



Angelo L. Tomaso School  
2016-2017  
Grade Span KG-05

35-5470-040  
SOMERSET  
WARREN TWP  
46 WASHINGTON VALLEY RD  
WARREN, NJ 07059

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](#)
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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG       | 33      | 34      | 47      |
| 1        | 35      | 40      | 46      |
| 2        | 52      | 39      | 43      |
| 3        | 48      | 55      | 43      |
| 4        | 69      | 50      | 55      |
| 5        | 59      | 64      | 54      |
| Ungraded | 2       | 4       | 0       |
| Total    | 298     | 286     | 288     |

### 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                              | 44%     | 47%     | 44%     |
| Male                                | 56%     | 53%     | 56%     |
| Economically Disadvantaged Students | 2%      | 1%      | 0%      |
| Students with Disabilities          | 16%     | 16%     | 16%     |
| English Learners                    | 5%      | 4%      | 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                               | 63.5%         |
| Asian                               | 24.3%         |
| Hispanic                            | 5.2%          |
| Black or African American           | 1.7%          |
| American Indian or Alaska Native    | 0.0%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 5.2%          |

### PreK and K - Full Day and Half Day

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

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 34      | 34      | 47      |

### 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       | 90.6%         |
| Chinese       | 4.2%          |
| Hindi         | 1.4%          |
| Portuguese    | 1.0%          |
| Polish        | 1.0%          |
| Other         | 1.6%          |



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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                                  | 146          | 97.5                      | 82.90  | 74.90  | 54.90   | 82.9  | 76.4                  | Met Goal                  |
| White                                       | 95           | 97.1                      | 76.80  | 72.30  | 63.90   | 76.8  | 69.6                  | Met Target                |
| Hispanic                                    | *            | *                         | *  | *  | 39.80   | *   | **                    | **                        |
| Black or African American                   | *            | *                         | *  | *  | 35.20   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 33           | 100.0                     | 97.00  | 90.30  | 80.70   | 97  | 80                    | Met Goal                  |
| American Indian or Alaska Native            | N            | N                         | N  | *  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 61           | 94.3                      | 91.80  | 82.20  | 62.20   | 90.6  |                       |                           |
| Male  | 85           | 100.0                     | 76.50  | 68.70  | 48.10   | 76.5  |                       |                           |
| Economically Disadvantaged Students         | *            | *                         | *  | *  | 36.20   | *   | **                    | **                        |
| Non-Economically Disadvantaged Students     | *            | *                         | *  | *  | 65.80   | *   |                       |                           |
| Students with Disabilities                  | 36           | 97.4                      | 52.80  | 33.00  | 20.50   | 52.8  | 42.6                  | Met Target                |
| Students without Disabilities               | 110          | 97.5                      | 92.70  | 83.70  | 61.90   | 92.7  |                       |                           |
| English Learners                            | 13           | 100.0                     | 92.30  | 63.20  | 25.20   | 92.3  | **                    | **                        |
| Non-English Learners                        | 133          | 97.2                      | 82.00  | 76.00  | 57.40   | 82  |                       |                           |
| Homeless Students                           | N            | N                         | N  | N  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | N  | 24.80   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | *  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 42           | 784              | 776                       | 749                    | *  | 0%                                    | *                                  | 74%                         | *                                | 91%                                     | 50%   |
| White                                       | 26           | 777              | 772                       | 759                    | *  | 0%                                    | *                                  | 69%                         | *                                | 85%                                     | 61%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Black or African American                   | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 13           | 790              | *                         | 775                    | *  | *                                     | *                                  | 85%                         | *                                | 100%                                    | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Female                                      | 19           | 792              | 784                       | 754                    | *  | 0%                                    | *                                  | 63%                         | *                                | 90%                                     | 55%   |
| Male  | 23           | 776              | 768                       | 745                    | *  | 0%                                    | *                                  | 83%                         | *                                | 91%                                     | 46%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |
| Non-Economically Disadvantaged Students     | 42           | 784              | *                         | 762                    | *  | 0%                                    | *                                  | 74%                         | *                                | 91%                                     | 63%   |
| Students with Disabilities                  | 11           | 762              | 746                       | 720                    | *  | 0%                                    | *                                  | *                           | *                                | 73%                                     | 24%   |
| Students without Disabilities               | 31           | 791              | 782                       | 755                    | *  | 0%                                    | *                                  | *                           | *                                | 97%                                     | 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                                  | 52           | 771              | 770                       | 753                    | 0%                                       | *                                     | *                                  | 54%                         | 29%                              | 83%                                     | 56%   |
| White                                       | 33           | 765              | 765                       | 762                    | 0%                                       | *                                     | *                                  | 55%                         | *                                | 76%                                     | 67%   |
| Hispanic                                    | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 40%   |
| Black or African American                   | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 791              | 791                       | 777                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Female                                      | 25           | 774              | 776                       | 758                    | 0%                                       | *                                     | *                                  | 52%                         | *                                | 88%                                     | 61%   |
| Male  | 27           | 768              | 765                       | 749                    | 0%                                       | *                                     | *                                  | 56%                         | *                                | 78%                                     | 51%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 737                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |
| Non-Economically Disadvantaged Students     | 52           | 771              | *                         | 764                    | 0%                                       | *                                     | *                                  | 54%                         | 29%                              | 83%                                     | 69%   |
| Students with Disabilities                  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 25%   |
| Students without Disabilities               | *            | *                | *                         | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 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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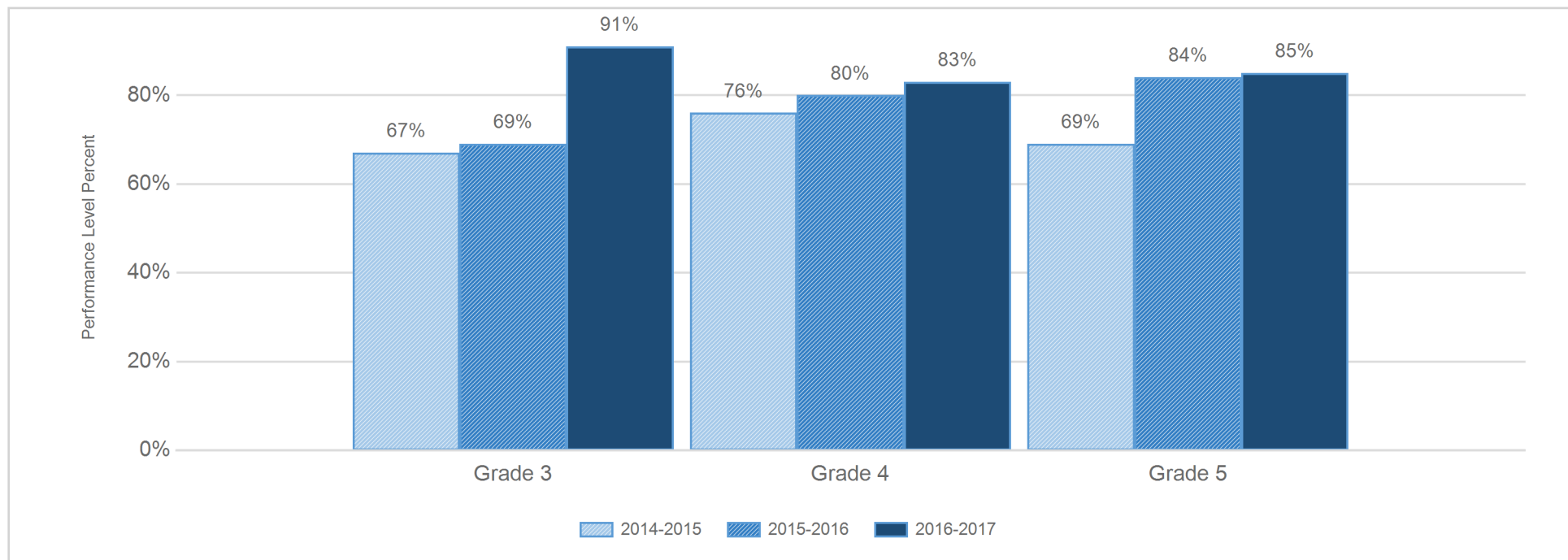
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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                                  | 53           | 777              | 770                       | 756                    | *  | *                                     | *                                  | 60%                         | 25%                              | 85%                                     | 59%   |
| White                                       | 36           | 772              | 767                       | 763                    | 0%                                       | 0%                                    | *                                  | 58%                         | *                                | 78%                                     | 69%   |
| Hispanic                                    | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 44%   |
| Black or African American                   | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 12           | 792              | *                         | 779                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 84%   |
| American Indian or Alaska Native            | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Female                                      | 21           | 785              | 776                       | 761                    | 0%                                       | 0%                                    | *                                  | 62%                         | *                                | 95%                                     | 66%   |
| Male  | 32           | 771              | 765                       | 750                    | 0%                                       | 0%                                    | *                                  | 59%                         | *                                | 78%                                     | 53%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Non-Economically Disadvantaged Students     | 53           | 777              | 770                       | 765                    | *  | *                                     | *                                  | 60%                         | 25%                              | 85%                                     | 71%   |
| Students with Disabilities                  | 11           | 758              | 741                       | 725                    | *  | *                                     | *                                  | *                           | 0%                               | 73%                                     | 22%   |
| Students without Disabilities               | 42           | 782              | 776                       | 762                    | *  | *                                     | *                                  | *                           | 31%                              | 88%                                     | 66%   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 53           | 777              | 770                       | 757                    | *  | *                                     | *                                  | 60%                         | 25%                              | 85%                                     | 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%   |

## 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 147          | 98.1                      | 79.60   | 71.80   | 43.50  | 79.6  | 80                       | Met Target†                  |
| White                                       | 95           | 97.1                      | 73.70   | 67.80   | 52.40  | 73.7  | 77.4                     | Met Target†                  |
| Hispanic                                    | *            | *                         | *   | *   | 27.60  | *   | **                       | **                           |
| Black or African American                   | *            | *                         | *   | *   | 21.70  | *   | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 33           | 100.0                     | 97.00   | 91.10   | 75.60  | 97  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | *   | 42.50  | N   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 44.90  | *   | **                       | **                           |
| Female                                      | 62           | 95.7                      | 77.40   | 72.70   | 44.10  | 77.4  |                          |                              |
| Male  | 85           | 100.0                     | 81.20   | 71.00   | 42.90  | 81.2  |                          |                              |
| Economically Disadvantaged Students         | *            | *                         | *   | *   | 25.10  | *   | **                       | **                           |
| Non-Economically Disadvantaged Students     | *            | *                         | *   | *   | 54.30  | *   |                          |                              |
| Students with Disabilities                  | 36           | 97.4                      | 52.80   | 34.40   | 16.50  | 52.8  | 51.5                     | Met Target                   |
| Students without Disabilities               | 111          | 98.3                      | 88.30   | 79.60   | 48.80  | 88.3  |                          |                              |
| English Learners                            | 13           | 100.0                     | 92.30   | 63.10   | 23.30  | 92.3  | **                       | **                           |
| Non-English Learners                        | 134          | 97.9                      | 78.40   | 72.50   | 45.20  | 78.4  |                          |                              |
| Homeless Students                           | N            | N                         | N   | N   | 16.40  | N   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 15.10  | N   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | *   | 39.90  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 18.20  | N   |                          |                              |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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                                  | 43           | 779              | 775                       | 751                    | 0%                                       | *                                     | *                                  | 51%                         | 33%                              | 84%                                     | 53%   |
| White                                       | 27           | 766              | 769                       | 759                    | 0%                                       | *                                     | *                                  | 56%                         | *                                | 74%                                     | 63%   |
| Hispanic                                    | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 37%   |
| Black or African American                   | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 13           | 798              | *                         | 779                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Female                                      | 20           | 776              | 775                       | 751                    | 0%                                       | *                                     | *                                  | *                           | *                                | 75%                                     | 52%   |
| Male  | 23           | 782              | 775                       | 751                    | 0%                                       | *                                     | *                                  | *                           | *                                | 91%                                     | 53%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 34%   |
| Non-Economically Disadvantaged Students     | 43           | 779              | *                         | 761                    | 0%                                       | *                                     | *                                  | 51%                         | 33%                              | 84%                                     | 65%   |
| Students with Disabilities                  | 12           | 758              | 749                       | 729                    | *  | *                                     | *                                  | *                           | *                                | 67%                                     | 29%   |
| Students without Disabilities               | 31           | 787              | 780                       | 755                    | *  | *                                     | *                                  | *                           | *                                | 90%                                     | 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                                  | 51           | 768              | 764                       | 747                    | 0%                                       | *                                     | *                                  | 57%                         | *                                | 73%                                     | 47%   |
| White                                       | 32           | 762              | 759                       | 755                    | 0%                                       | *                                     | *                                  | 53%                         | *                                | 66%                                     | 59%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 25%   |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 788              | 787                       | 774                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Female                                      | 24           | 767              | 765                       | 747                    | 0%                                       | *                                     | *                                  | 54%                         | *                                | 71%                                     | 47%   |
| Male  | 27           | 769              | 763                       | 747                    | 0%                                       | *                                     | *                                  | 59%                         | *                                | 74%                                     | 48%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 732                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Non-Economically Disadvantaged Students     | 51           | 768              | *                         | 757                    | 0%                                       | *                                     | *                                  | 57%                         | *                                | 73%                                     | 61%   |
| Students with Disabilities                  | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students without Disabilities               | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | *            | *                | *                         | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 49%   |
| Homeless Students                           | N            | N                | N                         | 723                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 18%   |
| Students in Foster Care                     | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 18%   |
| Military-Connected Students                 | 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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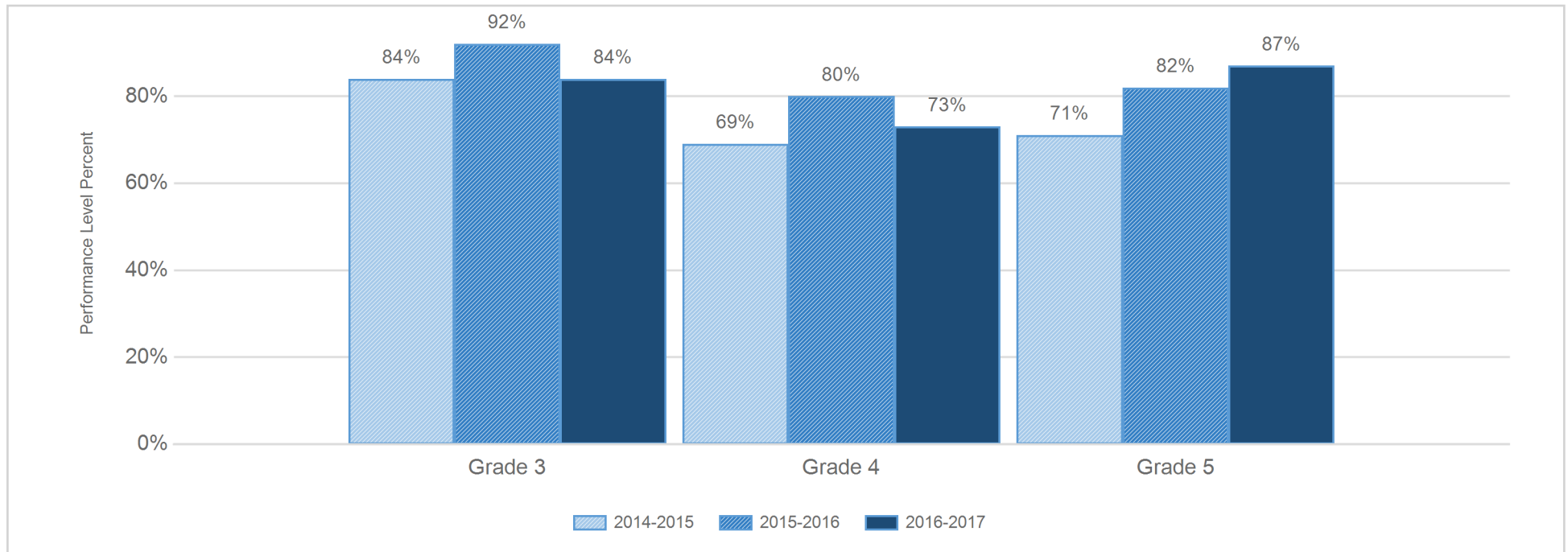
Mathematics Assessment - Performance by Grade: Grade 5

