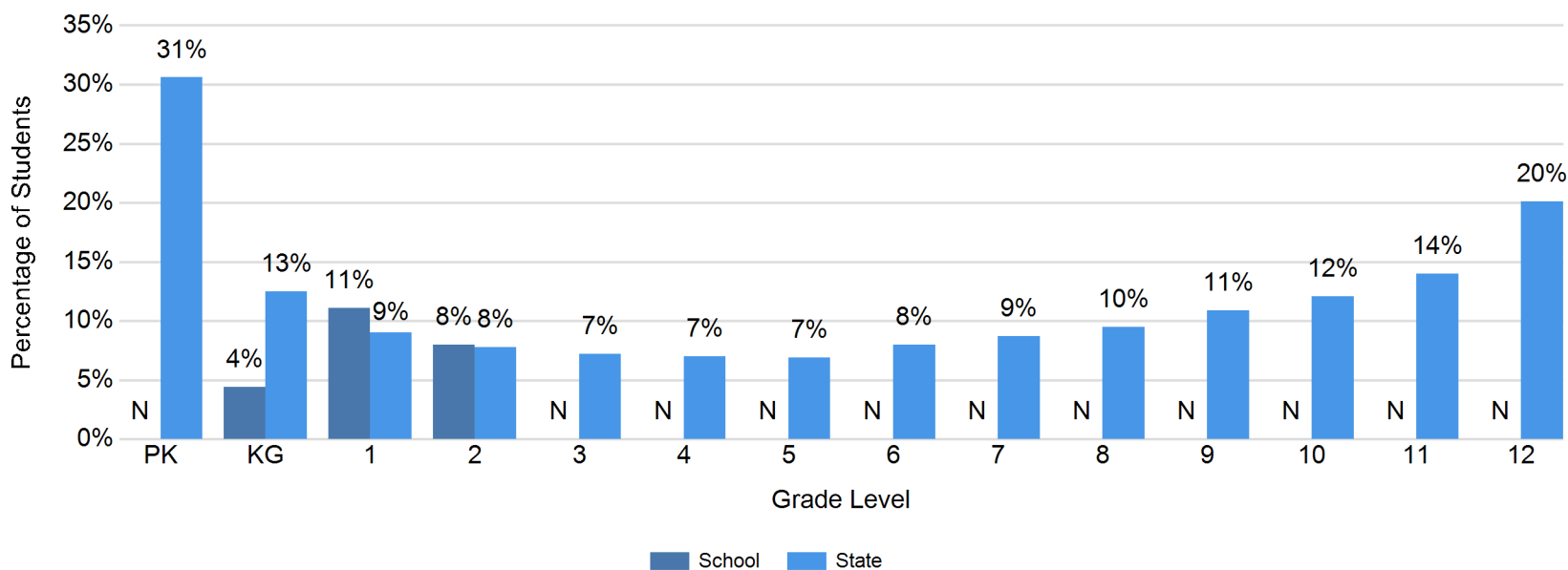
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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|----------------|
| Typical Start Time | 8:45AM |
| Typical End Time | 3:15PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Vandalism | 0 |
| Weapons | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.28 |

Student Suspension Rate

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

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

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|-----------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 35 | 120,724 |
| Average years experience in public schools | 15.7 | 11.8 |
| Average years experience in district | 13.7 | 10.5 |
| Teachers in district for 4 or more years | 83% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 10:1 | 12:1 |
| Administrators | 176:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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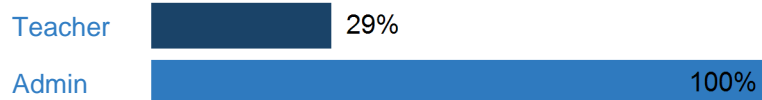
Teachers and Administrators - Level of Education

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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 97% |



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Palazzolo | Email Address: | dpalazzolo@howell.k12.nj.us |
| Address: | 495 ADELPHIA ROAD FREEHOLD, NJ 07728 | Website: | http://howell.k12.nj.us/adelphia/adelphia_home.aspx |
| Phone: | (732)919-1553 | Twitter: | https://twitter.com/HowellTwpAdelph |

School Narrative

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

| | |
|---|--|
|  Highlights: | <ul style="list-style-type: none"> • 2017 Certified Future Ready School • Enrichment Clubs are offered to support the unique interests and abilities of students. • Technology is utilized daily to extend learning experiences beyond the classroom setting. |
|  Mission, Vision, Theme: | <p>At Adelpia School we take full responsibility for educating the whole child. All members of the Adelpia Staff and Administrative Team respect and celebrate the uniqueness of each child. It is through continued collaboration that administrators, staff, and parents foster an educational partnership to assure our students flourish and develop not only intellectually, but socially and emotionally as well.</p> |
|  Awards, Recognition, Accomplishments: | <p>The administration and staff at Adelpia School have a shared vision of high academic achievement and success for all children. The educational programs that exist in our school portray our commitment to student learning and exemplify our belief that every child can reach their potential. Through differentiated learning activities that are standards based and developmentally appropriate for learners, teachers are providing meaningful and rigorous instruction in all content areas.</p> |






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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Our students are encouraged to think deeply, explore areas of interest, and develop a passion for learning. Adelpia teachers take great pride in their ability to make each and every day a learning adventure. With high expectations, aligned to New Jersey Student Learning Standards, specific goals are set for individual learners. Classroom teachers integrate technology into daily learning experiences to extend learning beyond the classroom setting.</p> |
|  <p>Clubs and Activities:</p> | <p>Adelpia School is proud to offer school wide enrichment opportunities that are interest based and student focused in the areas of art, music, physical education, media, technology and guidance. Special area teachers have created enrichment clubs that are standards based, STEM related and centered on the concept of purposeful play. Enrichment activities will ensure that all students and staff are involved in high end learning and teaching.</p> |
|  <p>Before and After School Programs:</p> | <p>Adelpia School offers an after school Book Buzz Program for improved student academic achievement. Through a home school partnership students are afforded with an opportunity to deepen understanding of literacy through after school small group targeted instruction. In addition, students are provided with books to reinforce reading skills at home. This program services students in the kindergarten through second grade and is facilitated by teachers as well as the district instructional coach.</p> |







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| | |
|--|---|
|  <p>Staff and Professional Learning:</p> | <p>The staff at Adelphia School is engaged in collaborative professional learning communities. Teacher professional development is established based on staff needs in relation to district and building goals. Through a variety of in-service opportunities, the professional development afforded to staff is an on-going effort to best support teachers in establishing personalized learning environments to improve overall student achievement.</p> |
|  <p>Student Supports and Services:</p> | <p>Through Response to Intervention student learning is supported based on the needs of the child. In addition, our staff is SIOP trained to support the needs of English Language Learners. To further support student needs a Student Intervention Plan is utilized for goal setting and tracking progress. All established plans are created by a collaborative team assuring that relevant specialists are included in this process.</p> |
|  <p>Student Health and Wellness:</p> | <p>Student health and wellness is supported by health and physical education standards. All students engage in twenty minutes of recess time as well as daily health walks. Our school counselor supports both students and staff with peer groups, social skills groups, as well as classroom lessons. By taking time to instruct our students through both social and emotional experiences, we empower children to learn critical life skills to be successful in any endeavor they choose to pursue.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Administration and staff are committed to establishing educational partnerships within our school community. Our efforts include working cohesively with our sister School Ardena to afford students and families with similar experiences. This further supports our students in a successful transition to third grade. It is through various parent evenings, PTA sponsored events, and family challenges that our community has partnered collaboratively to achieve what is best on behalf of children.</p> |





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| | |
|---|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>A school culture and climate survey is administered in fall and spring for staff and students. The survey for students focuses on safety, teacher interactions, peer relationships and overall feelings about coming to school. A staff survey is utilized to assess staff needs, rapport with administration and colleagues, as well as feeling inclusive in school based decision making. The results from the survey are reviewed by the SciP Team and action plans are then created based on building needs.</p> |
|  <p>Facilities:</p> | <p>Adelphia School opened in 2003. Adelphia School is a primary school with students in kindergarten through second grade. Our school has an established literacy lab with resources designed to captivate and engage students in literacy based learning experiences. A 2:1 iPad ratio enhances and enriches learning experiences in support of progressive learning environments. The computer lab affords another opportunity for students to engage in technology classes as well as enrichment clubs.</p> |



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Other Information:

All stakeholders within the Adelphia School community uphold high standards to encourage every child to be the best they can. Through continued modeling and supportive efforts students are taught and reminded daily about the importance of good citizenship. Students are made to feel important and safe during daily interactions throughout all areas of the school day structure. Our dedication to success empowers all students to be leaders as well as proactive in taking responsibility for what is right. Adelphia School emphasizes personalized learning and standard aligned student achievement. By taking time to instruct our students through rigorous academic and creative experiences, we build resiliency and empower children with critical life skills to be successful in any endeavor they choose to pursue. Adelphia School cultivates the youngest citizens in Howell Township into independent and responsible human beings that successfully and actively participate in a diverse, global community. Adelphia School is a place where students are proud to be. This is evident by the students' smiling faces and the positive energy that lives within our school.




Aldrich Elementary School
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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|--------------|------------|------------|------------|
| 3 | 82 | 160 | 150 |
| 4 | 84 | 139 | 145 |
| 5 | 99 | 129 | 133 |
| Ungraded | 0 | 0 | 0 |
| Total | 545 | 428 | 428 |

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 51% | 52% | 51% |
| Male | 49% | 48% | 49% |
| Economically Disadvantaged Students | 11% | 15% | 17% |
| Students with Disabilities | 16% | 19% | 16% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 1% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 76.9% |
| Hispanic | 12.9% |
| Black or African American | 5.1% |
| Asian | 2.8% |
| Native Hawaiian or Pacific Islander | 0.2% |
| American Indian or Alaska Native | 0.0% |
| <i>Two or More Races</i> | 2.1% |

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 | 95.8% |
| Spanish | 1.9% |
| <i>Other</i> | 2.2% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 435 | 94.4 | 69.90 | 69.20 | 54.90 | 69.4 | 60.5 | Met Target |
| White | 332 | 95.1 | 71.30 | 70.70 | 63.90 | 71.3 | 57.5 | Met Target |
| Hispanic | 59 | 95.3 | 62.70 | 57.90 | 39.80 | 62.7 | 63 | Met Target† |
| Black or African American | 22 | 88.0 | 68.20 | 60.60 | 35.20 | 63 | 67.4 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 86.7 | 84.60 | 82.70 | 80.70 | 76.9 | ** | ** |
| American Indian or Alaska Native | * | * | * | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 219 | 93.6 | 72.60 | 75.60 | 62.20 | 71.5 | | |
| Male | 216 | 95.2 | 67.10 | 62.90 | 48.10 | 67.1 | | |
| Economically Disadvantaged Students | 74 | 91.5 | 39.20 | 43.50 | 36.20 | 37.7 | 45.7 | Met Target† |
| Non-Economically Disadvantaged Students | 361 | 95.0 | 76.20 | 73.70 | 65.80 | 76.2 | | |
| Students with Disabilities | 96 | 94.2 | 35.40 | 29.40 | 20.50 | 35.1 | 26.7 | Met Target |
| Students without Disabilities | 339 | 94.4 | 79.60 | 79.20 | 61.90 | 79.1 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | 50.00 | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 144 | 762 | 762 | 749 | * | * | 21% | 55% | 10% | 65% | 50% |
| White | 118 | 765 | 765 | 759 | * | * | 21% | 57% | 10% | 67% | 61% |
| Hispanic | 15 | 751 | * | 734 | * | * | * | * | * | 53% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 71 | 763 | 766 | 754 | * | * | 23% | 55% | * | 65% | 55% |
| Male | 73 | 761 | 759 | 745 | * | * | 19% | 55% | * | 64% | 46% |
| Economically Disadvantaged Students | 22 | 737 | 737 | 731 | * | * | * | * | 0% | 36% | 31% |
| Non-Economically Disadvantaged Students | 122 | 767 | 768 | 762 | * | * | * | * | 12% | 70% | 63% |
| Students with Disabilities | 30 | 738 | 737 | 720 | * | * | * | 40% | 0% | 40% | 24% |
| Students without Disabilities | 114 | 769 | 768 | 755 | * | * | * | 59% | 12% | 71% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 151 | 759 | 761 | 753 | * | * | 17% | 60% | 11% | 71% | 56% |
| White | 105 | 762 | 763 | 762 | * | * | 18% | 62% | 12% | 74% | 67% |
| Hispanic | 28 | 744 | 746 | 740 | * | * | * | 50% | * | 54% | 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 | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 76 | 760 | 765 | 758 | * | * | 16% | 59% | * | 74% | 61% |
| Male | 75 | 759 | 757 | 749 | * | * | 19% | 60% | * | 68% | 51% |
| Economically Disadvantaged Students | 22 | 735 | 741 | 737 | * | * | * | * | 0% | 32% | 36% |
| Non-Economically Disadvantaged Students | 129 | 763 | 765 | 764 | * | * | * | * | 13% | 78% | 69% |
| Students with Disabilities | 38 | 744 | 736 | 725 | * | * | 29% | 34% | * | 42% | 25% |
| Students without Disabilities | 113 | 764 | 768 | 759 | * | * | 13% | 68% | * | 81% | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 30% |
| Students in Foster Care | * | * | * | 728 | * | * | * | * | * | * | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 134 | 764 | 765 | 756 | * | * | 16% | 69% | * | 75% | 59% |
| White | 101 | 765 | 765 | 763 | * | * | 15% | 68% | * | 76% | 69% |
| Hispanic | 18 | 763 | * | 743 | 0% | * | * | 72% | * | 78% | 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 | 69 | 770 | 769 | 761 | * | * | * | 73% | * | 83% | 66% |
| Male | 65 | 757 | 760 | 750 | * | * | * | 65% | * | 68% | 53% |
| Economically Disadvantaged Students | 23 | 745 | * | 740 | * | * | * | 48% | * | 48% | 40% |
| Non-Economically Disadvantaged Students | 111 | 768 | * | 765 | * | * | * | 73% | * | 81% | 71% |
| Students with Disabilities | 21 | 726 | 730 | 725 | * | * | * | * | * | 14% | 22% |
| Students without Disabilities | 113 | 771 | 772 | 762 | * | * | * | * | * | 87% | 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 | N | N | N | 731 | N | N | N | N | N | N | 36% |

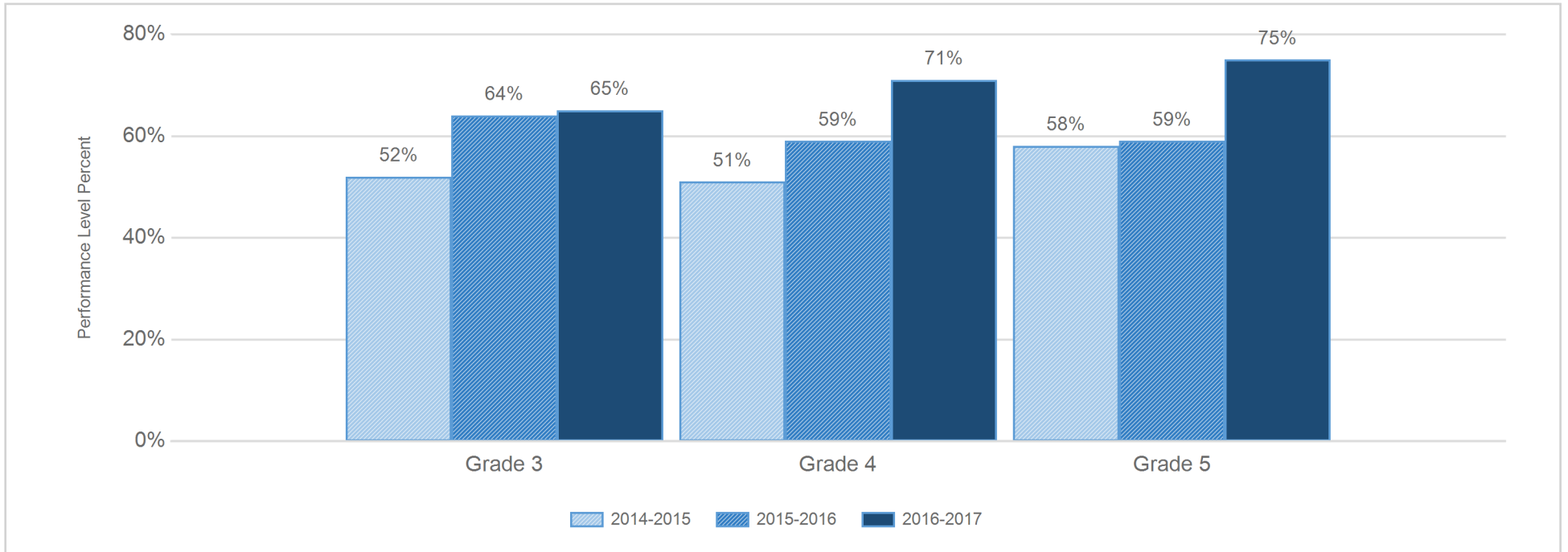


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 435 | 94.4 | 62.30 | 56.40 | 43.50 | 61.9 | 60 | Met Target |
| White | 332 | 95.1 | 66.90 | 58.30 | 52.40 | 66.9 | 58.6 | Met Target |
| Hispanic | 59 | 95.4 | 44.10 | 39.50 | 27.60 | 44.1 | 58.1 | Not Met |
| Black or African American | 22 | 88.0 | 45.50 | 40.40 | 21.70 | 42 | 58.2 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 88.2 | 69.30 | 78.40 | 75.60 | 63 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 219 | 93.6 | 59.40 | 56.10 | 44.10 | 58.4 | | |
| Male | 216 | 95.2 | 65.30 | 56.50 | 42.90 | 65.3 | | |
| Economically Disadvantaged Students | 74 | 91.7 | 29.80 | 29.20 | 25.10 | 28.6 | 40.1 | Not Met |
| Non-Economically Disadvantaged Students | 361 | 95.0 | 69.00 | 61.10 | 54.30 | 69 | | |
| Students with Disabilities | 96 | 94.3 | 32.30 | * | 16.50 | 32 | 27.8 | Met Target |
| Students without Disabilities | 339 | 94.5 | 70.80 | * | 48.80 | 70.3 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | 50.00 | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 145 | 760 | 761 | 751 | * | * | 25% | 47% | 17% | 63% | 53% |
| White | 118 | 763 | 763 | 759 | * | * | 23% | 52% | 17% | 69% | 63% |
| Hispanic | 15 | 747 | * | 738 | * | * | * | * | * | 40% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 72 | 756 | 760 | 751 | * | * | 28% | 49% | * | 61% | 52% |
| Male | 73 | 764 | 763 | 751 | * | * | 22% | 45% | * | 66% | 53% |
| Economically Disadvantaged Students | 22 | 739 | 740 | 736 | * | * | * | * | * | 36% | 34% |
| Non-Economically Disadvantaged Students | 123 | 764 | 766 | 761 | * | * | * | * | * | 68% | 65% |
| Students with Disabilities | 30 | 740 | 743 | 729 | * | * | 33% | * | * | 33% | 29% |
| Students without Disabilities | 115 | 765 | 765 | 755 | * | * | 23% | * | * | 71% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 151 | 759 | 757 | 747 | * | * | 24% | 56% | 9% | 66% | 47% |
| White | 105 | 764 | 760 | 755 | * | * | 20% | 61% | 11% | 72% | 59% |
| Hispanic | 28 | 741 | 742 | 734 | * | * | * | 46% | 0% | 46% | 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 | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 76 | 756 | 757 | 747 | * | * | 29% | 55% | * | 63% | 47% |
| Male | 75 | 763 | 757 | 747 | * | * | 19% | 57% | * | 68% | 48% |
| Economically Disadvantaged Students | 22 | 735 | 737 | 732 | * | * | 46% | * | 0% | 27% | 27% |
| Non-Economically Disadvantaged Students | 129 | 763 | 761 | 757 | * | * | 20% | * | 11% | 72% | 61% |
| Students with Disabilities | 38 | 748 | 737 | 724 | * | * | 26% | 37% | * | 45% | 22% |
| Students without Disabilities | 113 | 763 | 763 | 751 | * | * | 23% | 63% | * | 73% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 18% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| 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 | 136 | 756 | 757 | 747 | * | * | 26% | 43% | 15% | 58% | 46% |
| White | 101 | 759 | 758 | 754 | * | * | 25% | 45% | 17% | 61% | 57% |
| Hispanic | 19 | 745 | * | 735 | * | * | * | * | * | 37% | 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 | 69 | 755 | 755 | 747 | * | * | 29% | 45% | * | 57% | 47% |
| Male | 67 | 757 | 759 | 746 | * | * | 22% | 42% | * | 60% | 46% |
| Economically Disadvantaged Students | 25 | 733 | * | 732 | * | * | 40% | * | 0% | 24% | 27% |
| Non-Economically Disadvantaged Students | 111 | 761 | * | 756 | * | * | 23% | * | 18% | 66% | 59% |
| Students with Disabilities | 23 | 720 | 731 | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 113 | 763 | 763 | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

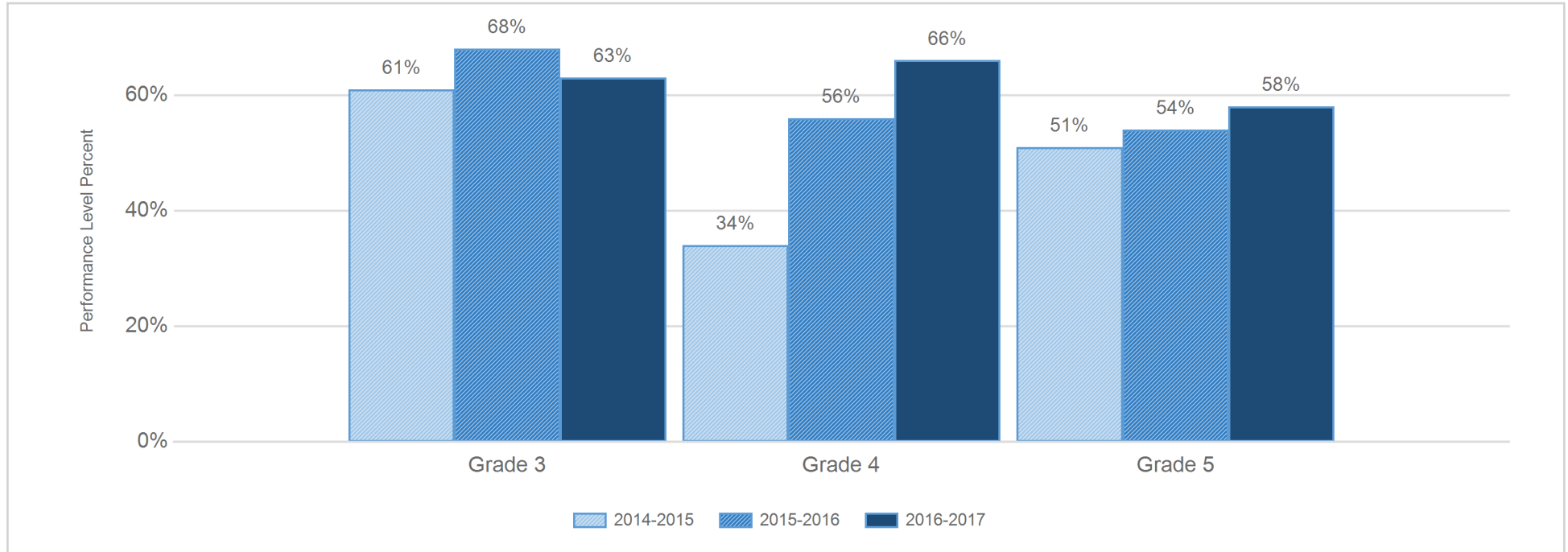


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

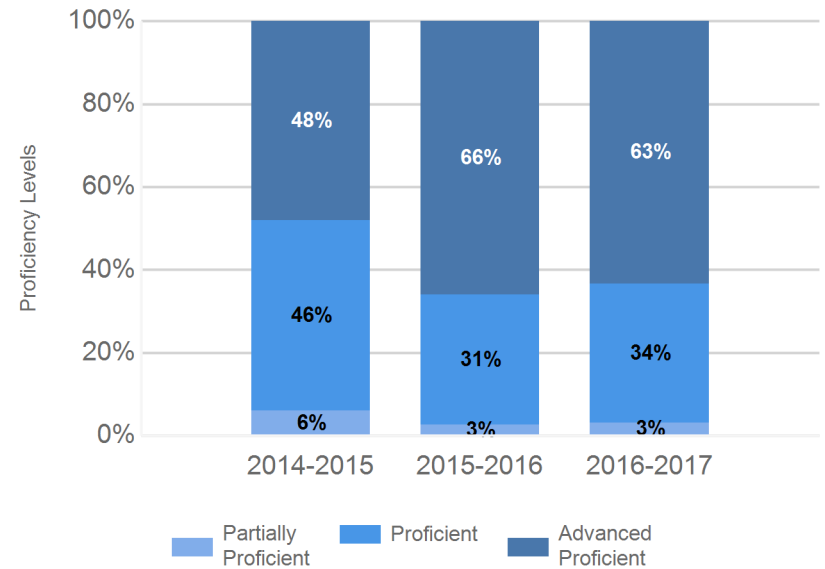
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 63% | 34% | 3% |
| White | 67% | 30% | 3% |
| Hispanic | 48% | 44% | 7% |
| Black or African American | 60% | 40% | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | N |
| Economically Disadvantaged Students | 35% | 58% | 8% |
| Students with Disabilities | 43% | 50% | 8% |
| 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 | 49 | 57 | 50 | Met Target | 62.5 | 59 | 50 | Exceeds Target |
| White | 54 | 58 | 50 | Met Target | 66.5 | 59 | 52 | Exceeds Target |
| Hispanic | 35.5 | 53 | 49 | Not Met | 44 | 55.5 | 47 | Met Target |
| Black or African American | 31 | 52 | 45 | ** | 57 | 53.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 58 | 60 | ** | * | 61 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 30.5 | 52 | 47 | Not Met | 48 | 55 | 46 | Met Target |
| Students with Disabilities | 39 | 49.5 | 41 | Not Met | 60.5 | 52 | 43 | Exceeds Target |
| English Learners | * | 60 | 53 | ** | * | 64 | 51 | ** |

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



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

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

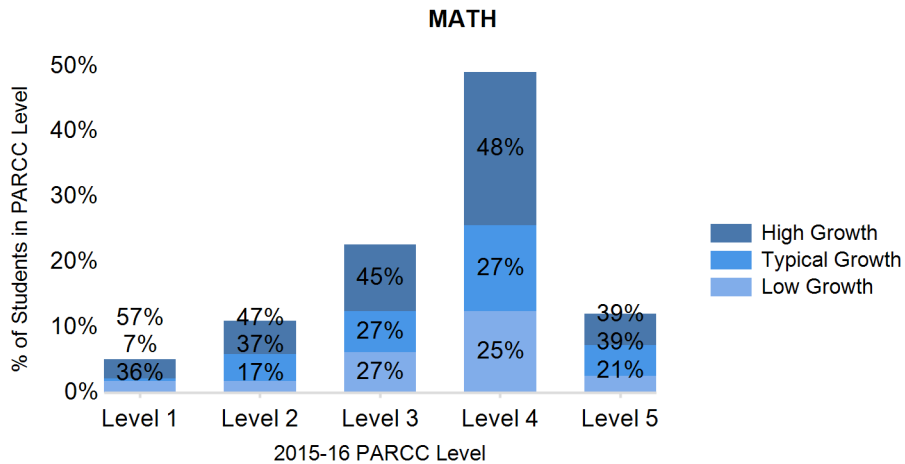
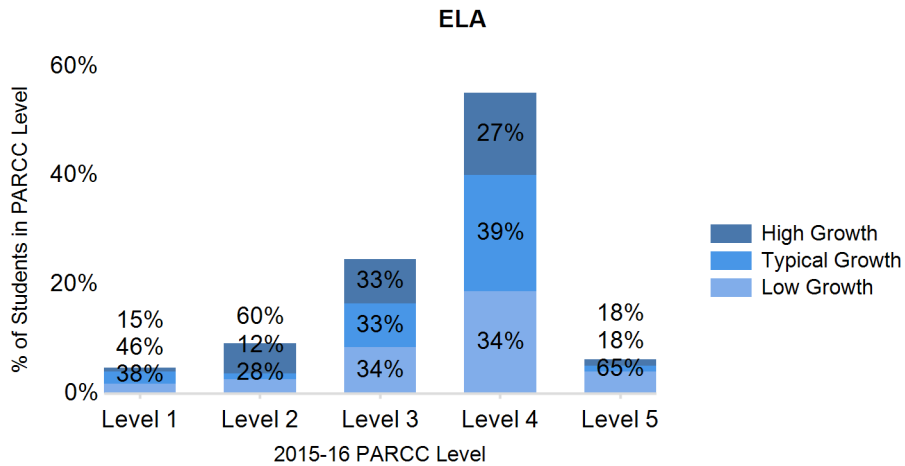
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

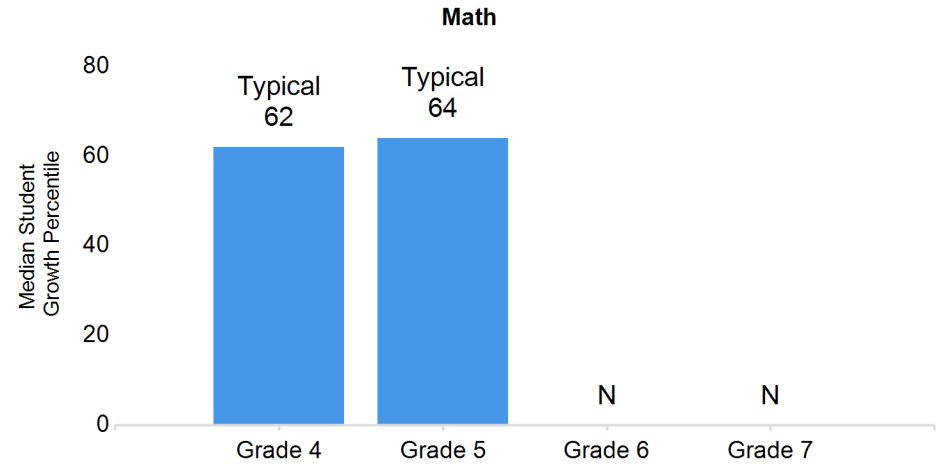
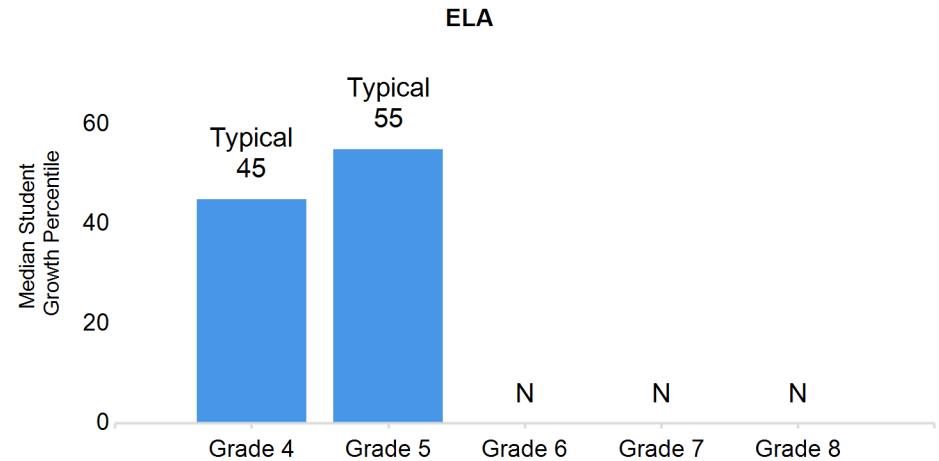
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

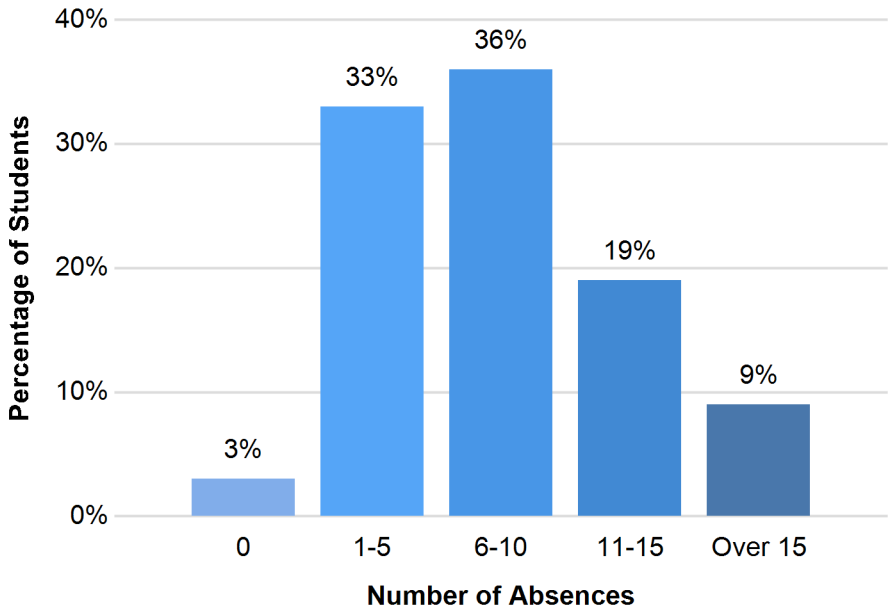
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 6.10 | 7.00 | Met Target |
| White | 6.90 | 7.00 | Met Target |
| Hispanic | 3.70 | 7.00 | Met Target |
| Black or African American | 5.00 | 7.00 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 11.80 | 7.00 | Not Met |
| Students with Disabilities | 11.30 | 7.00 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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



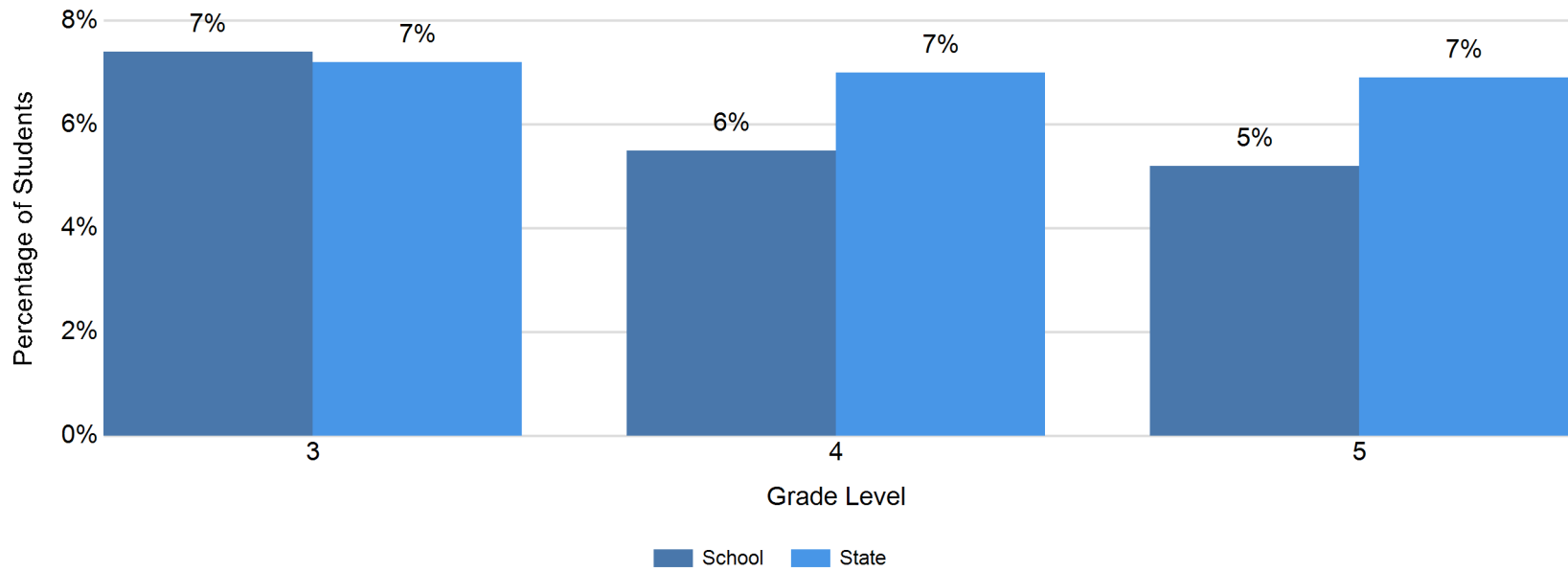


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|----------------|
| Typical Start Time | 8:45AM |
| Typical End Time | 3:15PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 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 | 0.23 |

Student Suspension Rate

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

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

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 167.8 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 36 | 120,724 |
| Average years experience in public schools | 13.7 | 11.8 |
| Average years experience in district | 11.8 | 10.5 |
| Teachers in district for 4 or more years | 78% | 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 | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 12:1 | 12:1 |
| Administrators | 214:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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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.