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                                  | 54           | 775              | 767                       | 747                    | 0%                                       | *                                     | *                                  | 65%                         | 22%                              | 87%                                     | 46%   |
| White                                       | 36           | 769              | 763                       | 754                    | 0%                                       | *                                     | *                                  | 69%                         | *                                | 83%                                     | 57%   |
| Hispanic                                    | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Asian, Native Hawaiian, or Pacific Islander | 12           | 795              | *                         | 774                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 745                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| Female                                      | 22           | 776              | 765                       | 747                    | 0%                                       | *                                     | *                                  | 68%                         | *                                | 86%                                     | 47%   |
| Male  | 32           | 775              | 769                       | 746                    | 0%                                       | *                                     | *                                  | 63%                         | *                                | 88%                                     | 46%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 732                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Non-Economically Disadvantaged Students     | 54           | 775              | 767                       | 756                    | 0%                                       | *                                     | *                                  | 65%                         | 22%                              | 87%                                     | 59%   |
| Students with Disabilities                  | 11           | 759              | 745                       | 725                    | *  | *                                     | *                                  | *                           | *                                | 64%                                     | 19%   |
| Students without Disabilities               | 43           | 779              | 772                       | 751                    | *  | *                                     | *                                  | *                           | *                                | 93%                                     | 52%   |
| English Learners                            | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 54           | 775              | 767                       | 748                    | 0%                                       | *                                     | *                                  | 65%                         | 22%                              | 87%                                     | 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%   |

## 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:<br># Students Tested | Math:<br># 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                 | *                 | *                                       | *  |
| 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.

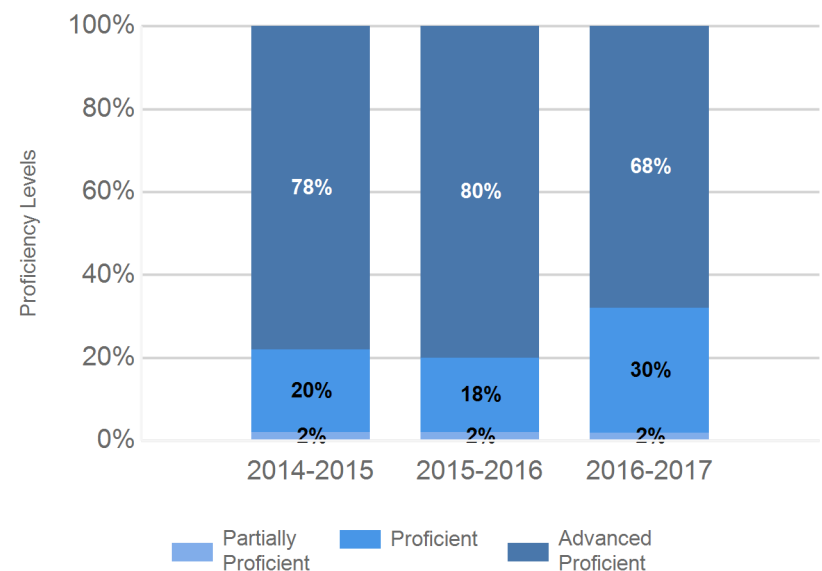
### NJASK Science Assessment Performance: Grade 4

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                                  | 68%                   | 30%          | 2%                     |
| White                                       | 56%                   | *            | N                      |
| Hispanic                                    | *                     | *            | N                      |
| Black or African American                   | *                     | N            | *                      |
| Asian, Native Hawaiian, or Pacific Islander | 100%                  | N            | N                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | *                     | N            | N                      |
| Economically Disadvantaged Students         | N                     | N            | N                      |
| Students with Disabilities                  | *                     | *            | *                      |
| English Learners                            | N                     | N            | N                      |

### NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 56.5               | 51                   | 50                    | Met Target            | 57                  | 55.5                  | 50                     | Met Target             |
| White                                       | 59                 | 45                   | 50                    | Met Target            | 57                  | 55                    | 52                     | Met Target             |
| Hispanic                                    | *                  | 50                   | 49                    | **                    | *                   | 45.5                  | 47                     | **                     |
| Black or African American                   | *                  | 44                   | 45                    | **                    | *                   | 50                    | 43                     | **                     |
| Asian, Native Hawaiian, or Pacific Islander | 60                 | 65                   | 60                    | Exceeds Target        | 60                  | 62                    | 59                     | Exceeds Target         |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | *                  | 47.5                 | 51                    | **                    | *                   | 61                    | 52                     | **                     |
| Economically Disadvantaged                  | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Students with Disabilities                  | 50                 | 47                   | 41                    | **                    | 60                  | 45                    | 43                     | **                     |
| English Learners                            | *                  | 58.5                 | 53                    | **                    | *                   | 59                    | 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:

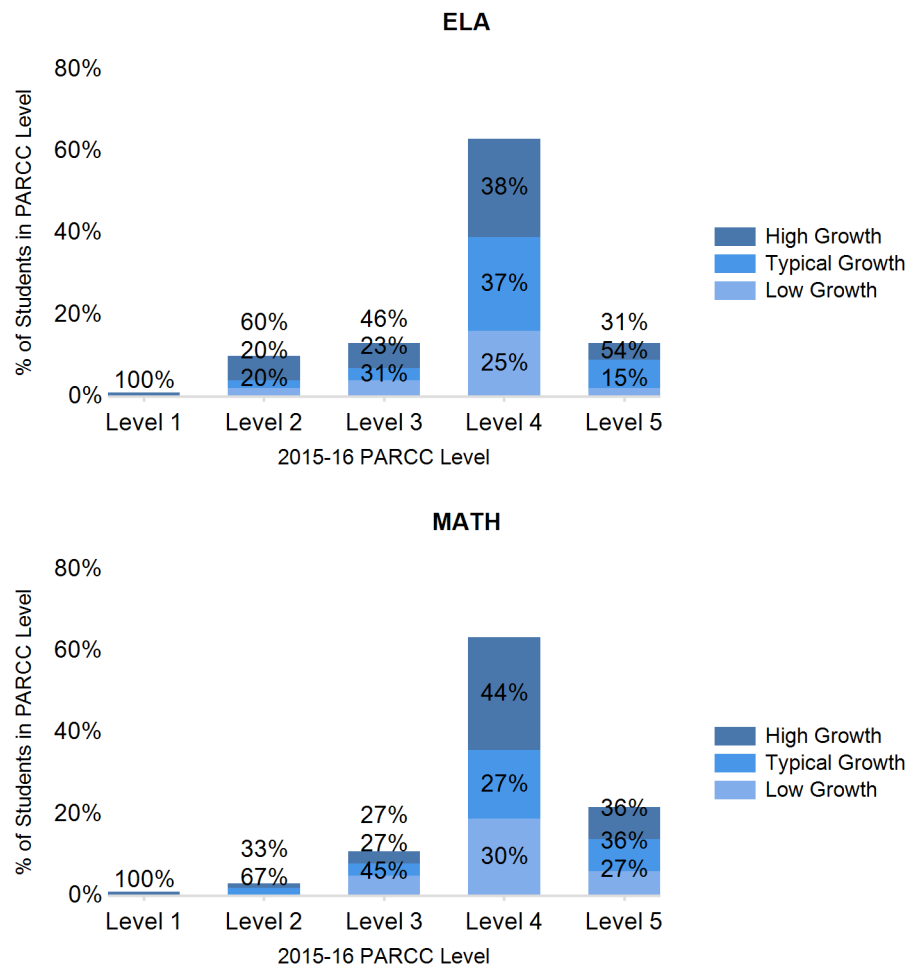
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

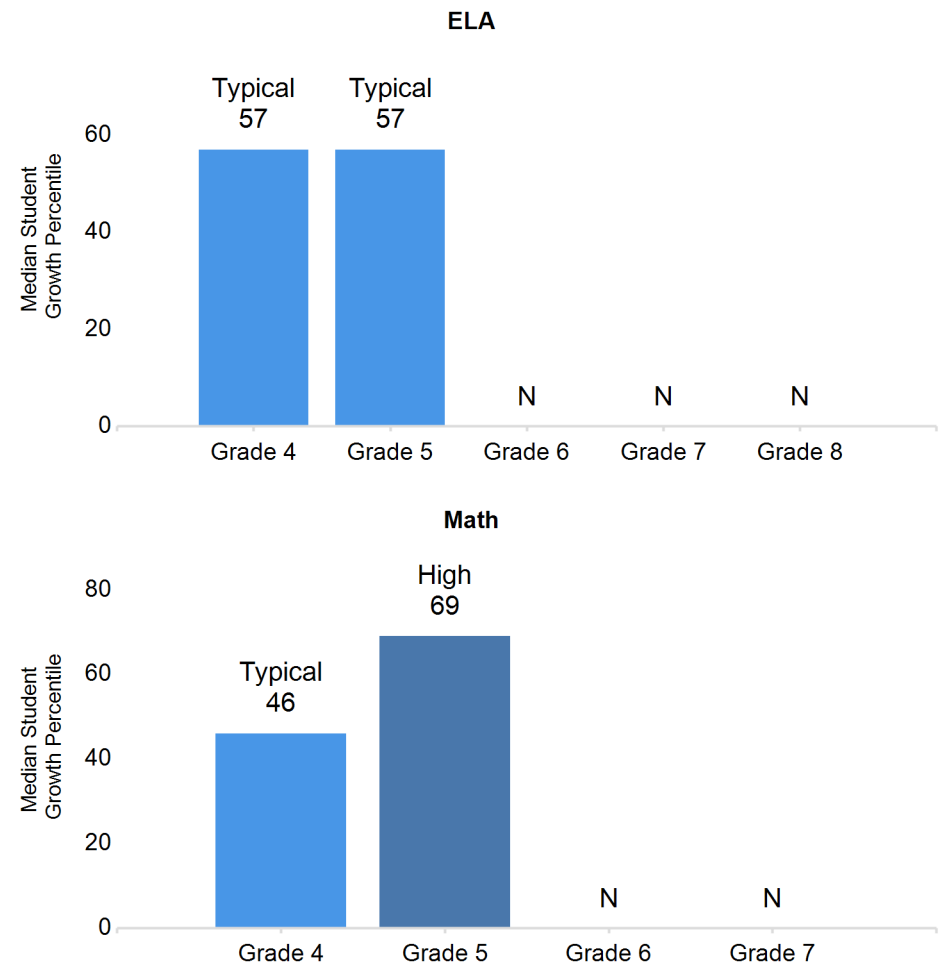
### Student Growth by Performance Level

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

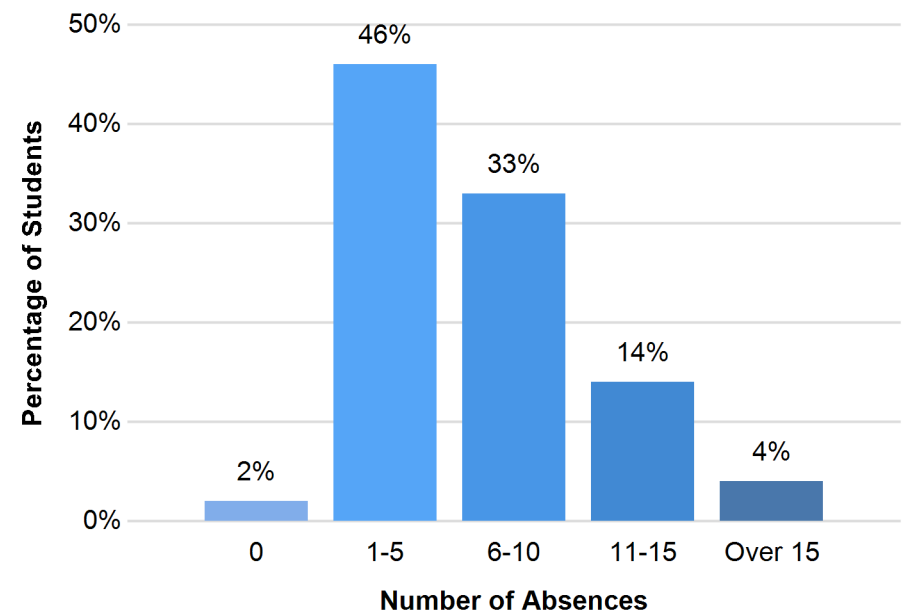
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 2.10                 | 8.40           | Met Target         |
| White                                       | 1.60                 | 8.40           | Met Target         |
| Hispanic                                    | N                    | **             | **                 |
| Black or African American                   | N                    | **             | **                 |
| Asian, Native Hawaiian, or Pacific Islander | 4.20                 | 8.40           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | N                    | **             | **                 |
| Students with Disabilities                  | 4.20                 | 8.40           | Met Target         |
| English Learners                            | N                    | **             | **                 |