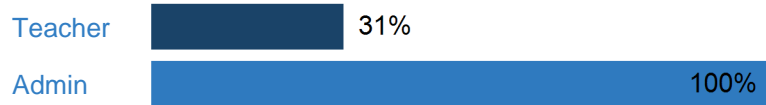
Teachers and Administrators - Level of Education

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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 74.1 | 17.5% |
| Mathematics Proficiency | 72.8 | 17.5% |
| English Language Arts Growth | 30.6 | 25.0% |
| Mathematics Growth | 80.4 | 25.0% |
| Chronic Absenteeism | 59.1 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 62.3 |
| Summative Rating: Percentile rank of Summative Score | | 69.9 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 62.3 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Exceeds Target | No |
| White | 67.8 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Exceeds Target | No |
| Hispanic | 54.2 | 11.9 | No | Met Target† | Not Met | Met Target | Not Met | Met Target | No |
| Black or African American | ** | ** | No | Met Target† | Met Target† | Met Target | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 39.4 | 11.9 | No | Met Target† | Not Met | Not Met | Not Met | Met Target | No |
| Students with Disabilities | 69.1 | 11.9 | No | Met Target | Met Target | Not Met | Not Met | Exceeds Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mr. Smith | Email Address: | asmith@howell.k12.nj.us |
| Address: | 615 ALDRICH ROAD HOWELL, NJ 07731-1936 | Website: | http://www.howell.k12.nj.us/aldrich/aldrich_home.aspx |
| Phone: | (732)751-2483 | Twitter: | https://twitter.com/HowellTwpAldrch |

School Narrative

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

| | |
|---|--|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • Recognized as a Certified Future Ready School. • Active school-wide engagement in Digital Learning and STEM-based academic experiences. • Strong School Community Partnership featuring the Barnabas Health Institute's Talk Program. |
|  <p>Mission, Vision, Theme:</p> | <p>Aldrich School is a partnership of educators, parents, and community members providing an unsurpassed, supportive, and safe learning environment for our students. Aldrich Elementary School has readily accepted the challenge and responsibility for developing a strong relationship between the home, school and community. This collaborative approach fosters and encourages students to become life-long learners who value themselves and others in this ever-changing world.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>We are proud to share that Aldrich School has been awarded NJ "Future Ready" certification for our commitment to digital learning. Our school continues to engage students in opportunities to prepare them with the skills necessary to be successful in a global society.</p> |







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| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>The Aldrich School staff delivers rich programs with skill and enthusiasm. Our curricula are based on research and support the New Jersey Student Learning Standards.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>Through our collaboration with community organizations our 5th grade students have the opportunity to play basketball and compete against other 5th grade students in the district.</p> |
|  <p>Clubs and Activities:</p> | <p>Aldrich is proud to offer Student Council and Newspaper Clubs to our 4th and 5th grade students.</p> |
|  <p>Before and After School Programs:</p> | <p>Our PTO currently offers the MAD Science and STEMbotics Lego Robotics After School Programs. These programs explore a series of cross-curricular, theme-based activities while developing skills in science, technology, engineering and mathematics, as well as language, literacy and social studies.</p> |







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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>Effective Professional Learning for our staff continues to enhance our teachers' instructional strategies. Teachers plan and prepare lessons that are designed to address the individual needs, interests, and learning styles of our students. Teachers regularly participate in School Improvement Panels and Professional Learning Communities to expand their learning and support instruction.</p> |
|  <p>Student Supports and Services:</p> | <p>All classrooms offer enrichment activities which enhance our curricula and provide opportunities to extend and deepen knowledge. Our remediation program is provided by our Academic Support Instruction Team. The Special Education program is inclusive of Resource Room Teachers, In-Class Support Personnel and Child Study Team members. Unique learning and behavioral needs of students are addressed through the Response to Intervention framework.</p> |
|  <p>Student Health and Wellness:</p> | <p>Our Physical Education teachers provide opportunities for students to improve cardio-vascular fitness levels and skill development. All students participate in health classes, and our 5th graders receive Family Life instruction. Breakfast programs are available for all students. The PAWS and STARS character education programs encourage our students to become caring, independent, responsible citizens that actively and successfully participate in a diverse, global community.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Aldrich School encourages and embraces the diverse talents available in the community. Our PTO works collaboratively with our staff to provide events and programs that extend and enhance the curricula. The PTO has continued to provide endless support for school initiatives and has worked closely with staff to foster academic excellence and meaningful learning opportunities for our students. A strong partnership with our k-2 "Sister School", Taunton Elementary, supports our school community.</p> |




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School Narrative

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| | |
|---|--|
|  <p>Facilities:</p> | <p>Aldrich School was built in 1967 and, as such, recently celebrated its 50th Anniversary. It is a grade 3-5 elementary school building. A visually pleasing and clean learning environment is maintained by the finest custodial and maintenance staff members. Features of our school are its spacious STEM-themed Media Center, computer lab and fine arts music wing.</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.

Our school community partnership ultimately benefits Aldrich students. As a result, our students excel in many areas. Our achievements in the academic realm are mirrored in the areas of social and emotional development. Aldrich students model citizenship, respect, kindness, and good manners on a daily basis. Community service projects enable the students to become a part of the larger community. Highlights include student visitations to the Howell Township Senior Center; Disaster Relief Efforts orchestrated by our students; food drives to benefit the Howell Food Pantry; supporting our Troops stationed overseas; and a commitment to instill in our students the importance of honoring veterans of the Armed Forces. The strong personal and professional commitment exhibited by the Aldrich Staff allows our school to effectively collaborate with parents to instill the love of learning in our students. Through this cooperative approach, staff and parents collectively provide meaningful experiences for our children.



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|--------------|------------|------------|------------|
| 3 | 80 | 115 | 125 |
| 4 | 60 | 124 | 129 |
| 5 | 69 | 106 | 124 |
| Ungraded | 0 | 0 | 0 |
| Total | 441 | 345 | 378 |

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 52% | 55% | 54% |
| Male | 48% | 45% | 46% |
| Economically Disadvantaged Students | 37% | 21% | 23% |
| Students with Disabilities | 14% | 20% | 20% |
| English Learners | 20% | 9% | 10% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 71.7% |
| Hispanic | 14.8% |
| Asian | 7.7% |
| Black or African American | 2.9% |
| Native Hawaiian or Pacific Islander | 0.5% |
| American Indian or Alaska Native | 0.0% |
| <i>Two or More Races</i> | 2.4% |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 84.4% |
| Spanish | 10.1% |
| Russian | 1.6% |
| <i>Other</i> | 4.4% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 321 | 97.7 | 67.30 | 69.20 | 54.90 | 67.3 | 60.6 | Met Target |
| White | 250 | 97.5 | 70.00 | 70.70 | 63.90 | 70 | 62.7 | Met Target |
| Hispanic | 27 | 100.0 | 44.40 | 57.90 | 39.80 | 44.4 | 39.7 | Met Target |
| Black or African American | 12 | 100.0 | 58.40 | 60.60 | 35.20 | 58.4 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 27 | 100.0 | 77.70 | 82.70 | 80.70 | 77.7 | N | N |
| American Indian or Alaska Native | * | * | * | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 167 | 97.3 | 70.10 | 75.60 | 62.20 | 70.1 | | |
| Male | 154 | 98.2 | 64.20 | 62.90 | 48.10 | 64.2 | | |
| Economically Disadvantaged Students | 56 | 95.5 | 48.20 | 43.50 | 36.20 | 48.2 | 37.3 | Met Target |
| Non-Economically Disadvantaged Students | 265 | 98.3 | 71.40 | 73.70 | 65.80 | 71.4 | | |
| Students with Disabilities | 67 | 97.3 | 40.30 | 29.40 | 20.50 | 40.3 | 22.7 | Met Target |
| Students without Disabilities | 254 | 97.9 | 74.40 | 79.20 | 61.90 | 74.4 | | |
| English Learners | 10 | 100.0 | 30.00 | * | 25.20 | 30 | ** | ** |
| Non-English Learners | 311 | 97.7 | 68.50 | * | 57.40 | 68.5 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | 16.70 | 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 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 | 109 | 762 | 762 | 749 | * | * | 28% | 51% | 10% | 61% | 50% |
| White | 83 | 760 | 765 | 759 | * | * | 30% | 51% | * | 58% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 794 | 786 | 775 | 0% | * | 0% | * | * | 92% | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 53 | 759 | 766 | 754 | * | * | 32% | 42% | * | 53% | 55% |
| Male | 56 | 765 | 759 | 745 | * | * | 23% | 59% | * | 68% | 46% |
| Economically Disadvantaged Students | 21 | 752 | 737 | 731 | * | * | * | 52% | * | 57% | 31% |
| Non-Economically Disadvantaged Students | 88 | 765 | 768 | 762 | * | * | * | 50% | * | 61% | 63% |
| Students with Disabilities | 19 | 737 | 737 | 720 | * | * | * | * | * | 47% | 24% |
| Students without Disabilities | 90 | 768 | 768 | 755 | * | * | * | * | * | 63% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 121 | 763 | 761 | 753 | * | * | 17% | 48% | 22% | 69% | 56% |
| White | 91 | 768 | 763 | 762 | * | * | 18% | 51% | 24% | 75% | 67% |
| Hispanic | 12 | 735 | 746 | 740 | * | * | * | * | 0% | 42% | 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 | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 69 | 771 | 765 | 758 | * | * | * | 45% | * | 74% | 61% |
| Male | 52 | 753 | 757 | 749 | * | * | * | 52% | * | 64% | 51% |
| Economically Disadvantaged Students | 21 | 740 | 741 | 737 | * | * | * | * | * | 38% | 36% |
| Non-Economically Disadvantaged Students | 100 | 768 | 765 | 764 | * | * | * | * | * | 76% | 69% |
| Students with Disabilities | 24 | 736 | 736 | 725 | * | * | * | * | * | 42% | 25% |
| Students without Disabilities | 97 | 770 | 768 | 759 | * | * | * | * | * | 76% | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 115 | 761 | 765 | 756 | * | * | 18% | 54% | 14% | 68% | 59% |
| White | 95 | 763 | 765 | 763 | * | * | 15% | 58% | 15% | 73% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 61 | 769 | 769 | 761 | * | * | * | 61% | * | 77% | 66% |
| Male | 54 | 753 | 760 | 750 | * | * | * | 46% | * | 57% | 53% |
| Economically Disadvantaged Students | 20 | 747 | * | 740 | * | * | * | * | * | 40% | 40% |
| Non-Economically Disadvantaged Students | 95 | 764 | * | 765 | * | * | * | * | * | 74% | 71% |
| Students with Disabilities | 27 | 734 | 730 | 725 | * | * | * | * | * | 30% | 22% |
| Students without Disabilities | 88 | 770 | 772 | 762 | * | * | * | * | * | 80% | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 115 | 761 | 765 | 757 | * | * | 18% | 54% | 14% | 68% | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | * | * | * | 731 | * | * | * | * | * | * | 36% |

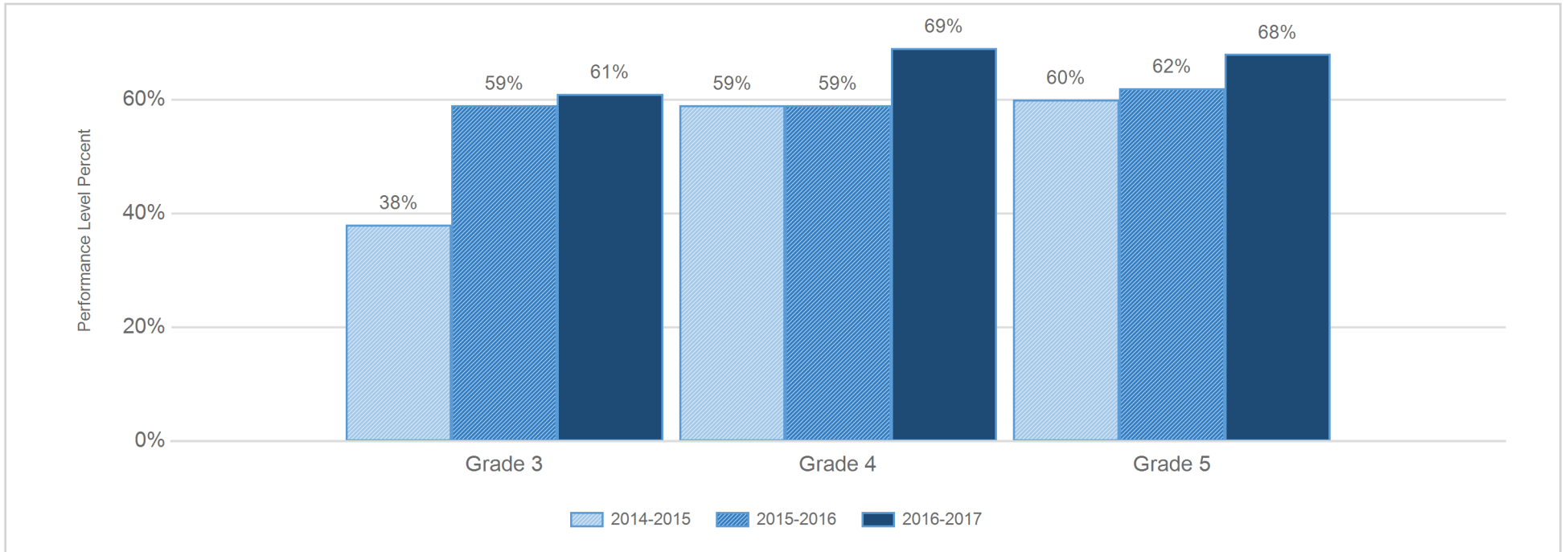


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English Language Arts/Literacy Assessment - Performance Trends

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 | 321 | 97.8 | 58.50 | 56.40 | 43.50 | 58.5 | 56.2 | Met Target |
| White | 250 | 97.5 | 61.20 | 58.30 | 52.40 | 61.2 | 60 | Met Target |
| Hispanic | 27 | 100.0 | 25.90 | 39.50 | 27.60 | 25.9 | 25.5 | Met Target |
| Black or African American | 12 | 100.0 | 25.00 | 40.40 | 21.70 | 25 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 27 | 100.0 | 81.50 | 78.40 | 75.60 | 81.5 | N | N |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 167 | 97.3 | 55.70 | 56.10 | 44.10 | 55.7 | | |
| Male | 154 | 98.2 | 61.70 | 56.50 | 42.90 | 61.7 | | |
| Economically Disadvantaged Students | 56 | 95.5 | 42.90 | 29.20 | 25.10 | 42.9 | 35.3 | Met Target |
| Non-Economically Disadvantaged Students | 265 | 98.3 | 61.90 | 61.10 | 54.30 | 61.9 | | |
| Students with Disabilities | 67 | 97.3 | 35.90 | * | 16.50 | 35.9 | 32.8 | Met Target |
| Students without Disabilities | 254 | 97.9 | 64.60 | * | 48.80 | 64.6 | | |
| English Learners | 10 | 100.0 | 30.00 | 19.70 | 23.30 | 30 | ** | ** |
| Non-English Learners | 311 | 97.7 | 59.50 | 57.10 | 45.20 | 59.5 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | 16.70 | 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 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 | 110 | 761 | 761 | 751 | * | * | 28% | 40% | 18% | 58% | 53% |
| White | 83 | 759 | 763 | 759 | 0% | 12% | 30% | 45% | 13% | 58% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 799 | 790 | 779 | 0% | 0% | * | * | * | 92% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 53 | 755 | 760 | 751 | * | * | 32% | 42% | * | 51% | 52% |
| Male | 57 | 766 | 763 | 751 | * | * | 25% | 39% | * | 65% | 53% |
| Economically Disadvantaged Students | 22 | 744 | 740 | 736 | * | * | * | * | * | 41% | 34% |
| Non-Economically Disadvantaged Students | 88 | 765 | 766 | 761 | * | * | * | * | * | 63% | 65% |
| Students with Disabilities | 19 | 751 | 743 | 729 | * | * | * | * | * | 37% | 29% |
| Students without Disabilities | 91 | 763 | 765 | 755 | * | * | * | * | * | 63% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 121 | 757 | 757 | 747 | * | 14% | 18% | 53% | * | 63% | 47% |
| White | 91 | 763 | 760 | 755 | * | 14% | 14% | 58% | * | 70% | 59% |
| Hispanic | 12 | 731 | 742 | 734 | * | * | * | * | 0% | 33% | 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 | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 69 | 758 | 757 | 747 | * | * | * | 52% | * | 62% | 47% |
| Male | 52 | 755 | 757 | 747 | * | * | * | 54% | * | 64% | 48% |
| Economically Disadvantaged Students | 21 | 735 | 737 | 732 | * | * | * | * | * | 43% | 27% |
| Non-Economically Disadvantaged Students | 100 | 762 | 761 | 757 | * | * | * | * | * | 67% | 61% |
| Students with Disabilities | 24 | 738 | 737 | 724 | * | * | * | * | * | 38% | 22% |
| Students without Disabilities | 97 | 761 | 763 | 751 | * | * | * | * | * | 69% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 116 | 747 | 757 | 747 | * | 16% | 30% | 44% | * | 49% | 46% |
| White | 95 | 749 | 758 | 754 | * | 13% | 32% | 45% | * | 52% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 61 | 748 | 755 | 747 | * | * | 38% | 41% | * | 46% | 47% |
| Male | 55 | 745 | 759 | 746 | * | * | 22% | 47% | * | 53% | 46% |
| Economically Disadvantaged Students | 20 | 739 | * | 732 | * | * | * | * | * | 35% | 27% |
| Non-Economically Disadvantaged Students | 96 | 748 | * | 756 | * | * | * | * | * | 52% | 59% |
| Students with Disabilities | 27 | 730 | 731 | 725 | * | * | * | * | * | 30% | 19% |
| Students without Disabilities | 89 | 752 | 763 | 751 | * | * | * | * | * | 55% | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | * | * | * | 716 | * | * | * | * | * | * | 18% |

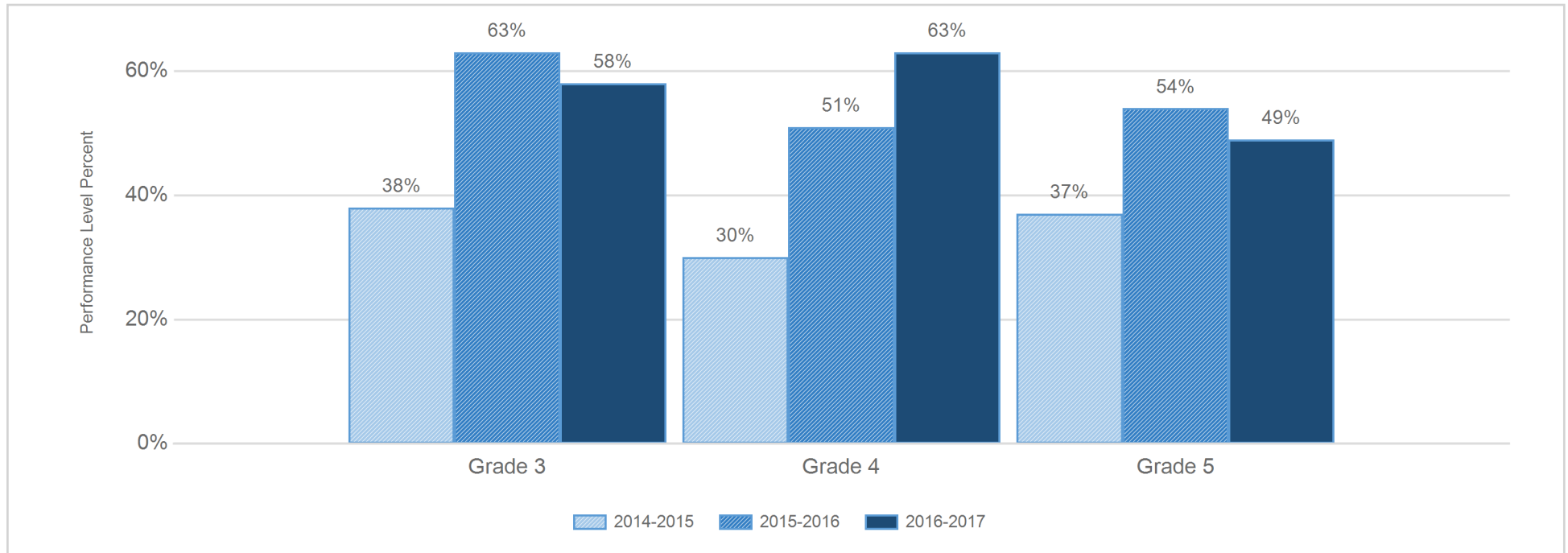


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Mathematics Assessment – Performance Trends

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 | N | N |
| 4 | * | * |
| 5 | N | N |

English Language Proficiency Test - Participation and Performance

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

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



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

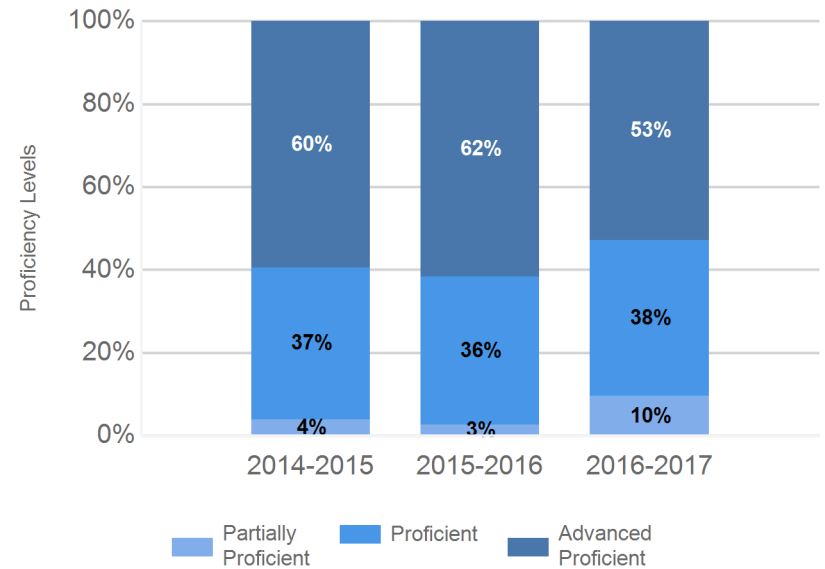
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 53% | 38% | 10% |
| White | 60% | 34% | 6% |
| Hispanic | 33% | 42% | 25% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | * |
| Economically Disadvantaged Students | 32% | 46% | 23% |
| Students with Disabilities | 31% | 50% | 19% |
| 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 | 57 | 57 | 50 | Met Target | 54 | 59 | 50 | Met Target |
| White | 58 | 58 | 50 | Met Target | 54 | 59 | 52 | Met Target |
| Hispanic | 47 | 53 | 49 | ** | 61 | 55.5 | 47 | ** |
| Black or African American | * | 52 | 45 | ** | * | 53.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 58 | 60 | ** | 51 | 61 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 43 | 52 | 47 | Met Target | 56 | 55 | 46 | Met Target |
| Students with Disabilities | 46 | 49.5 | 41 | Met Target | 48 | 52 | 43 | Met Target |
| English Learners | * | 60 | 53 | ** | * | 64 | 51 | ** |

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



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

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

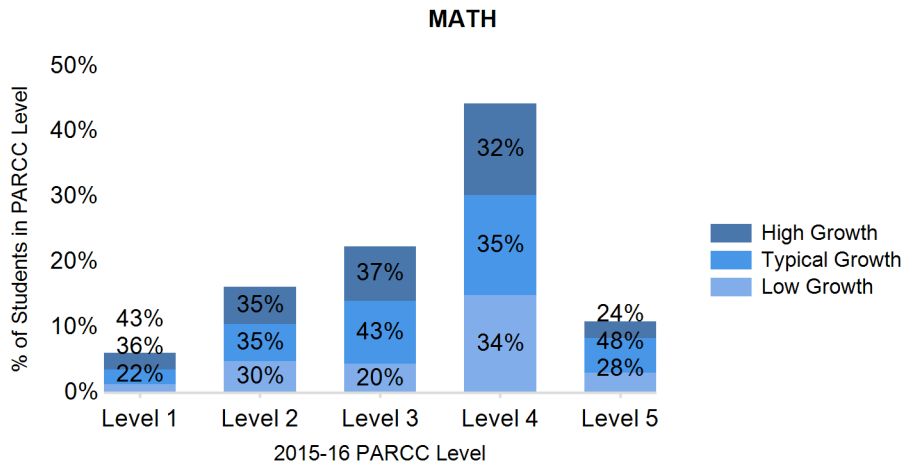
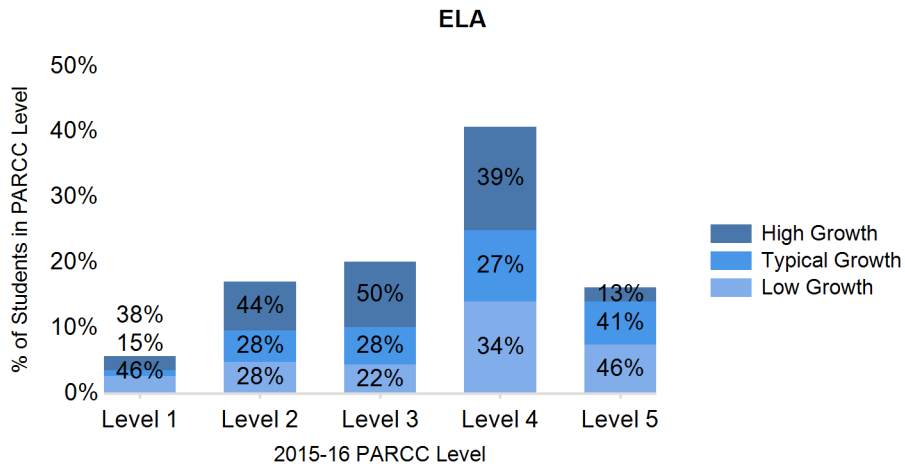
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

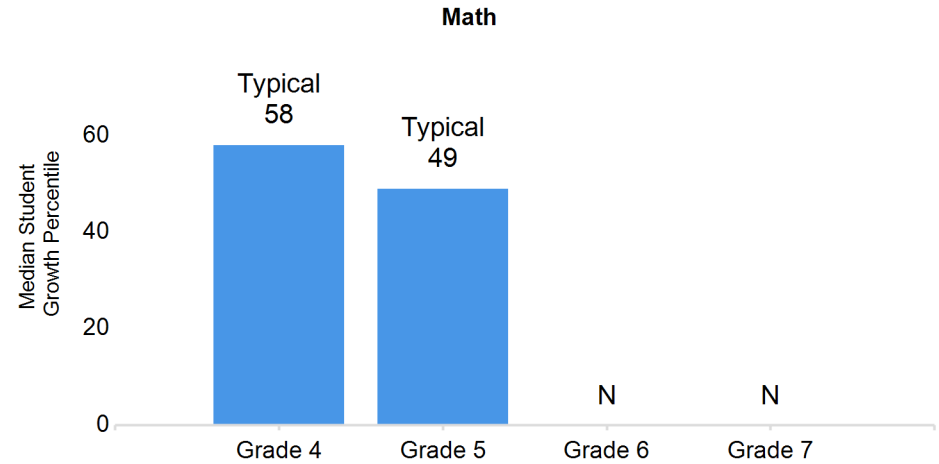
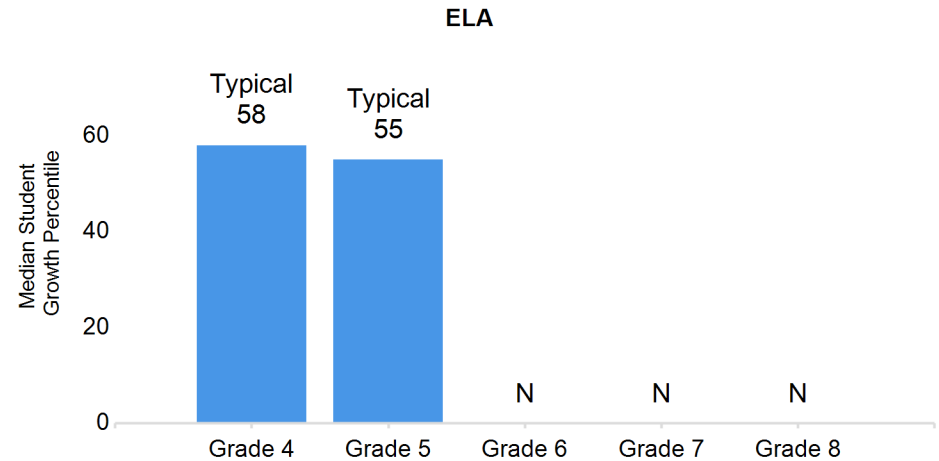
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

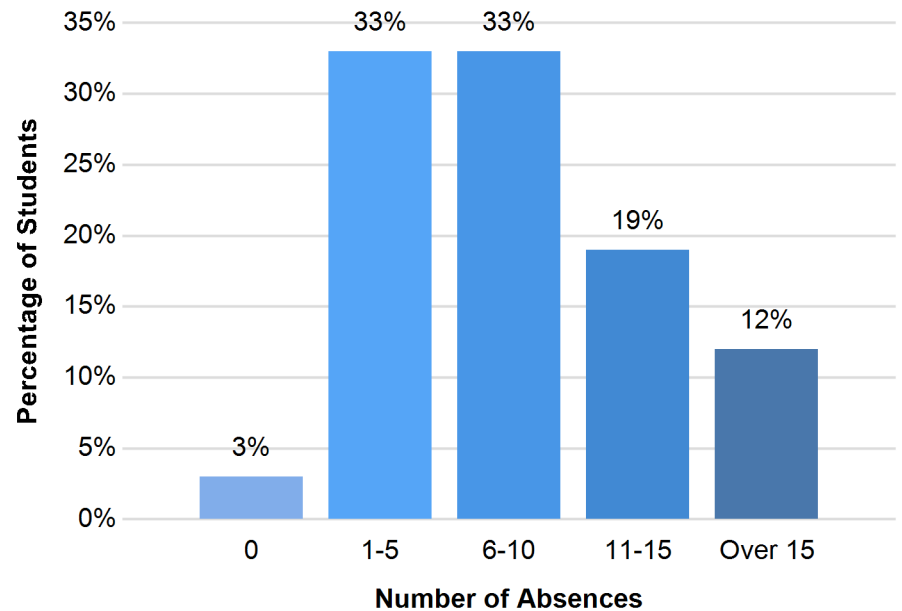
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 6.60 | 7.00 | Met Target |
| White | 4.80 | 7.00 | Met Target |
| Hispanic | 8.90 | 7.00 | Not Met |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 6.50 | 7.00 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 19.50 | 7.00 | Not Met |
| Students with Disabilities | 11.80 | 7.00 | Not Met |
| English Learners | 7.70 | 7.00 | Not Met |

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

Days Absent

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



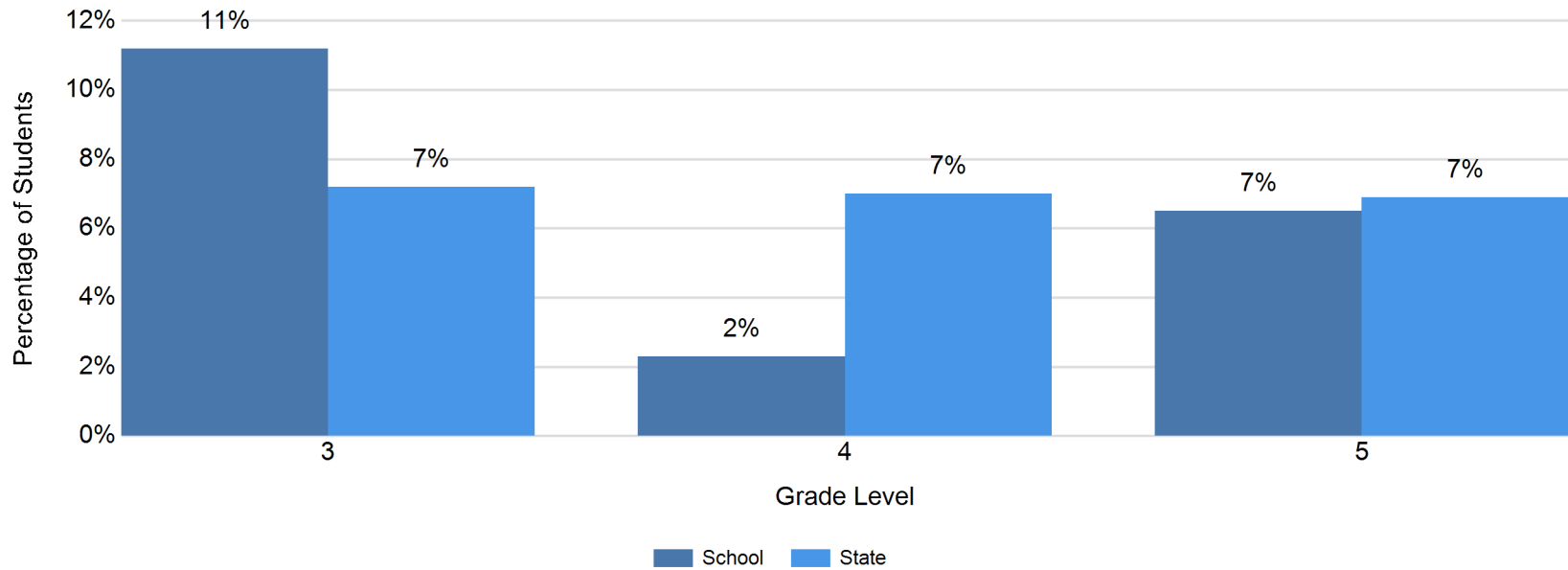


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|----------------|
| Typical Start Time | 8:45AM |
| Typical End Time | 3:15PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 0.3% |
| Any Suspension | 0.3% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.1:1 | 167.8 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 36 | 120,724 |
| Average years experience in public schools | 8.8 | 11.8 |
| Average years experience in district | 8.2 | 10.5 |
| Teachers in district for 4 or more years | 64% | 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 | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 12:1 |
| Administrators | 189:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 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 | 65.2 | 17.5% |
| Mathematics Proficiency | 65.9 | 17.5% |
| English Language Arts Growth | 64.9 | 25.0% |
| Mathematics Growth | 64.7 | 25.0% |
| Chronic Absenteeism | 39.5 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 61.3 |
| Summative Rating: Percentile rank of Summative Score | | 68.3 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 61.3 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| White | 63.3 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| Hispanic | ** | ** | No | Met Target | Met Target | Not Met | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | N | N | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 59.8 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 70.0 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | 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

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Dr. Pennell | Email Address: | dpennell@howell.k12.nj.us |
| Address: | 355 ADELPHIA ROAD FARMINGDALE, NJ 07727-3528 | Website: | http://www.howell.k12.nj.us/ardena/ardena_home.aspx |
| Phone: | (732)751-2485 | Twitter: | https://twitter.com/HowellTwpArdena |

School Narrative

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

| | |
|---|---|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • The first "Lighthouse School" in New Jersey and the 38th in the world! • Department of Education English Language Learners Award Winning School • 2017 Certified Future Ready School |
|  <p>Mission, Vision, Theme:</p> | <p>Mission Statement - "Inspire Others; Strive To Be Our Best". Ardena School is a dynamic community of teachers, children and families with a diverse population of approximately 350 students in grade levels ranging from three through five. Our children stem from a wide range of racial and national origins. We believe that this diversity is a particular advantage; it helps us grow, learn and work with each other in what has become a truly global neighborhood.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>2017 Certified Future Ready School. First Leader in Me Lighthouse School in the state of New Jersey. State recognized school serving our English Language Learners (ELL).</p> |







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Grade Span 03-05

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School Narrative

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| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Curricular focus in the core areas of language arts and mathematics provide children with opportunities to develop skills in reading, writing, speaking, listening, viewing, understanding, and applying mathematical concepts and problem solving. On-going evaluation of our children's progress informs and guides instruction for each child. Coupled with our strong focus on standards, the results of national, state, and local assessments are analyzed to help guide instructional improvement.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>Our 5th graders have the opportunity to play basketball and compete against other 5th grade teams in our district.</p> |
|  <p>Clubs and Activities:</p> | <p>We value giving students voice and choice with their learning opportunities and therefore varied courses are developed to achieve this goal. Students are offered art classes, chorus choices performing through dance and/or song, STEM options, as well as student and staff developed courses that vary based on who is presenting the course. Additionally, students have the opportunity to assume all types of leadership roles throughout the school day.</p> |
|  <p>Before and After School Programs:</p> | <p>Newspaper Club is offered after school as well as Student Council for our 4th and 5th grade students. Teacher facilitators organize these two clubs. Additional clubs are offered throughout the year and provided for by our PTA.</p> |







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School Narrative

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| | |
|--|---|
|  <p>Staff and Professional Learning:</p> | <p>Professional learning occurs throughout the school year. Designated professional learning days as well as grade level meetings, and PLC learning opportunities are just some of the collaborative learning opportunities made available for the staff.</p> |
|  <p>Student Supports and Services:</p> | <p>Ardena School is a model ELL school as recognized by the Department of Education. Ardena School is a dynamic community of teachers, children and families with a diverse population of approximately 350 students in grade levels ranging from three through five. Our children stem from a wide range of racial and national origins. We believe that this diversity is a particular advantage; it helps us grow, learn and work with each other in what has become a truly global neighborhood.</p> |
|  <p>Student Health and Wellness:</p> | <p>Breakfast is offered each day prior to the beginning of the instructional periods. Additionally, students have a built in recess period day in addition to their physical education periods that occur twice a week for each grade level.</p> |
|  <p>Parent and Community Involvement:</p> | <p>A strong partnership exists between home and school. Parents participate through the Ardena Parent Teacher Association (PTA), as well as individually, to enhance the education of our students. The PTA has graciously brought cultural arts assemblies and stimulating programs to our children. Parent involvement in supporting our school is one of our greatest strengths. Their active involvement attests to the high value that they place on an effective and meaningful program for their children.</p> |





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| | |
|--|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A survey of staff, students and parents occurs yearly to determine how to continue to foster a positive school climate which is an important aspect of school improvement efforts. Our survey encourages collaboration among faculty and staff and motivates students to get engaged.</p> |
|  <p>Facilities:</p> | <p>Our school was built in 1938 and this past summer received a new gym floor complete with a beautifully painted lighthouse in the center to highlight our Leader In Me lighthouse status. The building is beautifully maintained by our highly skilled and dedicated custodial staff.</p> |



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School Narrative

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We believe in a high quality education for all of Ardena's children and this belief embraces a philosophy of all children being able to learn at high levels. Together with our students, our parents, and our teachers, we will make the difference needed in students' educational, social, and emotional lives. This difference will assist our students in becoming productive and contributing citizens.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 0 | 0 | 0 |
| KG | 85 | 81 | 60 |
| 1 | 96 | 89 | 80 |
| 2 | 110 | 95 | 90 |
| 3 | 75 | 0 | 0 |
| 4 | 85 | 0 | 0 |
| 5 | 95 | 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 | 1 | 40 | 46 |
| Total | 547 | 305 | 276 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 48% | 41% | 39% |
| Male | 52% | 59% | 61% |
| Economically Disadvantaged Students | 19% | 17% | 16% |
| Students with Disabilities | 14% | 32% | 33% |
| English Learners | 1% | 0% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 66.3% |
| Hispanic | 18.5% |
| Asian | 6.5% |
| Black or African American | 5.4% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 3.3% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0 | 0 | 0 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 87 | 81 | 60 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 94.2% |
| Spanish | 2.5% |
| Other | 3.6% |



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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.