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

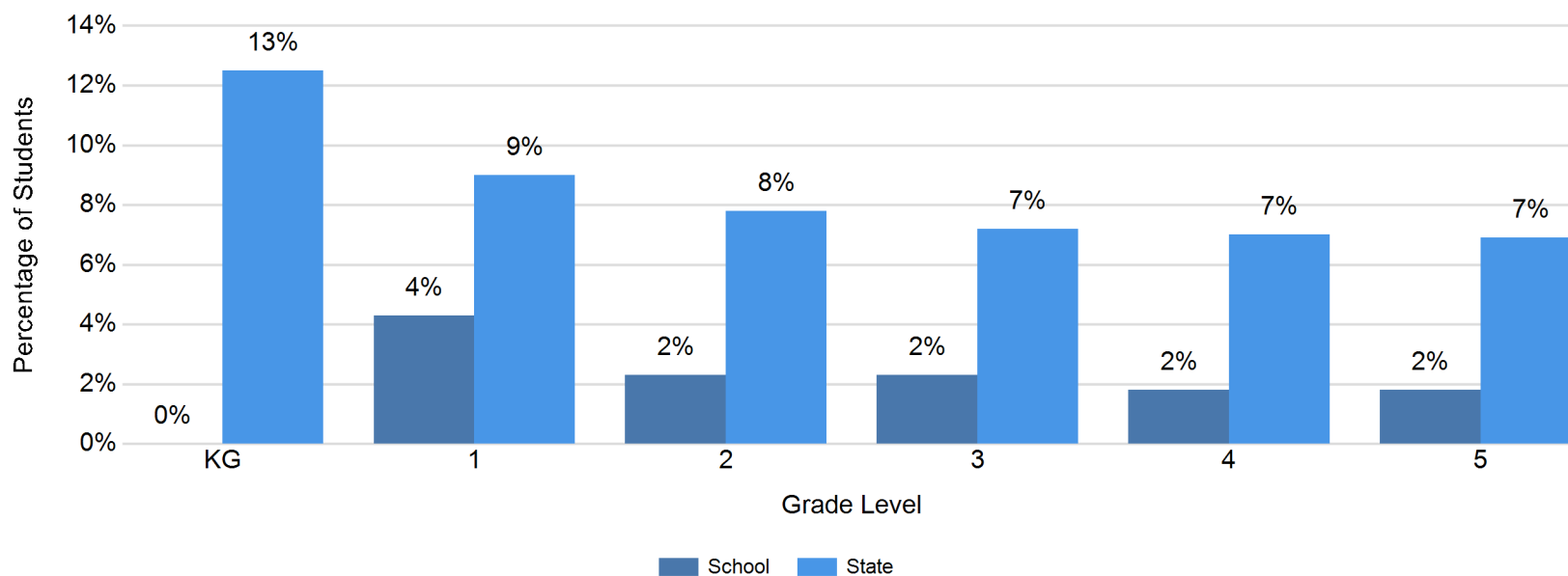
### Days Absent

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



## Chronic Absenteeism by Grade

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:05AM          |
| Typical End Time                 | 2:45PM          |
| Length of School Day             | 6 Hrs 40 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 40 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) | 1                   |
| Total Unique Incidents                   | 2                   |
| Incidents Per 100 Students Enrolled      | 0.69                |

### 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     | 1.8:1                   | 562.1 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$308   | \$19,663     | \$19,971 |



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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 | 13.3               | 11.8              |
| Average years experience in district       | 12.1               | 10.5              |
| Teachers in district for 4 or more years   | 75%                | 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                 | 13                 | 9,506           |
| Average years experience in public schools     | 12.2               | 15.9            |
| Average years experience in district           | 7.3                | 11.6            |
| Administrators in district for 4 or more years | 54%                | 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                    | 8:1                      |
| Administrators              | 288:1                  | 137:1                    |
| Librarian/Media Specialists |                        | 445:1                    |
| Nurses                      |                        | 356:1                    |
| Counselors                  |                        | 222:1                    |
| Child Study Team            |                        | 297:1                    |



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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

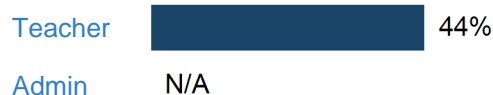
**Administrators**: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**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       | 94%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 69%      | 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   | 93.5            | 17.5%            |
| Mathematics Proficiency   | 95.8            | 17.5%            |
| English Language Arts Growth  | 68.6            | 25.0%            |
| Mathematics Growth  | 66.4            | 25.0%            |
| Chronic Absenteeism   | 89.3            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 80.3             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 91.0             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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





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### Accountability Summary by Student Group

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

| Student Group                               | Summative Score | 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                                  | 80.3            | 11.9   | No  | Met Goal                          | Met Target†             | Met Target          | Met Target                           | Met Target                 | No   |
| White                                       | 79.6            | 11.9   | No  | Met Target                        | Met Target†             | Met Target          | Met Target                           | Met Target                 | No   |
| Hispanic                                    | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Black or African American                   | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Asian, Native Hawaiian, or Pacific Islander | 64.3            | 11.9   | No  | Met Goal                          | Met Goal                | Met Target          | Exceeds Target                       | Exceeds Target             | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Economically Disadvantaged Students         | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Students with Disabilities                  | **              | **   | No  | Met Target                        | 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: | Ms. Smith                                   | Email Address: | <a href="mailto:csmith@warrentboe.org">csmith@warrentboe.org</a>                      |
| Address:   | 46 WASHINGTON VALLEY RD<br>WARREN, NJ 07059 | Website:       | <a href="http://www.warrentboe.org">www.warrentboe.org</a>                            |
| Phone:     | (908)753-5300                               | Facebook:      | <a href="https://www.facebook.com/warrentboe">https://www.facebook.com/warrentboe</a> |
|            |   | Twitter:       | <a href="https://twitter.com/warrenschoolsnj">https://twitter.com/warrenschoolsnj</a> |

### School Narrative

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

|  |   |
|--|---|
| <b>Highlights:</b>                           | <ul style="list-style-type: none"> <li>• Students in grades 3-5 have 1:1 access to Chromebooks and students in K-2 have daily access to iPads (2:1 ratio).</li> <li>• Teachers have and continue to participate in comprehensive staff training programs in ELA, Math and Science.</li> <li>• Devoted staff and parent community that puts the needs of children first.</li> </ul>  |
| <b>Mission, Vision, Theme:</b>               | <p>The mission of the Warren Township School District is to provide, through a safe, nurturing yet challenging environment, all students with an outstanding education that engages students and fosters academic excellence, healthy social and emotional development, and a lifelong passion for learning.</p>  |
| <b>Awards, Recognition, Accomplishments:</b> | <p>Each year, ALT recognizes one staff member with the Excellence in Education Award. Staff members nominate colleagues for this honor in recognition of their talent and devotion toward working with our students. In addition, ALT's Archery Club has participated in the National Archery in the Schools Program (NASP) for the past several years, traveling to Kentucky for the National Competition with several students ranking among the top in the nation.</p> |





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School Narrative

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|   |   |
|---|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>All four elementary schools within the Warren Township School District that share a standards based curriculum that is supported with common resources and scheduling strategies. School administrators work closely together to ensure that K-5 schedules support the consistent delivery of all programs offered within the schools to provide all students with similar opportunities to be supported, challenged and enriched as they move through their elementary years.</p> |
|  <p>Clubs and Activities:</p>             | <p>The Warren Township Board of Education supports a series of Board approved clubs at each elementary school. Each principal coordinates with certified staff members to develop a unique menu of club opportunities for students within their building to provide enriching experiences for varied grade levels. In addition, principals coordinate with the PTO and outside organizations to provide additional enrichment experience to the students as needed.</p>               |







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**School Narrative**

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|   |  |
|---|--|
|  <b>Staff and Professional Learning:</b>    | <p>All K-5 staff participate in a comprehensive professional learning program that provides core and differentiated experiences to ensure a deep understanding of state and national standards and refines the delivery of best instructional practices. Staff hone their individual skills with the support of administration, instructional specialists, and highly effective colleagues who serve as staff development providers while reflecting on their practice through the Danielson Framework.</p>                  |
|  <b>Student Supports and Services:</b>      | <p>K-5 students are provided a comprehensive system of academic support services to meet the needs of a broad spectrum of learners. Supports are determined through a district identification process that use multiple indicators including local benchmark assessments. Such supports include programs provided by a math basic skills teacher, certificated reading specialist and/or a gifted and talented teacher. The building's I&amp;RS Committee also convenes regularly to identify and address student needs.</p> |
|  <b>Student Health and Wellness:</b>        | <p>The physical, social and emotional well being of all students are paramount in our school as the Whole Child philosophy is embraced throughout the district. A full time nurse ensures the physical well being of each student. A comprehensive physical education program addresses student health and wellness. Daily recess provides an opportunity for students to exercise and practice social skills. A full time guidance counselor promotes mindfulness and character education lessons.</p>                      |
|  <b>Parent and Community Involvement:</b> | <p>A supportive PTO sponsors schoolwide events such as annual author visits, International Day, grade level and schoolwide assemblies. The PTO's Dream It, Fund It Program provides teachers the opportunity to innovate programs and events directly tied to a unit of study that supports students' social, emotional, and academic well-being. Bi-monthly PTO meetings allow the greater community to take an active role in and be a part of the ALT community.</p>  |

## School Narrative

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### Climate Surveys:

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

As a district the ASCD Whole Child Climate survey was administered twice during the school year to students, staff and parents in an effort to gather feedback regarding the following tenets: Supported, Challenged, Engaged, Healthy, Safe. Data regarding each tenet is used to develop district and school goals for continued success in the area of school climate as we consistently strive to work together to serve our students.



### Facilities:

The Warren Township School District has embraced the importance of student centered learning. All staff coordinate to ensure that schools are maintained to the highest standards in order to ensure a safe and and orderly environment in which all students may thrive. Each school has dedicated spaces for PE, library, technology, music and art instruction as well as a modern collaborative classroom to promote 21st Century Learning Goals including creativity, collaboration, and critical thinking.




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School Narrative

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|   |  |
|---|--|
| <div>Other Information:</div> | <p>The K-5 curriculum programs are supported by a comprehensive and ubiquitous technology infrastructure. All schools have full wifi coverage in all locations. Each classroom includes a wifi hotspot that can support up to 25 wireless devices. Almost all classrooms are outfitted with a digital interactive white board display, a document camera and a universal docking station. All staff are issued a district laptop computer to use as a resource to address all professional responsibilities. In addition to the password protected staff and student network, the technology infrastructure provides a guest network that can be accessed by visitors to the district.</p> |
|---|--|



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) 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](mailto:reportcard@doe.nj.gov)



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**Footnotes**

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

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





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### Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG       | 49      | 38      | 45      |
| 1        | 46      | 50      | 45      |
| 2        | 40      | 53      | 50      |
| 3        | 54      | 45      | 54      |
| 4        | 58      | 60      | 46      |
| 5        | 61      | 68      | 62      |
| Ungraded | 5       | 0       | 0       |
| Total    | 313     | 314     | 302     |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 51%     | 49%     | 51%     |
| Male                                | 49%     | 51%     | 49%     |
| Economically Disadvantaged Students | 2%      | 5%      | 2%      |
| Students with Disabilities          | 11%     | 11%     | 11%     |
| English Learners                    | 3%      | 7%      | 3%      |
| 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                               | 59.6%         |
| Asian                               | 21.2%         |
| Hispanic                            | 11.9%         |
| Black or African American           | 1.7%          |
| Native Hawaiian or Pacific Islander | 0.3%          |
| American Indian or Alaska Native    | 0.0%          |
| Two or More Races                   | 5.3%          |

### 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 |
|---------------|---------|---------|---------|
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 46      | 38      | 45      |

### 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       | 82.1%         |
| Chinese       | 6.0%          |
| Spanish       | 4.0%          |
| Polish        | 1.0%          |
| Portuguese    | 1.0%          |
| Other         | 5.8%          |