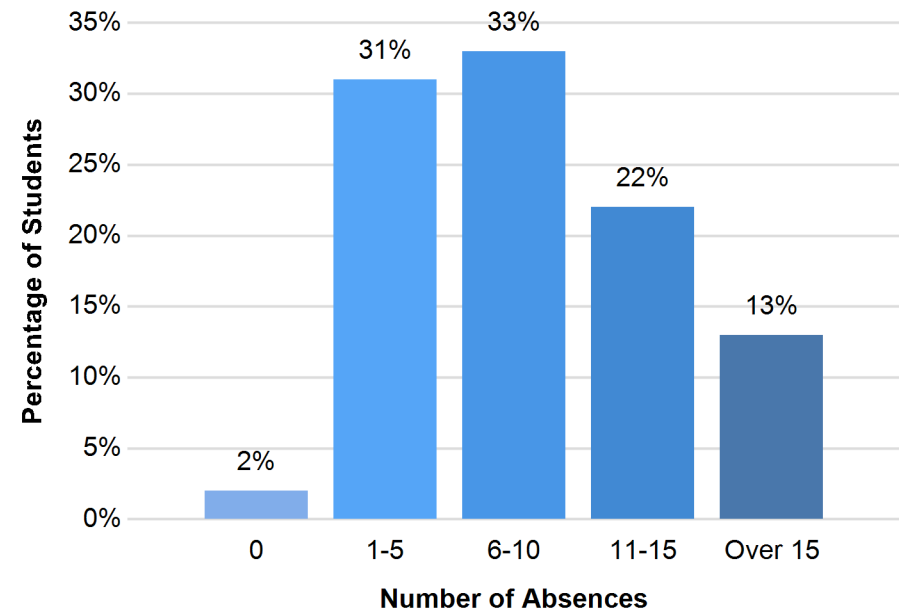
Chronic Absenteeism

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 | 6.20 | 9.80 | Met Target |
| White | 5.50 | 9.80 | Met Target |
| Hispanic | 11.80 | 9.80 | 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 | 16.30 | 9.80 | Not Met |
| Students with Disabilities | 10.00 | 9.80 | Not Met |
| English Learners | N | ** | ** |

Days Absent

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



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



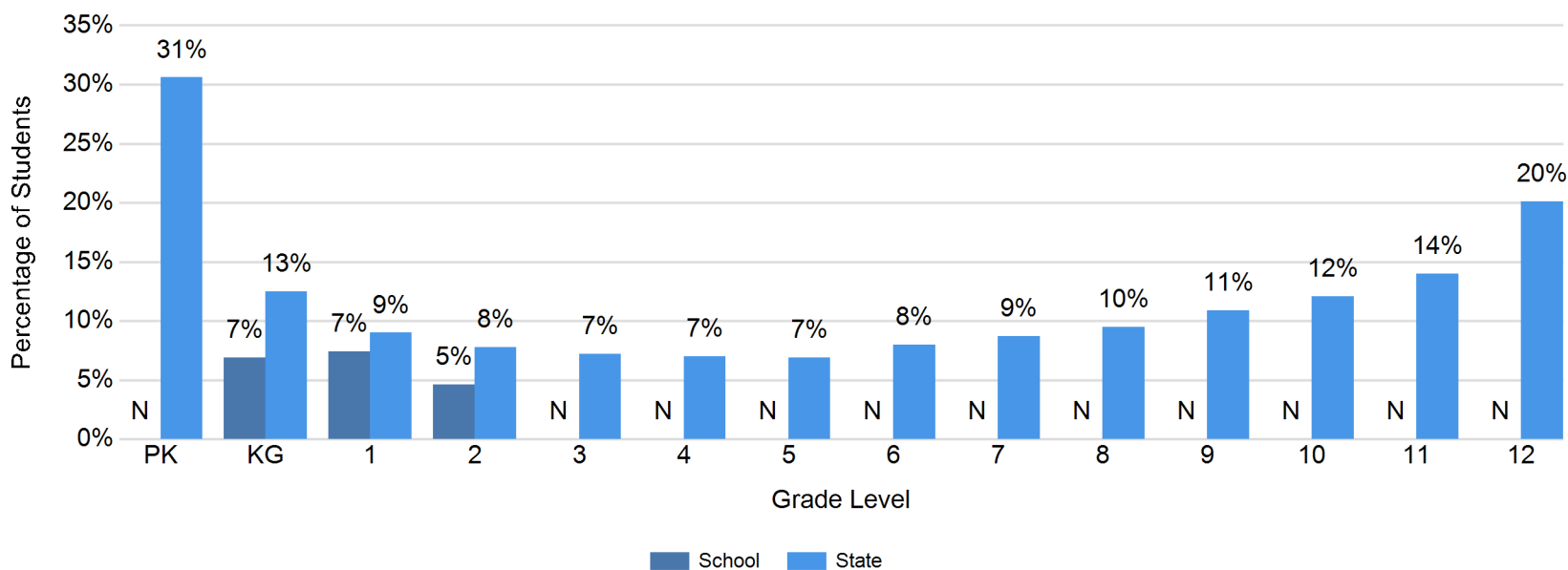
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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|----------------|
| Typical Start Time | 8:05AM |
| Typical End Time | 2:35PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 Mins. |
| Shared Time - Instructional Time | * |

Student Suspension Rate

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

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

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 Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|-----------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 36 | 120,724 |
| Average years experience in public schools | 10.3 | 11.8 |
| Average years experience in district | 10.3 | 10.5 |
| Teachers in district for 4 or more years | 78% | 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 | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 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 | 8:1 | 12:1 |
| Administrators | 138:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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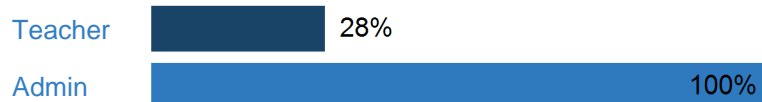
Teachers and Administrators - Level of Education

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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 97% |



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School General Info

| | | | |
|-------------------|--|-----------------------|--|
| Principal: | Mrs. Rupp | Email Address: | nrupp@howell.k12.nj.us |
| Address: | 130 HAVENS BRIDGE ROAD FARMINGDALE, NJ 07727-3542 | Website: | http://www.howell.k12.nj.us/griebing/griebing_home.asp X |
| Phone: | (732)751-2487 | Twitter: | https://twitter.com/HowellTwpGrieb |

School Narrative

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| | |
|--|---|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • Awarded New Jersey "Future Ready School" Certification for commitment to digital learning! • P.A.W.S. (Positive Actions Will Shine) Character Education Program • Inclusive environment that nurtures an appreciation of diversity and celebrates the uniqueness of each child |
|  <p>Mission, Vision, Theme:</p> | <p>Joyfully serving children in grades K-2, Edith M. Griebing School maintains a keen focus on honoring the unique learning needs of our young students through developmentally appropriate learning experiences. Home to the district's K-2 autistic, cognitively impaired, and multi-disabled students, Griebing takes great pride in promoting an inclusive environment that nurtures and celebrates an appreciation of diversity.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>We are proud to share that Griebing School has been awarded NJ "Future Ready" certification for our commitment to digital learning. Reflective of a 21st century learning environment, our school continues to engage students in opportunities to truly prepare them with the skills and mindset necessary to be successful in a global society.</p> |






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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Griebing's student-centered philosophy emphasizes the importance of lifelong learning. The administration and staff are committed to providing learning experiences that encourage students to think deeply, explore areas of interest, collaborate with peers, and cultivate a passion for learning. The teachers and support staff remain dedicated to engaging students in rigorous learning opportunities in all content areas.</p> |
|  <p>Clubs and Activities:</p> | <p>Participation in Global School Play Day, NAEYC's Week of the Young Child, Engineer's Day, the Global Read Aloud Project, National Day of Remembrance - Good Deed Day, are but a few of the engaging opportunities/activities that join our Griebing students with a common purpose across the globe. Interest-based enrichment activities center on purposeful play, the arts and the creative use of technology.</p> |
|  <p>Before and After School Programs:</p> | <p>As a Title 1 school, Griebing offers an after school Book Buzz Program for students striving for academic success. Serving children in grades K-2, the program is facilitated by highly qualified teachers. Small group targeted literacy instruction and a home-school partnership component combine to maximize student growth. In addition, students are provided with books to take and keep at home. PTA supported after-school programs include a Robotics Club and Mad Scientist Program.</p> |







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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>Embracing the Learning Forward Standards for Professional Learning, Griebling's SCIP (School Improvement Panel), PLC's (Professional Learning Communities), and Data Teams, foster an environment of collaborative inquiry and learning that enhances individual and collective performance based on staff needs in relation to building and district goals. In-service opportunities embedded throughout the year and a cadre of instructional coaches provides endless avenues of professional growth.</p> |
|  <p>Student Supports and Services:</p> | <p>Through Response to Intervention (RTI), student learning support is tiered based on student need. Specific, data-driven goals are established and monitored to measure progress. Serving a diversified special education population, Griebling is home to a cadre of specialists who provide services for speech, occupational therapy, and social skills, per each child's IEP. All established plans are created by a collaborative team assuring that relevant specialists are included in this process.</p> |
|  <p>Student Health and Wellness:</p> | <p>Student health and wellness provide a foundation for every learner's success. In addition to physical education class and daily recess, opportunities are embedded throughout the day to engage students in movement and brain breaks. Griebling students participate in Activity Works and Yoga for Kids. Our character education programs, social skills groups, classroom guidance lessons, and safety programs are designed to support students in their social, emotional, and physical well-being.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Griebling School continues to nurture a strong, collaborative bond between home and school. The unwavering support of our dedicated PTA and SEPAC organizations provide our students and staff with a multitude of resources that include cultural arts programs, field trips, Field Day, family fun events, Book Fairs, and curriculum materials to enhance the learning opportunities in our classrooms and STEAM Lab!</p> |



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FARMINGDALE, NJ 07727-3542**

School Narrative

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Facilities:

Built in 1961, Griebling School is rich in history. Once home to a K-8 population, trophy cases display memories of celebrated sports events. Transitioning to a K-5 school and now currently a primary K-2 school, Griebling has eagerly embraced the developmental and curricula needs of each generation of children. The facility is inclusive of an up-dated gymnasium, Maker-Space Media Center, Leveled Book Room, Technology Lab, and a room designated for the development of an exciting STEAM Lab!



Edith M. Griebing Elementary School
2016-2017

Grade Span KG-02

25-2290-020
MONMOUTH
HOWELL TWP
130 HAVENS BRIDGE ROAD
FARMINGDALE, NJ 07727-3542

School Narrative

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Other Information:

Griebing's student-centered philosophy emphasizes the importance of lifelong learning in an environment rooted in a strong ethical foundation. We remain dedicated to providing all students with quality, developmentally appropriate, and engaging opportunities to grow academically, socially, and emotionally. As part of a "Caring is Common" school community, students learn to work collaboratively with others through effective communication skills, strategize to handle conflict in their daily lives, regulate their own behaviors, and take ownership of their actions. Griebing School is devoted to providing our young students with the mindset and the tools that will one day empower them to be independent, resilient, responsible human beings that are enabled to successfully and actively participate in a diverse, ever-evolving, global community. As part of a "sister-school" model, Griebing sustains a close relationship with its 3-5 counterpart, Memorial Elementary. Our schools have a shared Bulldog mascot, school colors of red, white and blue, and a P.A.W.S. (Positive Actions Will Shine) Character Education Program. Both schools are strongly supported by a dynamic and generous PTA that provides numerous resources for both schools and plans combined family events. Due to our collaborative bond and commitment to work together, our students are strongly supported in their transition from school to school. The hallmark of the Edith M. Griebing School is the positive, engaging, and productive learning environment that characterizes our school. It is truly a joyful place to learn and grow! It is through the extraordinary work of our teachers, support staff, parents and administrators, who consistently plan together, communicate openly, and support one another, that our school continues to provide an exceptional educational journey for all of our students!



Greenville Elementary School
2016-2017


Grade Span KG-02

25-2290-012
MONMOUTH
HOWELL TWP
210 RAMTOWN GREENVILLE ROAD
HOWELL, NJ 07731

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

2016-2017

Grade Span KG-02

25-2290-012
MONMOUTH
HOWELL TWP
210 RAMTOWN GREENVILLE ROAD
HOWELL, NJ 07731

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**Greenville Elementary School
2016-2017**

Grade Span KG-02

25-2290-012
MONMOUTH
HOWELL TWP
210 RAMTOWN GREENVILLE ROAD
HOWELL, NJ 07731

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 0 | 0 | 0 |
| KG | 39 | 94 | 91 |
| 1 | 58 | 85 | 101 |
| 2 | 44 | 126 | 85 |
| 3 | 55 | 0 | 0 |
| 4 | 80 | 0 | 0 |
| 5 | 88 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Ungraded | 0 | 22 | 19 |
| Total | 364 | 327 | 296 |

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 | 54% | 52% | 51% |
| Male | 46% | 48% | 49% |
| Economically Disadvantaged Students | 5% | 13% | 13% |
| Students with Disabilities | 15% | 23% | 22% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 1% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 83.4% |
| Hispanic | 10.5% |
| Asian | 1.7% |
| Black or African American | 1.0% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 3.4% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0 | 0 | 0 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 39 | 94 | 91 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 93.6% |
| Spanish | 3.0% |
| Other | 3.2% |



Greenville Elementary School
2016-2017

Grade Span KG-02

25-2290-012
MONMOUTH
HOWELL TWP
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

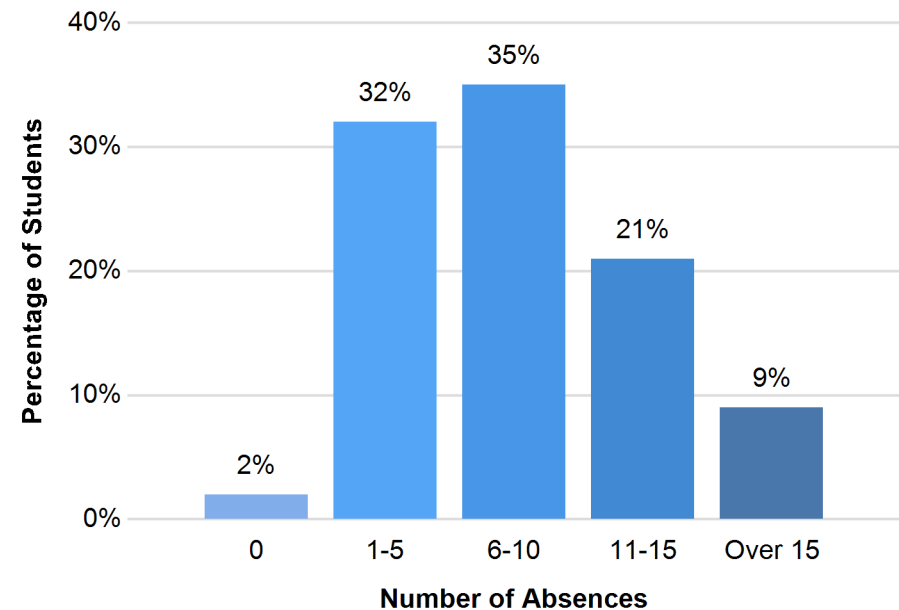
Chronic Absenteeism

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

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 4.80 | 9.80 | Met Target |
| White | 4.50 | 9.80 | Met Target |
| Hispanic | 3.20 | 9.80 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 8.30 | 9.80 | Met Target |
| Students with Disabilities | 4.50 | 9.80 | Met Target |
| English Learners | N | ** | ** |

Days Absent

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



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



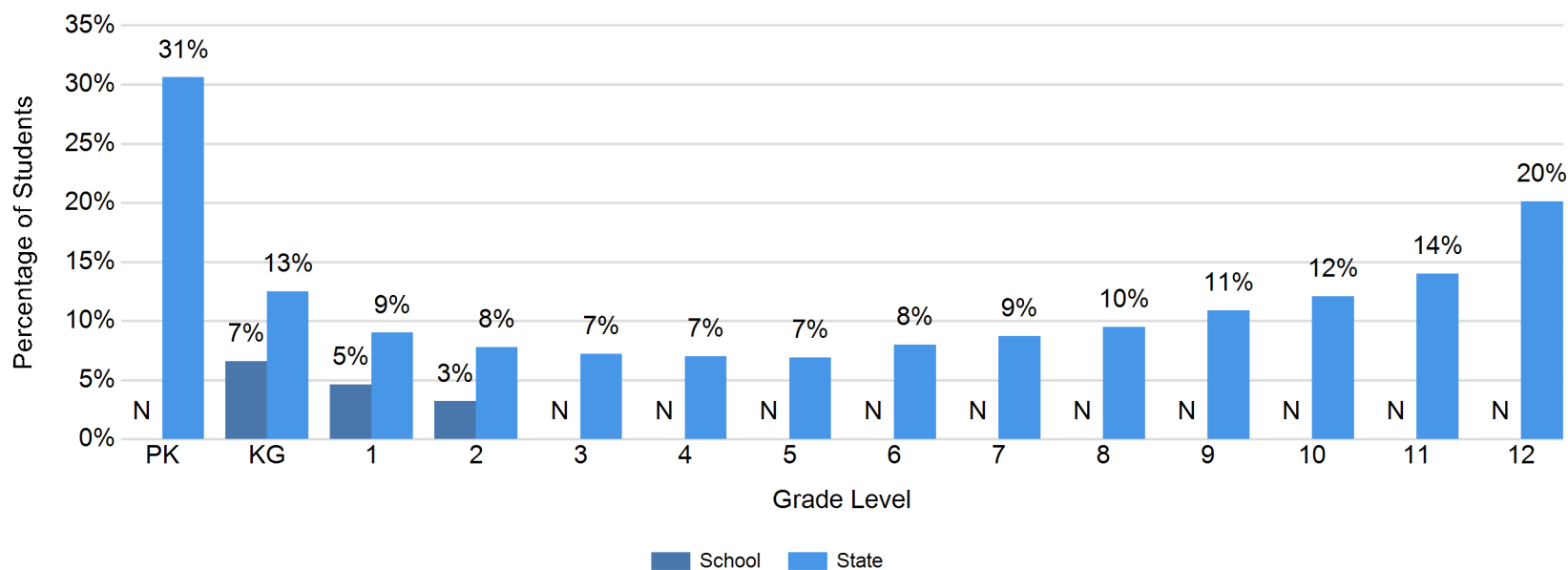
**Greenville Elementary School
2016-2017**

Grade Span KG-02

25-2290-012
MONMOUTH
HOWELL TWP
210 RAMTOWN GREENVILLE ROAD
HOWELL, NJ 07731

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.





Greenville Elementary School
2016-2017

Grade Span KG-02

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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 | 8:05AM |
| Typical End Time | 2:35PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



**Greenville Elementary School
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Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|-----------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



**Greenville Elementary School
2016-2017**

Grade Span KG-02

25-2290-012
MONMOUTH
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 27 | 120,724 |
| Average years experience in public schools | 17.4 | 11.8 |
| Average years experience in district | 14.6 | 10.5 |
| Teachers in district for 4 or more years | 93% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 12:1 |
| Administrators | 148:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



Greenville Elementary School
2016-2017

Grade Span KG-02

25-2290-012
MONMOUTH
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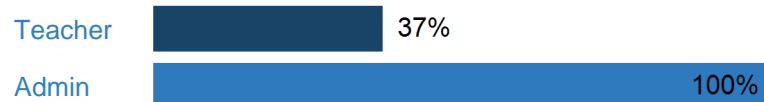
Teachers and Administrators - Level of Education

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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



**Greenville Elementary School
2016-2017**

Grade Span KG-02




25-2290-012
MONMOUTH
HOWELL TWP
210 RAMTOWN GREENVILLE ROAD
HOWELL, NJ 07731

School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Coco | Email Address: | lcoco@howell.k12.nj.us |
| Address: | 210 RAMTOWN GREENVILLE ROAD HOWELL, NJ 07731 | Website: | http://www.howell.k12.nj.us/greenville/greenville_home.aspx |
| Phone: | (732)202-1745 | Twitter: | https://twitter.com/HowellTwpGrnvl |

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| | |
|---|--|
|  Highlights: | <ul style="list-style-type: none"> • 2017 Certified Future Ready School • Balanced literacy program/Fundations, Reader's & Writer's workshop, enVision 2.0, NGSS • Very active and collaborative PTO |
|  Mission, Vision, Theme: | The Greenville School community is dedicated to fostering a life-long love of learning for our children in a child-focused environment. Our goal is to create independent thinkers and social problem-solvers who are respectful of themselves and others. |
|  Awards, Recognition, Accomplishments: | At the primary grade level students can be recognized on the Gator Shine wall, individual class achievements such as Around the World for math facts, Bucket Fillers guidance department program, annual Reading Incentive program organized by the PTO, and summer reading packet celebrations. Greenville School is certified as a Future Ready School, www.FRS-NJ.org . Greenville School also received an award from Scholastic Books in recognition for the number of minutes read by students. |






**Greenville Elementary School
2016-2017**

Grade Span KG-02

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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Prior to the implementation of our current balanced literacy program, staff and students were introduced to components of Reader's Workshop. In preparation for this implementation, a book room housing close to 3,000 books was created through the support of the PTO and fundraisers. Our differentiated math program is enVision 2.0.</p> |
|  <p>Clubs and Activities:</p> | <p>Friday Fun grade level enrichment clubs appeal to the multi-sensory and personalized learning needs of all students. Special area teachers, guidance, and the CST department create themed, student choice activities. During lunches, students can choose to participate in STEAM clubs.</p> |
|  <p>Before and After School Programs:</p> | <p>Students who wish to continue their learning opportunities outside of the school day can participate in PTO sponsored after school activities such as Mad Science, Engineering class, and/or Sing 'n' Swing.</p> |







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2016-2017**

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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>Throughout the year, designated professional learning opportunities are scheduled at the building and district level. Staff are members of the School Improvement Panel, Data Team, Professional Learning Communities and Networks, and the district Learning Design Team. Personalized learning opportunities are imbedded in these areas.</p> |
|  <p>Student Supports and Services:</p> | <p>There are services within the school and district that provide support for student academic, social, and emotional needs. These include ESL, students with disabilities, RTI (response to intervention), counseling, ASI (academic support instruction), I & RS (intervention and referral services) Please see district website for more detail under the Parent, Administration, and Curriculum tabs.</p> |
|  <p>Student Health and Wellness:</p> | <p>The integrated science and health curriculum promotes health and wellness. A breakfast program is available each morning for students. During the year assemblies, guidance department programs, mandated weeks such as Red Ribbon teach students the importance of health and fitness. Our PTO sponsored Fun Run was the biggest school event of the year.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Greenville School has a very active PTO. Parents, staff, and the community work with one another throughout the year. School Messenger is the communication system used. The PTO website lists meetings, upcoming events, assemblies, meeting minutes, fundraisers, and committees. The PTO funded the second phase of the new playground equipment. Highlights were the Veteran's Day Celebration and Family STEAM/Literacy Night.</p> |



Greenville Elementary School
2016-2017

Grade Span KG-02

25-2290-012
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Facilities:

Greenville School opened in September 2003. In 2015, Greenville became the K-2 building it is today. The playground was expanded at this time. A reading room was created where classes can work with others, class presentations to parents take place, and the book fairs are held. It is a cozy nook for students to fall in love with books.




Howell Township Memorial Elementary School
2016-2017
Grade Span 03-05

25-2290-045
MONMOUTH
HOWELL TWP
485 ADELPHIA ROAD
FREEHOLD, NJ 07728

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Howell Township Memorial Elementary School
2016-2017
Grade Span 03-05

25-2290-045
MONMOUTH
HOWELL TWP
485 ADELPHIA ROAD
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Howell Township Memorial Elementary School
2016-2017
Grade Span 03-05

25-2290-045
MONMOUTH
HOWELL TWP
485 ADELPHIA ROAD
FREEHOLD, NJ 07728

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 3 | 0 | 117 | 97 |
| 4 | 0 | 80 | 110 |
| 5 | 0 | 90 | 78 |
| Ungraded | 19 | 47 | 44 |
| Total | 629 | 334 | 329 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 48% | 47% | 44% |
| Male | 52% | 53% | 56% |
| Economically Disadvantaged Students | 12% | 17% | 18% |
| Students with Disabilities | 18% | 27% | 28% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 70.5% |
| Hispanic | 10.9% |
| Asian | 9.7% |
| Black or African American | 6.4% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 2.4% |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 92.4% |
| Spanish | 2.7% |
| Russian | 1.2% |
| Other | 3.6% |



Howell Township Memorial Elementary School
2016-2017
Grade Span 03-05

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 FREEHOLD, NJ 07728

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 | 294 | 98.3 | 66.30 | 69.20 | 54.90 | 66.3 | 51.2 | Met Target |
| White | 203 | 98.5 | 69.50 | 70.70 | 63.90 | 69.5 | 53.5 | Met Target |
| Hispanic | 35 | 97.2 | 45.80 | 57.90 | 39.80 | 45.8 | 43.3 | Met Target |
| Black or African American | 17 | 100.0 | 58.80 | 60.60 | 35.20 | 58.8 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 31 | 100.0 | 77.40 | 82.70 | 80.70 | 77.4 | 63 | Met Target |
| American Indian or Alaska Native | * | * | * | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 131 | 97.0 | 68.70 | 75.60 | 62.20 | 68.7 | | |
| Male | 163 | 99.4 | 64.40 | 62.90 | 48.10 | 64.4 | | |
| Economically Disadvantaged Students | 49 | 98.0 | 44.90 | 43.50 | 36.20 | 44.9 | 24.4 | Met Target |
| Non-Economically Disadvantaged Students | 245 | 98.4 | 70.60 | 73.70 | 65.80 | 70.6 | | |
| Students with Disabilities | 64 | 98.5 | 31.30 | 29.40 | 20.50 | 31.3 | 24.8 | Met Target |
| Students without Disabilities | 230 | 98.3 | 76.10 | 79.20 | 61.90 | 76.1 | | |
| English Learners | 15 | 100.0 | 33.30 | * | 25.20 | 33.3 | ** | ** |
| Non-English Learners | 279 | 98.2 | 68.10 | * | 57.40 | 68.1 | | |
| Homeless Students | N | N | N | 41.20 | 26.40 | N | | |
| Students In Foster Care | N | N | N | 16.70 | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | 50.00 | 23.00 | N | | |

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

† Target was met within a confidence interval.



Howell Township Memorial Elementary School
2016-2017

Grade Span 03-05

25-2290-045
MONMOUTH
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FREEHOLD, NJ 07728

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 | 101 | 761 | 762 | 749 | * | 10% | 15% | 62% | * | 69% | 50% |
| White | 71 | 765 | 765 | 759 | * | * | * | 66% | * | 75% | 61% |
| Hispanic | 13 | 741 | * | 734 | * | * | * | * | * | 31% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 41 | 761 | 766 | 754 | * | * | * | 61% | * | 68% | 55% |
| Male | 60 | 761 | 759 | 745 | * | * | * | 63% | * | 70% | 46% |
| Economically Disadvantaged Students | 16 | 743 | 737 | 731 | * | * | * | * | * | 44% | 31% |
| Non-Economically Disadvantaged Students | 85 | 765 | 768 | 762 | * | * | * | * | * | 74% | 63% |
| Students with Disabilities | 24 | 741 | 737 | 720 | * | * | * | 50% | * | 50% | 24% |
| Students without Disabilities | 77 | 767 | 768 | 755 | * | * | * | 66% | * | 75% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 108 | 753 | 761 | 753 | * | 17% | 15% | 52% | * | 62% | 56% |
| White | 74 | 757 | 763 | 762 | * | 14% | 19% | 53% | * | 65% | 67% |
| Hispanic | 12 | 735 | 746 | 740 | * | * | * | * | 0% | 50% | 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 | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 49 | 759 | 765 | 758 | * | * | * | 57% | * | 69% | 61% |
| Male | 59 | 748 | 757 | 749 | * | * | * | 48% | * | 56% | 51% |
| Economically Disadvantaged Students | 21 | 735 | 741 | 737 | * | * | * | * | * | 48% | 36% |
| Non-Economically Disadvantaged Students | 87 | 758 | 765 | 764 | * | * | * | * | * | 66% | 69% |
| Students with Disabilities | 22 | 725 | 736 | 725 | * | * | * | * | * | 27% | 25% |
| Students without Disabilities | 86 | 760 | 768 | 759 | * | * | * | * | * | 71% | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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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 | 81 | 759 | 765 | 756 | * | * | 16% | 64% | * | 70% | 59% |
| White | 54 | 758 | 765 | 763 | * | * | * | 67% | * | 72% | 69% |
| Hispanic | 10 | 751 | * | 743 | * | 0% | * | * | 0% | 60% | 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 | 41 | 757 | 769 | 761 | * | * | * | 61% | * | 68% | 66% |
| Male | 40 | 760 | 760 | 750 | * | * | * | 68% | * | 73% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 71% |
| Students with Disabilities | 14 | 716 | 730 | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 67 | 768 | 772 | 762 | * | * | * | * | * | * | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |

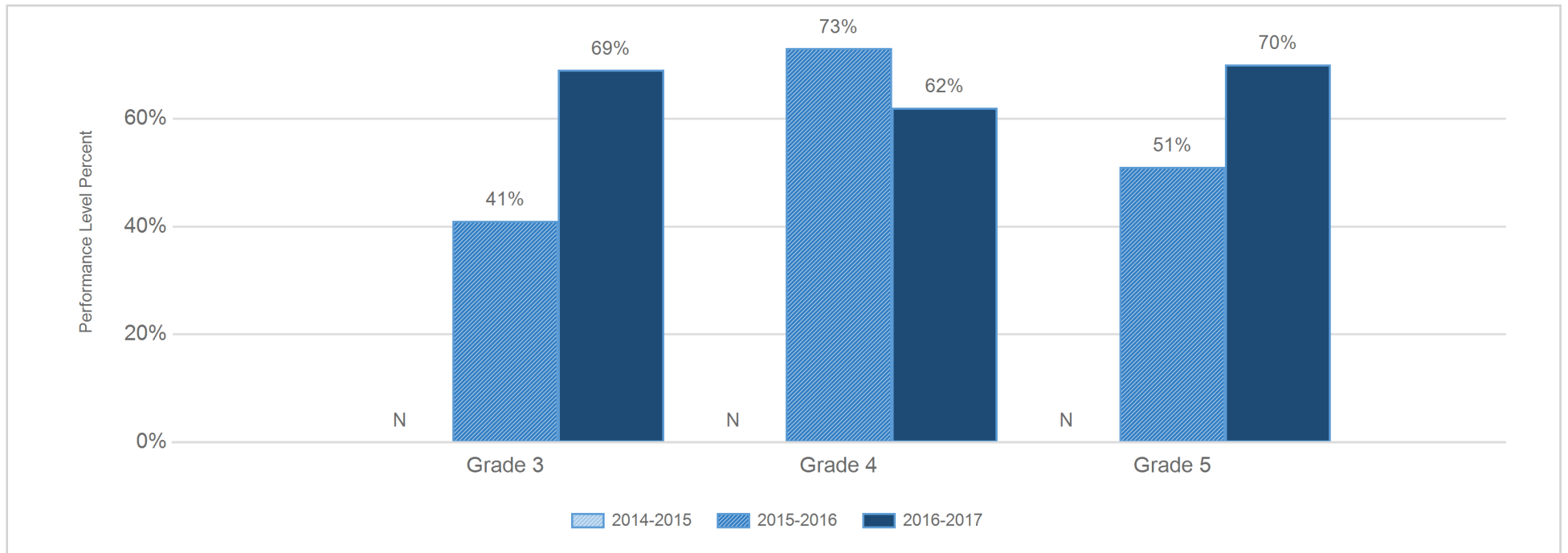


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - 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 | 295 | 98.7 | 56.90 | 56.40 | 43.50 | 56.9 | 44.2 | Met Target |
| White | 204 | 99.0 | 55.90 | 58.30 | 52.40 | 55.9 | 42.2 | Met Target |
| Hispanic | 35 | 97.2 | 40.00 | 39.50 | 27.60 | 40 | 38.5 | Met Target |
| Black or African American | 17 | 100.0 | 64.70 | 40.40 | 21.70 | 64.7 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 31 | 100.0 | 83.90 | 78.40 | 75.60 | 83.9 | 76.1 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 132 | 97.8 | 58.30 | 56.10 | 44.10 | 58.3 | | |
| Male | 163 | 99.4 | 55.80 | 56.50 | 42.90 | 55.8 | | |
| Economically Disadvantaged Students | 49 | 98.0 | 34.70 | 29.20 | 25.10 | 34.7 | 24.4 | Met Target |
| Non-Economically Disadvantaged Students | 246 | 98.8 | 61.40 | 61.10 | 54.30 | 61.4 | | |
| Students with Disabilities | 64 | 98.5 | 23.40 | * | 16.50 | 23.4 | 19.6 | Met Target |
| Students without Disabilities | 231 | 98.7 | 66.20 | * | 48.80 | 66.2 | | |
| English Learners | 15 | 100.0 | 40.00 | 19.70 | 23.30 | 40 | ** | ** |
| Non-English Learners | 280 | 98.6 | 57.90 | 57.10 | 45.20 | 57.9 | | |
| Homeless Students | N | N | N | 29.40 | 16.40 | N | | |
| Students In Foster Care | N | N | N | 16.70 | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | 50.00 | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 102 | 759 | 761 | 751 | * | * | 23% | 39% | 20% | 59% | 53% |
| White | 72 | 759 | 763 | 759 | * | * | 21% | 43% | 17% | 60% | 63% |
| Hispanic | 13 | 739 | * | 738 | 0% | * | * | * | * | 23% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 42 | 751 | 760 | 751 | * | * | * | 43% | * | 52% | 52% |
| Male | 60 | 765 | 763 | 751 | * | * | * | 37% | * | 63% | 53% |
| Economically Disadvantaged Students | 16 | 740 | 740 | 736 | * | * | * | * | * | 38% | 34% |
| Non-Economically Disadvantaged Students | 86 | 762 | 766 | 761 | * | * | * | * | * | 63% | 65% |
| Students with Disabilities | 24 | 737 | 743 | 729 | * | * | * | * | * | 38% | 29% |
| Students without Disabilities | 78 | 766 | 765 | 755 | * | * | * | * | * | 65% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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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 | 108 | 750 | 757 | 747 | * | * | 32% | 47% | * | 52% | 47% |
| White | 74 | 752 | 760 | 755 | * | * | 35% | 46% | * | 50% | 59% |
| Hispanic | 12 | 732 | 742 | 734 | * | 0% | * | * | * | 42% | 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 | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 49 | 753 | 757 | 747 | * | * | 25% | 55% | * | 61% | 47% |
| Male | 59 | 748 | 757 | 747 | * | * | 37% | 41% | * | 44% | 48% |
| Economically Disadvantaged Students | 21 | 734 | 737 | 732 | * | * | * | * | * | 29% | 27% |
| Non-Economically Disadvantaged Students | 87 | 754 | 761 | 757 | * | * | * | * | * | 58% | 61% |
| Students with Disabilities | 22 | 723 | 737 | 724 | * | * | * | * | * | 14% | 22% |
| Students without Disabilities | 86 | 757 | 763 | 751 | * | * | * | * | * | 62% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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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 | 81 | 757 | 757 | 747 | * | * | 24% | 48% | 14% | 62% | 46% |
| White | 54 | 755 | 758 | 754 | * | * | 24% | 48% | * | 59% | 57% |
| Hispanic | 10 | 752 | * | 735 | 0% | * | * | * | 0% | 60% | 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 | 41 | 757 | 755 | 747 | * | * | * | 46% | * | 61% | 47% |
| Male | 40 | 757 | 759 | 746 | * | * | * | 50% | * | 63% | 46% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 756 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 14 | 716 | 731 | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 67 | 765 | 763 | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

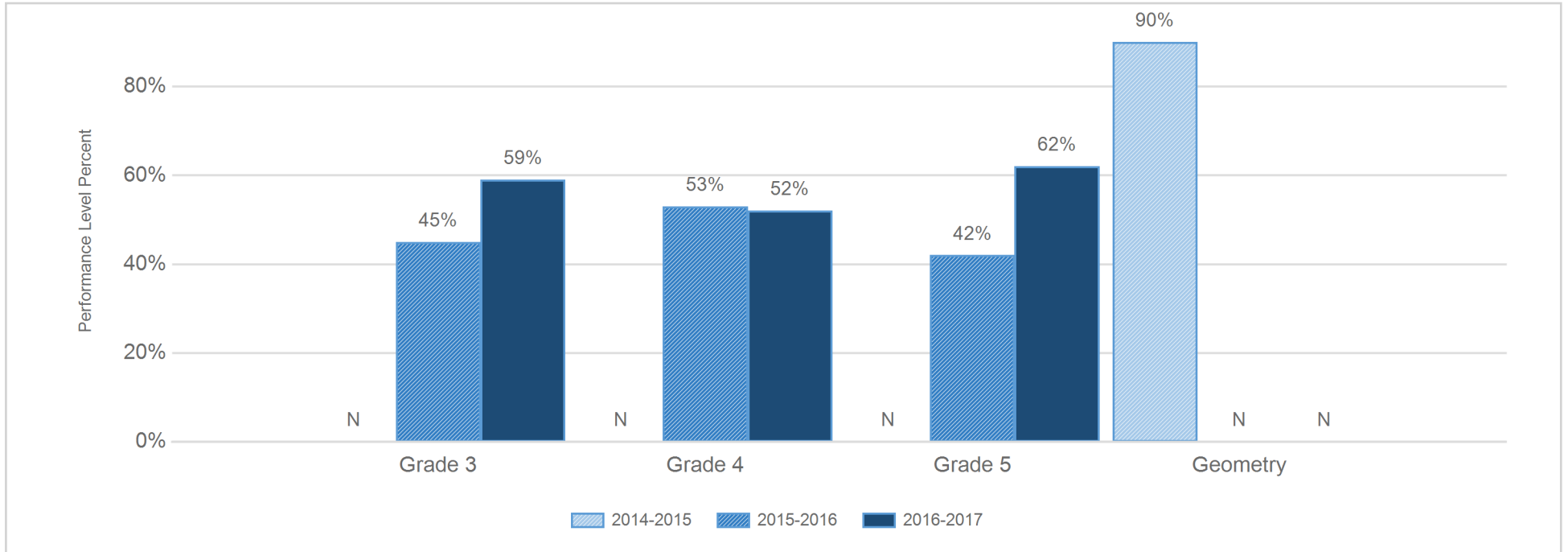


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Mathematics Assessment – Performance Trends