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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                                  | 160          | 98.8                      | 68.80  | 74.90  | 54.90   | 68.8  | 76.3                  | Not Met                   |
| White                                       | 88           | 97.8                      | 67.10  | 72.30  | 63.90   | 67.1  | 73.3                  | Met Target†               |
| Hispanic                                    | 21           | 100.0                     | 52.40  | *  | 39.80   | 52.4  | 65.9                  | Met Target†               |
| Black or African American                   | *            | *                         | *  | *  | 35.20   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 39           | 100.0                     | 87.20  | 90.30  | 80.70   | 87.2  | 80                    | Met Goal                  |
| American Indian or Alaska Native            | *            | *                         | *  | *  | 53.70   | *   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 77           | 100.0                     | 75.40  | 82.20  | 62.20   | 75.4  |                       |                           |
| Male  | 83           | 97.6                      | 62.70  | 68.70  | 48.10   | 62.7  |                       |                           |
| Economically Disadvantaged Students         | *            | *                         | *  | *  | 36.20   | *   | **                    | **                        |
| Non-Economically Disadvantaged Students     | *            | *                         | *  | *  | 65.80   | *   |                       |                           |
| Students with Disabilities                  | 14           | 93.3                      | 14.30  | 33.00  | 20.50   | 14  | **                    | **                        |
| Students without Disabilities               | 146          | 99.3                      | 74.00  | 83.70  | 61.90   | 74  |                       |                           |
| English Learners                            | 15           | 100.0                     | 53.30  | 63.20  | 25.20   | 53.3  | **                    | **                        |
| Non-English Learners                        | 145          | 98.6                      | 70.40  | 76.00  | 57.40   | 70.4  |                       |                           |
| Homeless Students                           | N            | N                         | N  | N  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | N  | 24.80   | N   |                       |                           |
| Military-Connected Students                 | *            | *                         | *  | *  | 53.50   | *   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 53           | 768              | 776                       | 749                    | *  | *                                     | 21%                                | 53%                         | *                                | 64%                                     | 50%   |
| White                                       | 27           | 769              | 772                       | 759                    | 0%                                       | *                                     | *                                  | 59%                         | *                                | 70%                                     | 61%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Black or African American                   | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 14           | 783              | *                         | 775                    | 0%                                       | *                                     | *                                  | *                           | *                                | 79%                                     | 76%   |
| American Indian or Alaska Native            | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Female                                      | 28           | 774              | 784                       | 754                    | *  | *                                     | *                                  | 57%                         | *                                | 75%                                     | 55%   |
| Male  | 25           | 760              | 768                       | 745                    | *  | *                                     | *                                  | 48%                         | *                                | 52%                                     | 46%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 63%   |
| Students with Disabilities                  | *            | *                | *                         | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| English Learners                            | *            | *                | *                         | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Non-English Learners                        | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Homeless Students                           | N            | N                | N                         | 720                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |
| Students in Foster Care                     | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 26%   |
| Military-Connected Students                 | *            | *                | *                         | 750                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 49%   |
| Migrant Students                            | N            | N                | N                         | 734                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 45           | 780              | 770                       | 753                    | 0%                                       | *                                     | *                                  | 44%                         | 42%                              | 87%                                     | 56%   |
| White                                       | 23           | 772              | 765                       | 762                    | 0%                                       | *                                     | *                                  | 48%                         | *                                | 83%                                     | 67%   |
| Hispanic                                    | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 40%   |
| Black or African American                   | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Asian, Native Hawaiian, or Pacific Islander | 12           | 805              | 791                       | 777                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Female                                      | 24           | 786              | 776                       | 758                    | *  | *                                     | *                                  | *                           | *                                | 92%                                     | 61%   |
| Male  | 21           | 772              | 765                       | 749                    | *  | *                                     | *                                  | *                           | *                                | 81%                                     | 51%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 764                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 69%   |
| Students with Disabilities                  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 25%   |
| Students without Disabilities               | *            | *                | *                         | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 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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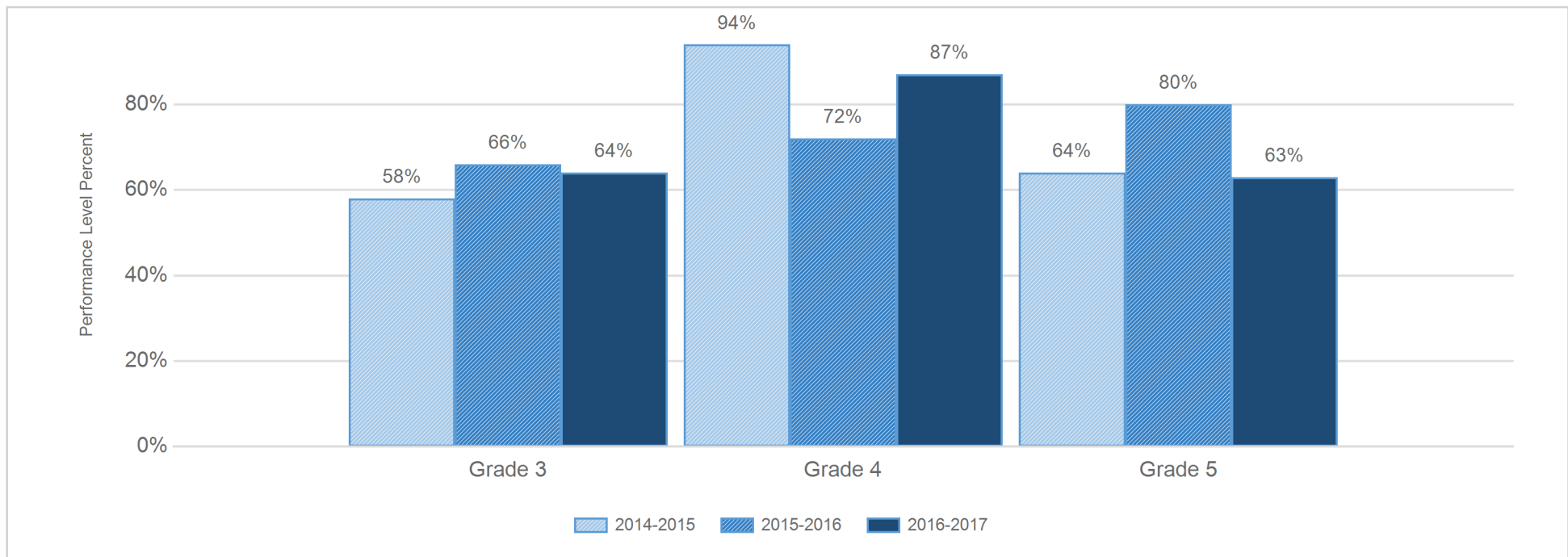
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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                                  | 62           | 766              | 770                       | 756                    | *  | *                                     | 26%                                | 47%                         | 16%                              | 63%                                     | 59%   |
| White                                       | 36           | 763              | 767                       | 763                    | 0%                                       | *                                     | 28%                                | 44%                         | *                                | 58%                                     | 69%   |
| Hispanic                                    | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 44%   |
| Black or African American                   | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 14           | 789              | *                         | 779                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 86%                                     | 84%   |
| American Indian or Alaska Native            | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Female                                      | 26           | 770              | 776                       | 761                    | *  | *                                     | *                                  | 50%                         | *                                | 65%                                     | 66%   |
| Male  | 36           | 763              | 765                       | 750                    | *  | *                                     | *                                  | 44%                         | *                                | 61%                                     | 53%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Non-Economically Disadvantaged Students     | 62           | 766              | 770                       | 765                    | *  | *                                     | 26%                                | 47%                         | 16%                              | 63%                                     | 71%   |
| Students with Disabilities                  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students without Disabilities               | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 66%   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 62           | 766              | 770                       | 757                    | *  | *                                     | 26%                                | 47%                         | 16%                              | 63%                                     | 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%   |

## 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 160          | 98.8                      | 66.90   | 71.80   | 43.50  | 66.9  | 73.9                     | Not Met                      |
| White                                       | 88           | 97.8                      | 64.70   | 67.80   | 52.40  | 64.7  | 71.3                     | Met Target†                  |
| Hispanic                                    | 21           | 100.0                     | 33.40   | *   | 27.60  | 33.4  | 53.6                     | Not Met                      |
| Black or African American                   | *            | *                         | *   | *   | 21.70  | *   | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 39           | 100.0                     | 92.30   | 91.10   | 75.60  | 92.3  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | *            | *                         | *   | *   | 42.50  | *   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 44.90  | *   | **                       | **                           |
| Female                                      | 77           | 100.0                     | 67.60   | 72.70   | 44.10  | 67.6  |                          |                              |
| Male  | 83           | 97.6                      | 66.30   | 71.00   | 42.90  | 66.3  |                          |                              |
| Economically Disadvantaged Students         | *            | *                         | *   | *   | 25.10  | *   | **                       | **                           |
| Non-Economically Disadvantaged Students     | *            | *                         | *   | *   | 54.30  | *   |                          |                              |
| Students with Disabilities                  | 14           | 93.3                      | 14.30   | 34.40   | 16.50  | 14  | **                       | **                           |
| Students without Disabilities               | 146          | 99.3                      | 71.90   | 79.60   | 48.80  | 71.9  |                          |                              |
| English Learners                            | 15           | 100.0                     | 53.30   | 63.10   | 23.30  | 53.3  | **                       | **                           |
| Non-English Learners                        | 145          | 98.6                      | 68.30   | 72.50   | 45.20  | 68.3  |                          |                              |
| Homeless Students                           | N            | N                         | N   | N   | 16.40  | N   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 15.10  | N   |                          |                              |
| Military-Connected Students                 | *            | *                         | *   | *   | 39.90  | *   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 18.20  | N   |                          |                              |

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 3**

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 53           | 775              | 775                       | 751                    | *  | *                                     | 19%                                | 45%                         | 34%                              | 79%                                     | 53%   |
| White                                       | 27           | 776              | 769                       | 759                    | 0%                                       | 0%                                    | *                                  | 70%                         | *                                | 93%                                     | 63%   |
| Hispanic                                    | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 37%   |
| Black or African American                   | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 14           | 793              | *                         | 779                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 93%                                     | 82%   |
| American Indian or Alaska Native            | *            | *                | *                         | 750                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Female                                      | 28           | 776              | 775                       | 751                    | 0%                                       | *                                     | *                                  | 50%                         | *                                | 86%                                     | 52%   |
| Male  | 25           | 774              | 775                       | 751                    | 0%                                       | *                                     | *                                  | 40%                         | *                                | 72%                                     | 53%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 736                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 761                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 65%   |
| Students with Disabilities                  | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 57%   |
| English Learners                            | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| Homeless Students                           | N            | N                | N                         | 724                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Military-Connected Students                 | *            | *                | *                         | 750                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| Migrant Students                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 35%   |





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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 45           | 765              | 764                       | 747                    | *  | *                                     | *                                  | 62%                         | *                                | 73%                                     | 47%   |
| White                                       | 23           | 762              | 759                       | 755                    | 0%                                       | *                                     | *                                  | 74%                         | 0%                               | 74%                                     | 59%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 25%   |
| Asian, Native Hawaiian, or Pacific Islander | 12           | 788              | 787                       | 774                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 92%                                     | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Female                                      | 24           | 764              | 765                       | 747                    | *  | *                                     | *                                  | 63%                         | *                                | 75%                                     | 47%   |
| Male  | 21           | 765              | 763                       | 747                    | *  | *                                     | *                                  | 62%                         | *                                | 71%                                     | 48%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 732                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 61%   |
| Students with Disabilities                  | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students without Disabilities               | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | *            | *                | *                         | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 49%   |
| Homeless Students                           | N            | N                | N                         | 723                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 18%   |
| Students in Foster Care                     | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 18%   |
| Military-Connected Students                 | 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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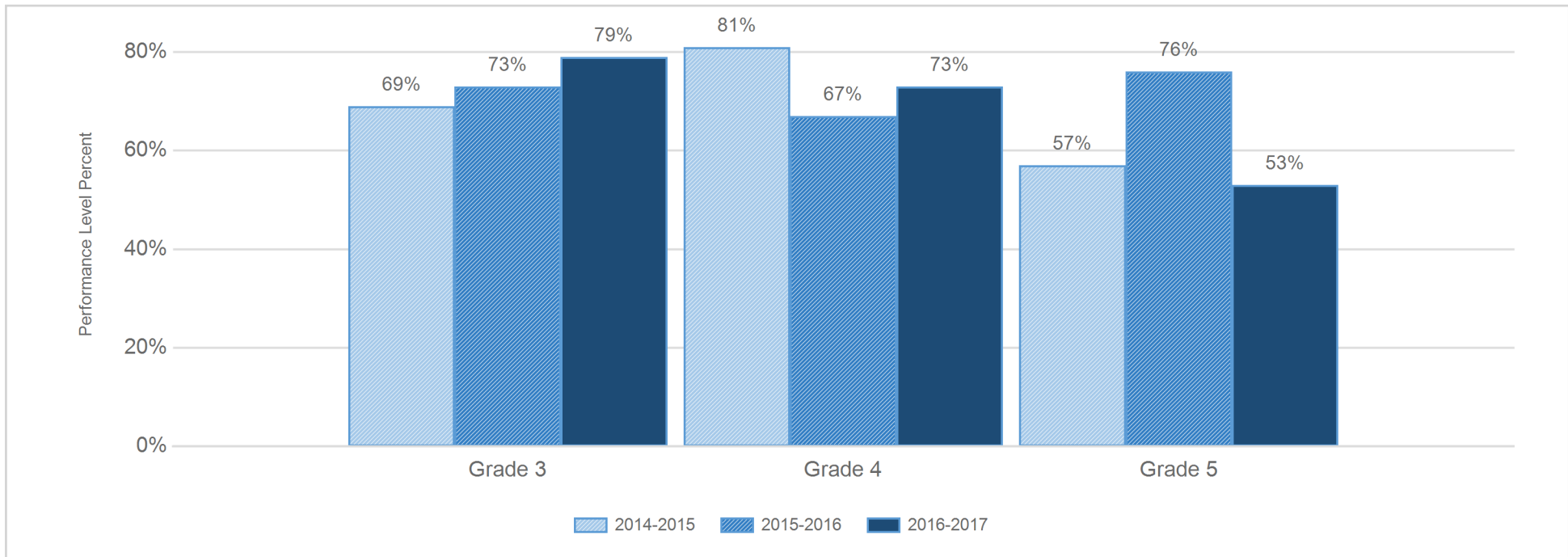
**Mathematics Assessment - Performance by Grade: Grade 5**