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



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

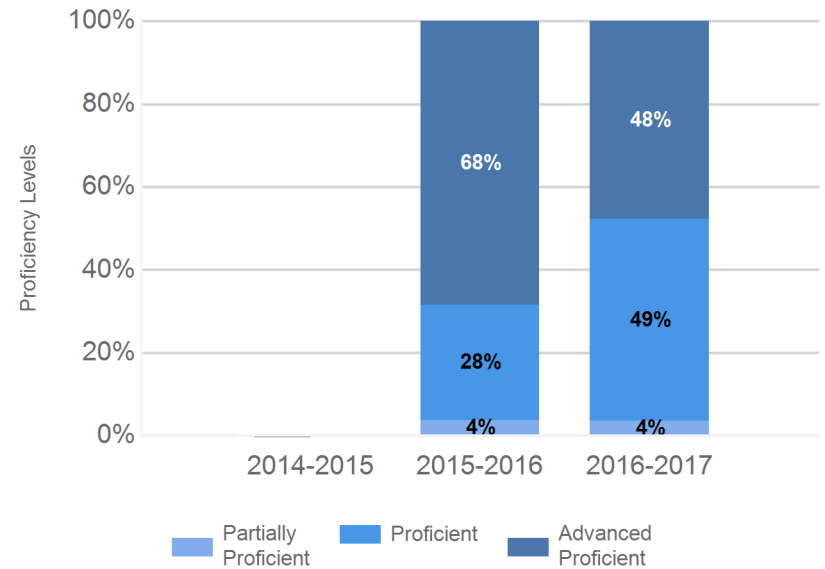
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 48% | 49% | 4% |
| White | 51% | 46% | 4% |
| Hispanic | 42% | 58% | N |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | 55% | 36% | 9% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | N |
| Economically Disadvantaged Students | 41% | 59% | N |
| Students with Disabilities | 36% | 55% | 9% |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 54 | 57 | 50 | Met Target | 71 | 59 | 50 | Exceeds Target |
| White | 55 | 58 | 50 | Met Target | 72 | 59 | 52 | Exceeds Target |
| Hispanic | 46 | 53 | 49 | Met Target | 58 | 55.5 | 47 | Met Target |
| Black or African American | * | 52 | 45 | ** | * | 53.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 62 | 58 | 60 | ** | 55 | 61 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 43.5 | 52 | 47 | Met Target | 51 | 55 | 46 | Met Target |
| Students with Disabilities | 38 | 49.5 | 41 | Not Met | 44 | 52 | 43 | Met Target |
| English Learners | * | 60 | 53 | ** | * | 64 | 51 | ** |

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



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

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

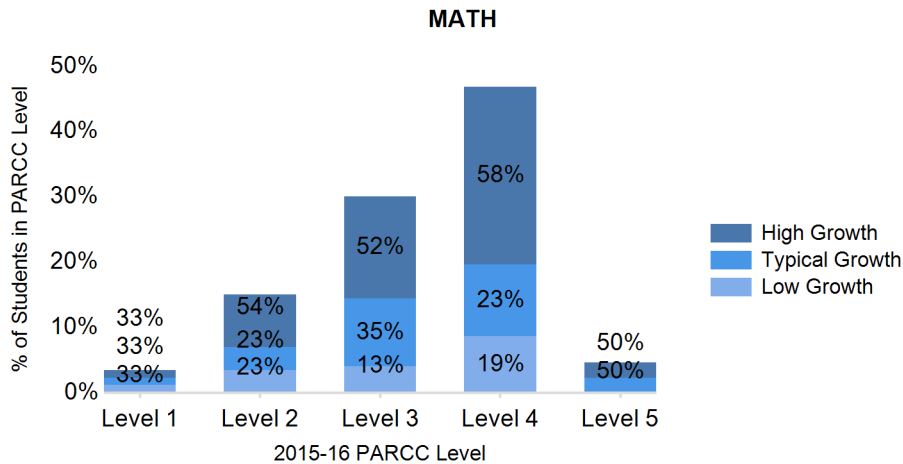
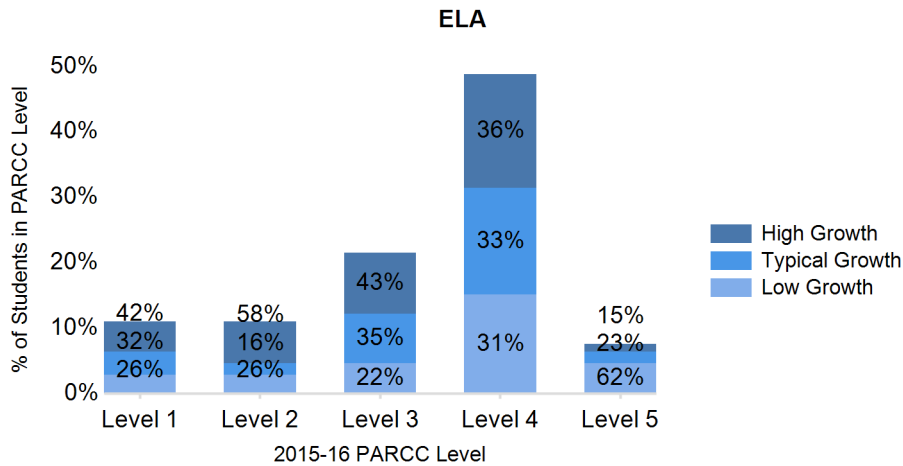
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

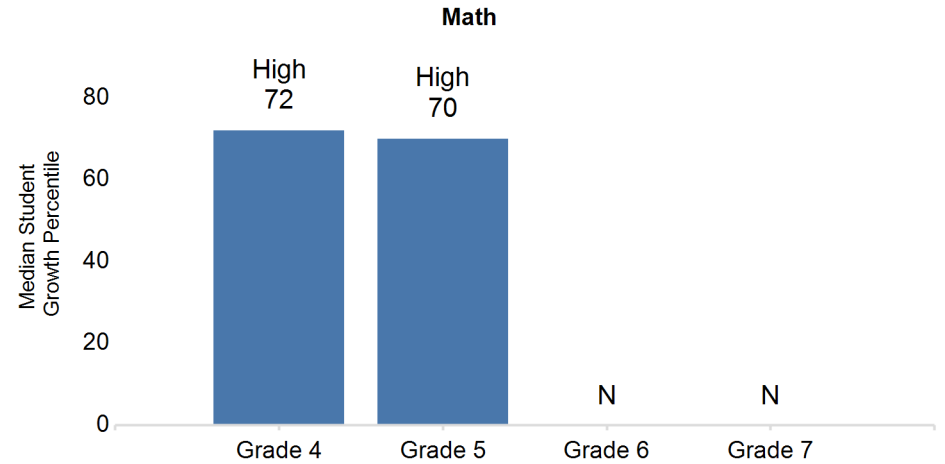
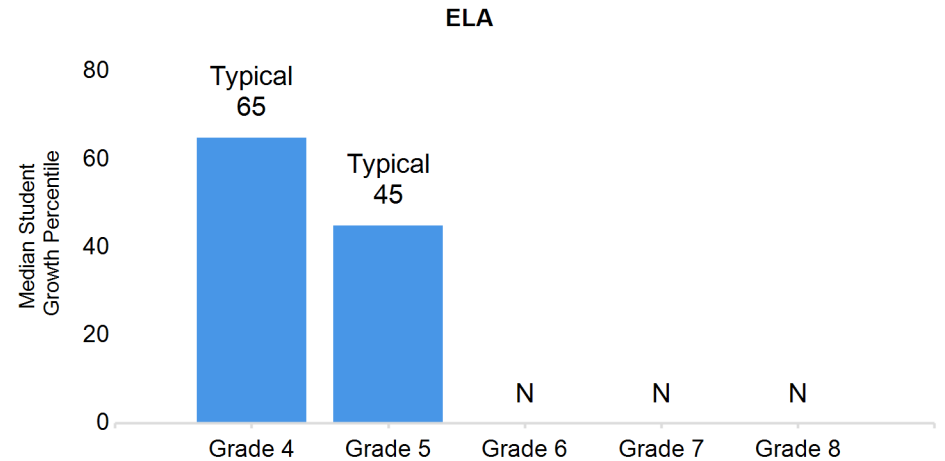
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

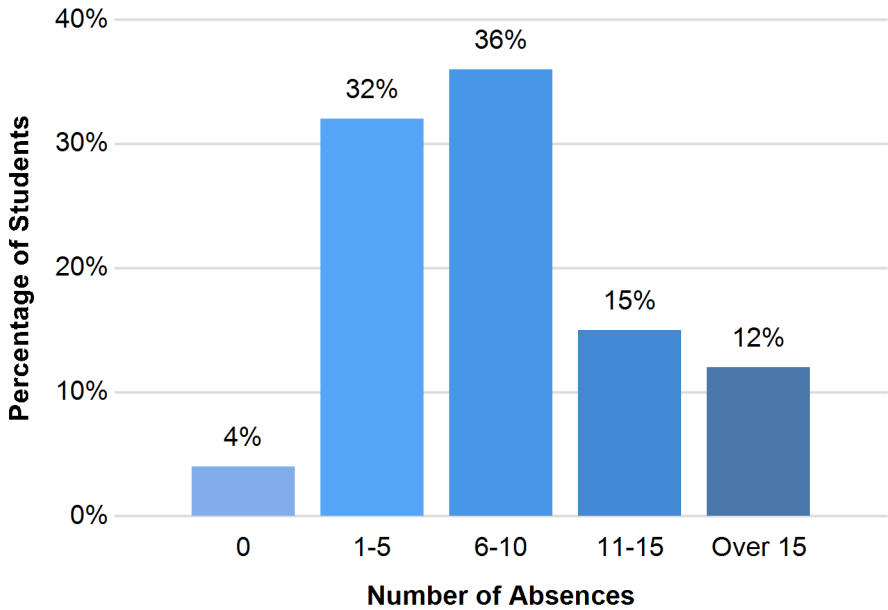
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 8.60 | 7.00 | Not Met |
| White | 10.00 | 7.00 | Not Met |
| Hispanic | 5.70 | 7.00 | Met Target |
| Black or African American | 5.00 | 7.00 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 6.30 | 7.00 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 22.40 | 7.00 | Not Met |
| Students with Disabilities | 15.60 | 7.00 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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



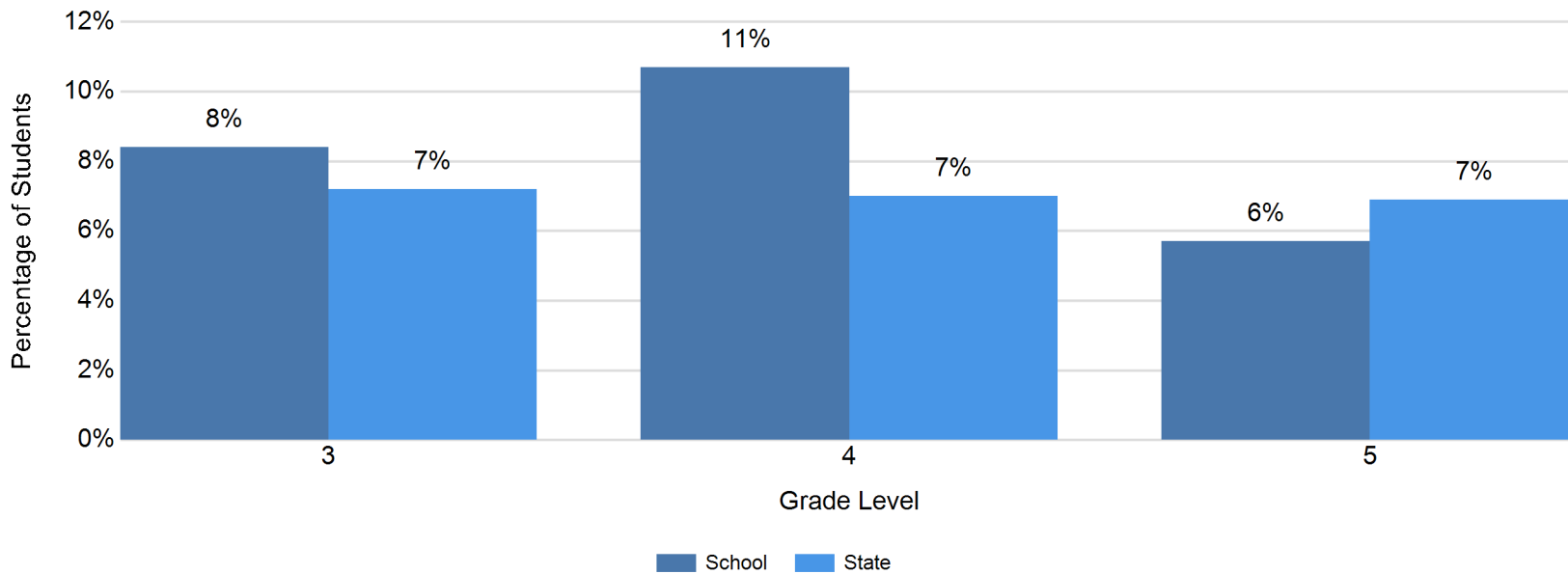


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|----------------|
| Typical Start Time | 8:05AM |
| Typical End Time | 2:35PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 3 |
| Total Unique Incidents | 3 |
| Incidents Per 100 Students Enrolled | 0.91 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 0.3% |
| Any Suspension | 0.3% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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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 | 1.0:1 | 167.8 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 39 | 120,724 |
| Average years experience in public schools | 12.0 | 11.8 |
| Average years experience in district | 11.5 | 10.5 |
| Teachers in district for 4 or more years | 87% | 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 | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 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 | 8:1 | 12:1 |
| Administrators | 165:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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Teachers: All classroom teachers

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

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

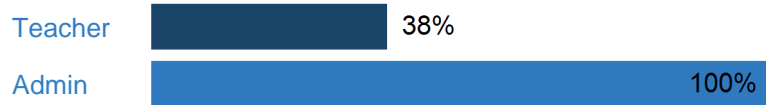
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 60.9 | 17.5% |
| Mathematics Proficiency | 61.2 | 17.5% |
| English Language Arts Growth | 52.2 | 25.0% |
| Mathematics Growth | 90.3 | 25.0% |
| Chronic Absenteeism | 29.6 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 61.4 |
| Summative Rating: Percentile rank of Summative Score | | 68.6 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 61.4 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Exceeds Target | No |
| White | 61.7 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Exceeds Target | No |
| Hispanic | 63.3 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| Black or African American | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | Met Target | Met Goal | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 51.4 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 51.8 | 11.9 | No | Met Target | Met Target | Not Met | Not Met | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Ms. Keelen | Email Address: | akeelen@howell.k12.nj.us |
| Address: | 485 ADELPHIA ROAD FREEHOLD, NJ 07728 | Website: | http://www.howell.k12.nj.us/mms/mms_home.aspx |
| Phone: | (732)919-1085 | Twitter: | https://twitter.com/HowellMemorial |

School Narrative

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

| | |
|---|--|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • Memorial Elementary has been awarded certification as Future Ready School by the New Jersey Department of Education. • Our school was awarded \$10,000 from Ocean First Bank for STEM Innovation Stations Classroom and Think Tank. • Memorial Elementary was recognized by the NJ Agricultural Society for our School Garden Program. |
|  <p>Mission, Vision, Theme:</p> | <p>We believe that success is built upon the hopes and dreams of our students. Our highly qualified teachers personalize instruction based on best practices and current research about curriculum, instruction, technology, and assessment. As a vibrant school community, we are a united team of educators that constantly strives to provide a superior education for each and every child.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>New Jersey Department of Education: Future Ready Certification; Recipient of New Jersey Agricultural Society Gardening Grant; Awarded \$10,000 Grant from Ocean First Bank for our STEM Innovation Stations Classroom and Bulldog Think Tank; Featured in Classroom Close Up Television Program highlighting our STEM Innovation Stations and Inclusive Practices.</p> |







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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Memorial Elementary offers an impressive array of programs for learners of all ability levels. Students utilize 1:1 laptops in all subject areas, as teachers deliver a digitally, rich curriculum. Enrichment Cluster Groups enable staff to challenge students and engage them in meaningful learning activities. Special education services and programs are provided for students in grades 3-5 in an inclusive setting.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>Our 5th graders have the opportunity to play basketball and compete against other 5th grade teams in our district.</p> |
|  <p>Clubs and Activities:</p> | <p>Our P.A.W.S. Program provides an inclusive environment for students to learn about one another while they engage in fun, structured activities. Our 3rd and 4th graders participate in grade level projects that focus on positive behaviors. Our 5th graders have the opportunity to select from a variety of clubs: coding, music, art, fitness, hip-hop, Legos, chess, cooking, etc. After-school clubs, Newspaper and Student Council, are sponsored through PAL.</p> |
|  <p>Before and After School Programs:</p> | <p>Our district provides Before and After Care for students through the Police Athletic League (PAL). This Before and After Care program is housed at our "sister school", Griebing School, and students are bused to and from the program daily. Additionally, PAL offers after school clubs for our 5th grade students: Student Council and Newspaper. These clubs provide students with the opportunity to work on community service activities and practice writing skills.</p> |







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School Narrative

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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>Professional Learning Networks are a strong focus at Memorial Elementary School. Our SCIP, School Improvement Panel, meets monthly to review data, analyze progress, address professional learning needs, and plan professional learning programs. Our staff enhances their understanding of successful teaching practices by actively participating in meetings that target cutting edge instructional methods and strategies.</p> |
|  <p>Student Supports and Services:</p> | <p>Every student is unique and may need additional supports to be successful. Special programs are tailored to each child's unique needs. Enrichment Cluster Groups challenge learners that benefit from enrichment. A variety of special education programs are supported through our Child Study Team. Our Guidance Program supports an inclusive environment that encourages positive behaviors through our PAWS Program. RTI is used to assist students that may require additional help in the classroom.</p> |
|  <p>Student Health and Wellness:</p> | <p>At Memorial School, we provide a Breakfast and Lunch program that is available to all students. Healthy food choices are provided daily to students through our cafeteria. We recognize the importance of providing opportunities for children to be active throughout the day. Daily recess periods are a part of every child's schedule. Additionally, our students participate in Physical Education classes twice a week.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Through the dedicated efforts of parents, teachers, and administrators working together, a collaborative bond has been established between home and school. At Memorial Elementary School, a very active and supportive PTA works closely with the staff and administration to underwrite a wide variety of family oriented activities, cultural arts programs, and special events for the students.</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.



Facilities:

We are proud of our school and take great pride in our unique learning facility. Our Bulldog Café is a special area for students to meet with one another and enjoy lunch and social groups in a small group atmosphere. Our Life Skills classroom enables students to learn cooking and daily living skills. Our school garden is an active, outdoor laboratory where environmental science comes to life. Our STEM Innovative Stations/Think Tank has received recognition for excellence across the state.



Howell Township Middle School North

2016-2017

Grade Span 06-08

25-2290-025

MONMOUTH

HOWELL TWP


501 SQUANKUM YELLOWBROOK ROAD

FARMINGDALE, NJ 07727

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|--------------|------------|-------------|-------------|
| 6 | 256 | 377 | 341 |
| 7 | 262 | 417 | 382 |
| 8 | 274 | 356 | 405 |
| Ungraded | 6 | 22 | 24 |
| Total | 798 | 1172 | 1152 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 49% | 50% | 52% |
| Male | 52% | 50% | 48% |
| Economically Disadvantaged Students | 22% | 17% | 20% |
| Students with Disabilities | 18% | 18% | 20% |
| English Learners | 3% | 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 | 75.1% |
| Hispanic | 12.2% |
| Asian | 6.4% |
| Black or African American | 4.9% |
| Native Hawaiian or Pacific Islander | 0.3% |
| American Indian or Alaska Native | 0.1% |
| <i>Two or More Races</i> | 1.0% |

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 | 92.0% |
| Spanish | 4.2% |
| <i>Other</i> | 4.0% |



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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 | 1074 | 95.4 | 68.60 | 69.20 | 54.90 | 68.6 | 61.5 | Met Target |
| White | 819 | 94.8 | 69.50 | 70.70 | 63.90 | 69.4 | 62.1 | Met Target |
| Hispanic | 123 | 97.8 | 57.70 | 57.90 | 39.80 | 57.7 | 47.6 | Met Target |
| Black or African American | 50 | 93.1 | 60.00 | 60.60 | 35.20 | 58.5 | 52.4 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 76 | 100.0 | 81.60 | 82.70 | 80.70 | 81.6 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 551 | 95.1 | 77.70 | 75.60 | 62.20 | 77.7 | | |
| Male | 523 | 95.8 | 58.90 | 62.90 | 48.10 | 58.9 | | |
| Economically Disadvantaged Students | 164 | 94.2 | 43.20 | 43.50 | 36.20 | 42.7 | 42.2 | Met Target |
| Non-Economically Disadvantaged Students | 910 | 95.6 | 73.10 | 73.70 | 65.80 | 73.1 | | |
| Students with Disabilities | 219 | 91.5 | 24.20 | 29.40 | 20.50 | 23.3 | 17.7 | Met Target |
| Students without Disabilities | 855 | 96.4 | 79.90 | 79.20 | 61.90 | 79.9 | | |
| English Learners | 21 | 100.0 | 33.30 | * | 25.20 | 33.3 | N | N |
| Non-English Learners | 1053 | 95.3 | 69.30 | * | 57.40 | 69.3 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | 16.70 | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 344 | 758 | 760 | 752 | 4% | 11% | 24% | 45% | 17% | 62% | 54% |
| White | 252 | 759 | 761 | 758 | * | * | 25% | 46% | 19% | 65% | 63% |
| Hispanic | 44 | 739 | 748 | 740 | * | 32% | 23% | 34% | * | 39% | 38% |
| Black or African American | 15 | 748 | * | 736 | * | * | * | * | * | 47% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 778 | * | 776 | * | 0% | * | 50% | * | 85% | 81% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 184 | 763 | 765 | 758 | * | * | 23% | 46% | * | 67% | 61% |
| Male | 160 | 752 | 755 | 746 | * | * | 24% | 43% | * | 57% | 46% |
| Economically Disadvantaged Students | 65 | 738 | 742 | 737 | * | * | 31% | 26% | * | 32% | 34% |
| Non-Economically Disadvantaged Students | 279 | 762 | 763 | 761 | * | * | 22% | 49% | * | 69% | 65% |
| Students with Disabilities | 75 | 732 | 731 | 722 | * | * | 36% | 21% | * | 25% | 17% |
| Students without Disabilities | 269 | 765 | 767 | 758 | * | * | 20% | 51% | * | 73% | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 364 | 767 | 768 | 756 | 3% | 8% | 20% | 39% | 31% | 70% | 59% |
| White | 276 | 770 | 770 | 764 | * | * | 20% | 40% | 32% | 72% | 69% |
| Hispanic | 46 | 753 | 753 | 742 | * | * | * | 37% | * | 57% | 44% |
| Black or African American | 19 | 755 | * | 737 | * | * | * | * | * | 53% | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 782 | * | 784 | * | 0% | * | * | 52% | 91% | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 181 | 778 | 778 | 764 | * | * | 16% | 40% | 40% | 80% | 68% |
| Male | 183 | 757 | 758 | 749 | * | * | 24% | 38% | 21% | 59% | 51% |
| Economically Disadvantaged Students | 51 | 743 | 742 | 739 | * | * | 26% | 31% | * | 43% | 40% |
| Non-Economically Disadvantaged Students | 313 | 771 | 771 | 766 | * | * | 19% | 40% | * | 74% | 70% |
| Students with Disabilities | 72 | 731 | 732 | 719 | * | * | 39% | 21% | * | 22% | 19% |
| Students without Disabilities | 292 | 776 | 776 | 763 | * | * | 15% | 44% | * | 81% | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 402 | 768 | 768 | 757 | 4% | 7% | 17% | 46% | 26% | 72% | 59% |
| White | 308 | 768 | 769 | 764 | 5% | 7% | 17% | 45% | 27% | 71% | 68% |
| Hispanic | 44 | 761 | 761 | 742 | 0% | * | * | 59% | * | 71% | 44% |
| Black or African American | 20 | 766 | 762 | 738 | * | * | * | 55% | * | 65% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 28 | 785 | * | 786 | * | * | * | 36% | 46% | 82% | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 212 | 779 | 778 | 766 | * | * | 11% | 46% | 37% | 83% | 68% |
| Male | 190 | 756 | 758 | 749 | * | * | 24% | 46% | 13% | 60% | 50% |
| Economically Disadvantaged Students | 51 | 757 | 755 | 739 | 0% | * | 33% | 49% | * | 59% | 40% |
| Non-Economically Disadvantaged Students | 351 | 770 | 770 | 766 | 5% | * | 15% | 46% | * | 74% | 69% |
| Students with Disabilities | 67 | 730 | 733 | 718 | * | * | 37% | 25% | 0% | 25% | 18% |
| Students without Disabilities | 335 | 776 | 776 | 764 | * | * | 13% | 50% | 31% | 81% | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

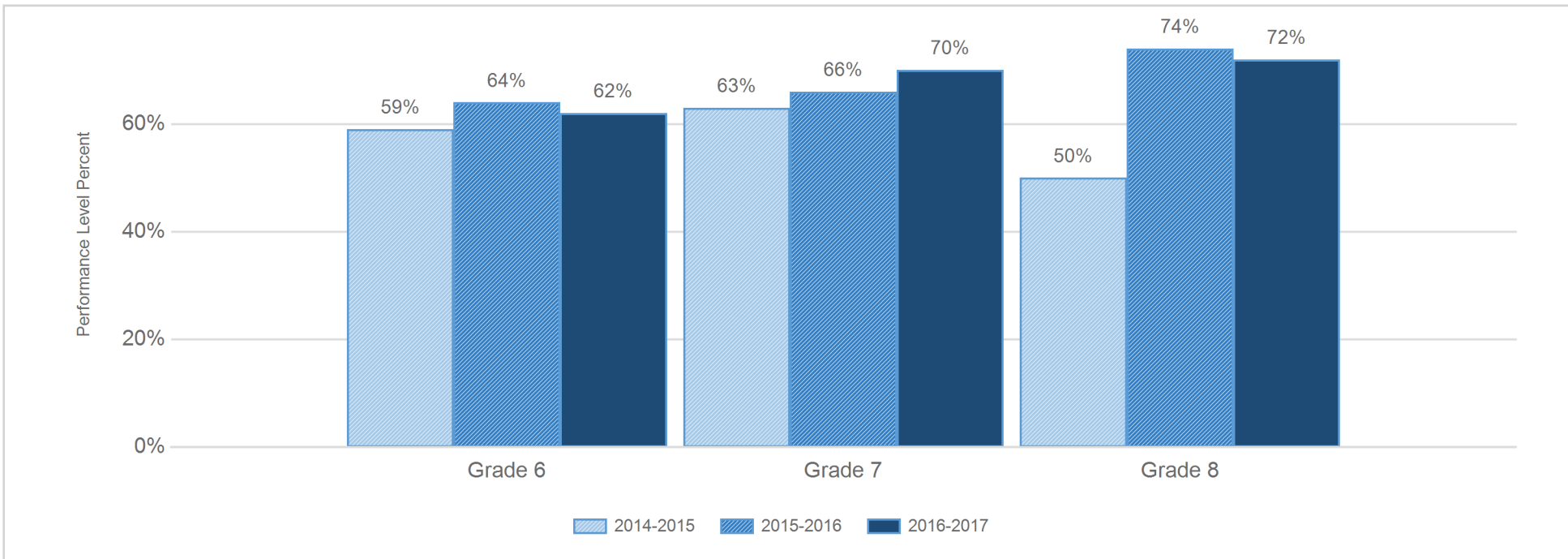


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English Language Arts/Literacy Assessment - Performance Trends

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 | 1077 | 95.7 | 49.10 | 56.40 | 43.50 | 49.1 | 45.7 | Met Target |
| White | 822 | 95.1 | 50.60 | 58.30 | 52.40 | 50.6 | 46.8 | Met Target |
| Hispanic | 123 | 97.9 | 32.50 | 39.50 | 27.60 | 32.5 | 28.8 | Met Target |
| Black or African American | 51 | 94.8 | 35.30 | 40.40 | 21.70 | 35.1 | 33.1 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 75 | 100.0 | 70.70 | 78.40 | 75.60 | 70.7 | 67.8 | Met Target |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 552 | 95.1 | 50.90 | 56.10 | 44.10 | 50.9 | | |
| Male | 525 | 96.3 | 47.20 | 56.50 | 42.90 | 47.2 | | |
| Economically Disadvantaged Students | 163 | 94.3 | 19.70 | 29.20 | 25.10 | 19.3 | 21.7 | Met Target† |
| Non-Economically Disadvantaged Students | 914 | 96.0 | 54.40 | 61.10 | 54.30 | 54.4 | | |
| Students with Disabilities | 218 | 91.5 | * | * | 16.50 | * | 10.6 | Met Target† |
| Students without Disabilities | 859 | 96.8 | * | * | 48.80 | * | | |
| English Learners | 21 | 100.0 | 14.30 | 19.70 | 23.30 | 14.3 | N | N |
| Non-English Learners | 1056 | 95.6 | 49.80 | 57.10 | 45.20 | 49.8 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | 16.70 | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | * | * | * | * | 18.20 | * | | |

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Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 346 | 746 | 749 | 743 | 7% | 18% | 31% | 37% | 8% | 45% | 44% |
| White | 252 | 748 | 750 | 751 | 6% | 14% | 31% | 40% | 8% | 48% | 54% |
| Hispanic | 46 | 725 | 735 | 731 | * | 37% | 30% | * | 0% | 17% | 27% |
| Black or African American | 15 | 739 | * | 724 | 0% | * | * | * | * | 27% | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 768 | * | 771 | 0% | * | * | 50% | * | 77% | 77% |
| American Indian or Alaska Native | * | * | * | 744 | * | * | * | * | * | * | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 184 | 745 | 748 | 745 | 6% | 16% | 35% | 38% | 5% | 43% | 45% |
| Male | 162 | 747 | 750 | 742 | 7% | 19% | 26% | 36% | 12% | 48% | 43% |
| Economically Disadvantaged Students | 67 | 728 | 730 | 728 | * | 37% | 30% | 15% | * | 19% | 24% |
| Non-Economically Disadvantaged Students | 279 | 750 | 752 | 752 | * | 13% | 31% | 42% | * | 51% | 56% |
| Students with Disabilities | 76 | 721 | 722 | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 270 | 753 | 756 | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | * | * | * | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 328 | 742 | 744 | 741 | * | 17% | 40% | 38% | * | 39% | 40% |
| White | 243 | 743 | 746 | 748 | * | 14% | 44% | 39% | * | 40% | 49% |
| Hispanic | 46 | 735 | 734 | 730 | * | 22% | 33% | 33% | * | 35% | 23% |
| Black or African American | 19 | 731 | 732 | 726 | * | * | * | * | 0% | 21% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 757 | * | 764 | 0% | * | * | 56% | * | 67% | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 163 | 744 | 746 | 743 | * | 15% | 39% | 42% | * | 43% | 41% |
| Male | 165 | 740 | 742 | 740 | * | 19% | 41% | 33% | * | 36% | 38% |
| Economically Disadvantaged Students | 49 | 726 | 729 | 729 | * | 31% | 51% | * | * | 10% | 22% |
| Non-Economically Disadvantaged Students | 279 | 745 | 746 | 749 | * | 14% | 38% | * | * | 44% | 50% |
| Students with Disabilities | 72 | 719 | 722 | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | 256 | 748 | 750 | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 235 | 734 | 736 | 728 | 17% | 19% | 33% | 32% | 0% | 32% | 28% |
| White | 174 | 733 | 736 | 736 | 18% | 17% | 33% | 32% | 0% | 32% | 35% |
| Hispanic | 34 | 731 | 731 | 721 | * | * | 38% | * | 0% | 24% | 21% |
| Black or African American | 15 | 730 | 726 | 715 | * | * | * | * | 0% | 33% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 124 | 737 | 738 | 730 | 11% | 22% | 32% | 36% | 0% | 36% | 30% |
| Male | 111 | 730 | 733 | 725 | 23% | 15% | 34% | 27% | 0% | 27% | 26% |
| Economically Disadvantaged Students | 45 | 723 | 723 | 719 | 29% | 27% | 24% | * | * | 20% | 19% |
| Non-Economically Disadvantaged Students | 190 | 736 | 738 | 734 | 14% | 17% | 35% | * | * | 34% | 34% |
| Students with Disabilities | 63 | 712 | 716 | 705 | 41% | 25% | 22% | * | * | 11% | * |
| Students without Disabilities | 172 | 741 | 742 | 734 | 8% | 16% | 37% | * | * | 39% | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 710 | * | * | * | * | * | * | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 168 | 773 | 773 | 743 | * | * | 13% | 79% | 8% | 86% | 42% |
| White | 139 | 771 | 773 | 751 | 0% | * | 13% | 80% | * | 86% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 786 | * | 774 | 0% | 0% | * | 71% | * | 93% | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 86 | 773 | 772 | 744 | 0% | * | * | 81% | * | 88% | 43% |
| Male | 82 | 772 | 774 | 741 | 0% | * | * | 76% | * | 84% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | * | * | * | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | * | * | * | 747 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 168 | 773 | 773 | 745 | * | * | 13% | 79% | 8% | 86% | * |
| 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 42 | 776 | 778 | 734 | * | * | * | 74% | 24% | 98% | 30% |
| White | 31 | 773 | 776 | 740 | 0% | 0% | * | 84% | * | 97% | 38% |
| Hispanic | * | * | * | 722 | * | * | * | * | * | * | 14% |
| Black or African American | * | * | * | 719 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 758 | * | * | * | * | * | * | 65% |
| American Indian or Alaska Native | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Female | 23 | 779 | * | 735 | * | * | * | 61% | * | 96% | 31% |
| Male | 19 | 772 | * | 733 | * | * | * | 90% | * | 100% | 30% |
| Economically Disadvantaged Students | * | * | * | 721 | * | * | * | * | * | * | 13% |
| Non-Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Students with Disabilities | N | N | N | 711 | N | N | N | N | N | N | * |
| Students without Disabilities | 42 | 776 | 778 | 738 | * | * | * | 74% | 24% | 98% | * |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 42 | 776 | 778 | 735 | * | * | * | 74% | 24% | 98% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |

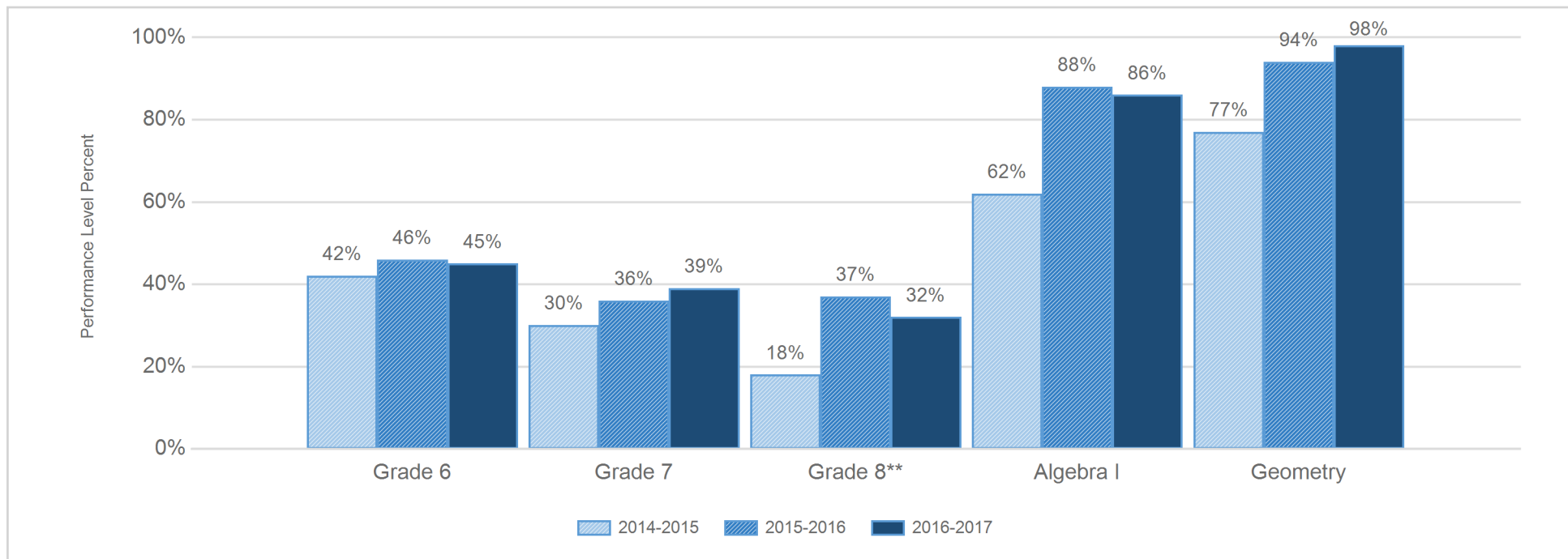


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 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.

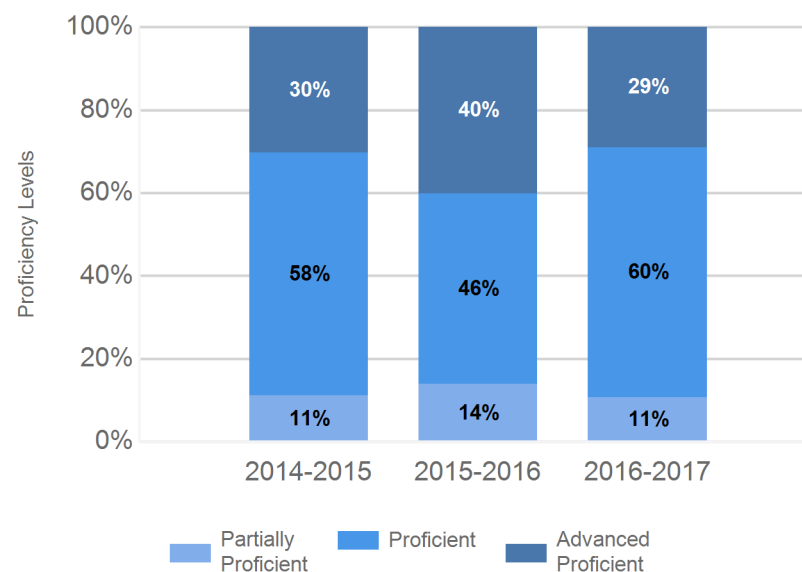
NJASK Science Assessment Performance: Grade 8

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 | 29% | 60% | 11% |
| White | 30% | 60% | 11% |
| Hispanic | 16% | 77% | 7% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 46% | 54% | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | 9% | 77% | 14% |
| Students with Disabilities | 7% | 59% | 34% |
| 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 | 59 | 57 | 50 | Met Target | 56 | 59 | 50 | Met Target |
| White | 60 | 58 | 50 | Exceeds Target | 56 | 59 | 52 | Met Target |
| Hispanic | 56 | 53 | 49 | Met Target | 49 | 55.5 | 47 | Met Target |
| Black or African American | 50 | 52 | 45 | Met Target | 54.5 | 53.5 | 43 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 64 | 58 | 60 | Exceeds Target | 57.5 | 61 | 59 | Met Target |
| American Indian or Alaska Native | * | * | 51 | ** | * | * | 51 | ** |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 59 | 52 | 47 | Met Target | 50 | 55 | 46 | Met Target |
| Students with Disabilities | 62 | 49.5 | 41 | Exceeds Target | 49 | 52 | 43 | Met Target |
| English Learners | 60.5 | 60 | 53 | Exceeds Target | 55 | 64 | 51 | ** |

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



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

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

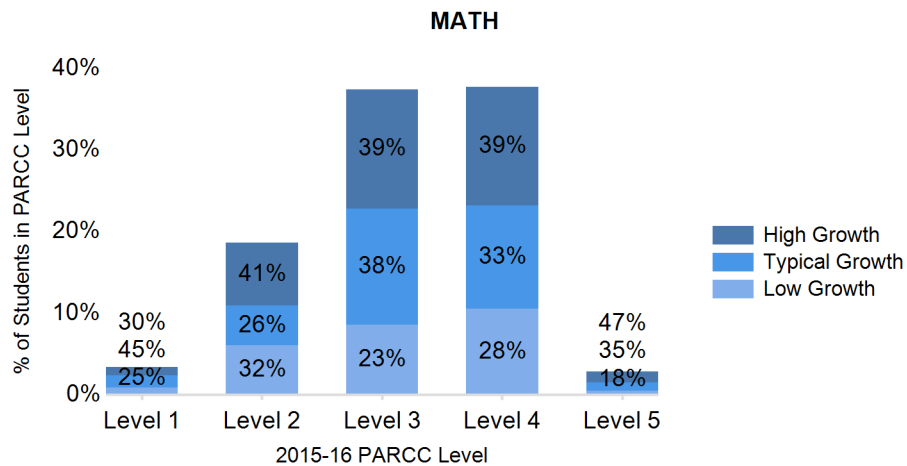
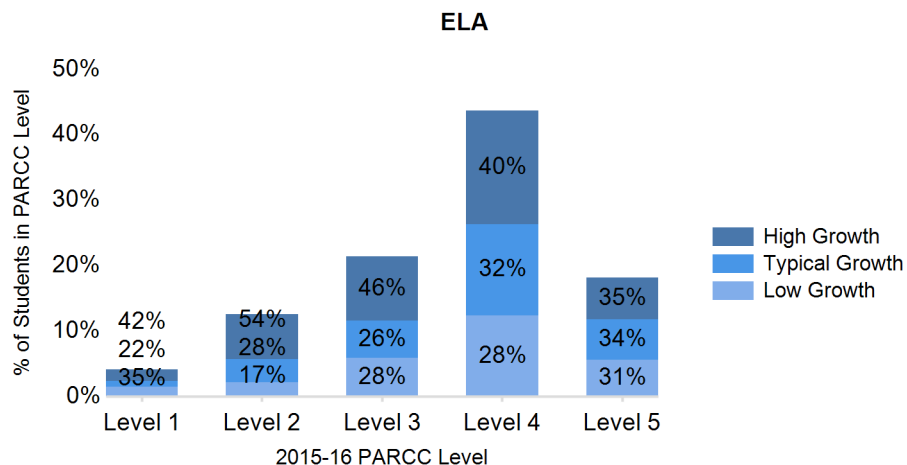
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

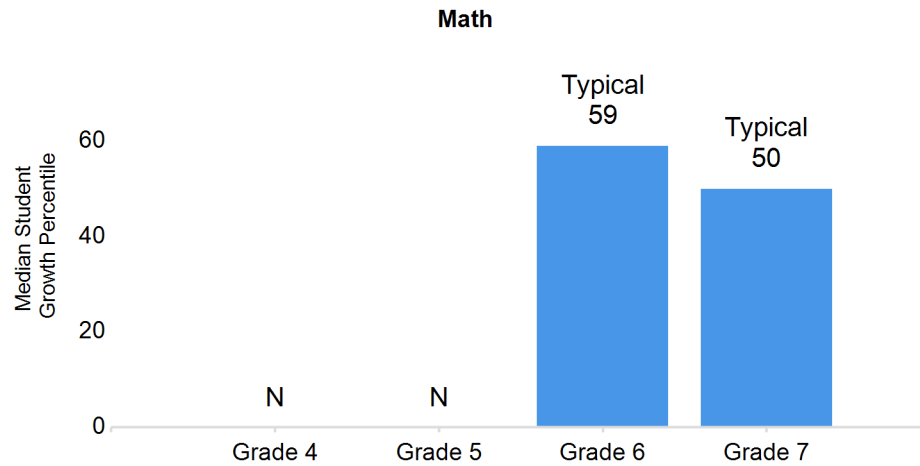
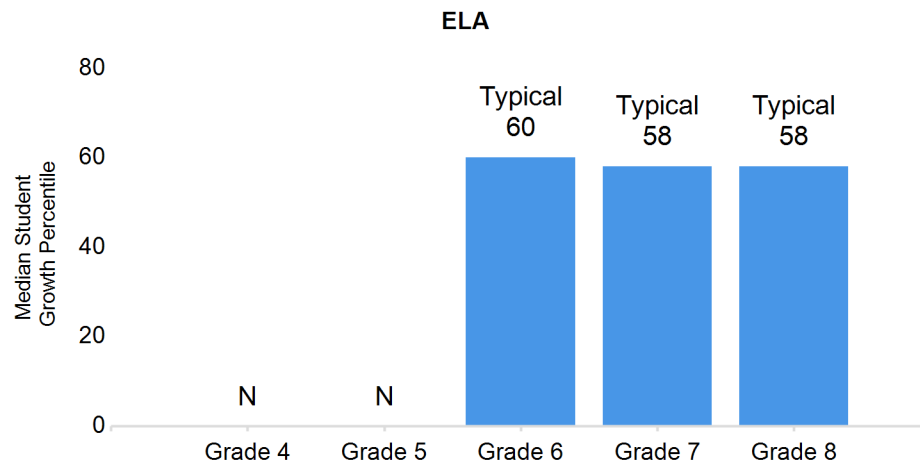
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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 | 352 |
| 7 | 43 | 0 | 342 |
| 8 | 125 | 43 | 247 |
| Schoolwide | 168 | 43 | 941 |

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 | 258 | 0 | 0 | 0 | 52 | 0 | 35 |
| 7 | 266 | 0 | 0 | 0 | 80 | 0 | 35 |
| 8 | 288 | 0 | 0 | 0 | 86 | 0 | 33 |
| Schoolwide | 812 | 0 | 0 | 0 | 218 | 0 | 103 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



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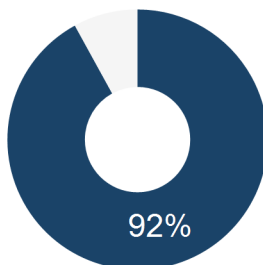
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Visual and Performing Arts – Course Participation

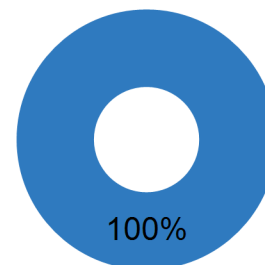
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

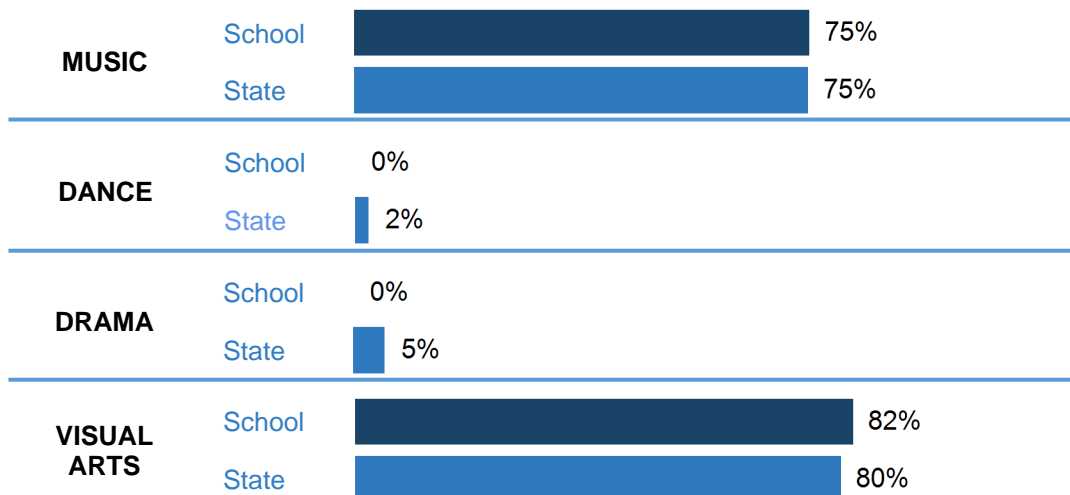


School



State

Students enrolled in one or more classes by discipline:





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

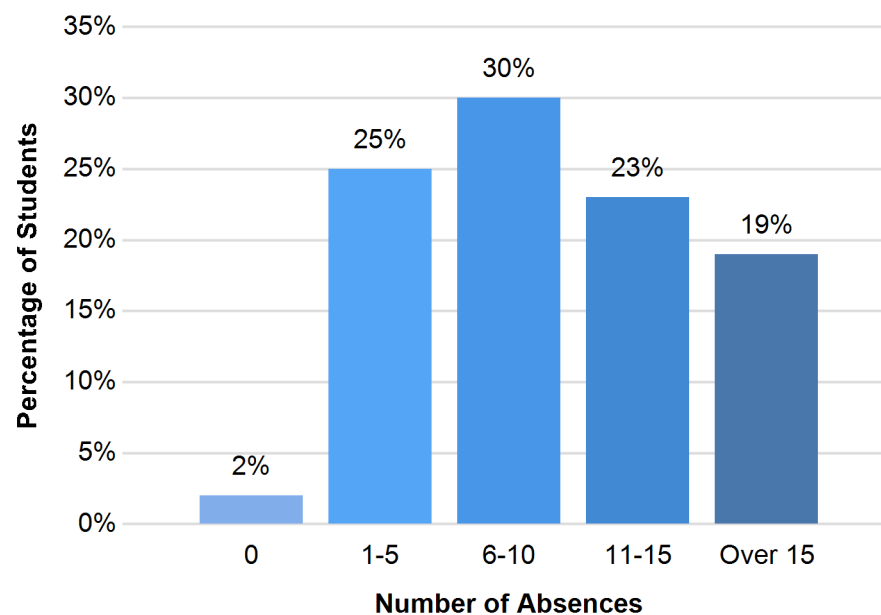
Chronic Absenteeism

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

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 13.40 | 8.70 | Not Met |
| White | 13.80 | 8.70 | Not Met |
| Hispanic | 14.10 | 8.70 | Not Met |
| Black or African American | 11.10 | 8.70 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 9.00 | 8.70 | Not Met |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 25.00 | 8.70 | Not Met |
| Students with Disabilities | 19.00 | 8.70 | Not Met |
| English Learners | N | ** | ** |

Days Absent

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



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

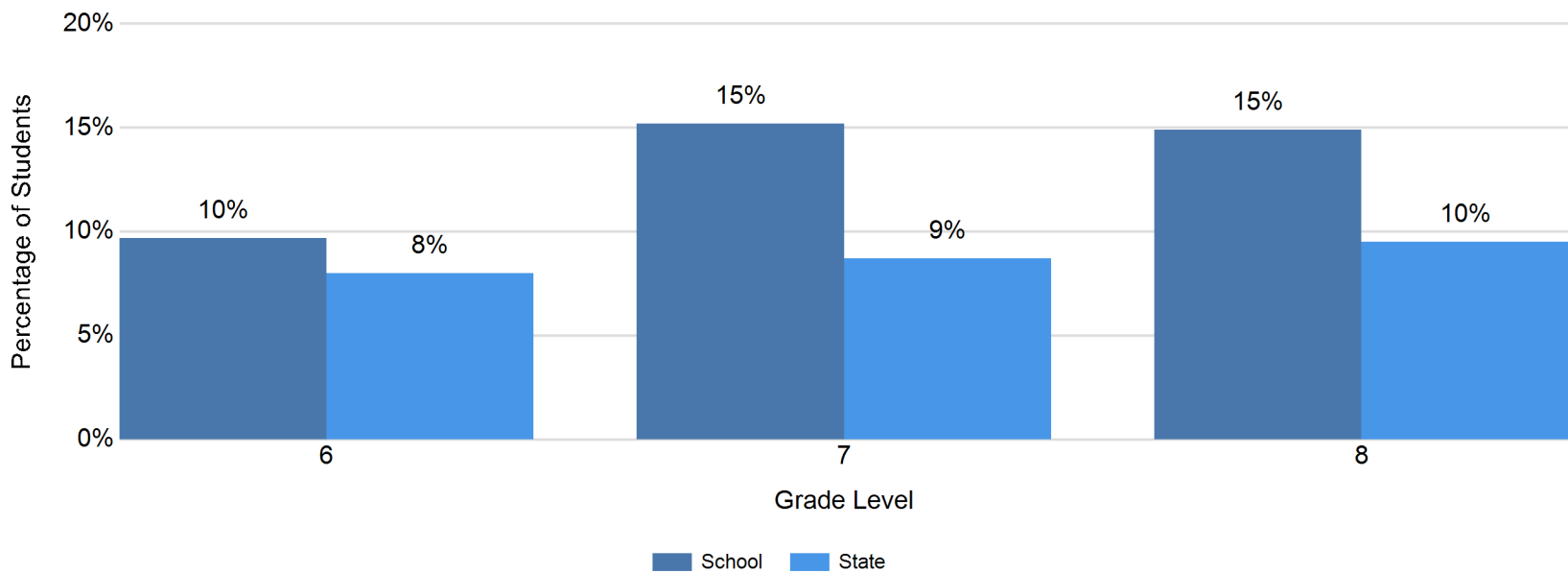


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:25AM |
| Typical End Time | 2:00PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 38 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 | 2 |
| Vandalism | 3 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 13 |
| Total Unique Incidents | 18 |
| Incidents Per 100 Students Enrolled | 1.56 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 5.9% |
| Any Suspension | 5.9% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.2:1 | 167.8 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 104 | 120,724 |
| Average years experience in public schools | 15.6 | 11.8 |
| Average years experience in district | 14.5 | 10.5 |
| Teachers in district for 4 or more years | 95% | 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 | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 12:1 |
| Administrators | 384:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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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.

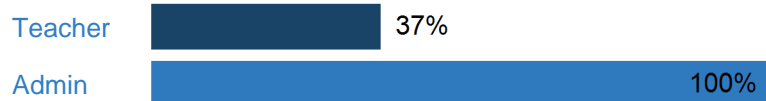
Teachers and Administrators - Level of Education

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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 67.1 | 17.5% |
| Mathematics Proficiency | 43.1 | 17.5% |
| English Language Arts Growth | 80.8 | 25.0% |
| Mathematics Growth | 66.6 | 25.0% |
| Chronic Absenteeism | 11.8 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 57.9 |
| Summative Rating: Percentile rank of Summative Score | | 62.7 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 57.9 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| White | 53.3 | 11.9 | No | Met Target | Met Target | Not Met | Exceeds Target | Met Target | No |
| Hispanic | 58.8 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Black or African American | 75.6 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Asian, Native Hawaiian, or Pacific Islander | 38.4 | 11.9 | No | Met Goal | Met Target | Not Met | Exceeds Target | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 53.1 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 58.2 | 11.9 | No | Met Target | Met Target† | Not Met | Exceeds Target | Met Target | No |
| English Learners | 42.3 | 11.9 | No | N | N | ** | Exceeds Target | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Mr. Farley | Email Address: | pfarley@howell.k12.nj.us |
| Address: | 501 SQUANKUM YELLOWBROOK ROAD FARMINGDALE, NJ 07727 | Website: | http://www.howell.k12.nj.us/msn/msn_home.aspx |
| Phone: | (732)919-0095 | Twitter: | https://twitter.com/HowellTwpMSN |

School Narrative

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

| | |
|--|--|
| <p>Highlights:</p> | <ul style="list-style-type: none"> • 2017 Certified Future Ready School • NJDOE ESL Model Program • 1:1 MacBook Air Learning Environment |
| <p>Mission, Vision, Theme:</p> | <p>Howell Middle School North recognizes school as a place where unexplored abilities, talents, interests and traits are discovered and given the opportunity for growth. Teachers educate students to become skillful communicators, independent thinkers and lifelong learners. We encourage our students to develop the skills that will fulfill their potential to become responsible decision-makers in our democratic society.</p> |
| <p>Awards, Recognition, Accomplishments:</p> | <p>2017 Certified Future Ready School, NJDOE ESL Model Program, state and nationally recognized TSA Club, eCybermission Honorable Mention Award</p> |







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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Howell Middle School North has developed a curriculum in accordance with the New Jersey Student Learning Standards that allows for personalized learning experiences. Students are challenged to become skillful communicators, independent thinkers, and life-long learners. The curriculum is rigorous and infuses opportunities for learners to develop individual, social, and civic responsibility as well as respect for themselves, others, and their environment.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Howell Middle School North believes that participating in organized athletics teaches children values and life lessons that help students develop skills for future success on and off the field. We are proud of our many championship teams but most of all we take pride in promoting sportsmanship, school spirit, fitness, character, leadership and hard work. Cheerleading for girls is also offered.</p> |
|  <p>Clubs and Activities:</p> | <p>The following is a list of co-curricular activities that are available at The Howell Middle School North. All of our co-curricular activities are available to all students. • Art Club • Chorus • Computer Club • Spring Musical • Newspaper Club • Literary Art Journal • Peer Tutoring • Photography Club • Student Council • Yearbook Club • Technology Student Association (TSA) • Cooking Club • Eco-Action Club • Peer Mentoring</p> |
|  <p>Before and After School Programs:</p> | <p>After school support programs take a diagnostic and prescriptive approach towards remediating any specific academic needs that may exist. These programs are aligned with the New Jersey Student Learning Standards and specifically target mathematical and literacy skills necessary for a successful future. In addition to these academic supports, we also take pride in our peer mentoring program which promotes an inclusive social environment for our special needs students.</p> |







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| | |
|--|---|
|  <p>Staff and Professional Learning:</p> | <p>Professional learning is ongoing and job embedded. Staff members are provided an opportunity to explore a variety of professional learning experiences. District and building training is conducted throughout the year. In addition, staff is provided time to conduct content specific PLCs during the school day. Math and Literacy coaches are able to support teachers through a variety of methods.</p> |
|  <p>Student Supports and Services:</p> | <p>Howell Middle School North is committed to the success of all students. Our award winning ESL program creates an inclusive environment with many supports for our ELL students. Through RTI, we are able to intervene quickly and effectively with any student who might be experiencing academic difficulties. Student needs are addressed with a personalized learning approach in all core classes and unique needs are supported through additional courses with student specific goals.</p> |
|  <p>Student Health and Wellness:</p> | <p>Many students take advantage of our breakfast program starting the day off with a healthy meal. Children all participate in a physical education program where they have voice and choice in their fitness experiences. Health and wellness are promoted and encouraged outside of the physical education classes as well in an effort to promote lifelong health and wellness.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Howell Middle School North has an active PTA which hosts many events for students, staff, and community members. A parent portal provides access to current grades, attribute scores, and other information. In addition, Howell Middle School North utilizes Schoology and other online platforms to ensure parents are well informed. Throughout the year there are many events for parents to visit the school and see their student's accomplishments.</p> |





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| | |
|--|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>School surveys are used to gather meaningful feedback from students, staff, and parents. During the 16-17 school year an online survey was completed in the Fall and then again in the Spring. Results were analyzed and an action plan was developed.</p> |
|  <p>Facilities:</p> | <p>Howell Middle School North is an air conditioned building which opened in 1994. Recently, the media center area has undergone renovations adding a MakerSpace area with a video production studio. All students are provided a Macbook Air and every room is equipped with Apple TV and a digital projector. Other recent improvements include a new marquee, sound system in the gym, and renovations to our stage which is used for many events.</p> |



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Other Information: (Icon of a person with a lightbulb and an upward arrow)

Howell Middle School North believes that experiences influence development. We embrace and encourage student involvement, including class instruction, extra-curricular activities, social functions and community projects. We realize that teaching students how to learn is as important as teaching the content area. Howell Middle School North promotes an environment where abilities are cultivated, interests are developed, intellects are challenged and the unique characteristics of each student are identified and enriched. The faculty works diligently to integrate appropriate standards into all coursework. District and school administrators stay informed of emerging trends in national and state initiatives. Our teachers remain committed to staff development that focuses on the acquisition of knowledge and skills pertinent to implementing innovative instructional methods that serve the needs of every student in a rapidly growing technological society. Educators are part of professional learning communities where colleagues share best practices and develop lesson plans specific to the needs of the children they are instructing. We continue to utilize the strategies of differentiated instruction and personalized learning to further highlight our students' abilities to learn in multiple ways. Our focus is on making informed decisions regarding student learning so that we can best meet each student's individual needs.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|--------------|------------|------------|------------|
| 6 | 227 | 335 | 302 |
| 7 | 210 | 281 | 331 |
| 8 | 252 | 306 | 285 |
| Ungraded | 67 | 67 | 64 |
| Total | 756 | 989 | 982 |

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% | 49% |
| Male | 53% | 52% | 51% |
| Economically Disadvantaged Students | 12% | 11% | 12% |
| Students with Disabilities | 22% | 20% | 21% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 81.1% |
| Hispanic | 11.6% |
| Black or African American | 3.6% |
| Asian | 2.4% |
| Native Hawaiian or Pacific Islander | 0.5% |
| American Indian or Alaska Native | 0.0% |
| <i>Two or More Races</i> | 0.8% |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 94.4% |
| Spanish | 3.0% |
| <i>Other</i> | 2.6% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 916 | 93.8 | 72.80 | 69.20 | 54.90 | 71.8 | 59.1 | Met Target |
| White | 738 | 93.3 | 74.10 | 70.70 | 63.90 | 72.8 | 58.9 | Met Target |
| Hispanic | 110 | 97.3 | 64.60 | 57.90 | 39.80 | 64.6 | 58.2 | Met Target |
| Black or African American | 35 | 94.6 | 60.00 | 60.60 | 35.20 | 59.6 | 43.5 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 100.0 | 96.10 | 82.70 | 80.70 | 96.1 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 450 | 92.8 | 80.90 | 75.60 | 62.20 | 79 | | |
| Male | 466 | 94.7 | 65.10 | 62.90 | 48.10 | 64.8 | | |
| Economically Disadvantaged Students | 99 | 93.4 | 47.50 | 43.50 | 36.20 | * | 36.6 | Met Target |
| Non-Economically Disadvantaged Students | 817 | 93.8 | 75.90 | 73.70 | 65.80 | * | | |
| Students with Disabilities | 180 | 87.0 | 28.80 | 29.40 | 20.50 | 26.5 | 24.1 | Met Target |
| Students without Disabilities | 736 | 95.6 | 83.50 | 79.20 | 61.90 | 83.5 | | |
| English Learners | 10 | 100.0 | 40.00 | * | 25.20 | 40 | ** | ** |
| Non-English Learners | 906 | 93.7 | 73.20 | * | 57.40 | 72.1 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | 50.00 | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 296 | 763 | 760 | 752 | * | * | 18% | 51% | 19% | 70% | 54% |
| White | 240 | 763 | 761 | 758 | * | * | 18% | 49% | 20% | 70% | 63% |
| Hispanic | 38 | 759 | 748 | 740 | 0% | * | * | 58% | * | 66% | 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 | 141 | 768 | 765 | 758 | * | * | 20% | 48% | * | 72% | 61% |
| Male | 155 | 759 | 755 | 746 | * | * | 17% | 54% | * | 67% | 46% |
| Economically Disadvantaged Students | 31 | 749 | 742 | 737 | * | * | * | 48% | * | 55% | 34% |
| Non-Economically Disadvantaged Students | 265 | 764 | 763 | 761 | * | * | * | 51% | * | 71% | 65% |
| Students with Disabilities | 55 | 730 | 731 | 722 | * | 35% | 33% | 20% | * | 20% | 17% |
| Students without Disabilities | 241 | 771 | 767 | 758 | * | 4% | 15% | 58% | * | 81% | 61% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 296 | 763 | * | 753 | * | * | 18% | 51% | 19% | 70% | * |
| 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 | N | N | N | 722 | N | N | N | N | N | N | 20% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 315 | 768 | 768 | 756 | 4% | 5% | 16% | 44% | 31% | 76% | 59% |
| White | 252 | 771 | 770 | 764 | * | * | 16% | 46% | 33% | 78% | 69% |
| Hispanic | 39 | 754 | 753 | 742 | * | * | * | 41% | * | 64% | 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 | 150 | 778 | 778 | 764 | * | * | 9% | 49% | 40% | 89% | 68% |
| Male | 165 | 759 | 758 | 749 | * | * | 22% | 41% | 24% | 64% | 51% |
| Economically Disadvantaged Students | 27 | 739 | 742 | 739 | * | * | * | 37% | * | 44% | 40% |
| Non-Economically Disadvantaged Students | 288 | 771 | 771 | 766 | * | * | * | 45% | * | 79% | 70% |
| Students with Disabilities | 59 | 734 | 732 | 719 | * | * | 32% | 27% | * | 32% | 19% |
| Students without Disabilities | 256 | 776 | 776 | 763 | * | * | 12% | 48% | * | 86% | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 315 | 768 | * | 758 | 4% | 5% | 16% | 44% | 31% | 76% | * |
| Homeless Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 288 | 769 | 768 | 757 | * | * | 18% | 53% | 22% | 75% | 59% |
| White | 232 | 770 | 769 | 764 | * | * | 16% | 54% | 23% | 77% | 68% |
| Hispanic | 30 | 762 | 761 | 742 | * | * | * | 43% | * | 67% | 44% |
| Black or African American | 14 | 756 | 762 | 738 | * | 0% | * | * | * | 57% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 151 | 776 | 778 | 766 | * | * | 13% | 54% | 30% | 84% | 68% |
| Male | 137 | 761 | 758 | 749 | * | * | 24% | 52% | 14% | 66% | 50% |
| Economically Disadvantaged Students | 24 | 752 | 755 | 739 | * | * | * | * | * | 54% | 40% |
| Non-Economically Disadvantaged Students | 264 | 770 | 770 | 766 | * | * | * | * | * | 77% | 69% |
| Students with Disabilities | 49 | 738 | 733 | 718 | * | * | 39% | 31% | * | 35% | 18% |
| Students without Disabilities | 239 | 775 | 776 | 764 | * | * | 14% | 58% | * | 84% | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

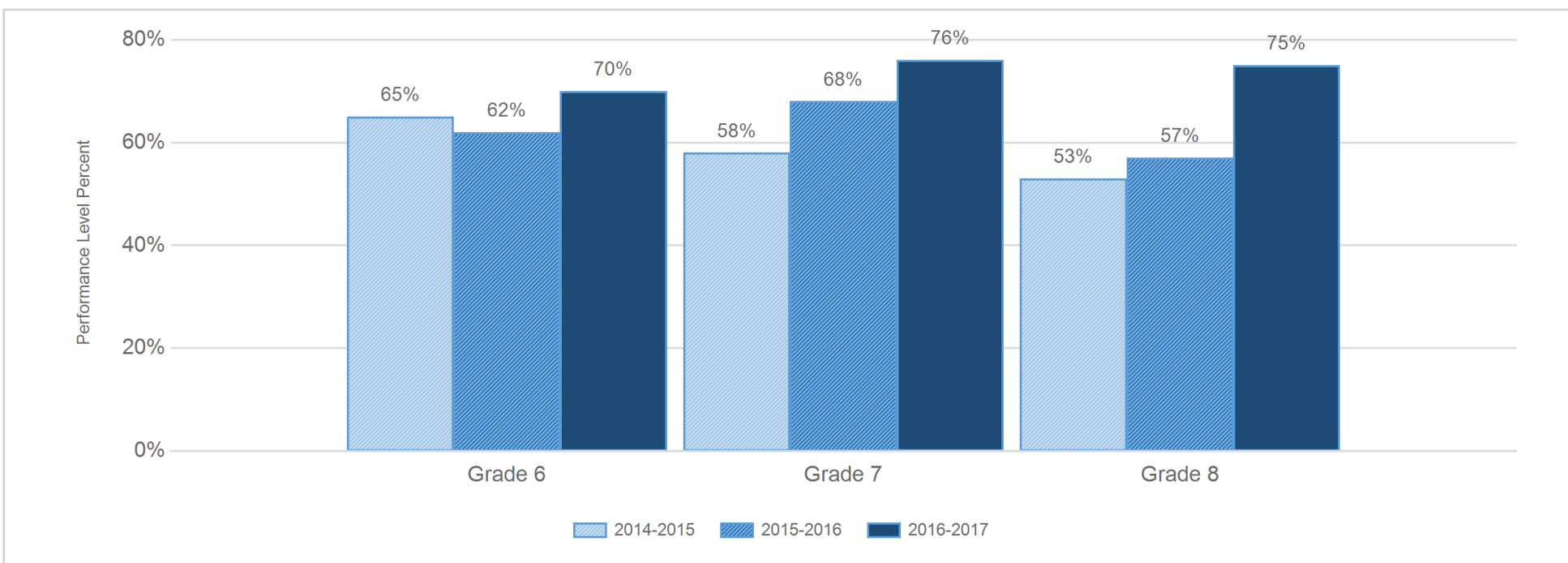


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English Language Arts/Literacy Assessment - Performance Trends

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 | 911 | 93.3 | 53.20 | 56.40 | 43.50 | 52.3 | 45.6 | Met Target |
| White | 733 | 92.9 | 55.50 | 58.30 | 52.40 | 54.3 | 46.3 | Met Target |
| Hispanic | 109 | 96.5 | 37.60 | 39.50 | 27.60 | 37.6 | 36.5 | Met Target |
| Black or African American | 35 | 94.6 | 37.20 | 40.40 | 21.70 | 36.9 | 35.5 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 27 | 100.0 | 77.80 | 78.40 | 75.60 | 77.8 | 75.2 | Met Target |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 448 | 92.6 | 53.40 | 56.10 | 44.10 | 52 | | |
| Male | 463 | 94.1 | 53.10 | 56.50 | 42.90 | 52.7 | | |
| Economically Disadvantaged Students | 97 | 93.3 | 26.80 | 29.20 | 25.10 | * | 15.6 | Met Target |
| Non-Economically Disadvantaged Students | 814 | 93.3 | 56.30 | 61.10 | 54.30 | * | | |
| Students with Disabilities | 176 | 85.9 | 17.60 | * | 16.50 | 15.9 | 17 | Met Target† |
| Students without Disabilities | 735 | 95.3 | 61.70 | * | 48.80 | 61.7 | | |
| English Learners | 11 | 100.0 | 18.20 | 19.70 | 23.30 | 18.2 | ** | ** |
| Non-English Learners | 900 | 93.3 | 53.70 | 57.10 | 45.20 | 52.7 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | 50.00 | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 296 | 752 | 749 | 743 | 3% | 13% | 27% | 44% | 12% | 56% | 44% |
| White | 240 | 753 | 750 | 751 | * | 15% | 26% | 45% | * | 58% | 54% |
| Hispanic | 38 | 746 | 735 | 731 | * | * | 45% | 32% | * | 42% | 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 | 142 | 751 | 748 | 745 | * | * | 31% | 47% | * | 56% | 45% |
| Male | 154 | 754 | 750 | 742 | * | * | 24% | 42% | * | 57% | 43% |
| Economically Disadvantaged Students | 31 | 735 | 730 | 728 | * | * | 39% | * | * | 29% | 24% |
| Non-Economically Disadvantaged Students | 265 | 754 | 752 | 752 | * | * | 26% | * | * | 60% | 56% |
| Students with Disabilities | 54 | 725 | 722 | 717 | * | * | 30% | * | * | 13% | 13% |
| Students without Disabilities | 242 | 758 | 756 | 748 | * | * | 27% | * | * | 66% | 50% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 296 | 752 | * | 745 | 3% | 13% | 27% | 44% | 12% | 56% | * |
| 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 | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 291 | 746 | 744 | 741 | * | 15% | 37% | 44% | * | 46% | 40% |
| White | 235 | 748 | 746 | 748 | * | 12% | 36% | 48% | * | 51% | 49% |
| Hispanic | 35 | 734 | 734 | 730 | * | 34% | 31% | 29% | * | 29% | 23% |
| Black or African American | 11 | 734 | 732 | 726 | * | * | * | * | 0% | 18% | 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 | 142 | 748 | 746 | 743 | * | 9% | 38% | 49% | * | 51% | 41% |
| Male | 149 | 743 | 742 | 740 | * | 20% | 36% | 38% | * | 42% | 38% |
| Economically Disadvantaged Students | 29 | 732 | 729 | 729 | * | 35% | 35% | * | * | 24% | 22% |
| Non-Economically Disadvantaged Students | 262 | 747 | 746 | 749 | * | 13% | 37% | * | * | 49% | 50% |
| Students with Disabilities | 59 | 726 | 722 | 716 | * | 37% | 32% | 20% | * | 20% | 11% |
| Students without Disabilities | 232 | 751 | 750 | 746 | * | 9% | 38% | 50% | * | 53% | 45% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 742 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 15% |
| Students in Foster Care | * | * | * | 718 | * | * | * | * | * | * | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 181 | 738 | 736 | 728 | * | 18% | 35% | 37% | * | 38% | 28% |
| White | 148 | 740 | 736 | 736 | * | 18% | 36% | 39% | * | 40% | 35% |
| Hispanic | 20 | 733 | 731 | 721 | * | * | * | * | 0% | 30% | 21% |
| Black or African American | 10 | 721 | 726 | 715 | * | * | * | * | 0% | 10% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 94 | 739 | 738 | 730 | * | 18% | 36% | 36% | * | 37% | 30% |
| Male | 87 | 738 | 733 | 725 | * | 17% | 35% | 38% | * | 38% | 26% |
| Economically Disadvantaged Students | 19 | 722 | 723 | 719 | * | * | * | * | * | 32% | 19% |
| Non-Economically Disadvantaged Students | 162 | 740 | 738 | 734 | * | * | * | * | * | 38% | 34% |
| Students with Disabilities | 47 | 722 | 716 | 705 | * | * | 36% | * | * | 19% | * |
| Students without Disabilities | 134 | 744 | 742 | 734 | * | * | 35% | * | * | 44% | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 710 | * | * | * | * | * | * | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 112 | 774 | 773 | 743 | 0% | 0% | 13% | 77% | 11% | 88% | 42% |
| White | 83 | 776 | 773 | 751 | * | * | * | 76% | 13% | 89% | 52% |
| Hispanic | 13 | 766 | * | 728 | 0% | 0% | * | * | 0% | 69% | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 56 | 772 | 772 | 744 | * | * | * | 73% | * | 80% | 43% |
| Male | 56 | 777 | 774 | 741 | * | * | * | 80% | * | 95% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | * | * | * | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | * | * | * | 747 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 112 | 774 | 773 | 745 | 0% | 0% | 13% | 77% | 11% | 88% | * |
| 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 18 | 781 | 778 | 734 | * | * | * | 56% | * | 100% | 30% |
| White | 17 | 781 | 776 | 740 | * | * | * | 59% | * | 100% | 38% |
| Hispanic | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Black or African American | N | N | N | 719 | N | N | N | N | N | N | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 758 | * | * | * | * | * | * | 65% |
| American Indian or Alaska Native | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Female | * | * | * | 735 | * | * | * | * | * | * | 31% |
| Male | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Economically Disadvantaged Students | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Non-Economically Disadvantaged Students | 18 | 781 | * | 740 | * | * | * | 56% | * | 100% | 39% |
| Students with Disabilities | N | N | N | 711 | N | N | N | N | N | N | * |
| Students without Disabilities | 18 | 781 | 778 | 738 | * | * | * | 56% | * | 100% | * |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 18 | 781 | 778 | 735 | * | * | * | 56% | * | 100% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |