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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 62           | 762              | 767                       | 747                    | *  | *                                     | 36%                                | 31%                         | 23%                              | 53%                                     | 46%   |
| White                                       | 36           | 755              | 763                       | 754                    | 0%                                       | *                                     | 44%                                | *                           | *                                | 42%                                     | 57%   |
| Hispanic                                    | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Asian, Native Hawaiian, or Pacific Islander | 14           | 788              | *                         | 774                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 93%                                     | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 745                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| Female                                      | 26           | 755              | 765                       | 747                    | 0%                                       | *                                     | *                                  | *                           | *                                | 42%                                     | 47%   |
| Male  | 36           | 767              | 769                       | 746                    | 0%                                       | *                                     | *                                  | *                           | *                                | 61%                                     | 46%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 732                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Non-Economically Disadvantaged Students     | 62           | 762              | 767                       | 756                    | *  | *                                     | 36%                                | 31%                         | 23%                              | 53%                                     | 59%   |
| Students with Disabilities                  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Students without Disabilities               | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 62           | 762              | 767                       | 748                    | *  | *                                     | 36%                                | 31%                         | 23%                              | 53%                                     | 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%   |

### 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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | *                         | *                          |
| 4     | N                         | N                          |
| 5     | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

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

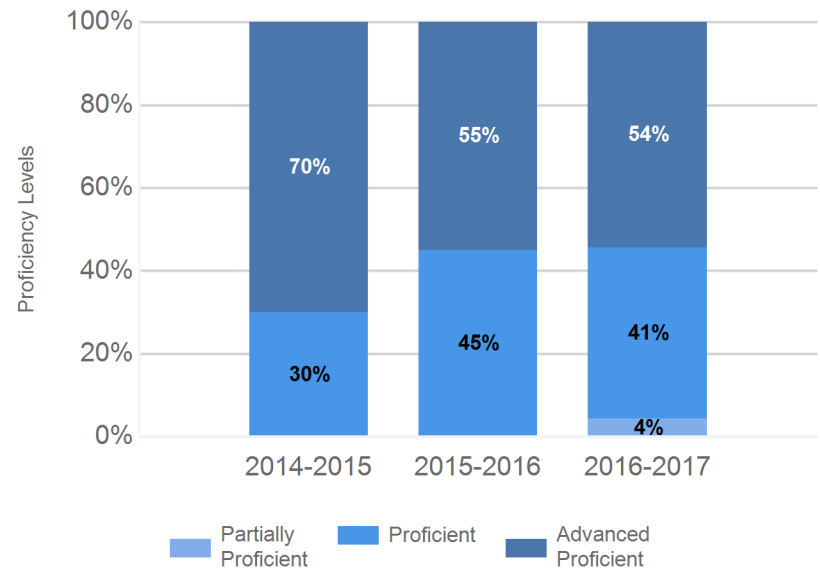
### NJASK Science Assessment Performance: Grade 4

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                                  | 54%                   | 41%          | 4%                     |
| White                                       | 58%                   | 38%          | *                      |
| Hispanic                                    | *                     | *            | *                      |
| Black or African American                   | N                     | *            | N                      |
| Asian, Native Hawaiian, or Pacific Islander | 75%                   | 25%          | N                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | *                     | N            | N                      |
| Economically Disadvantaged Students         | N                     | *            | N                      |
| Students with Disabilities                  | N                     | *            | *                      |
| English Learners                            | N                     | *            | N                      |

### NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

### Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 52                 | 51                   | 50                    | Met Target            | 42                  | 55.5                  | 50                     | Met Target             |
| White                                       | 49                 | 45                   | 50                    | Met Target            | 39                  | 55                    | 52                     | Not Met                |
| Hispanic                                    | 66.5               | 50                   | 49                    | **                    | 41                  | 45.5                  | 47                     | **                     |
| Black or African American                   | *                  | 44                   | 45                    | **                    | *                   | 50                    | 43                     | **                     |
| Asian, Native Hawaiian, or Pacific Islander | 73                 | 65                   | 60                    | Exceeds Target        | 50                  | 62                    | 59                     | Met Target             |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | *                  | 47.5                 | 51                    | **                    | *                   | 61                    | 52                     | **                     |
| Economically Disadvantaged                  | *                  | *                    | 47                    | **                    | *                   | *                     | 46                     | **                     |
| Students with Disabilities                  | 49                 | 47                   | 41                    | **                    | 55.5                | 45                    | 43                     | **                     |
| English Learners                            | *                  | 58.5                 | 53                    | **                    | *                   | 59                    | 51                     | **                     |

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



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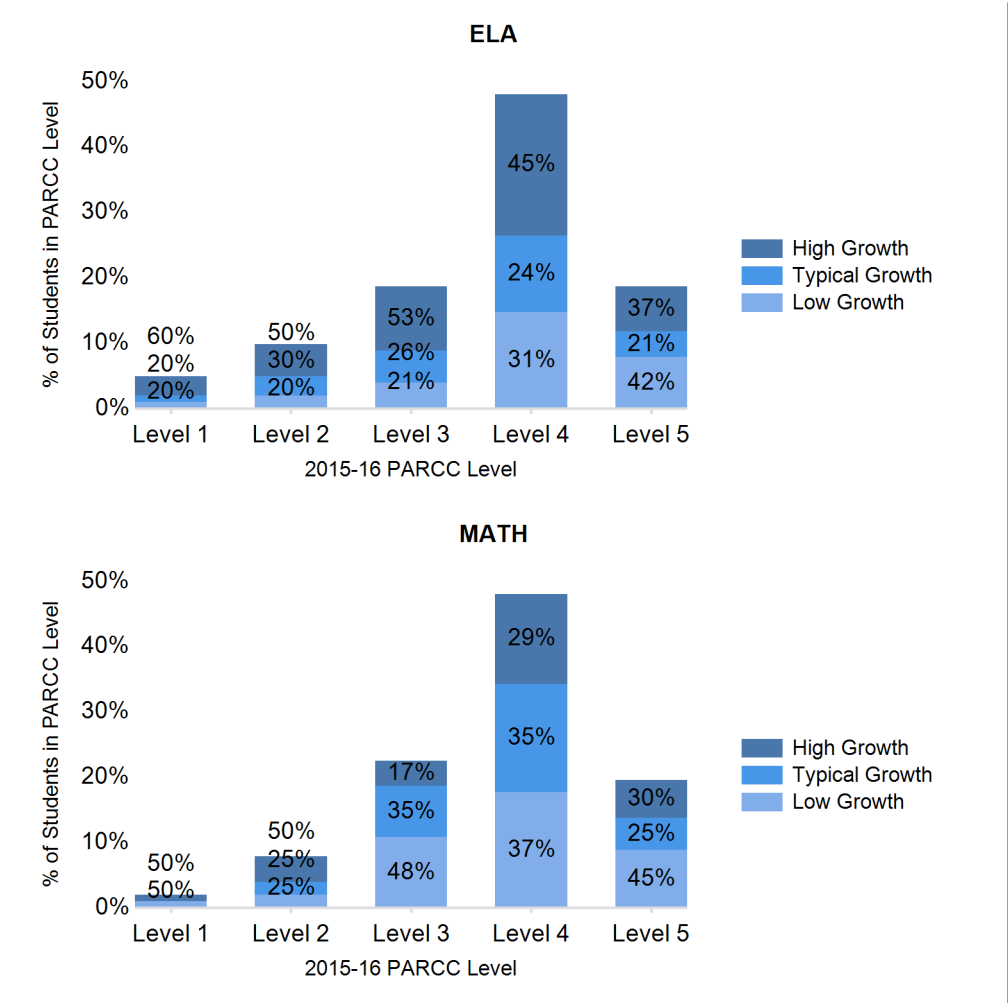
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

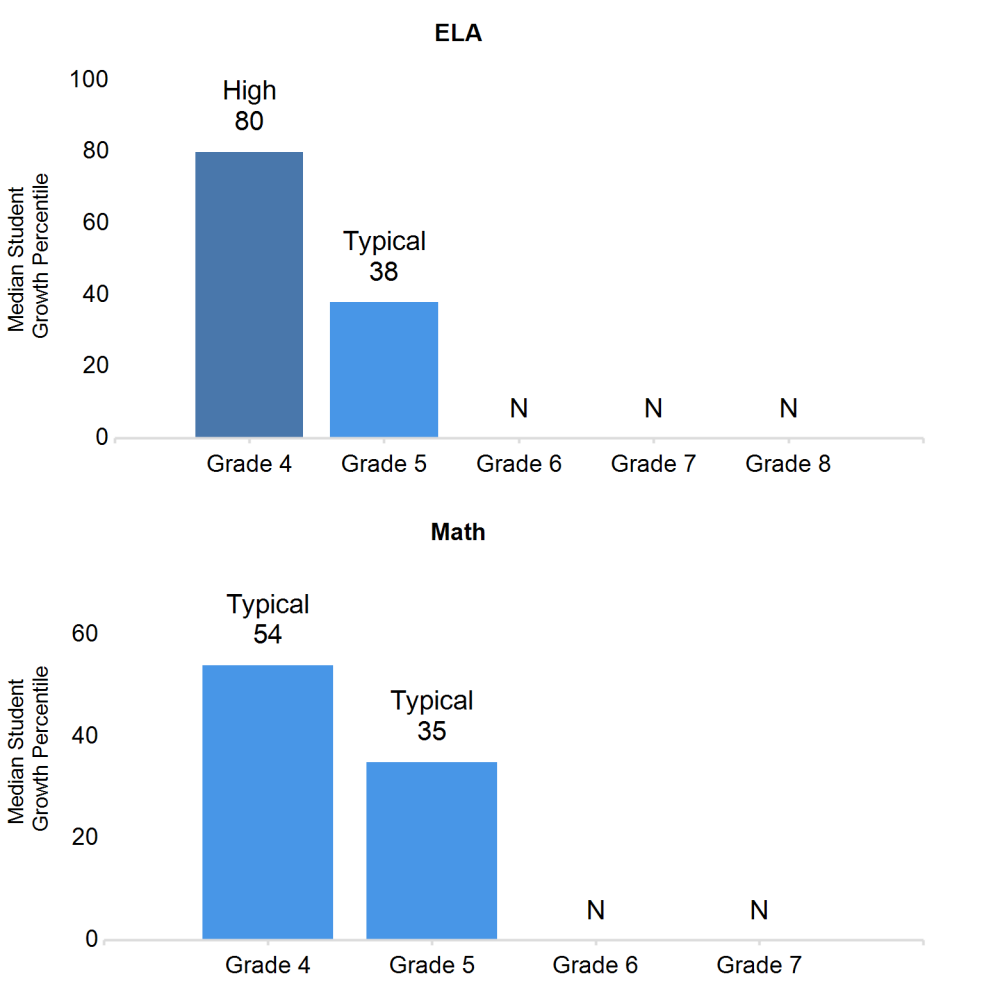
Student Growth by Performance Level

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

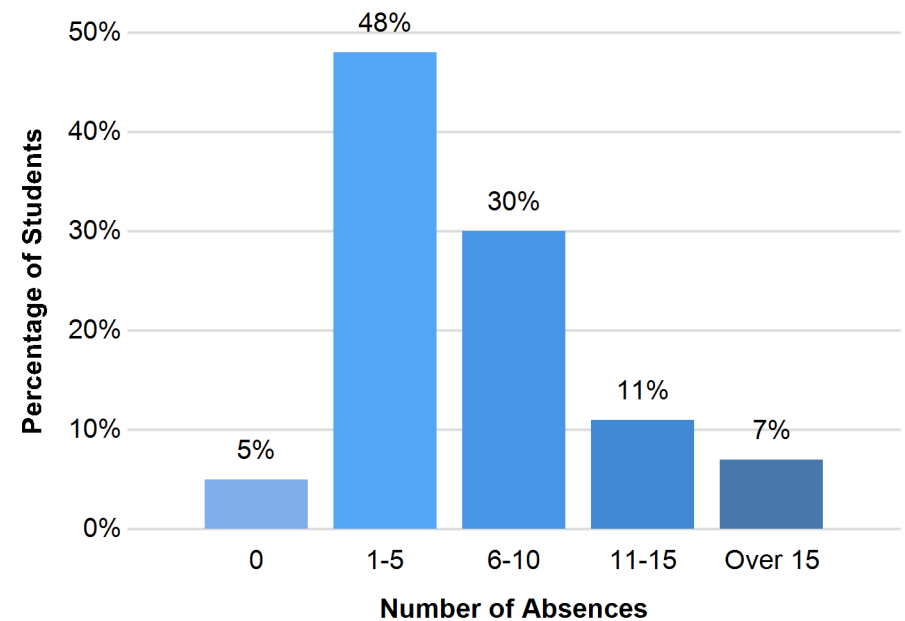
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 3.90                 | 8.40           | Met Target         |
| White                                       | 2.70                 | 8.40           | Met Target         |
| Hispanic                                    | 13.90                | 8.40           | Not Met            |
| Black or African American                   | N                    | **             | **                 |
| Asian, Native Hawaiian, or Pacific Islander | 0                    | 8.40           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | N                    | **             | **                 |
| Students with Disabilities                  | 0                    | 8.40           | Met Target         |
| English Learners                            | N                    | **             | **                 |

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

### Days Absent

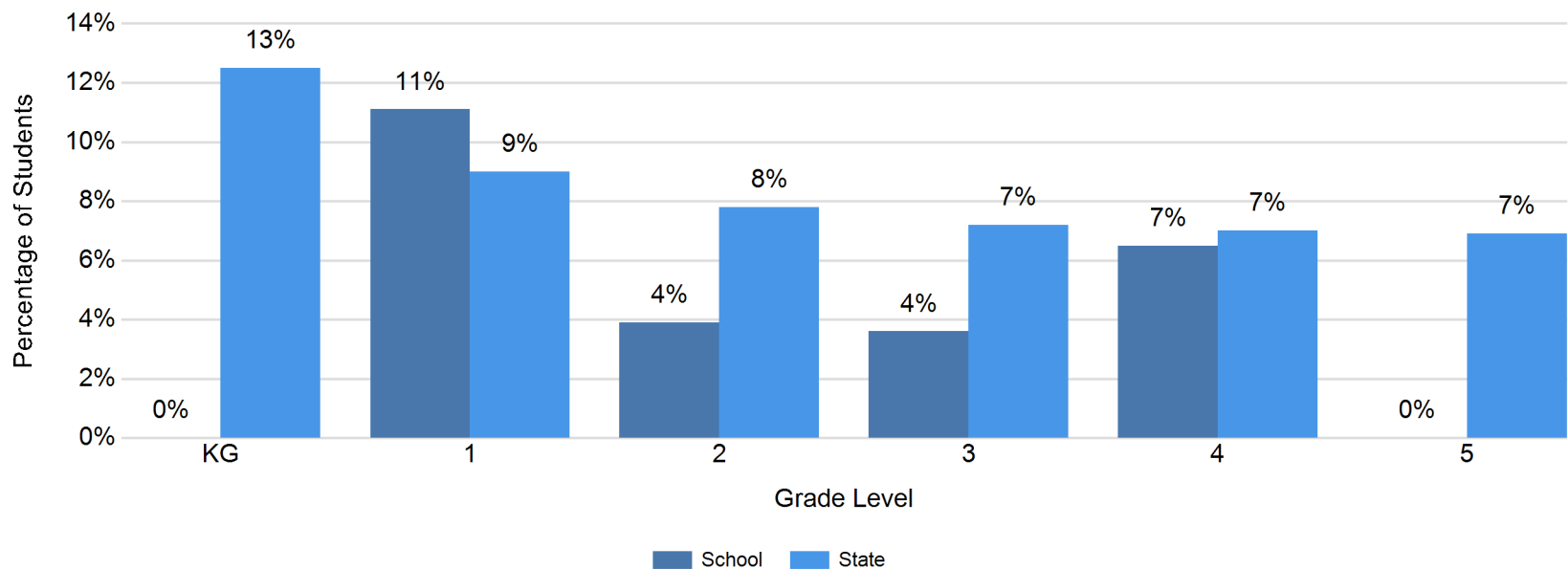
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### Chronic Absenteeism by Grade

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:40AM          |
| Typical End Time                 | 3:20PM          |
| Length of School Day             | 6 Hrs 40 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 40 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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### 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     | 1.8:1                   | 562.1 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$308   | \$19,663     | \$19,971 |



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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 | 13.5               | 11.8              |
| Average years experience in district       | 12.0               | 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                 | 13                 | 9,506           |
| Average years experience in public schools     | 12.2               | 15.9            |
| Average years experience in district           | 7.3                | 11.6            |
| Administrators in district for 4 or more years | 54%                | 74%             |

Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 9:1                    | 8:1                      |
| Administrators              | 302:1                  | 137:1                    |
| Librarian/Media Specialists |                        | 445:1                    |
| Nurses                      |                        | 356:1                    |
| Counselors                  |                        | 222:1                    |
| Child Study Team            |                        | 297:1                    |



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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       | 94%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 69%      | 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  | 66.8            | 17.5%            |
| Mathematics Proficiency  | 74.9            | 17.5%            |
| English Language Arts Growth   | 62.8            | 25.0%            |
| Mathematics Growth   | 17.4            | 25.0%            |
| Chronic Absenteeism  | 82.1            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                              | N/A             | N/A              |
| Summative Score: Sum of all indicator scores multiplied by indicator weights             |                 | 57.1             |
| Summative Rating: Percentile rank of Summative Score                                     |                 | 61.2             |
| 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                                  | 57.1            | 11.9   | No  | Not Met                           | Not Met                 | Met Target          | Met Target                           | Met Target                 | No   |
| White                                       | 48.4            | 11.9   | No  | Met Target†                       | Met Target†             | Met Target          | Met Target                           | Not Met                    | No   |
| Hispanic                                    | **              | **   | No  | Met Target†                       | Not Met                 | Not Met             | **                                   | **                         | No   |
| Black or African American                   | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Asian, Native Hawaiian, or Pacific Islander | 68.1            | 11.9   | No  | Met Goal                          | Met Goal                | Met Target          | Exceeds Target                       | Met Target                 | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Economically Disadvantaged Students         | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Students with Disabilities                  | **              | **   | No  | **                                | **                      | 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

|                   |                                      |                       |   |
|-------------------|--------------------------------------|-----------------------|---|
| <b>Principal:</b> | Mrs. Tugya                           | <b>Email Address:</b> | <a href="mailto:atugya@warrentboe.org">atugya@warrentboe.org</a>                      |
| <b>Address:</b>   | 109 MT BETHEL RD<br>WARREN, NJ 07059 | <b>Website:</b>       | <a href="http://www.warrentboe.org">www.warrentboe.org</a>                            |
| <b>Phone:</b>     | (908)753-5300                        | <b>Facebook:</b>      | <a href="https://www.facebook.com/warrentboe">https://www.facebook.com/warrentboe</a> |
|                   |                                      | <b>Twitter:</b>       | <a href="https://twitter.com/warrenschoolsnj">https://twitter.com/warrenschoolsnj</a> |

School Narrative

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

|   |   |
|---|---|
|  <b>Highlights:</b>                            | <ul style="list-style-type: none"> <li>• Students in grades 3-5 have 1:1 access to Chromebooks and students in K-2 have daily access to iPads (2:1 ratio).</li> <li>• Teachers have and continue to participate in comprehensive staff training programs in ELA, Math and Science.</li> <li>• All students and staff participate in monthly character education lessons and celebrate kindness and respect.</li> </ul>        |
|  <b>Mission, Vision, Theme:</b>               | The mission of the Warren Township School District is to provide, through a safe, nurturing yet challenging environment, all students with an outstanding education that engages students and fosters academic excellence, healthy social and emotional development, and a lifelong passion for learning.   |
|  <b>Awards, Recognition, Accomplishments:</b> | Students are recognized weekly at Central School for their individual commitment to exemplifying the school rules. Students are celebrated for helping each other, showing respect, keeping the school safe and clean, and being open to new ideas and learning. Each year, a teacher is also selected as the recipient of our Excellence in Education Award. Staff are nominated and selected by their peers for this award. |







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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.

|   |  |
|---|--|
|  <div>Courses, Curriculum, Instruction:</div> | <p>All four elementary schools within the Warren Township School District share a standards based curriculum that is supported with common resources and scheduling strategies. School administrators work closely together to ensure that K-5 schedules support the consistent delivery of all programs offered within the schools to provide all students with similar opportunities to be supported, challenged and enriched as they move through their elementary years.</p> |
|  <div>Clubs and Activities:</div>             | <p>The Warren Township Board of Education supports a series of Board approved clubs at each elementary school. Each principal coordinates with certified staff members to develop a unique menu of club opportunities for students within their building to provide enriching experiences for varied grade levels. In addition, principals coordinate with the PTO and outside organizations to provide additional enrichment experience to the students as needed.</p>          |







**Central School**  
**2016-2017**  
**Grade Span KG-05**

35-5470-030  
**SOMERSET**  
**WARREN TWP**  
**109 MT BETHEL RD**  
**WARREN, NJ 07059**

**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.

|   |  |
|---|--|
|  <b>Staff and Professional Learning:</b>    | <p>All K-5 staff participate in a comprehensive professional learning program that provides core and differentiated experiences to ensure a deep understanding of state and national standards and refines the delivery of best instructional practices. Staff hone their individual skills with the support of administration, instructional specialists, and highly effective colleagues who serve as staff development providers while reflecting on their practice through the Danielson Framework.</p>                  |
|  <b>Student Supports and Services:</b>      | <p>K-5 students are provided a comprehensive system of academic support services to meet the needs of a broad spectrum of learners. Supports are determined through a district identification process that use multiple indicators including local benchmark assessments. Such supports include programs provided by a math basic skills teacher, certificated reading specialist and/or a gifted and talented teacher. The building's I&amp;RS Committee also convenes regularly to identify and address student needs.</p> |
|  <b>Student Health and Wellness:</b>        | <p>The physical, social and emotional well being of all students are paramount in our school as the Whole Child philosophy is embraced throughout the district. A full time nurse ensures the physical well being of each student. A comprehensive physical education program addresses student health and wellness. Daily recess provides an opportunity for students to exercise and practice social skills. A full time guidance counselor promotes mindfulness and character education lessons.</p>                      |
|  <b>Parent and Community Involvement:</b> | <p>Parents and community members are part of the fabric of Central School. Through the PTO and SEPAG, parents volunteer and support programs such as author visits, school assemblies, reading events, International Day, Science Day and NJ History Day. Central school coordinates with the local Rotary Club, Public Library and other community organizations to enrich the student experience.</p>  |

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### Climate Surveys:

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

As a district the ASCD Whole Child Climate survey was administered twice during the school year to students, staff and parents in an effort to gather feedback regarding the following tenets: Supported, Challenged, Engaged, Healthy, Safe. Data regarding each tenet is used to develop district and school goals for continued success in the area of school climate as we consistently strive to work together to serve our students.



### Facilities:

The Warren Township School District has embraced the importance of student centered learning. All staff coordinate to ensure that schools are maintained to the highest standards in order to ensure a safe and and orderly environment in which all students may thrive. Central has dedicated spaces for PE, library, technology, music and art instruction as well as an Active Learning Lab to promote 21st Century Learning Goals including creativity, collaboration, and critical thinking.

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### Other Information:

Central School is comprised of 294 students and over 50 staff members who are committed to realizing the mission of the district and upholding the motto, "Shining Brighter Everyday." Using the tenets of the Whole Child, Central School focuses on ensuring that each student in school is healthy and safe. Our programs and curriculum ensure that during the day, students are supported, challenged and engaged. In addition to core academic programs, students attend related arts classes including physical education, art, music, library, world language, Innovation & Design, REACH, instrumental music and computers. All students have access to an Active Learning Lab equipped with new technology, flexible seating and tools for collaboration and communication. A variety of before and after school clubs enable students to explore areas of interest such as cooking, mindfulness, drama and iBuild. The Central School Family prides itself on developing and practicing good character on a daily basis. Students developed and self-selected schoolwide rules that each student and adult is responsible for upholding. Students are often seen helping each other out, standing up for peers and forming new friendships. Central School benefits from an extremely supportive parent and community base which work together to support the school and enhance the student experience. Because of the commitment and support from students, staff, families, and the board of education, Central School is truly a unique and special place to be.



Mt. Horeb School  
2016-2017  
Grade Span PK-05

35-5470-035  
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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](mailto:reportcard@doe.nj.gov)



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**2016-2017**  
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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       | 26      | 23      | 27      |
| KG       | 23      | 38      | 27      |
| 1        | 38      | 22      | 34      |
| 2        | 41      | 35      | 23      |
| 3        | 41      | 41      | 32      |
| 4        | 47      | 43      | 41      |
| 5        | 42      | 49      | 41      |
| Ungraded | 11      | 15      | 15      |
| Total    | 269     | 266     | 240     |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 46%     | 46%     | 48%     |
| Male                                | 54%     | 54%     | 52%     |
| Economically Disadvantaged Students | 1%      | 0%      | 0%      |
| Students with Disabilities          | 26%     | 22%     | 25%     |
| English Learners                    | 7%      | 6%      | 3%      |
| 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                               | 61.7%         |
| Asian                               | 21.7%         |
| Hispanic                            | 9.6%          |
| Black or African American           | 2.9%          |
| American Indian or Alaska Native    | 0.0%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 4.2%          |

### 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 | 28      | 23      | 27      |
| PK - Full Day | 0       | 0       | 0       |
| KG - Half Day | 1       | 0       | 0       |
| KG - Full Day | 22      | 38      | 27      |

### 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       | 85.4%         |
| Chinese       | 2.9%          |
| Spanish       | 2.5%          |
| Russian       | 2.1%          |
| Portuguese    | 1.3%          |
| Other         | 5.7%          |



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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                                  | 106          | 95.6                      | 66.00  | 74.90  | 54.90   | 66  | 58.4                  | Met Target                |
| White                                       | 67           | 94.5                      | 65.60  | 72.30  | 63.90   | 65.2  | 53.8                  | Met Target                |
| Hispanic                                    | 13           | 92.9                      | 30.80  | *  | 39.80   | 30.1  | **                    | **                        |
| Black or African American                   | *            | *                         | *  | *  | 35.20   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 20           | 100.0                     | 95.00  | 90.30  | 80.70   | 95  | 75.2                  | Met Goal                  |
| American Indian or Alaska Native            | N            | N                         | N  | *  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 52           | 98.1                      | 82.70  | 82.20  | 62.20   | 82.7  |                       |                           |
| Male  | 54           | 93.2                      | 50.00  | 68.70  | 48.10   | 49  |                       |                           |
| Economically Disadvantaged Students         | *            | *                         | *  | *  | 36.20   | *   | **                    | **                        |
| Non-Economically Disadvantaged Students     | *            | *                         | *  | *  | 65.80   | *   |                       |                           |
| Students with Disabilities                  | 24           | 89.3                      | 25.00  | 33.00  | 20.50   | 23.3  | 32                    | Met Target†               |
| Students without Disabilities               | 82           | 97.6                      | 78.10  | 83.70  | 61.90   | 78.1  |                       |                           |
| English Learners                            | 12           | 100.0                     | 58.30  | 63.20  | 25.20   | 58.3  | **                    | **                        |
| Non-English Learners                        | 94           | 95.0                      | 67.00  | 76.00  | 57.40   | 67  |                       |                           |
| Homeless Students                           | N            | N                         | N  | N  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | N  | 24.80   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | *  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.