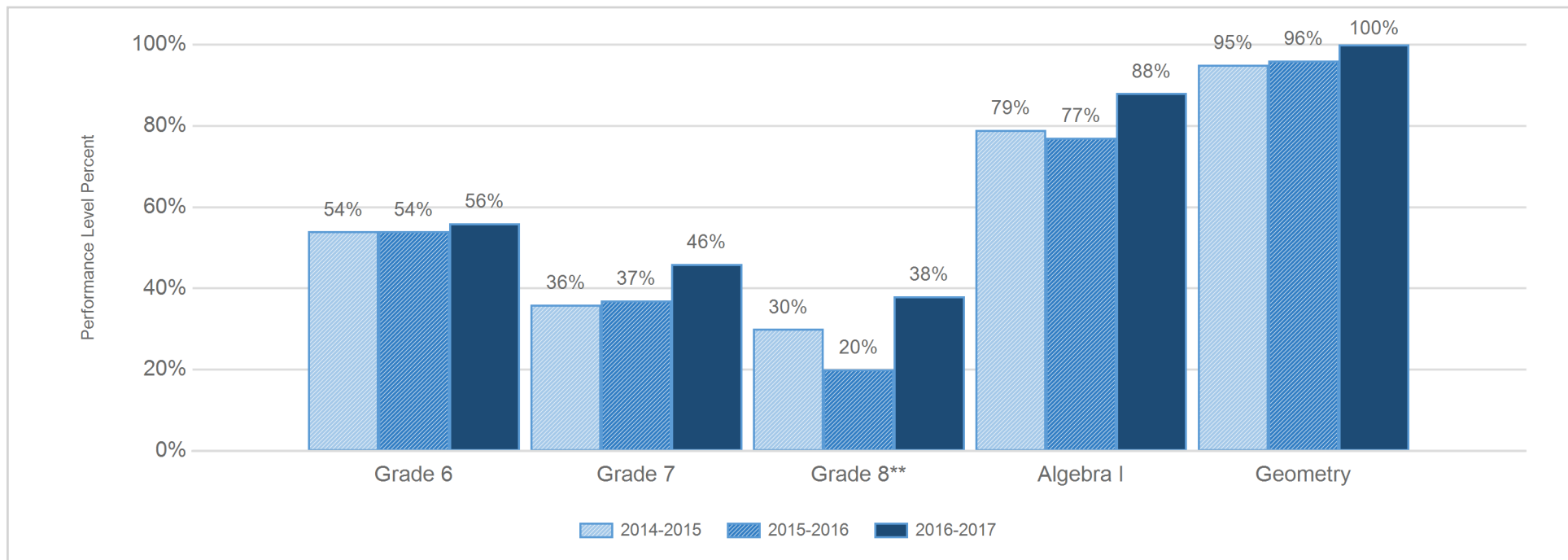


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

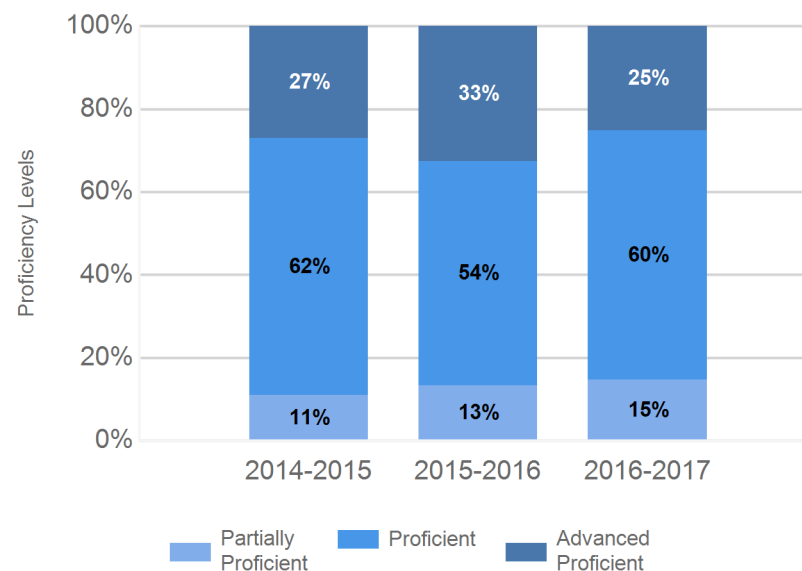
NJASK Science Assessment Performance: Grade 8

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 | 25% | 60% | 15% |
| White | 25% | 61% | 14% |
| Hispanic | 19% | 59% | 22% |
| Black or African American | * | 58% | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | N |
| Economically Disadvantaged Students | 23% | 42% | 35% |
| Students with Disabilities | 10% | 50% | 40% |
| 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 | 60 | 57 | 50 | Exceeds Target | 56 | 59 | 50 | Met Target |
| White | 58 | 58 | 50 | Met Target | 56 | 59 | 52 | Met Target |
| Hispanic | 63.5 | 53 | 49 | Exceeds Target | 56 | 55.5 | 47 | Met Target |
| Black or African American | 68 | 52 | 45 | Exceeds Target | 58 | 53.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 58 | 60 | Met Target | * | 61 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 59.5 | 52 | 47 | Met Target | 56 | 55 | 46 | Met Target |
| Students with Disabilities | 57.5 | 49.5 | 41 | Met Target | 49.5 | 52 | 43 | Met Target |
| English Learners | 87.5 | 60 | 53 | ** | * | 64 | 51 | ** |

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



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

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

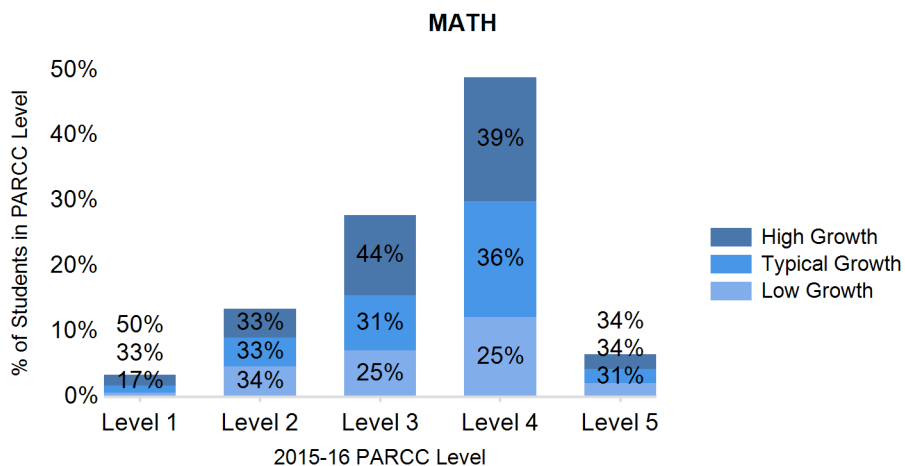
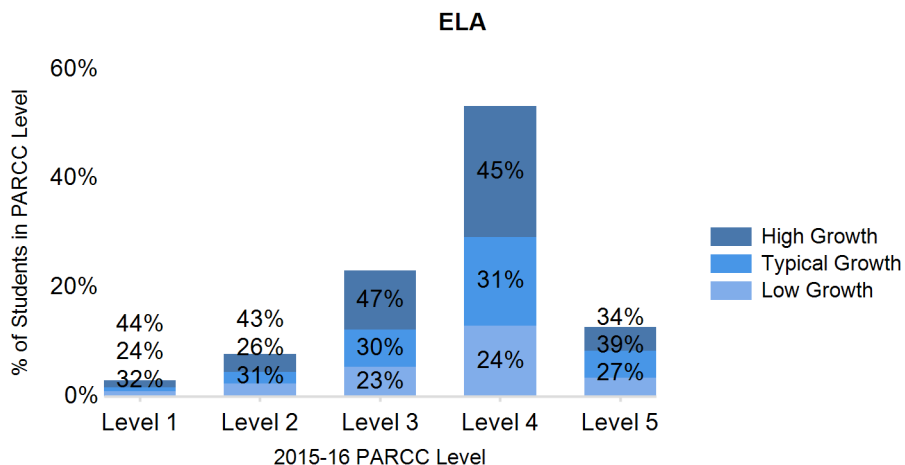
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

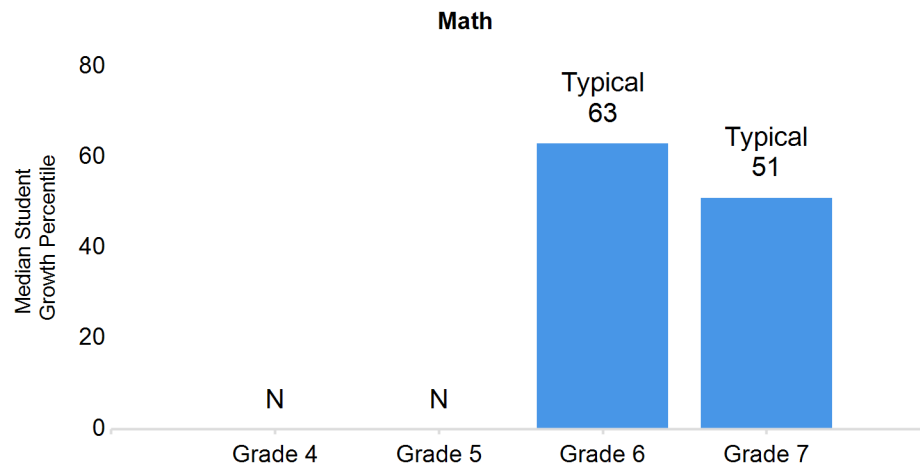
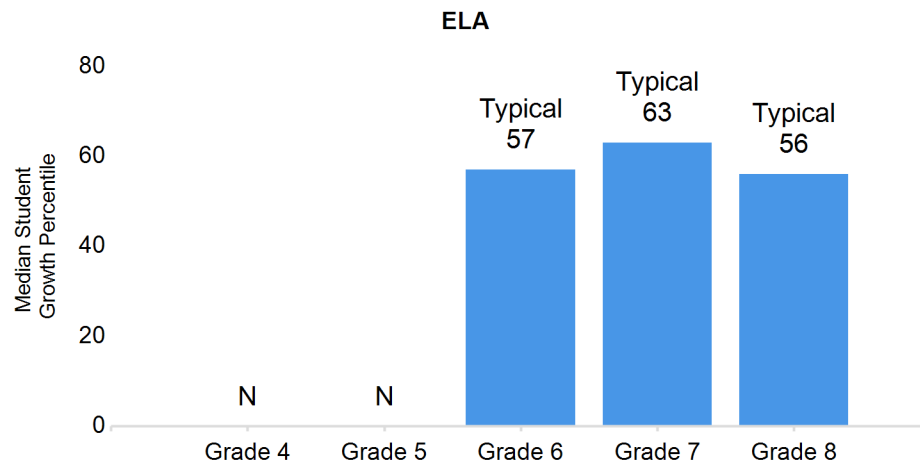
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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 | 319 |
| 7 | 24 | 0 | 330 |
| 8 | 91 | 19 | 198 |
| Schoolwide | 115 | 19 | 847 |

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 | 233 | 0 | 0 | 0 | 49 | 0 | 31 |
| 7 | 271 | 0 | 0 | 0 | 42 | 0 | 38 |
| 8 | 232 | 0 | 0 | 0 | 31 | 0 | 44 |
| Schoolwide | 736 | 0 | 0 | 0 | 122 | 0 | 113 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



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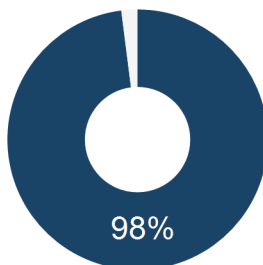
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Visual and Performing Arts – Course Participation

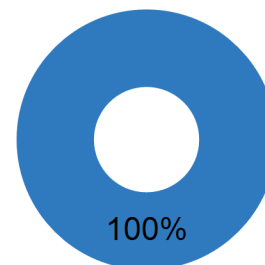
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

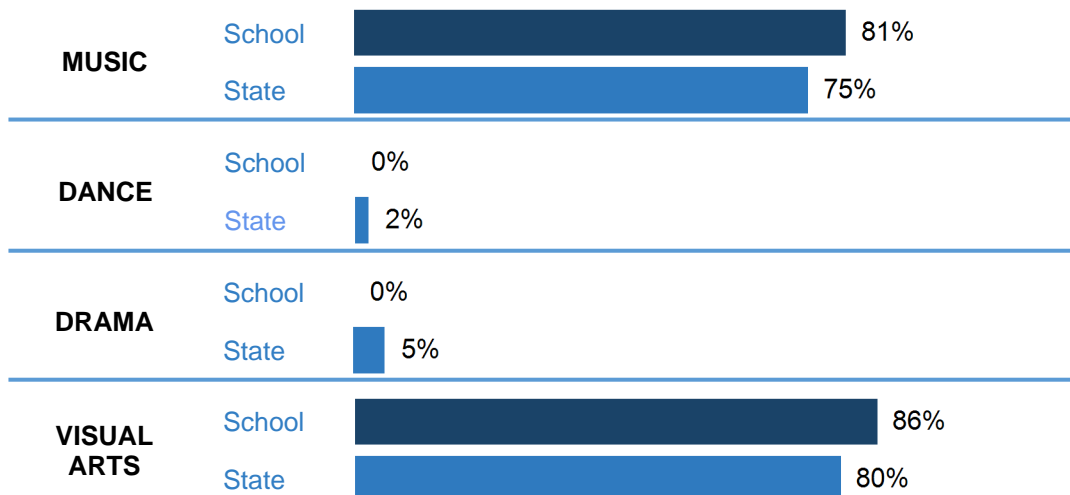


School



State

Students enrolled in one or more classes by discipline:





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

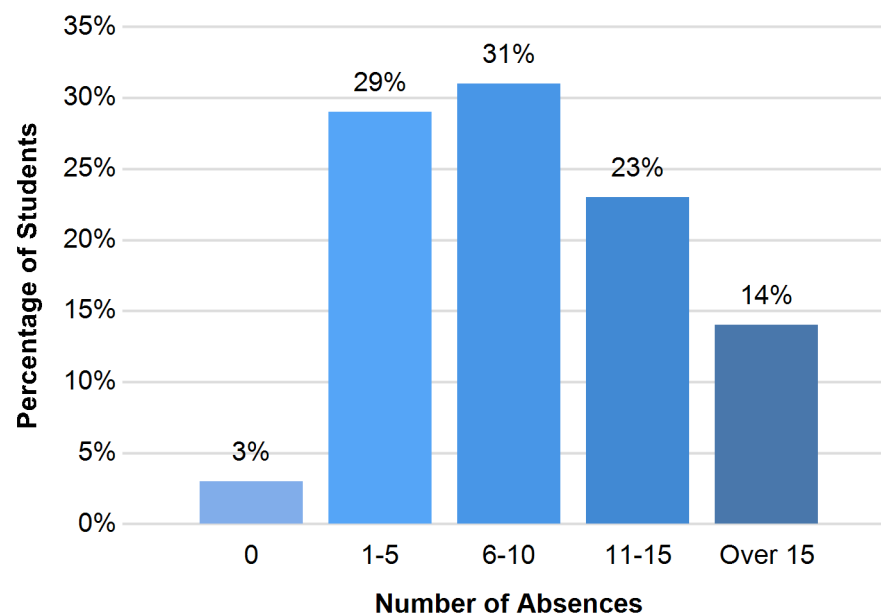
Chronic Absenteeism

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

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 10.40 | 8.70 | Not Met |
| White | 9.70 | 8.70 | Not Met |
| Hispanic | 18.50 | 8.70 | Not Met |
| Black or African American | 8.80 | 8.70 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 24.60 | 8.70 | Not Met |
| Students with Disabilities | 18.60 | 8.70 | Not Met |
| English Learners | N | ** | ** |

Days Absent

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



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

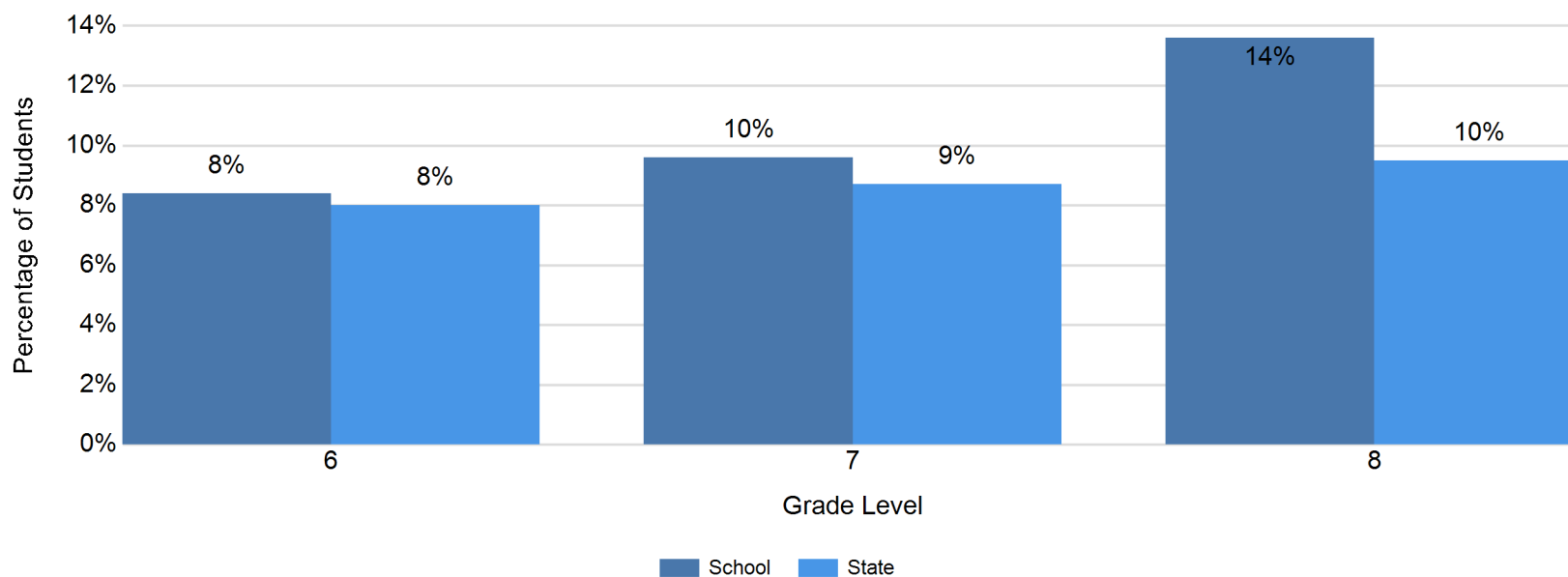


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:25AM |
| Typical End Time | 2:00PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 38 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 | 2 |
| Weapons | 0 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 4 |
| Total Unique Incidents | 15 |
| Incidents Per 100 Students Enrolled | 1.53 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 5.5% |
| Any Suspension | 5.5% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 167.8 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/Local | Total |
|----------------------------|---------|-------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 91 | 120,724 |
| Average years experience in public schools | 15.4 | 11.8 |
| Average years experience in district | 14.9 | 10.5 |
| Teachers in district for 4 or more years | 90% | 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 | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 12:1 |
| Administrators | 246:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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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.

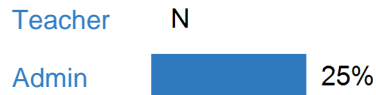
Bachelor's Degree



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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 77.5 | 17.5% |
| Mathematics Proficiency | 53.8 | 17.5% |
| English Language Arts Growth | 84.5 | 25.0% |
| Mathematics Growth | 70.8 | 25.0% |
| Chronic Absenteeism | 21.6 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 65.0 |
| Summative Rating: Percentile rank of Summative Score | | 73.8 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 65.0 | 11.9 | No | Met Target | Met Target | Not Met | Exceeds Target | Met Target | No |
| White | 57.1 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Hispanic | 70.2 | 11.9 | No | Met Target | Met Target | Not Met | Exceeds Target | Met Target | No |
| Black or African American | 87.7 | 11.9 | No | Met Target | Met Target | Not Met | Exceeds Target | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 59.9 | 11.9 | No | Met Goal | Met Target | Met Target | Met Target | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 63.6 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 63.2 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Dr. Henig | Email Address: | mdanna@howell.k12.nj.us |
| Address: | 220 RAMTOWN-GREENVILLE ROAD HOWELL, NJ 07731 | Website: | http://www.howell.k12.nj.us/mss/mss_home.aspx |
| Phone: | (732)836-1327 | Twitter: | https://twitter.com/HowellTwpMSS |

School Narrative

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

| | |
|---|--|
| <p>Highlights:</p> | <ul style="list-style-type: none"> • Certified as a Future Ready School • Rigours curriculum that include Algebra and Geometry in addition to a distinguished Gifted & Talented program. • Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks |
| <p>Mission, Vision, Theme:</p> | <p>Howell Middle School South is driven by a strong commitment to foster a pupil-centered environment. We recognize school as a place where unexplored abilities, talents, interests and traits are discovered and given the opportunity for growth. Encouragement is consistently provided to enhance such developments. These principles are basic in our school philosophy.</p> |
| <p>Awards, Recognition, Accomplishments:</p> | <p>Future Ready School Certification, TEAMS Challenge – 5th in the Nation, 2016-2017 Bright Schools Competition – 2nd in the Nation, Three teams qualified for NJ School Board Association STEAM tank challenge, three teams qualified for finals.</p> |



Howell Township Middle School South

2016-2017

Grade Span 06-08

25-2290-027

MONMOUTH





HOWELL TWP

220 RAMTOWN-GREENVILLE ROAD

HOWELL, NJ 07731

School Narrative

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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Progressive curriculum includes the opportunity for students to take Algebra or Geometry. Students are afforded the opportunity to explore World Languages. There are many elective courses offered that allow our students to become well rounded. Through our 1:1 laptop program students experience many blended learning opportunities.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>No matter what goes on off of the field, we come together as a school and community to support our teams. Pride and sportsmanship in ourselves always! During the 2016-2017 school year Howell South won titles for Boys and Girls soccer, Cross Country, Boys and Girls Basketball, Wrestling, and Softball. There were also many numerous individual titles in those sports claimed by our athletes. Cheerleading is also offered for girls.</p> |
|  <p>Clubs and Activities:</p> | <p>Howell Middle School South Clubs include: Art Class, Chorus, Computer Club, Spring Musical, Literary Art Journal, Peer Tutoring, Student Council, Yearbook Club, Technology Student Association, Photography Club, Environmental Club, Cooking Club, and Peer Mentoring</p> |
|  <p>Before and After School Programs:</p> | <p>We offer academic support in Language Arts and Mathematics for students as needed or requested. After school support programs take a diagnostic and prescriptive approach towards remediating any specific academic needs that may exist. These programs are aligned with the New Jersey Student Learning Standards and specifically target mathematical and literacy skills necessary for a successful future.</p> |







Howell Township Middle School South
2016-2017
Grade Span 06-08

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School Narrative

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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>All staff is expected to be enrolled in a minimum of two PLCs. There are monthly meetings with subject supervisors as well as numerous building and district staff learning opportunities. Opportunities exist for staff for self-directed professional learning crafted by SCIP, based on the combination of student and staff needs.</p> |
|  <p>Student Supports and Services:</p> | <p>Our school offers peer mentoring and tutoring for students who need these services. We use the Response to Intervention (RtI) Model to help us ensure we reach all students and their unique needs. We also have many specialized programs for meeting students' needs.</p> |
|  <p>Student Health and Wellness:</p> | <p>All students take part in a rigorous physical education and health curriculum. We have a full time nurse on staff. We participate in a school breakfast program and offer a variety of hot/cold lunch every day.</p> |
|  <p>Parent and Community Involvement:</p> | <p>We have a strong community school relationship. Our PTO is integral part of school community. We enjoy strong relationships with the Howell Police Department, Alliance and Senior Center. Our student council is involved in many outreach programs including food donations, hurricane relief, etc. By having access to the Parent Portal, parents are able to effectively monitor their child's academic progress.</p> |



Howell Township Middle School South
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School Narrative

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Facilities:

We celebrate a bright and vibrant building! Our doors opened in September 1999 as a state of the art technological structure. We are equipped with a fully stocked media center that has now been expanded with a Makerspace area to allow students the opportunity to explore STEM/STEAM possibilities. We have two computer labs, two art rooms and a vocal and instrumental music room to allow for students to be rounded in the arts.



Howell Township Middle School South
2016-2017
Grade Span 06-08

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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.

Statewide assessments indicate that our students are performing above State and National Averages in all areas.



Other Information:



Land O'Pines Elementary School
2016-2017


Grade Span PK-02

25-2290-030
MONMOUTH
HOWELL TWP
81 WINDELER ROAD
HOWELL, NJ 07731-8700

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

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

Navigating through the reports:

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

Other Resources:

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

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



Land O'Pines Elementary School

2016-2017

Grade Span PK-02

25-2290-030
MONMOUTH
HOWELL TWP
81 WINDELER ROAD
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Footnotes

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

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



**Land O'Pines Elementary School
2016-2017**

Grade Span PK-02

25-2290-030
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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 | 59 | 56 | 80 |
| KG | 45 | 115 | 101 |
| 1 | 43 | 108 | 113 |
| 2 | 55 | 119 | 113 |
| 3 | 54 | 0 | 0 |
| 4 | 91 | 0 | 0 |
| 5 | 87 | 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 | 83 | 134 | 163 |
| Total | 517 | 532 | 570 |

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 | 56 | 56 | 80 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 45 | 115 | 101 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 45% | 44% | 45% |
| Male | 55% | 56% | 55% |
| Economically Disadvantaged Students | 22% | 18% | 16% |
| Students with Disabilities | 29% | 35% | 38% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 70.5% |
| Hispanic | 17.7% |
| Asian | 5.1% |
| Black or African American | 1.8% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 4.9% |

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 | 91.9% |
| Spanish | 3.3% |
| Vietnamese | 1.2% |
| Other | 3.9% |



Land O'Pines Elementary School
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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.

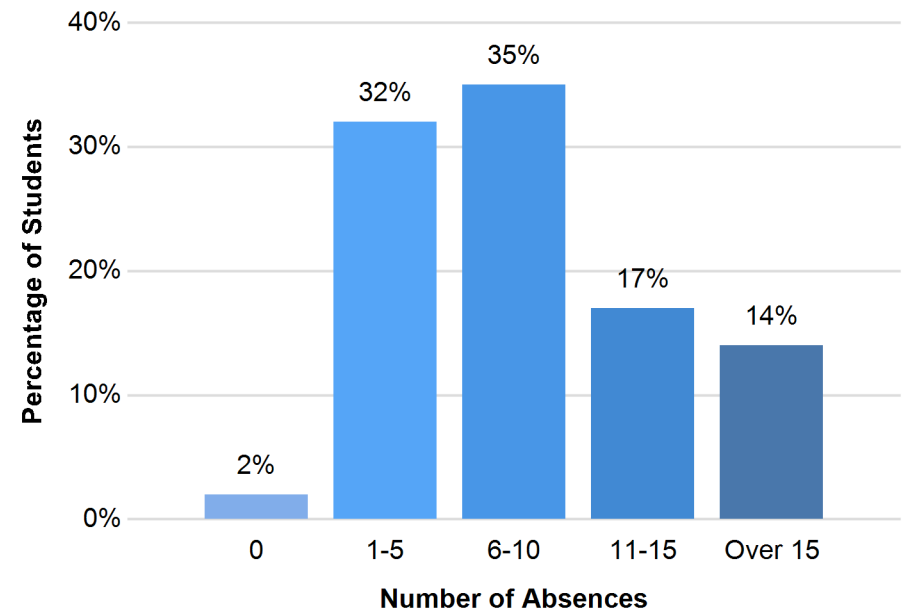
Chronic Absenteeism

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 | 7.30 | 9.80 | Met Target |
| White | 6.90 | 9.80 | Met Target |
| Hispanic | 13.30 | 9.80 | 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 | 19.00 | 9.80 | Not Met |
| Students with Disabilities | 8.80 | 9.80 | Met Target |
| English Learners | N | ** | ** |

Days Absent

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



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



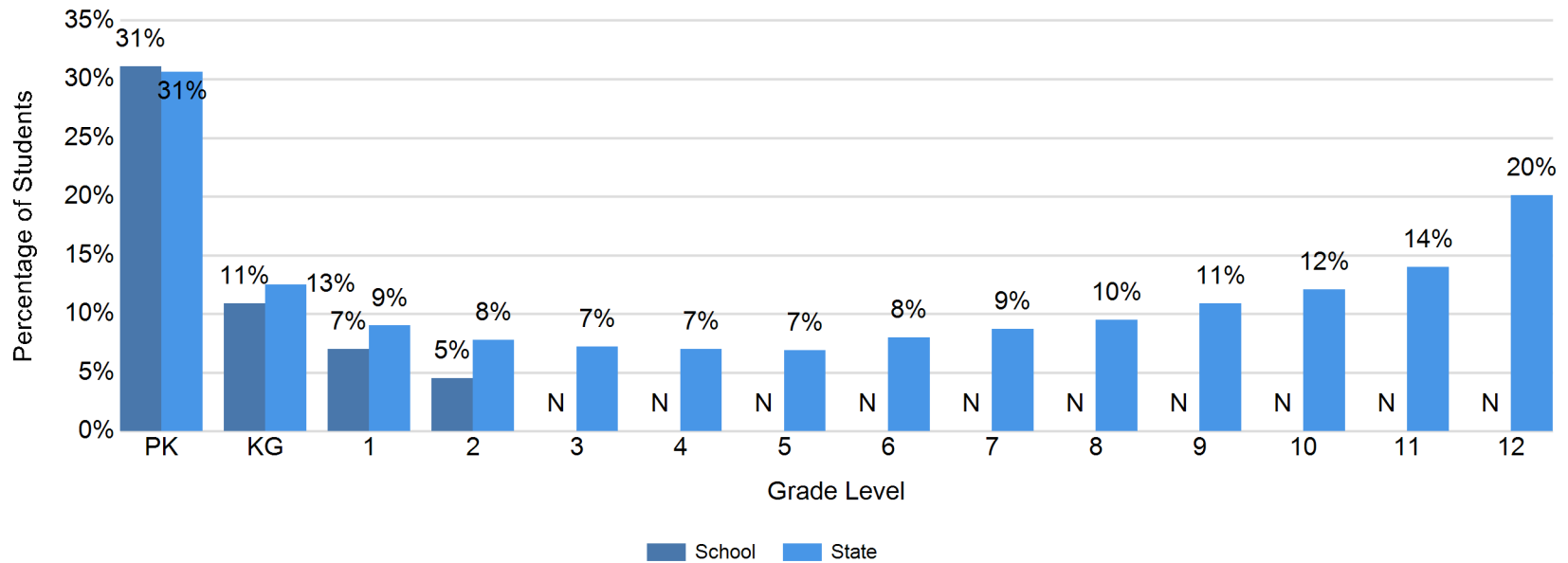
**Land O'Pines Elementary School
2016-2017**

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MONMOUTH
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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 | 8:45AM |
| Typical End Time | 3:55PM |
| Length of School Day | 7 Hrs 10 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|-----------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



**Land O'Pines Elementary School
2016-2017**

Grade Span PK-02

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 43 | 120,724 |
| Average years experience in public schools | 10.2 | 11.8 |
| Average years experience in district | 9.7 | 10.5 |
| Teachers in district for 4 or more years | 70% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 13:1 | 12:1 |
| Administrators | 285:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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2016-2017

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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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 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% |



**Land O'Pines Elementary School
2016-2017**

Grade Span PK-02




25-2290-030
MONMOUTH
HOWELL TWP
81 WINDELER ROAD
HOWELL, NJ 07731-8700

School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Suarez | Email Address: | dsuarez@howell.k12.nj.us |
| Address: | 81 WINDELER ROAD HOWELL, NJ 07731-8700 | Website: | http://www.howell.k12.nj.us/lop/lop_home.aspx |
| Phone: | (732)751-2489 | Twitter: | https://twitter.com/HowellTwpLOP |

School Narrative

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| | |
|--|---|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • Selected as a Future Ready School - NJ's for its Inaugural Cohort • Curriculum includes Tools of the Mind, Readers & Writers Workshop, enVision, and Next Generation Science Standards. • LOP School Improvement Panel drives staff's Professional Learning to ensure enjoyable and meaningful lessons. |
|  <p>Mission, Vision, Theme:</p> | <p>"From Small Beginnings Grow Great Things at Land O'Pines School." The very nature of this theme served as an integral component when uniting all aspects of the academic curriculum, as well as the on-going Bucket Filler character education program. The theme served as a catalyst for students to establish and maintain close ties to the school, as an extended part of the family.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>Selected as a NJ Future Ready School in the inaugural cohort. Chosen to be a model 'Tools of the Mind' district welcoming school districts into our building to learn. Through technology, differentiated instruction, and creative scheduling, individual needs are met for each and every student. The Land O'Pines School staff provides elementary students in Pre-K through Second Grade with an outstanding educational experience that promotes high achievement and a positive self-image.</p> |



Land O'Pines Elementary School




2016-2017

Grade Span PK-02

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School Narrative

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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>All curricula aligns with New Jersey Student Learning Standards. Pre-K curriculum is Tools of the Mind. Grades Kindergarten through Second focus on Readers and Writers Workshop for Language Arts, enVision for Math, and Mystery Science in accordance with Next Generation Science Standards. The results of student performance data collected are routinely reviewed, examined, and analyzed. The data provides a stimulus for curriculum changes, modifications, and enhancements.</p> |
|  <p>Clubs and Activities:</p> | <p>Genius Hour launches as a pilot program. Program gives student the opportunity and initiative to explore and research their interest.</p> |
|  <p>Before and After School Programs:</p> | <p>Book Buzz is an after-school program with the focus of helping students whose reading levels are below grade-average. It meets monthly with nighttime community outreach. Teachers from each grade level support and assist students to motivate and engage them to grow and meet their academic needs. Evening events allow parents to learn strategies to work with their children at home.</p> |







**Land O'Pines Elementary School
2016-2017**

Grade Span PK-02

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HOWELL, NJ 07731-8700

School Narrative

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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>The LOP School Improvement Panel drives Professional Learning for staff. All grade levels and departments are represented on the panel and our focus is aligned with district and state learning environments. Common planning times are available to teachers throughout the week and Professional Learning Networks are fostered and supported. In-services are focused on meeting standards, as well as finding exciting and creative teaching strategies to make learning enjoyable and meaningful.</p> |
|  <p>Student Supports and Services:</p> | <p>Student needs are met through various stages with our Response to Intervention program. Guidance counselors, Child Study Team (Psychologists, Social Workers and Learning Consultants) and support services such as Speech, Occupational Therapy, and Behaviorists are readily available for students in need.</p> |
|  <p>Student Health and Wellness:</p> | <p>Breakfast is offered to all students, along with a healthy state-approved lunch. Many teachers engage in wellness and mindfulness teachings within their lessons. Students from Pre-K through Second grade also engage in Physical Education and recess.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Land O'Pines has a Parent Teacher Organization which supports community involvement. After school and evening activities continue to enhance and reinforce the "extended family atmosphere" since parents play a critical role in their child's learning experience. The Special Education Parent Advisory Group also leads our students with special needs in finding success. All parents are invited into grade-level classrooms to participate in shows, activities and "students of the week".</p> |



**Land O'Pines Elementary School
2016-2017**

Grade Span PK-02

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HOWELL, NJ 07731-8700

School Narrative

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Climate Surveys:

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

Community and staff Climate & Culture Surveys were distributed three times during the year. Constructive feedback was taken into consideration and changes for the better were made, when possible. Student surveys were given at the beginning of the year to determine the special interests of students and the data was used to drive the focus/themes of lessons.



Facilities:

Land O'Pines School opened in 1961. The school houses an additional wing that was built in 1996, which currently houses some of our preschool programs. We are currently in the process of renovating our Media Center into a Maker Space. Our student enrollment is 500+ with a rolling enrollment for preschool when students turn three years old. Our staff is 100+ when including student support services.