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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 28           | 775              | 776                       | 749                    | 0%                                       | *                                     | *                                  | 54%                         | *                                | 75%                                     | 50%   |
| White                                       | 19           | 773              | 772                       | 759                    | 0%                                       | *                                     | *                                  | 58%                         | *                                | 74%                                     | 61%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Black or African American                   | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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                           | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Female                                      | 14           | 799              | 784                       | 754                    | 0%                                       | *                                     | *                                  | *                           | *                                | 93%                                     | 55%   |
| Male  | 14           | 750              | 768                       | 745                    | 0%                                       | *                                     | *                                  | *                           | *                                | 57%                                     | 46%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |
| Non-Economically Disadvantaged Students     | 28           | 775              | *                         | 762                    | 0%                                       | *                                     | *                                  | 54%                         | *                                | 75%                                     | 63%   |
| Students with Disabilities                  | *            | *                | *                         | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| English Learners                            | N            | N                | N                         | 709                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 11%   |
| Non-English Learners                        | 28           | 775              | 777                       | 752                    | 0%                                       | *                                     | *                                  | 54%                         | *                                | 75%                                     | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 38           | 761              | 770                       | 753                    | 0%                                       | *                                     | 29%                                | 45%                         | *                                | 63%                                     | 56%   |
| White                                       | 26           | 758              | 765                       | 762                    | 0%                                       | *                                     | *                                  | 42%                         | *                                | 62%                                     | 67%   |
| Hispanic                                    | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 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                                      | 19           | 769              | 776                       | 758                    | 0%                                       | *                                     | *                                  | *                           | *                                | 79%                                     | 61%   |
| Male  | 19           | 752              | 765                       | 749                    | 0%                                       | *                                     | *                                  | *                           | *                                | 47%                                     | 51%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 737                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |
| Non-Economically Disadvantaged Students     | 38           | 761              | *                         | 764                    | 0%                                       | *                                     | 29%                                | 45%                         | *                                | 63%                                     | 69%   |
| Students with Disabilities                  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 25%   |
| Students without Disabilities               | *            | *                | *                         | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 62%   |
| English Learners                            | N            | N                | N                         | 711                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 10%   |
| Non-English Learners                        | 38           | 761              | 771                       | 755                    | 0%                                       | *                                     | 29%                                | 45%                         | *                                | 63%                                     | 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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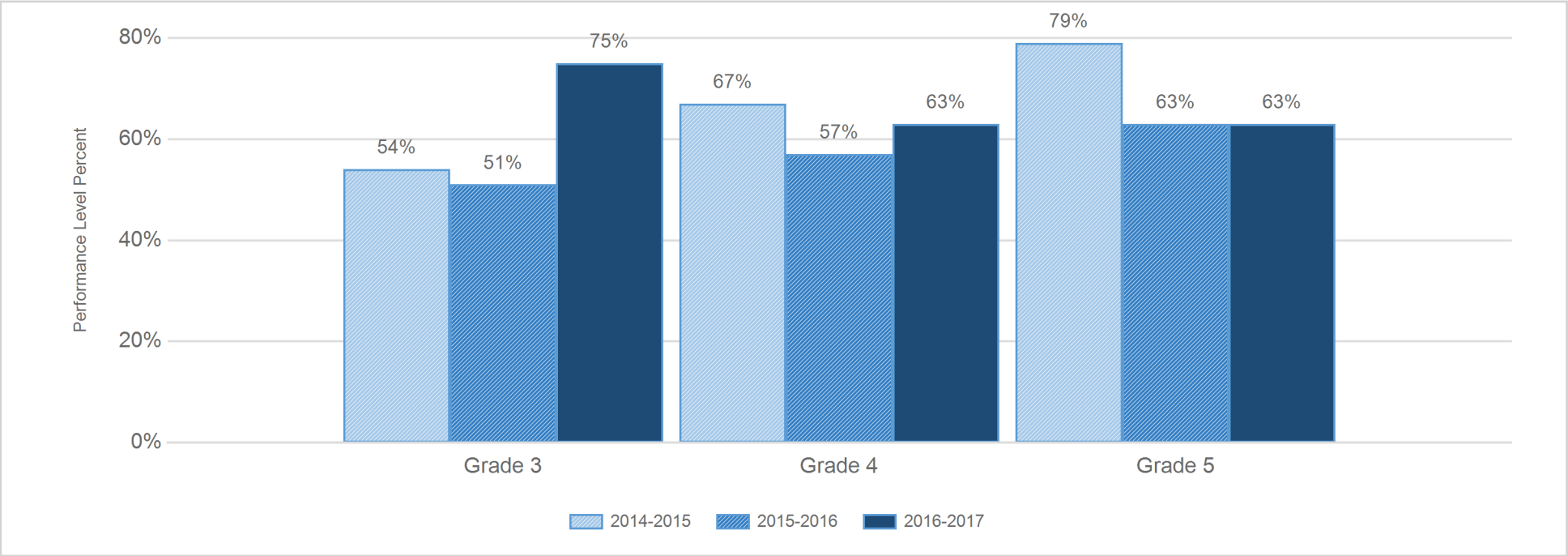
## English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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                                  | 41           | 761              | 770                       | 756                    | *  | *                                     | *                                  | 46%                         | *                                | 63%                                     | 59%   |
| White                                       | 23           | 757              | 767                       | 763                    | 0%                                       | *                                     | *                                  | 65%                         | 0%                               | 65%                                     | 69%   |
| Hispanic                                    | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 44%   |
| Black or African American                   | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 788              | *                         | 779                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 90%                                     | 84%   |
| American Indian or Alaska Native            | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Female                                      | 20           | 770              | 776                       | 761                    | *  | *                                     | *                                  | *                           | *                                | 80%                                     | 66%   |
| Male  | 21           | 752              | 765                       | 750                    | *  | *                                     | *                                  | *                           | *                                | 48%                                     | 53%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Non-Economically Disadvantaged Students     | 41           | 761              | 770                       | 765                    | *  | *                                     | *                                  | 46%                         | *                                | 63%                                     | 71%   |
| Students with Disabilities                  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students without Disabilities               | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 66%   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 41           | 761              | 770                       | 757                    | *  | *                                     | *                                  | 46%                         | *                                | 63%                                     | 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%   |

### 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 106          | 95.6                      | 73.60   | 71.80   | 43.50  | 73.6  | 59.1                     | Met Target                   |
| White                                       | 67           | 94.5                      | 68.60   | 67.80   | 52.40  | 68.2  | 53.8                     | Met Target                   |
| Hispanic                                    | 13           | 92.9                      | 61.50   | *   | 27.60  | 60.1  | **                       | **                           |
| Black or African American                   | *            | *                         | *   | *   | 21.70  | *   | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 20           | 100.0                     | 100.00  | 91.10   | 75.60  | 100   | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | *   | 42.50  | N   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 44.90  | *   | **                       | **                           |
| Female                                      | 52           | 98.1                      | 76.90   | 72.70   | 44.10  | 76.9  |                          |                              |
| Male  | 54           | 93.3                      | 70.40   | 71.00   | 42.90  | 69  |                          |                              |
| Economically Disadvantaged Students         | *            | *                         | *   | *   | 25.10  | *   | **                       | **                           |
| Non-Economically Disadvantaged Students     | *            | *                         | *   | *   | 54.30  | *   |                          |                              |
| Students with Disabilities                  | 24           | 89.3                      | 37.50   | 34.40   | 16.50  | 35  | 32                       | Met Target                   |
| Students without Disabilities               | 82           | 97.7                      | 84.20   | 79.60   | 48.80  | 84.2  |                          |                              |
| English Learners                            | 12           | 100.0                     | 75.00   | 63.10   | 23.30  | 75  | **                       | **                           |
| Non-English Learners                        | 94           | 95.0                      | 73.40   | 72.50   | 45.20  | 73.4  |                          |                              |
| Homeless Students                           | N            | N                         | N   | N   | 16.40  | N   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 15.10  | N   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | *   | 39.90  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 18.20  | N   |                          |                              |

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

† Target was met within a confidence interval.



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### Mathematics Assessment - Performance by Grade: Grade 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 29           | 773              | 775                       | 751                    | 0%                                       | *                                     | *                                  | 45%                         | *                                | 76%                                     | 53%   |
| White                                       | 19           | 763              | 769                       | 759                    | 0%                                       | *                                     | *                                  | 58%                         | *                                | 74%                                     | 63%   |
| Hispanic                                    | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 37%   |
| Black or African American                   | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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                           | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 53%   |
| Female                                      | 14           | 783              | 775                       | 751                    | 0%                                       | *                                     | *                                  | *                           | *                                | 93%                                     | 52%   |
| Male  | 15           | 763              | 775                       | 751                    | 0%                                       | *                                     | *                                  | *                           | *                                | 60%                                     | 53%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 34%   |
| Non-Economically Disadvantaged Students     | 29           | 773              | *                         | 761                    | 0%                                       | *                                     | *                                  | 45%                         | *                                | 76%                                     | 65%   |
| Students with Disabilities                  | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 57%   |
| English Learners                            | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| Homeless Students                           | N            | N                | N                         | 724                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Military-Connected Students                 | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 38           | 760              | 764                       | 747                    | *  | *                                     | *                                  | 66%                         | *                                | 74%                                     | 47%   |
| White                                       | 26           | 753              | 759                       | 755                    | *  | *                                     | *                                  | 69%                         | 0%                               | 69%                                     | 59%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 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                                      | 19           | 763              | 765                       | 747                    | *  | *                                     | *                                  | 58%                         | *                                | 74%                                     | 47%   |
| Male  | 19           | 756              | 763                       | 747                    | *  | *                                     | *                                  | 74%                         | *                                | 74%                                     | 48%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 732                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Non-Economically Disadvantaged Students     | 38           | 760              | *                         | 757                    | *  | *                                     | *                                  | 66%                         | *                                | 74%                                     | 61%   |
| Students with Disabilities                  | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students without Disabilities               | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | N            | N                | N                         | 716                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 38           | 760              | 764                       | 749                    | *  | *                                     | *                                  | 66%                         | *                                | 74%                                     | 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**

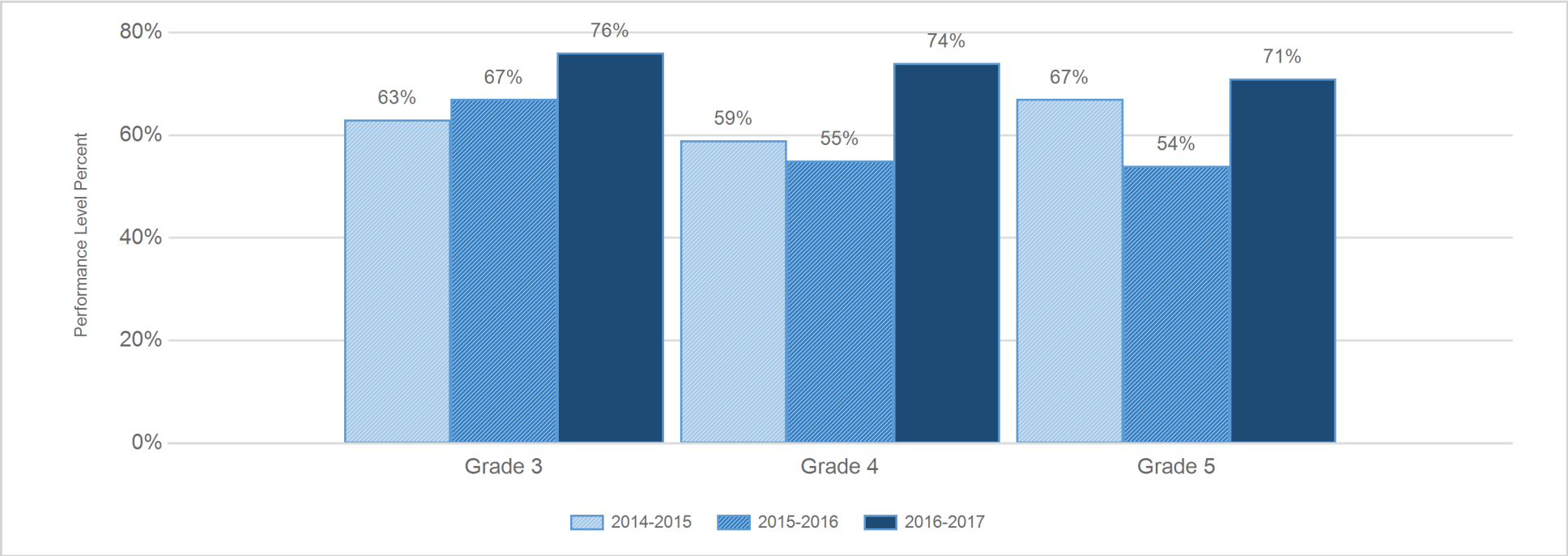
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 41           | 766              | 767                       | 747                    | 0%                                       | *                                     | *                                  | 49%                         | *                                | 71%                                     | 46%   |
| White                                       | 23           | 762              | 763                       | 754                    | 0%                                       | *                                     | *                                  | 48%                         | *                                | 65%                                     | 57%   |
| Hispanic                                    | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 792              | *                         | 774                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 745                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| Female                                      | 20           | 768              | 765                       | 747                    | 0%                                       | *                                     | *                                  | *                           | *                                | 70%                                     | 47%   |
| Male  | 21           | 765              | 769                       | 746                    | 0%                                       | *                                     | *                                  | *                           | *                                | 71%                                     | 46%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 732                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Non-Economically Disadvantaged Students     | 41           | 766              | 767                       | 756                    | 0%                                       | *                                     | *                                  | 49%                         | *                                | 71%                                     | 59%   |
| Students with Disabilities                  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Students without Disabilities               | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 41           | 766              | 767                       | 748                    | 0%                                       | *                                     | *                                  | 49%                         | *                                | 71%                                     | 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%   |



# 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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |
| 4     | *                         | *                          |
| 5     | N                         | N                          |

English Language Proficiency Test - Participation and Performance

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

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

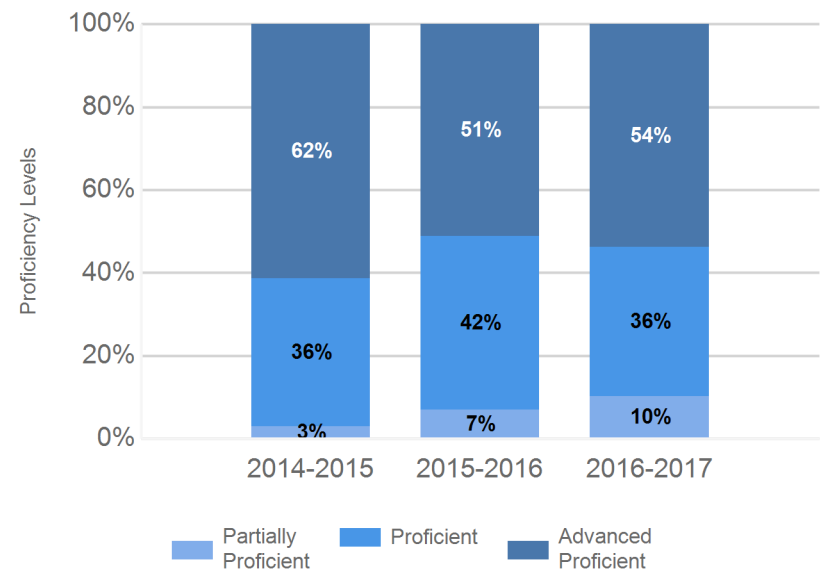
### NJASK Science Assessment Performance: Grade 4