Newbury Elementary School
2016-2017
Grade Span 03-05

25-2290-032
MONMOUTH
HOWELL TWP
179 NEWBURY ROAD
HOWELL, NJ 07731-1813

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

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

Navigating through the reports:

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

Other Resources:

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



Newbury Elementary School
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Grade Span 03-05

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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 3 | 57 | 116 | 123 |
| 4 | 55 | 155 | 137 |
| 5 | 43 | 164 | 164 |
| Ungraded | 63 | 0 | 0 |
| Total | 352 | 435 | 424 |

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 | 42% | 46% | 43% |
| Male | 58% | 54% | 57% |
| Economically Disadvantaged Students | 15% | 19% | 19% |
| Students with Disabilities | 36% | 22% | 16% |
| English Learners | 0% | 0% | 1% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 75.7% |
| Hispanic | 11.1% |
| Black or African American | 5.7% |
| Asian | 5.2% |
| Native Hawaiian or Pacific Islander | 0.2% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 2.1% |

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 | 93.9% |
| Spanish | 2.6% |
| Other | 3.4% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 436 | 96.0 | 63.80 | 69.20 | 54.90 | 63.8 | 56.6 | Met Target |
| White | 326 | 96.2 | 63.80 | 70.70 | 63.90 | 63.8 | 57.4 | Met Target |
| Hispanic | 54 | 96.4 | 57.40 | 57.90 | 39.80 | 57.4 | 45.9 | Met Target |
| Black or African American | 24 | 92.3 | 50.00 | 60.60 | 35.20 | 48.5 | 39 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 23 | 100.0 | 87.00 | 82.70 | 80.70 | 87 | 77.1 | Met Goal |
| American Indian or Alaska Native | * | * | * | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 188 | 95.9 | 68.10 | 75.60 | 62.20 | 68.1 | | |
| Male | 248 | 96.1 | 60.50 | 62.90 | 48.10 | 60.5 | | |
| Economically Disadvantaged Students | 85 | 93.4 | 36.50 | 43.50 | 36.20 | 35.9 | 38.5 | Met Target† |
| Non-Economically Disadvantaged Students | 351 | 96.7 | 70.40 | 73.70 | 65.80 | 70.4 | | |
| Students with Disabilities | 88 | 88.9 | 27.30 | 29.40 | 20.50 | 25.5 | 22.5 | Met Target |
| Students without Disabilities | 348 | 98.0 | 73.00 | 79.20 | 61.90 | 73 | | |
| English Learners | 13 | 100.0 | 15.40 | * | 25.20 | 15.4 | ** | ** |
| Non-English Learners | 423 | 95.9 | 65.20 | * | 57.40 | 65.2 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | 16.70 | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | 50.00 | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 126 | 758 | 762 | 749 | 11% | 10% | 15% | 56% | 8% | 64% | 50% |
| White | 97 | 761 | 765 | 759 | * | 12% | 18% | 59% | * | 65% | 61% |
| Hispanic | 11 | 724 | * | 734 | * | 0% | * | * | * | 36% | 35% |
| Black or African American | 11 | 743 | 752 | 731 | * | * | * | * | * | 55% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 53 | 765 | 766 | 754 | * | * | * | 53% | * | 66% | 55% |
| Male | 73 | 753 | 759 | 745 | * | * | * | 58% | * | 62% | 46% |
| Economically Disadvantaged Students | 28 | 730 | 737 | 731 | * | * | * | 39% | * | 39% | 31% |
| Non-Economically Disadvantaged Students | 98 | 766 | 768 | 762 | * | * | * | 60% | * | 70% | 63% |
| Students with Disabilities | 24 | 730 | 737 | 720 | * | * | * | * | * | 38% | 24% |
| Students without Disabilities | 102 | 765 | 768 | 755 | * | * | * | * | * | 70% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 141 | 765 | 761 | 753 | * | * | 22% | 36% | 26% | 62% | 56% |
| White | 103 | 764 | 763 | 762 | * | * | 25% | 38% | 24% | 62% | 67% |
| Hispanic | 20 | 756 | 746 | 740 | * | * | 0% | * | * | 60% | 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 | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 55 | 772 | 765 | 758 | * | * | 24% | 35% | 33% | 67% | 61% |
| Male | 86 | 760 | 757 | 749 | * | * | 21% | 37% | 22% | 59% | 51% |
| Economically Disadvantaged Students | 17 | 734 | 741 | 737 | * | * | * | * | 0% | 24% | 36% |
| Non-Economically Disadvantaged Students | 124 | 769 | 765 | 764 | * | * | * | * | 30% | 68% | 69% |
| Students with Disabilities | 30 | 736 | 736 | 725 | * | * | * | * | * | 30% | 25% |
| Students without Disabilities | 111 | 772 | 768 | 759 | * | * | * | * | * | 71% | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 160 | 767 | 765 | 756 | * | * | 20% | 49% | 19% | 68% | 59% |
| White | 118 | 766 | 765 | 763 | * | * | 21% | 53% | 15% | 68% | 69% |
| Hispanic | 23 | 761 | * | 743 | * | * | * | 44% | * | 65% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 792 | 779 | 779 | 0% | * | * | * | * | 82% | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 77 | 770 | 769 | 761 | * | * | 17% | 53% | 20% | 73% | 66% |
| Male | 83 | 763 | 760 | 750 | * | * | 23% | 46% | 18% | 64% | 53% |
| Economically Disadvantaged Students | 31 | 745 | * | 740 | * | * | 32% | 45% | * | 48% | 40% |
| Non-Economically Disadvantaged Students | 129 | 772 | * | 765 | * | * | 17% | 50% | * | 73% | 71% |
| Students with Disabilities | 25 | 731 | 730 | 725 | * | * | 40% | * | * | 20% | 22% |
| Students without Disabilities | 135 | 773 | 772 | 762 | * | * | 16% | * | * | 77% | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |

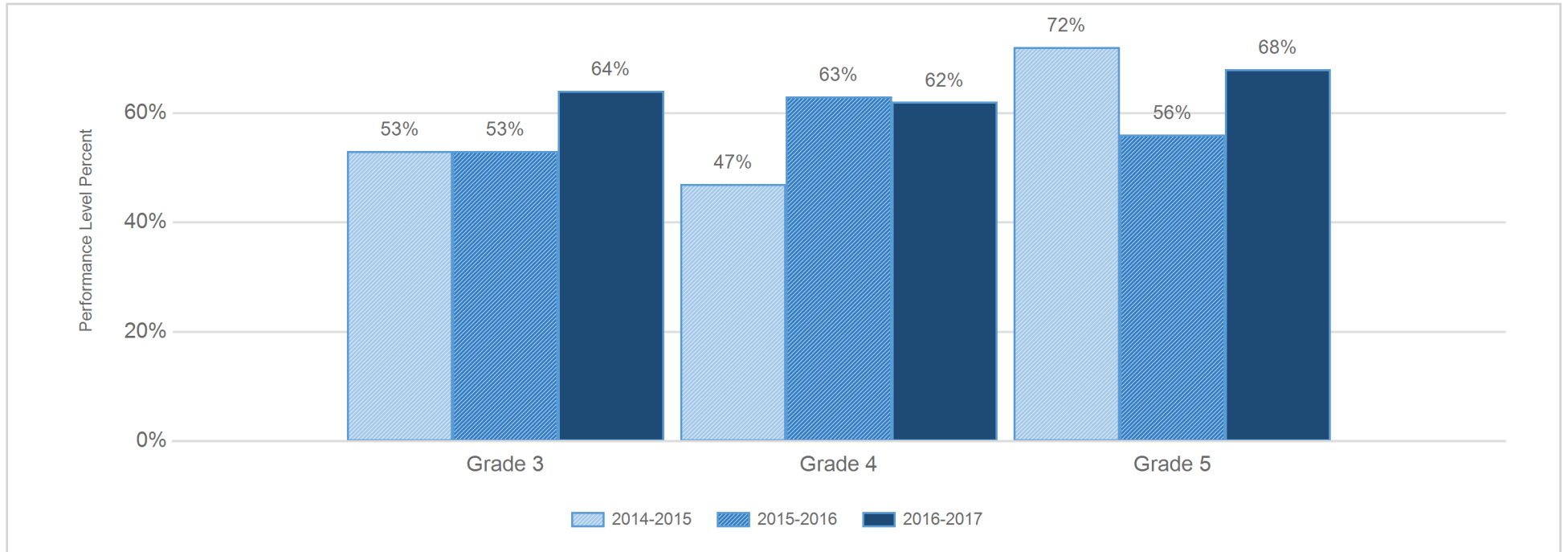


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 436 | 96.1 | 63.80 | 56.40 | 43.50 | 63.8 | 51.9 | Met Target |
| White | 326 | 96.2 | 65.40 | 58.30 | 52.40 | 65.4 | 54.3 | Met Target |
| Hispanic | 54 | 96.5 | 53.70 | 39.50 | 27.60 | 53.7 | 29.4 | Met Target |
| Black or African American | 24 | 92.3 | 37.50 | 40.40 | 21.70 | 36.4 | 39 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 23 | 100.0 | 91.30 | 78.40 | 75.60 | 91.3 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 188 | 95.9 | 62.30 | 56.10 | 44.10 | 62.3 | | |
| Male | 248 | 96.2 | 64.90 | 56.50 | 42.90 | 64.9 | | |
| Economically Disadvantaged Students | 85 | 93.6 | 34.20 | 29.20 | 25.10 | 33.5 | 27.8 | Met Target |
| Non-Economically Disadvantaged Students | 351 | 96.7 | 70.90 | 61.10 | 54.30 | 70.9 | | |
| Students with Disabilities | 88 | 88.9 | 36.40 | * | 16.50 | 34 | 21.6 | Met Target |
| Students without Disabilities | 348 | 98.0 | 70.70 | * | 48.80 | 70.7 | | |
| English Learners | 13 | 100.0 | 15.40 | 19.70 | 23.30 | 15.4 | ** | ** |
| Non-English Learners | 423 | 95.9 | 65.20 | 57.10 | 45.20 | 65.2 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | 16.70 | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | 50.00 | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 127 | 766 | 761 | 751 | * | * | 14% | 52% | 21% | 72% | 53% |
| White | 97 | 767 | 763 | 759 | * | * | 12% | 56% | 21% | 76% | 63% |
| Hispanic | 11 | 751 | * | 738 | 0% | * | * | * | * | 46% | 37% |
| Black or African American | 11 | 757 | 754 | 733 | 0% | * | * | * | * | 55% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 53 | 771 | 760 | 751 | * | * | * | 49% | 26% | 76% | 52% |
| Male | 74 | 763 | 763 | 751 | * | * | * | 54% | 16% | 70% | 53% |
| Economically Disadvantaged Students | 29 | 747 | 740 | 736 | * | * | * | 45% | * | 48% | 34% |
| Non-Economically Disadvantaged Students | 98 | 772 | 766 | 761 | * | * | * | 54% | * | 80% | 65% |
| Students with Disabilities | 24 | 745 | 743 | 729 | * | * | * | * | * | 46% | 29% |
| Students without Disabilities | 103 | 771 | 765 | 755 | * | * | * | * | * | 79% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 142 | 762 | 757 | 747 | * | * | 24% | 46% | 16% | 62% | 47% |
| White | 103 | 763 | 760 | 755 | * | * | 26% | 49% | 15% | 63% | 59% |
| Hispanic | 21 | 750 | 742 | 734 | * | * | * | * | * | 57% | 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 | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 55 | 765 | 757 | 747 | * | * | 26% | 46% | 18% | 64% | 47% |
| Male | 87 | 760 | 757 | 747 | * | * | 23% | 46% | 15% | 61% | 48% |
| Economically Disadvantaged Students | 18 | 730 | 737 | 732 | * | * | * | * | 0% | 22% | 27% |
| Non-Economically Disadvantaged Students | 124 | 767 | 761 | 757 | * | * | * | * | 19% | 68% | 61% |
| Students with Disabilities | 30 | 737 | 737 | 724 | * | * | * | 37% | 0% | 37% | 22% |
| Students without Disabilities | 112 | 769 | 763 | 751 | * | * | * | 48% | 21% | 69% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 161 | 761 | 757 | 747 | * | * | 27% | 45% | 16% | 61% | 46% |
| White | 118 | 761 | 758 | 754 | * | * | 26% | 48% | 14% | 63% | 57% |
| Hispanic | 23 | 757 | * | 735 | * | * | * | * | * | 52% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 788 | 774 | 774 | 0% | 0% | * | * | * | 83% | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 78 | 757 | 755 | 747 | * | * | 33% | 42% | * | 54% | 47% |
| Male | 83 | 765 | 759 | 746 | * | * | 22% | 47% | * | 68% | 46% |
| Economically Disadvantaged Students | 32 | 742 | * | 732 | * | * | 44% | 31% | * | 34% | 27% |
| Non-Economically Disadvantaged Students | 129 | 766 | * | 756 | * | * | 23% | 48% | * | 67% | 59% |
| Students with Disabilities | 25 | 742 | 731 | 725 | * | * | * | * | * | 40% | 19% |
| Students without Disabilities | 136 | 765 | 763 | 751 | * | * | * | * | * | 65% | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

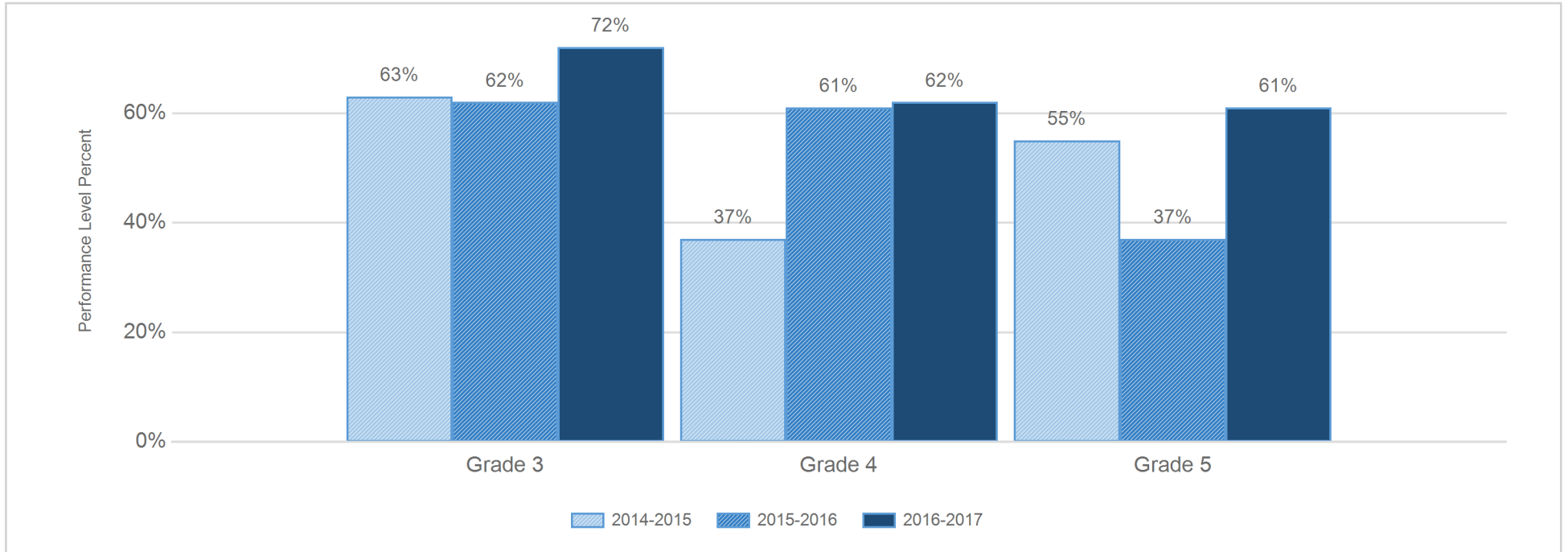


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

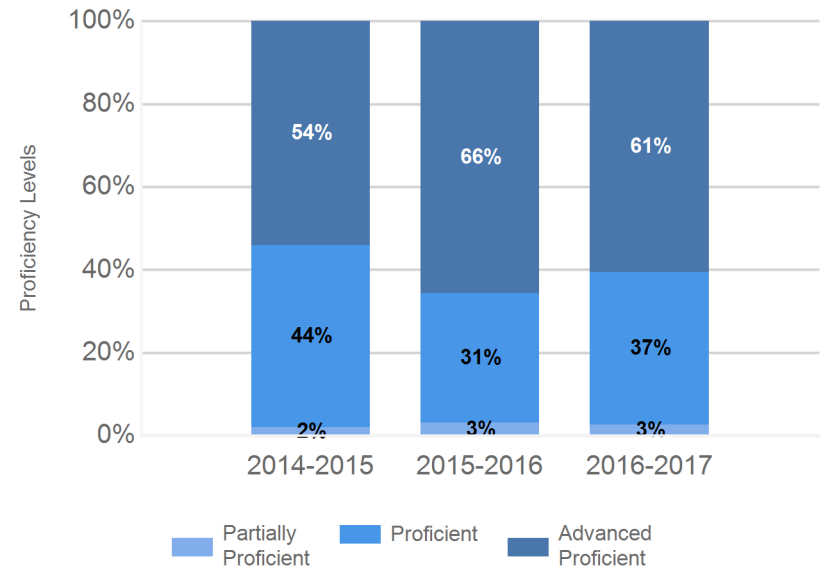
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 61% | 37% | 3% |
| White | 63% | 35% | 3% |
| Hispanic | 48% | 48% | 4% |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | N |
| Economically Disadvantaged Students | 20% | 80% | N |
| Students with Disabilities | 41% | 50% | 9% |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 56 | 57 | 50 | Met Target | 58 | 59 | 50 | Met Target |
| White | 53 | 58 | 50 | Met Target | 56 | 59 | 52 | Met Target |
| Hispanic | 61 | 53 | 49 | Exceeds Target | 68 | 55.5 | 47 | Exceeds Target |
| Black or African American | * | 52 | 45 | ** | * | 53.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 77 | 58 | 60 | ** | 70 | 61 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 52 | 52 | 47 | Met Target | 54 | 55 | 46 | Met Target |
| Students with Disabilities | 37.5 | 49.5 | 41 | Not Met | 55 | 52 | 43 | Met Target |
| English Learners | * | 60 | 53 | ** | * | 64 | 51 | ** |

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



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

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

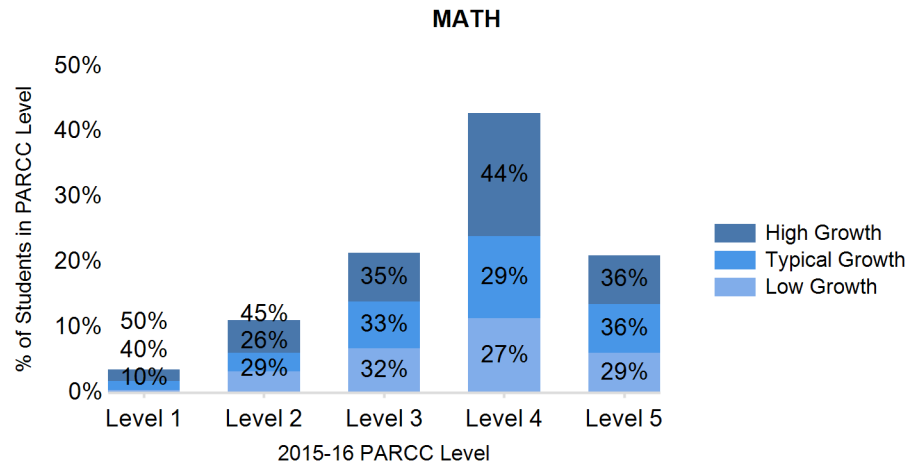
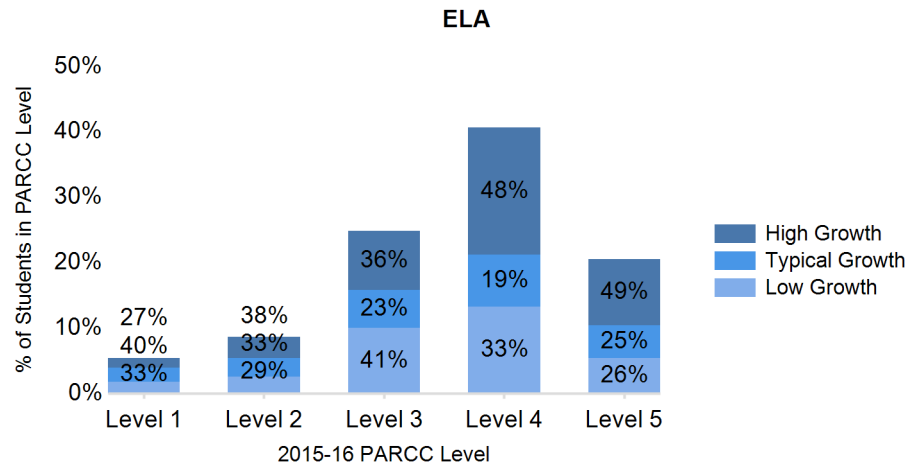
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

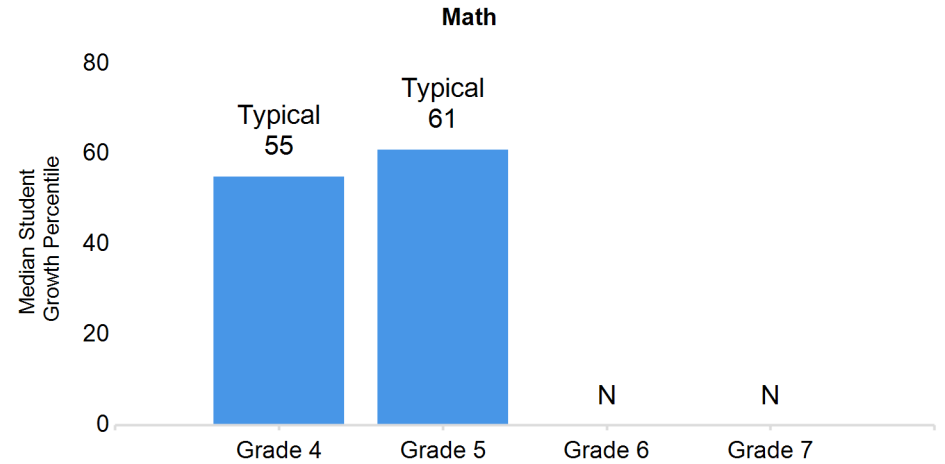
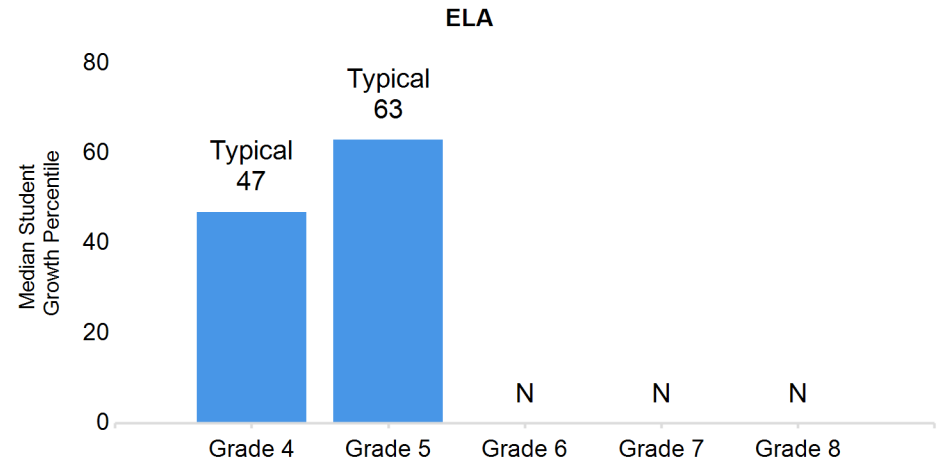
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

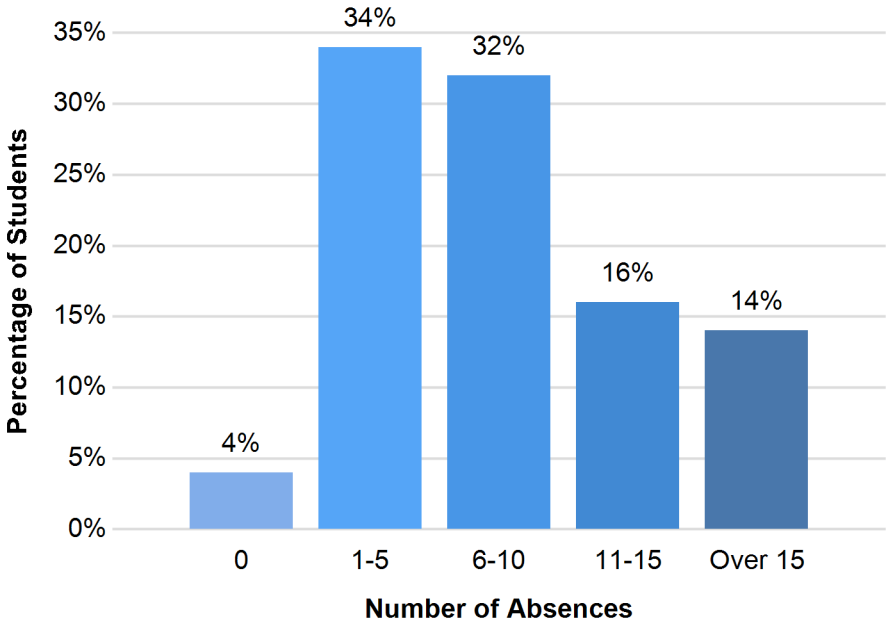
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 8.00 | 7.00 | Not Met |
| White | 9.00 | 7.00 | Not Met |
| Hispanic | 6.50 | 7.00 | Met Target |
| Black or African American | 0 | 7.00 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 8.70 | 7.00 | Not Met |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 10.10 | 7.00 | Not Met |
| Students with Disabilities | 13.90 | 7.00 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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



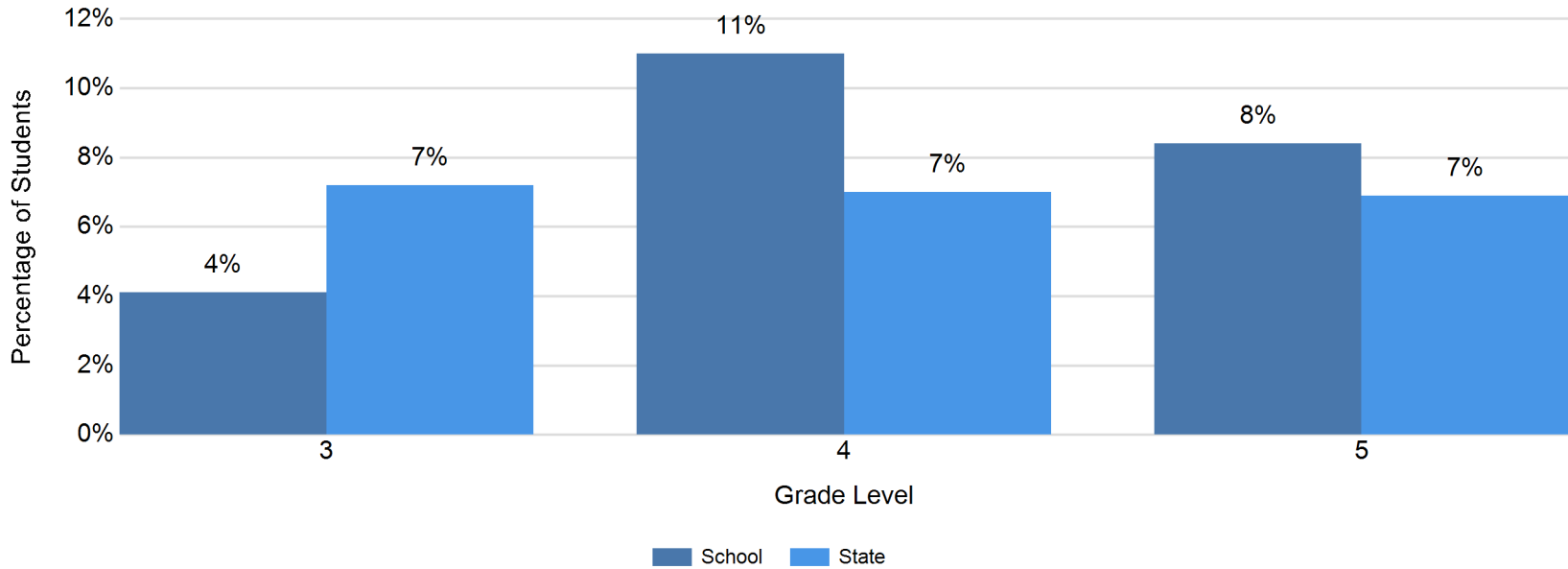


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|----------------|
| Typical Start Time | 8:45AM |
| Typical End Time | 3:15PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.47 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 1.4% |
| Any Suspension | 1.4% |

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 | 1.0:1 | 167.8 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 41 | 120,724 |
| Average years experience in public schools | 13.0 | 11.8 |
| Average years experience in district | 11.6 | 10.5 |
| Teachers in district for 4 or more years | 73% | 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 | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 10:1 | 12:1 |
| Administrators | 212:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 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 | 60.3 | 17.5% |
| Mathematics Proficiency | 77.4 | 17.5% |
| English Language Arts Growth | 66.5 | 25.0% |
| Mathematics Growth | 79.7 | 25.0% |
| Chronic Absenteeism | 39.2 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 66.5 |
| Summative Rating: Percentile rank of Summative Score | | 75.4 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 66.5 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| White | 53.8 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Hispanic | 85.0 | 11.9 | No | Met Target | Met Target | Met Target | Exceeds Target | Exceeds Target | No |
| Black or African American | ** | ** | No | Met Target | Met Target† | Met Target | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | Met Goal | Met Goal | Not Met | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 63.4 | 11.9 | No | Met Target† | Met Target | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 61.0 | 11.9 | No | Met Target | Met Target | Not Met | Not Met | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Dr. Quinn | Email Address: | jquinn@howell.k12.nj.us |
| Address: | 179 NEWBURY ROAD HOWELL, NJ 07731-1813 | Website: | http://www.howell.k12.nj.us/newbury/newbury_home.aspx |
| Phone: | (732)751-2491 | Twitter: | https://twitter.com/HowellTwpNewbry |

School Narrative

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

| | |
|---|--|
| <p>Highlights:</p> | <ul style="list-style-type: none"> • Reigning champions of 5th grade Intradistrict Basketball League. • Home of District's Gifted and Talented Program for 4th and 5th grades. • Clubs offered include Student Council, Newspaper, and Homework clubs. |
| <p>Mission, Vision, Theme:</p> | <p>Newbury School remains committed to its mission to educate and challenge students to become skillful communicators, independent thinkers, and life-long learners. Through the mutual efforts of home, school, and community, our pupils are provided with an instructional environment that helps to maximize learning opportunities. We continually strive to provide our students with a quality education that will allow them to reach their full potential.</p> |
| <p>Awards, Recognition, Accomplishments:</p> | <p>Newbury School has been identified as a Future Ready School. Our Gifted and Talented program has been recognized for our work with NJ BizTown as we highlighted financial literacy for our students. Our staff has received many grants to support their work. Aside from the excellent work taking place in the classrooms, Newbury School has also been recognized for our charitable work with the American Cancer Society, assisting homeless Veterans, and others. We are proud of our students and staff!</p> |







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HOWELL, NJ 07731-1813

School Narrative

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

| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Newbury School continues to provide the students with opportunities to gain hands-on experience with technology that is applied in all areas of the curriculum. The students are led by a high quality staff that is offered many opportunities for professional development to keep staff current in instructional theories and methods. An emphasis on Personalized Learning takes place in our classrooms as we attempt to meet the needs of each student.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>Along with a robust physical education program, our 5th grade students are provided the opportunity to take part on our 5th grade basketball team in intradistrict competition. Newbury is the reigning champion of the league. Our students also have the opportunity to take part in Field Day each spring, which is run by our physical education teachers, and there are many opportunities for participation in various sports offered by the recreational leagues within the town.</p> |
|  <p>Clubs and Activities:</p> | <p>Newbury School offers a Homework Club for students who are identified as in need of additional assistance. The Homework Club is done in cooperation with volunteer students from the local high school, who work with small groups of students for one hour after school one time per week. Students also have opportunities to take part in our Student Council club and Newspaper club, which are also offered after school during the year.</p> |
|  <p>Before and After School Programs:</p> | <p>Student can join the Newspaper Club and Student Council. Homework Club is after school instruction for students in need of additional support.</p> |







**Newbury Elementary School
2016-2017**

Grade Span 03-05

25-2290-032
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School Narrative

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

| | |
|--|---|
|  <p>Staff and Professional Learning:</p> | <p>The staff is offered professional learning opportunities throughout the school year through job-embedded strategically designed experiences. Professional learning is guided by our School Improvement Panel, which meets regularly to review progress and identify the changing needs of our staff and students. Teachers also have the opportunity to attend CEU courses and learning opportunities outside the district.</p> |
|  <p>Student Supports and Services:</p> | <p>Support services for students and families take place through our Guidance and Special Education Departments. Support services are often personalized to meet the needs of students and families. Supports for students include RTI, ASI, a Homework Club, special education, and related services including guidance counseling, occupational therapy, speech therapy, and physical therapy.</p> |
|  <p>Student Health and Wellness:</p> | <p>A full time nurse is available at Newbury School to meet the medical needs of our student population. A health and wellness curriculum is also taught as part of both science and physical education throughout the school year. Exercise is important, so students receive physical education twice per week and daily recess. This is further supported by the many recreation and sporting activities available within the township.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Through the assistance of a very supportive PTA, Newbury School is able to offer our students a wide variety of experiences outside of the classroom by participating in cultural arts events, field trips, and other activities throughout the school year. We partner with the community for additional supports, such as NJ BizTown for financial literacy, the local Naval Base for patriotic activities like our Veterans Day assembly, and community organizations for class trips and assemblies.</p> |



Newbury Elementary School
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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.



Facilities:

The facilities at Newbury School are well maintained by our custodial and grounds department. The school has been a community hub for almost 45 years. Newbury School has a soccer field, baseball field, basketball court and playground for students and the community to use both during and after school. Newbury is also a favorite location for the Howell Basketball Club due to having 2 gymnasiums for use after school hours. Recent upgrades to the playground have been enjoyed by all.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Grade Span 03-05

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 3 | 60 | 117 | 129 |
| 4 | 75 | 114 | 116 |
| 5 | 68 | 156 | 120 |
| Ungraded | 58 | 34 | 26 |
| Total | 436 | 421 | 391 |

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 45% | 45% | 49% |
| Male | 55% | 55% | 51% |
| Economically Disadvantaged Students | 21% | 15% | 15% |
| Students with Disabilities | 25% | 25% | 20% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 80.1% |
| Hispanic | 12.3% |
| Black or African American | 3.6% |
| Asian | 3.1% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 1.0% |

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 | 93.6% |
| Spanish | 2.8% |
| Other | 3.8% |



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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 | 351 | 97.7 | 71.50 | 69.20 | 54.90 | 71.5 | 62.8 | Met Target |
| White | 286 | 98.1 | 73.40 | 70.70 | 63.90 | 73.4 | 63.1 | Met Target |
| Hispanic | 41 | 96.2 | 53.60 | 57.90 | 39.80 | 53.6 | 59.4 | Met Target† |
| Black or African American | 10 | 100.0 | 80.00 | 60.60 | 35.20 | 80 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 100.0 | 75.00 | 82.70 | 80.70 | 75 | ** | ** |
| American Indian or Alaska Native | * | * | * | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 174 | 98.9 | 78.10 | 75.60 | 62.20 | 78.1 | | |
| Male | 177 | 96.4 | 64.90 | 62.90 | 48.10 | 64.9 | | |
| Economically Disadvantaged Students | 52 | 96.8 | 48.00 | 43.50 | 36.20 | 48 | 49.3 | Met Target† |
| Non-Economically Disadvantaged Students | 299 | 97.8 | 75.60 | 73.70 | 65.80 | 75.6 | | |
| Students with Disabilities | 56 | 92.3 | 28.60 | 29.40 | 20.50 | 27.6 | 24.8 | Met Target |
| Students without Disabilities | 295 | 98.8 | 79.60 | 79.20 | 61.90 | 79.6 | | |
| English Learners | 11 | 100.0 | 18.20 | * | 25.20 | 18.2 | ** | ** |
| Non-English Learners | 340 | 97.6 | 73.30 | * | 57.40 | 73.3 | | |
| Homeless Students | N | N | N | 41.20 | 26.40 | N | | |
| Students In Foster Care | N | N | N | 16.70 | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | 50.00 | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 134 | 767 | 762 | 749 | 9% | 8% | 15% | 54% | 15% | 69% | 50% |
| White | 100 | 773 | 765 | 759 | * | * | 16% | 53% | 19% | 72% | 61% |
| Hispanic | 23 | 742 | * | 734 | * | * | * | 48% | * | 52% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 71 | 776 | 766 | 754 | * | * | * | 54% | * | 75% | 55% |
| Male | 63 | 757 | 759 | 745 | * | * | * | 54% | * | 62% | 46% |
| Economically Disadvantaged Students | 18 | 723 | 737 | 731 | * | * | * | * | * | 28% | 31% |
| Non-Economically Disadvantaged Students | 116 | 774 | 768 | 762 | * | * | * | * | * | 75% | 63% |
| Students with Disabilities | 16 | 736 | 737 | 720 | * | * | * | * | * | 31% | 24% |
| Students without Disabilities | 118 | 771 | 768 | 755 | * | * | * | * | * | 74% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 120 | 763 | 761 | 753 | * | * | 20% | 53% | 18% | 71% | 56% |
| White | 99 | 763 | 763 | 762 | * | * | 19% | 54% | 17% | 71% | 67% |
| Hispanic | 12 | 760 | 746 | 740 | 0% | * | * | * | * | 58% | 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 | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 59 | 766 | 765 | 758 | * | * | 19% | 48% | * | 73% | 61% |
| Male | 61 | 760 | 757 | 749 | * | * | 21% | 57% | * | 69% | 51% |
| Economically Disadvantaged Students | 21 | 760 | 741 | 737 | * | * | * | 52% | * | 67% | 36% |
| Non-Economically Disadvantaged Students | 99 | 764 | 765 | 764 | * | * | * | 53% | * | 72% | 69% |
| Students with Disabilities | 21 | 730 | 736 | 725 | * | * | * | * | * | 24% | 25% |
| Students without Disabilities | 99 | 770 | 768 | 759 | * | * | * | * | * | 81% | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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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 | 119 | 770 | 765 | 756 | * | * | 16% | 60% | 16% | 76% | 59% |
| White | 99 | 771 | 765 | 763 | * | * | 12% | 68% | 13% | 81% | 69% |
| Hispanic | 15 | 757 | * | 743 | * | * | * | * | * | 47% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 57 | 773 | 769 | 761 | * | * | * | 67% | * | 84% | 66% |
| Male | 62 | 766 | 760 | 750 | * | * | * | 53% | * | 68% | 53% |
| Economically Disadvantaged Students | 16 | 754 | * | 740 | * | * | * | * | * | 56% | 40% |
| Non-Economically Disadvantaged Students | 103 | 772 | * | 765 | * | * | * | * | * | 79% | 71% |
| Students with Disabilities | 18 | 738 | 730 | 725 | * | * | * | * | 0% | 33% | 22% |
| Students without Disabilities | 101 | 775 | 772 | 762 | * | * | * | * | 19% | 83% | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |

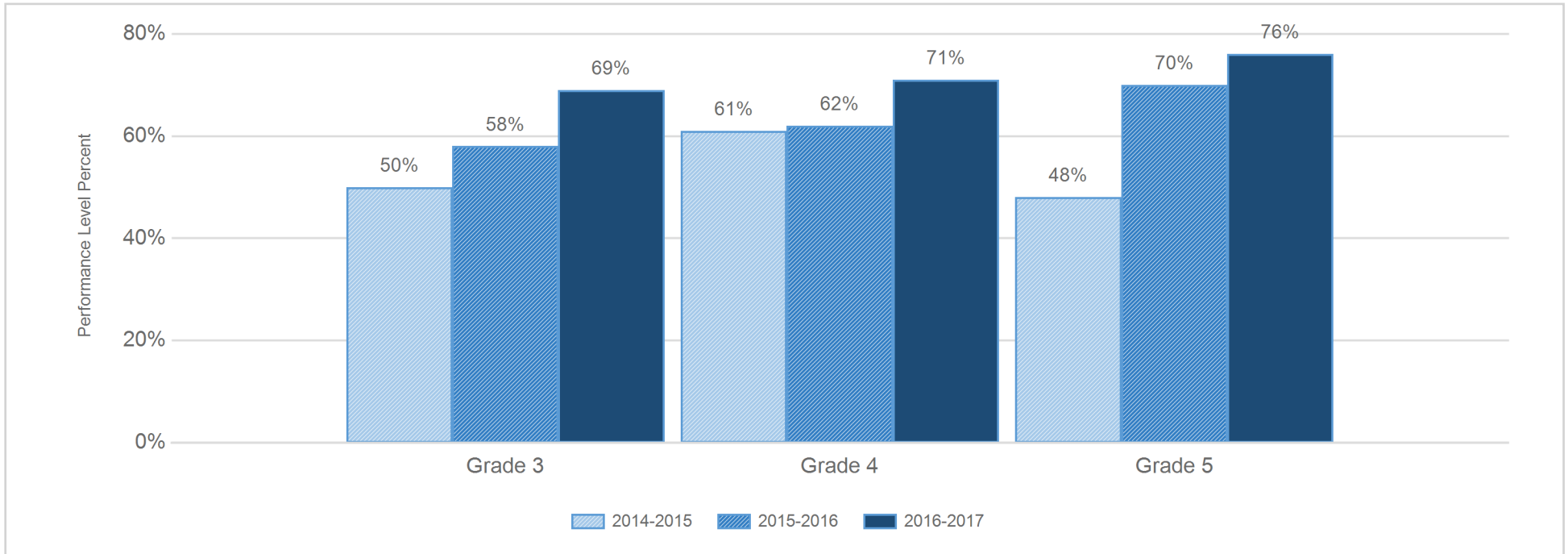


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English Language Arts/Literacy Assessment - Performance Trends

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 | 351 | 97.7 | 67.30 | 56.40 | 43.50 | 67.3 | 56.3 | Met Target |
| White | 286 | 98.1 | 69.20 | 58.30 | 52.40 | 69.2 | 57.1 | Met Target |
| Hispanic | 41 | 96.3 | 48.80 | 39.50 | 27.60 | 48.8 | 43.6 | Met Target |
| Black or African American | 10 | 100.0 | 50.00 | 40.40 | 21.70 | 50 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 100.0 | 91.70 | 78.40 | 75.60 | 91.7 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 174 | 98.9 | 67.80 | 56.10 | 44.10 | 67.8 | | |
| Male | 177 | 96.5 | 66.70 | 56.50 | 42.90 | 66.7 | | |
| Economically Disadvantaged Students | 52 | 96.9 | 34.60 | 29.20 | 25.10 | 34.6 | 39.8 | Met Target† |
| Non-Economically Disadvantaged Students | 299 | 97.8 | 72.90 | 61.10 | 54.30 | 72.9 | | |
| Students with Disabilities | 56 | 92.3 | 41.00 | * | 16.50 | 39.7 | 27.7 | Met Target |
| Students without Disabilities | 295 | 98.8 | 72.20 | * | 48.80 | 72.2 | | |
| English Learners | 11 | 100.0 | * | 19.70 | 23.30 | * | ** | ** |
| Non-English Learners | 340 | 97.6 | * | 57.10 | 45.20 | * | | |
| Homeless Students | N | N | N | 29.40 | 16.40 | N | | |
| Students In Foster Care | N | N | N | 16.70 | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | 50.00 | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 135 | 761 | 761 | 751 | * | * | 24% | 47% | 19% | 65% | 53% |
| White | 100 | 765 | 763 | 759 | * | * | 24% | 50% | 20% | 70% | 63% |
| Hispanic | 24 | 743 | * | 738 | * | * | * | 42% | * | 50% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 71 | 765 | 760 | 751 | * | * | 27% | 42% | * | 66% | 52% |
| Male | 64 | 756 | 763 | 751 | * | * | 20% | 52% | * | 64% | 53% |
| Economically Disadvantaged Students | 19 | 728 | 740 | 736 | * | * | * | * | * | 32% | 34% |
| Non-Economically Disadvantaged Students | 116 | 766 | 766 | 761 | * | * | * | * | * | 71% | 65% |
| Students with Disabilities | 16 | 745 | 743 | 729 | * | * | * | * | * | 50% | 29% |
| Students without Disabilities | 119 | 763 | 765 | 755 | * | * | * | * | * | 67% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 121 | 756 | 757 | 747 | * | 9% | 25% | 58% | * | 63% | 47% |
| White | 99 | 755 | 760 | 755 | * | 10% | 23% | 61% | * | 63% | 59% |
| Hispanic | 13 | 752 | 742 | 734 | 0% | * | * | * | * | 46% | 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 | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 59 | 756 | 757 | 747 | * | * | 27% | 58% | * | 61% | 47% |
| Male | 62 | 757 | 757 | 747 | * | * | 23% | 58% | * | 65% | 48% |
| Economically Disadvantaged Students | 22 | 749 | 737 | 732 | * | * | 46% | * | * | 41% | 27% |
| Non-Economically Disadvantaged Students | 99 | 758 | 761 | 757 | * | * | 20% | * | * | 68% | 61% |
| Students with Disabilities | 21 | 732 | 737 | 724 | * | * | * | * | * | 29% | 22% |
| Students without Disabilities | 100 | 761 | 763 | 751 | * | * | * | * | * | 70% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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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 | 120 | 763 | 757 | 747 | * | * | 18% | 49% | 23% | 72% | 46% |
| White | 100 | 765 | 758 | 754 | * | * | 16% | 50% | 25% | 75% | 57% |
| Hispanic | 15 | 751 | * | 735 | 0% | * | * | * | * | 47% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 57 | 760 | 755 | 747 | * | * | 19% | 65% | * | 74% | 47% |
| Male | 63 | 766 | 759 | 746 | * | * | 18% | 35% | * | 70% | 46% |
| Economically Disadvantaged Students | 17 | 746 | * | 732 | * | * | * | * | * | 47% | 27% |
| Non-Economically Disadvantaged Students | 103 | 766 | * | 756 | * | * | * | * | * | 76% | 59% |
| Students with Disabilities | 18 | 742 | 731 | 725 | * | * | * | * | * | 50% | 19% |
| Students without Disabilities | 102 | 767 | 763 | 751 | * | * | * | * | * | 76% | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

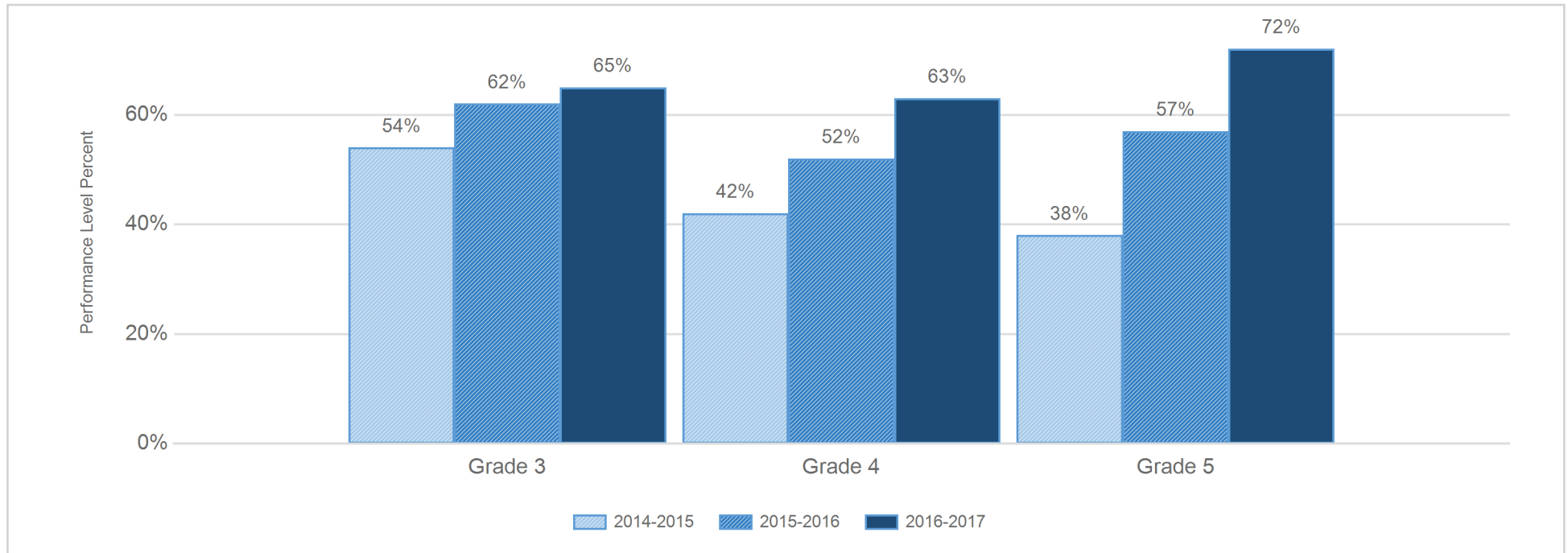


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Mathematics Assessment – Performance Trends

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



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

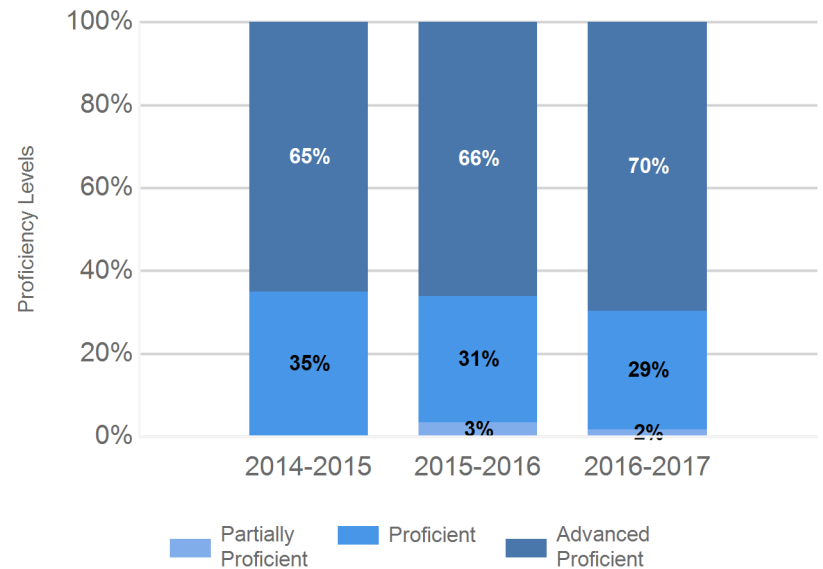
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 70% | 29% | 2% |
| White | 76% | 24% | N |
| Hispanic | 29% | 57% | 14% |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | N |
| Economically Disadvantaged Students | 58% | 32% | 11% |
| Students with Disabilities | 52% | 43% | 5% |
| 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 | 57 | 57 | 50 | Met Target | 73 | 59 | 50 | Exceeds Target |
| White | 59 | 58 | 50 | Met Target | 73 | 59 | 52 | Exceeds Target |
| Hispanic | 49 | 53 | 49 | Met Target | 70 | 55.5 | 47 | Exceeds Target |
| Black or African American | * | 52 | 45 | ** | * | 53.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 58 | 60 | ** | * | 61 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 52 | 52 | 47 | Met Target | 62 | 55 | 46 | Exceeds Target |
| Students with Disabilities | 46.5 | 49.5 | 41 | Met Target | 72 | 52 | 43 | Exceeds Target |
| English Learners | * | 60 | 53 | ** | * | 64 | 51 | ** |

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



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

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

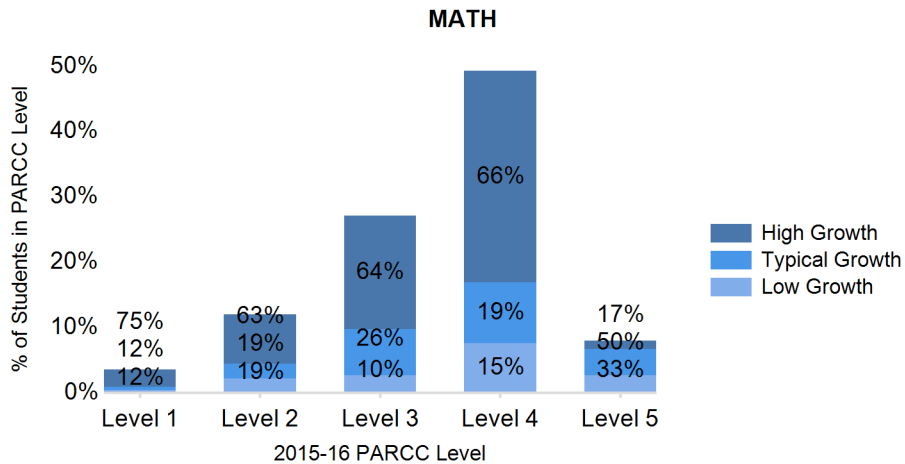
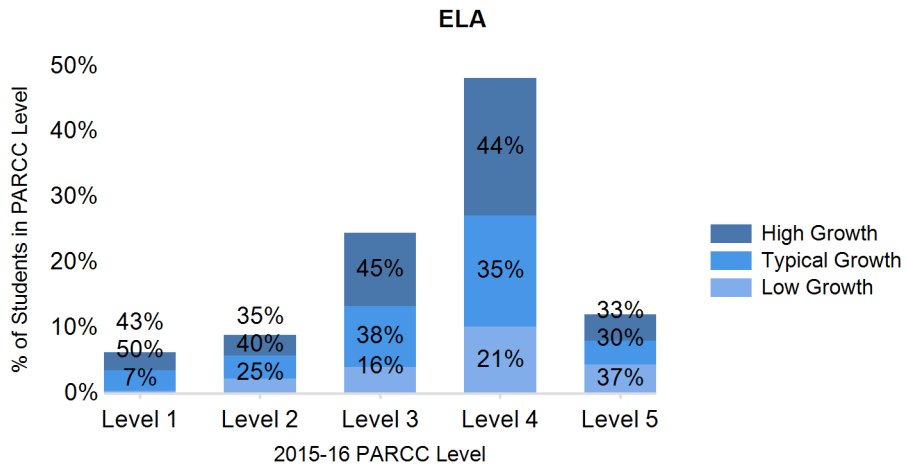
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

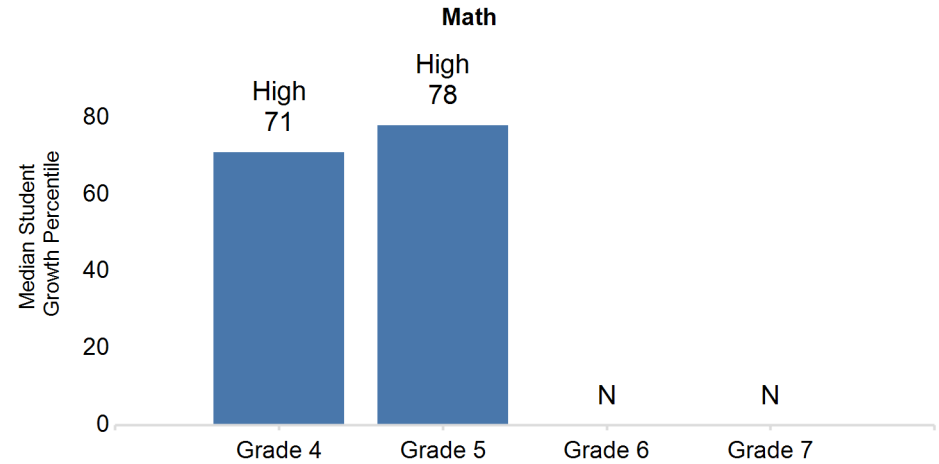
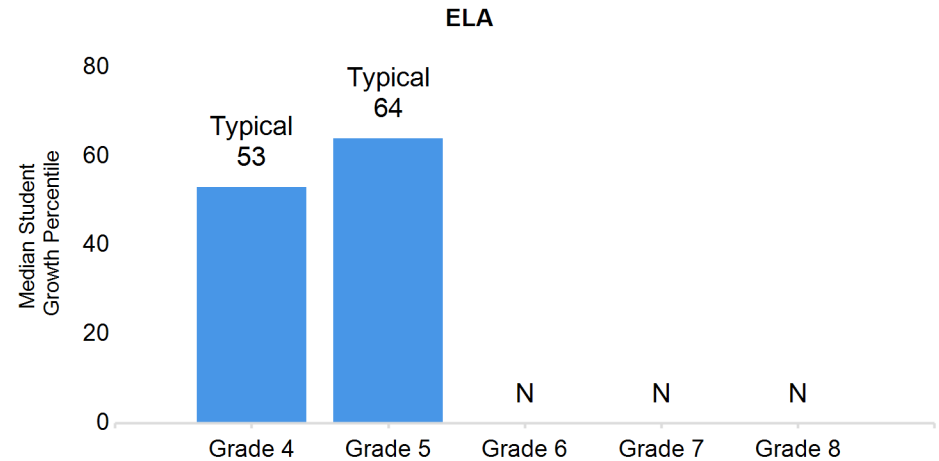
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

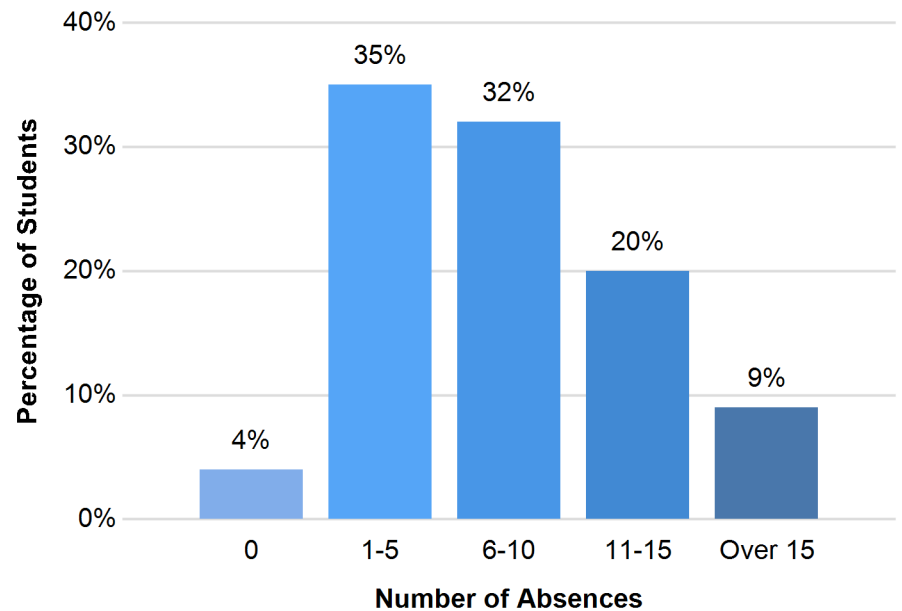
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 6.60 | 7.00 | Met Target |
| White | 7.00 | 7.00 | Met Target |
| Hispanic | 8.70 | 7.00 | 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 | 19.00 | 7.00 | Not Met |
| Students with Disabilities | 15.40 | 7.00 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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



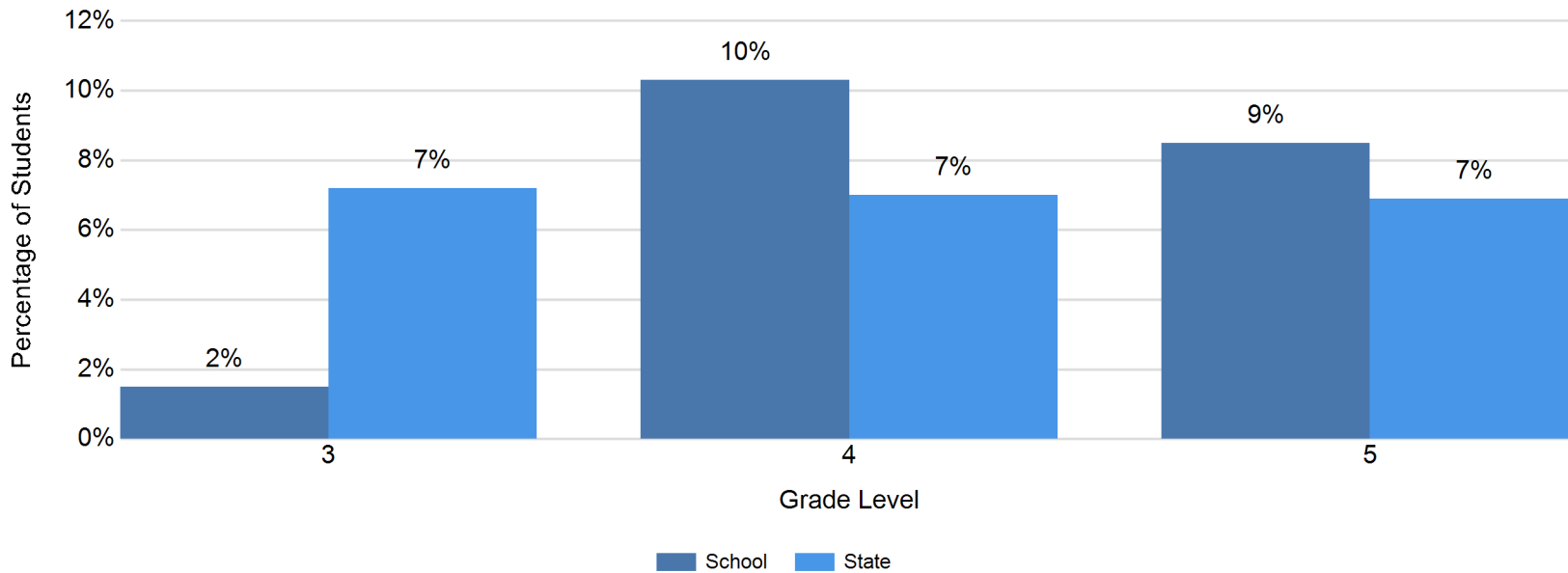


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|----------------|
| Typical Start Time | 8:05AM |
| Typical End Time | 2:35PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 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 | 1 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 4 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 1.28 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 0.3% |
| Any Suspension | 0.3% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1:1 | 167.8 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 35 | 120,724 |
| Average years experience in public schools | 16.5 | 11.8 |
| Average years experience in district | 15.3 | 10.5 |
| Teachers in district for 4 or more years | 91% | 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 | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 12:1 |
| Administrators | 196:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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

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

Teachers: All classroom teachers

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

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

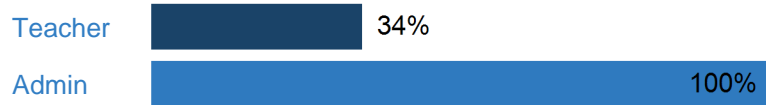
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 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 | 71.1 | 17.5% |
| Mathematics Proficiency | 81.5 | 17.5% |
| English Language Arts Growth | 69.7 | 25.0% |
| Mathematics Growth | 97.3 | 25.0% |
| Chronic Absenteeism | 36.3 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 73.9 |
| Summative Rating: Percentile rank of Summative Score | | 84.2 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 73.9 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Exceeds Target | No |
| White | 75.4 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Exceeds Target | No |
| Hispanic | 72.2 | 11.9 | No | Met Target† | Met Target | Not Met | Met Target | Exceeds Target | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 67.8 | 11.9 | No | Met Target† | Met Target† | Not Met | Met Target | Exceeds Target | No |
| Students with Disabilities | 73.5 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Exceeds Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|--|
| Principal: | Mr. Bohrer | Email Address: | abohrer@howell.k12.nj.us |
| Address: | 216 RAMTOWN -GREENVILLE ROAD HOWELL, NJ 07731-0216 | Website: | http://www.howell.k12.nj.us/ramtown/ramtown_home.asp X |
| Phone: | (732)751-2493 | Twitter: | https://twitter.com/HowellTwpRamtwn |

School Narrative

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

| | |
|--|---|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • Recognized as a Future Ready School for technological excellence. • Strong partnership with community stakeholders and Parent Teacher Organization. • Active school wide engagement in digital learning and stem-based academic experiences. |
|  <p>Mission, Vision, Theme:</p> | <p>At Ramtown School, we believe that a truly outstanding educational program is built upon a solid foundation of high expectations, academic rigor, innovative instructional practices, positive social interactions, and ongoing parental involvement. This composition of beliefs comprises the cornerstone on which our school operates.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>High levels of academic success are attained through a collaborative review of student achievement data and through the analysis of learning trends associated with state standardized assessments and district-administered diagnostic testing results. The majority of our students continued to score above state and district factor group norms on these assessments. Recognized as a Future Ready School by the state of NJ.</p> |







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School Narrative

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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Ramtown remains committed to the advancement of technology and "21st Century Learning" within the classroom setting. Each student has their own Mac laptop, engages in the creation and development of algorithms in the "coding" process, and collaborates in Maker Space learning opportunities. A school-wide S.T.E.M. Bowl was held, along with multiple School Enrichment Days. Schoology was implemented school-wide to further the evolution of our digital learning.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>Our 5th graders have the opportunity to participate in basketball and compete against other 5th grade teams in our district.</p> |
|  <p>Clubs and Activities:</p> | <p>Students were given opportunities to participate in a variety of after school activities sponsored by the PTO, as well as other school sponsored activities such as basketball, Student Council, and Newspaper. We are also offering afterschool Coding Club.</p> |
|  <p>Before and After School Programs:</p> | <p>Ramtown School has proudly offered Newspaper Club and Student Council after school. Coding Club will be offered in the upcoming school year. PTO sponsored after school activities include Theater Week, Mad Science, Zumba, and Hip Hop Dance. A welcoming partnership between home and school ensures these programs for our students.</p> |







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School Narrative

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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>School Improvement Panel (ScIP), Professional Learning Community (PLC), faculty, grade level, and data analysis meetings were held to further the schoolwide benefits associated with collegiality, collaboration, and specified goal setting. Professional learning opportunities occur in an ongoing fashion at classroom, school, and district levels.</p> |
|  <p>Student Supports and Services:</p> | <p>Ramtown School proudly houses a fully inclusive educational program in 3rd through 5th grade. The school also has a comprehensive Response to Intervention framework with tiered services that effectively uses data and staff collaboration to specifically target various student needs. A "Bucket Filler" character education program is overseen by the school's guidance counselor.</p> |
|  <p>Student Health and Wellness:</p> | <p>The physical education teachers oversee various physical activities such as Jump Rope for Heart and lunchtime Walking Club for all students. They also engage 5th graders to wellness activities for Family Life. Breakfast programs are available for all students. A "Bucket Filler" character education program is overseen by the school's guidance counselor. Select students are recognized at monthly PTO meetings. Make a Difference Day, Anti-Bullying Day, and Red Ribbon Week are also recognized.</p> |
|  <p>Parent and Community Involvement:</p> | <p>The school's PTO is extremely active and generous. Each year the PTO gives a large donation to the school, as well as provides Family Nights, Cultural Arts Assemblies, holiday presents, gift cards to families in need, and meals to staff on various days. The school provides a monthly newsletter to parents, updates parents through Twitter and School Messenger. Grades are communicated through the parent portal.</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.



Facilities:

Our school is nearly 55 years old. The media center has been recently transformed, thanks in large part to the PTO's donations, into an open learning lab with access to ongoing MakerSpace endeavors. Most recently we have had the roof and parking lots updated, and the gymnasium floor was completely redone to offer a bright and shiny new look to this area.



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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.

Ramtown School houses grades 3-5 and a fully inclusionary special education model. Technology is readily infused into all facets of the school day, as each student works on an individual Mac laptop on a daily basis. At Ramtown School, we recognize that we have a responsibility to set challenging goals, design innovative lessons, and engage students in meaningful learning experiences. The comprehensive contributions of time, effort, and energy unquestionably exhibited the Ramtown School's dedication to routinely promote an educational vision in which all stakeholders strive to make students life-long learners. In doing so, we continue to seek ways to effectively provide the opportunities necessary for them to succeed in an ever-changing society. As evidenced by our annual culminating Evening of Excellence Event, it is through the commitment to the partnership between home and school that have allowed us to maintain the long-standing tradition of developing outstanding and motivated students who understand that with hard work and patience, they have the ability to achieve the highest levels of success. It is a result of this commitment by our entire Ramtown School learning community through which all of our resources are utilized to provide each child with a first-rate education coupled with positive educational experiences that will hopefully stay with them for a lifetime.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|--------------|------------|------------|------------|
| PK | 0 | 0 | 0 |
| KG | 61 | 106 | 139 |
| 1 | 66 | 132 | 104 |
| 2 | 83 | 145 | 138 |
| 3 | 70 | 0 | 0 |
| 4 | 66 | 0 | 0 |
| 5 | 74 | 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 | 0 | 0 |
| Total | 439 | 383 | 381 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 50% | 52% | 52% |
| Male | 50% | 48% | 48% |
| Economically Disadvantaged Students | 19% | 14% | 14% |
| Students with Disabilities | 23% | 19% | 18% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 77.2% |
| Hispanic | 13.1% |
| Black or African American | 3.1% |
| Asian | 2.1% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| <i>Two or More Races</i> | 4.5% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0 | 0 | 0 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 60 | 106 | 139 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 96.6% |
| Spanish | 1.0% |
| <i>Other</i> | 2.5% |



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

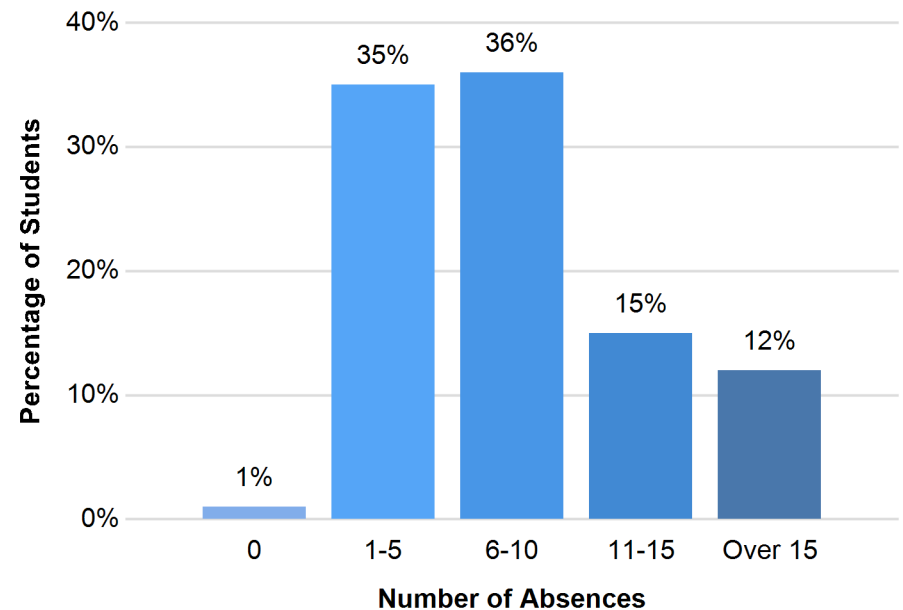
Chronic Absenteeism

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

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 7.30 | 9.80 | Met Target |
| White | 8.50 | 9.80 | Met Target |
| Hispanic | 2.00 | 9.80 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 21.20 | 9.80 | Not Met |
| Students with Disabilities | 10.00 | 9.80 | Not Met |
| English Learners | N | ** | ** |

Days Absent

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



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



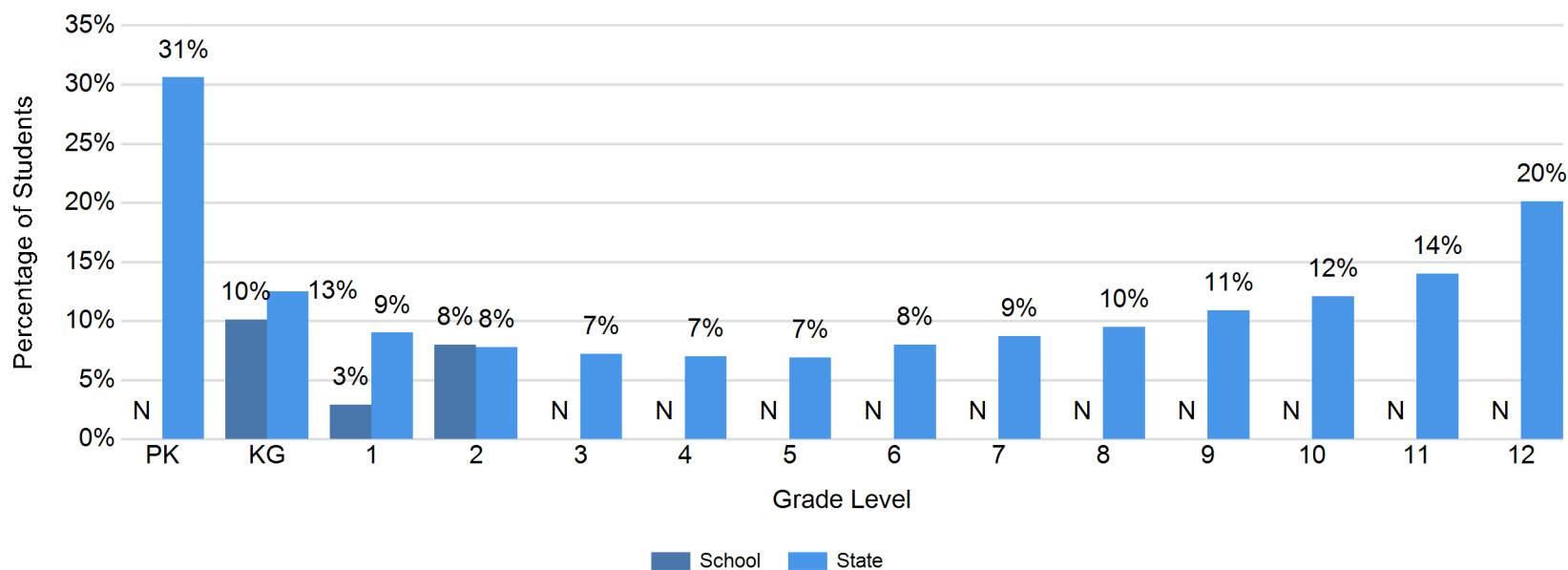
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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|----------------|
| Typical Start Time | 8:45AM |
| Typical End Time | 3:15PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 Mins. |
| Shared Time - Instructional Time | * |

Student Suspension Rate

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|-----------------|----------|
| District Total (2015-2016) | \$424 | \$15,375 | \$15,799 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 34 | 120,724 |
| Average years experience in public schools | 11.8 | 11.8 |
| Average years experience in district | 11.7 | 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 | 37 | 9,506 |
| Average years experience in public schools | 16.2 | 15.9 |
| Average years experience in district | 13.8 | 11.6 |
| Administrators in district for 4 or more years | 87% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 12:1 |
| Administrators | 191:1 | 161:1 |
| Librarian/Media Specialists | | 542:1 |
| Nurses | | 497:1 |
| Counselors | | 497:1 |
| Child Study Team | | 213:1 |



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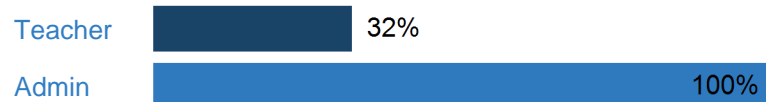
Teachers and Administrators - Level of Education

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.

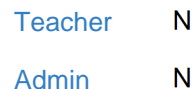
Bachelor's Degree



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 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 92% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 97% |



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Rochon | Email Address: | drochon@howell.k12.nj.us |
| Address: | 41 TAUNTON DRIVE HOWELL, NJ 07731-2147 | Website: | http://www.howell.k12.nj.us/taunton/taunton_home.aspx |
| Phone: | (732)751-2497 | Twitter: | https://twitter.com/Taunton_School |

School Narrative

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

| | |
|---|--|
|  Highlights: | <ul style="list-style-type: none"> • Leader in Me-Lighthouse School: We believe we are creating Leaders one child at a time. • Catch a Habit pep rallies to reward students for making good choices and following the 7 Habits. • Stem activities provides opportunities for children to problem solve and explore interests. |
|  Mission, Vision, Theme: | Taunton School celebrated their 50th anniversary this past school year as a wonderfully involved community school that welcomes all of its families and offers to them the best education possible. For the last two years we have been a kindergarten to second grade building following a district redistricting process. This process allows us to focus on character education, student academic achievement, socio-emotional growth, and other skills that help to prepare our children for the 21st Century. |
|  Awards, Recognition, Accomplishments: | Taunton School enjoys the recognition of being certified as a Future Ready School. Our school and entire district is celebrating this achievement and are excited for being seen as a forward thinking district that is keenly aware of the technological advances, professional training and curriculum that is needed to prepare our students for the 21st Century. Taunton School has been re-certified as a Leader in Me Lighthouse School. |






**Taunton Elementary School
2016-2017**

Grade Span KG-02

25-2290-060
MONMOUTH
HOWELL TWP
41 TAUNTON DRIVE
HOWELL, NJ 07731-2147

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.

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|  <p>Courses, Curriculum, Instruction:</p> | <p>Taunton School provides a full academic curriculum. Our Language Arts block allows the teachers ample time to scaffold their instruction and personalize their learning. The math program provides videos, practice sheets, technology as well as enrichment activities. Our STEM program includes many opportunities for the children to explore and problem solve. All of our curriculum is researched based and based on the Standards.</p> |
|  <p>Clubs and Activities:</p> | <p>Taunton School has a Student Lighthouse Committee that meets at least once a month to plan service activities and to help in collection of various items that are brought in for the Food Pantry or other causes they support . Eagle Hour is offered at least once a month for each grade level. Children choose to participate in various interesting activities.</p> |
|  <p>Before and After School Programs:</p> | <p>Taunton School houses an after-school program sponsored by the Policemen's Athletic League (PAL). Students attend each day and take part in many activities offered by this group. The children do homework, play various games in the gymnasium, and go outside each day weather permitting.</p> |







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|  <p>Staff and Professional Learning:</p> | <p>The Howell Township School District provides great opportunities for all district personnel to remain current with up to date learning environments. Teachers at Taunton School participate in district as well as school offerings to expand and deepen their knowledge in all areas of the current curriculum. “Walkthroughs” are an important component of our professional learning process.</p> |
|  <p>Student Supports and Services:</p> | <p>Taunton School provides enrichment activities through our ECG programs for recognized students. Our remediation program is provided by our Academic Support Instruction. A Guidance Counselor is part of our working staff. Every classroom offers enrichment activities. RTI services are provided to help staff strategize and support the best interventions for the needs of our children. The Special Education program is inclusive of Resource Rooms and a Child Study team.</p> |
|  <p>Student Health and Wellness:</p> | <p>Taunton School has a full time nurse who provides professional health care for all of our students. She is knowledgeable, efficient, and makes informed and careful decisions. Our nurse has a wonderful rapport with parents, students, and staff. She keeps accurate records and is genuinely concerned about all of our young scholars.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Taunton School is based on a framework which families, educators, and communities work together. We are always focused on improving Personalized Instruction and maintaining mutual respect and communication between parents and school. “Meet and Greet” opportunities, and shared activities throughout the school year such as Read Across America allow for continued relationships between our two communities.</p> |



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Facilities:

Taunton School is 51 years old. Maintenance Department, and Grounds personnel keep our building and grounds spotless. We are a grades K-2 building. Our building is bright with colorful murals of famous people painted on our walls to inspire and support our belief that each student has special gifts and can excel in some way.



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Other Information:

Taunton School is proud to announce we have been a Leader in Me Lighthouse school for the last several years and have been a part of the Leader in Me process since 2011. Through Back to School Night, Kindergarten Orientation, and student-led conferences parents, have the opportunity to be an integral part of their child's learning experiences. We invite parents to participate as volunteers through many services in our building, such as library helpers, game hosts in the cafeteria, copy partners, assisting with classroom celebrations, being guest readers in the classroom and many other opportunities that allow and encourage the "team" effort. Taunton School provides a comfortable, inviting learning environment for all of our students. The administration welcomes conversation, participation, and partnering with the parent community. Through our efforts we believe that when our students move on to the next level of their educational journey, they are ready for the challenge. We teach them to be Proactive, Begin With the End in Mind, Put First Things First, Think Win Win, Seek First to Understand and then to be Understood, Synergize, and Sharpen the Saw.