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                                  | 54%                   | 36%          | 10%                    |
| White                                       | 48%                   | 37%          | 15%                    |
| Hispanic                                    | *                     | *            | N                      |
| Black or African American                   | N                     | *            | N                      |
| Asian, Native Hawaiian, or Pacific Islander | *                     | *            | N                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | *                     | *            | N                      |
| Economically Disadvantaged Students         | N                     | N            | N                      |
| Students with Disabilities                  | *                     | *            | *                      |
| English Learners                            | N                     | N            | N                      |

### NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

## Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 62                 | 51                   | 50                    | Exceeds Target        | 73                  | 55.5                  | 50                     | Exceeds Target         |
| White                                       | 56.5               | 45                   | 50                    | Met Target            | 71.5                | 55                    | 52                     | Exceeds Target         |
| Hispanic                                    | *                  | 50                   | 49                    | **                    | *                   | 45.5                  | 47                     | **                     |
| Black or African American                   | *                  | 44                   | 45                    | **                    | *                   | 50                    | 43                     | **                     |
| Asian, Native Hawaiian, or Pacific Islander | 73                 | 65                   | 60                    | **                    | 88                  | 62                    | 59                     | **                     |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | *                  | 47.5                 | 51                    | **                    | *                   | 61                    | 52                     | **                     |
| Economically Disadvantaged                  | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Students with Disabilities                  | 54                 | 47                   | 41                    | **                    | 71                  | 45                    | 43                     | **                     |
| English Learners                            | 66                 | 58.5                 | 53                    | **                    | 75                  | 59                    | 51                     | **                     |

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



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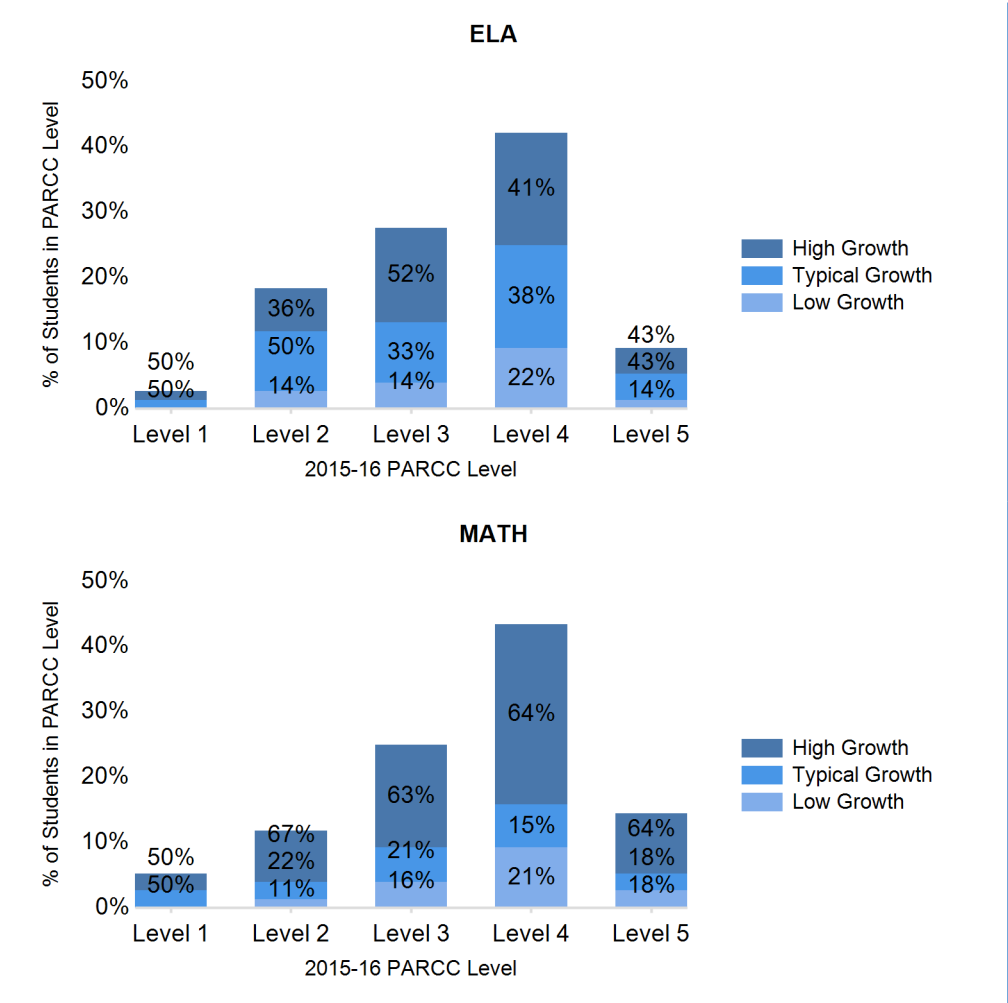
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

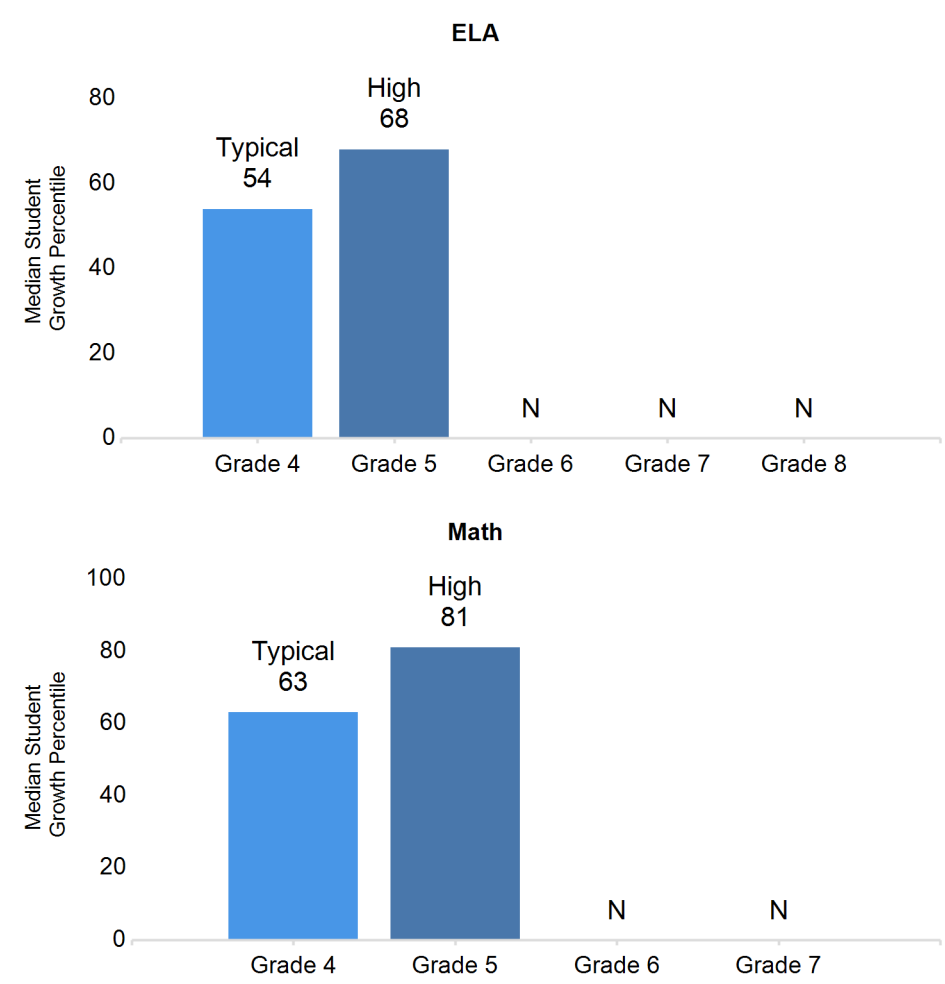
Student Growth by Performance Level

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

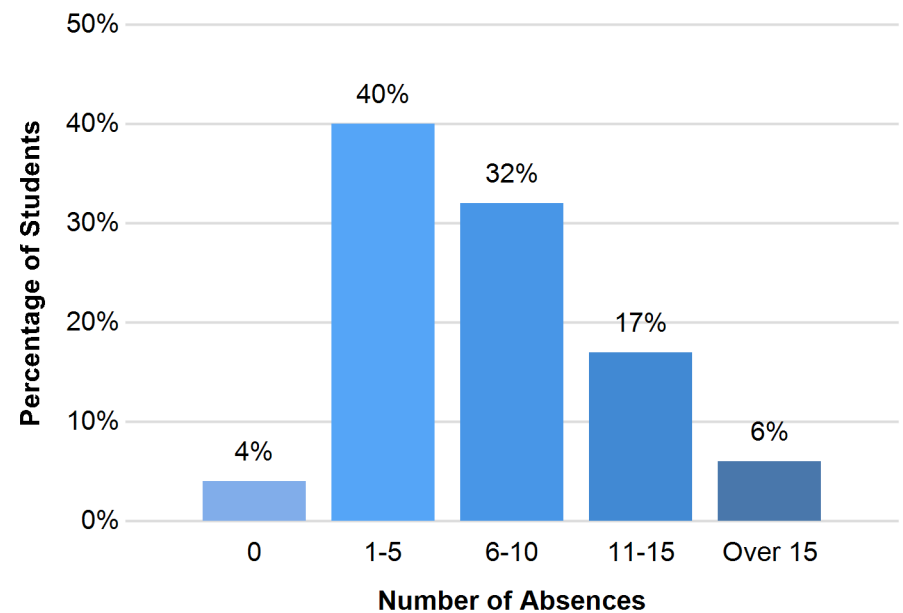
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 3.90                 | 8.40           | Met Target         |
| White                                       | 3.10                 | 8.40           | Met Target         |
| Hispanic                                    | 15.00                | 8.40           | Not Met            |
| Black or African American                   | N                    | **             | **                 |
| Asian, Native Hawaiian, or Pacific Islander | 2.50                 | 8.40           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | N                    | **             | **                 |
| Students with Disabilities                  | 11.90                | 8.40           | Not Met            |
| English Learners                            | N                    | **             | **                 |

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

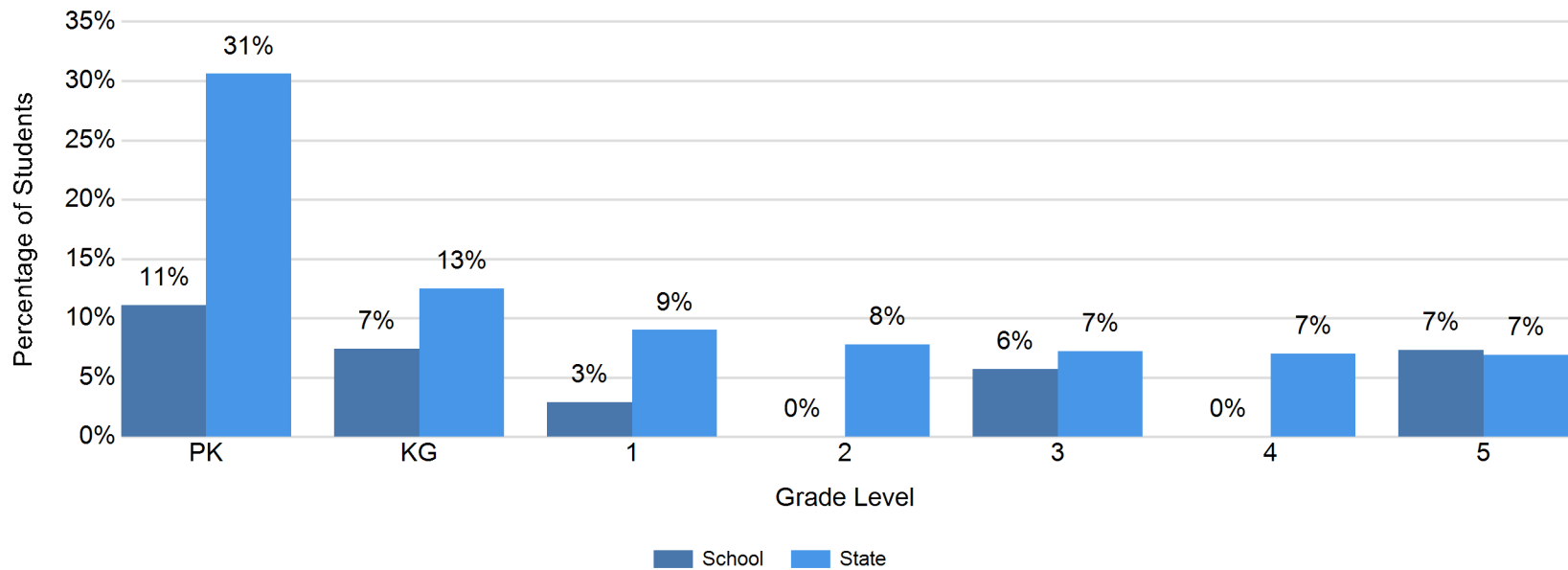
### Days Absent

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



### 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.





**Mt. Horeb School**  
**2016-2017**

**Grade Span PK-05**

**35-5470-035**  
**SOMERSET**  
**WARREN TWP**  
**80 MT HOREB RD**  
**WARREN, NJ 07059-5531**

### 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               | 8:40AM          |
| Typical End Time                 | 3:20PM          |
| Length of School Day             | 6 Hrs 40 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 40 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      | 1.25                |

### 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     | 1.8:1                   | 562.1 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$308   | \$19,663     | \$19,971 |



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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 | 13.5               | 11.8              |
| Average years experience in district       | 11.9               | 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                 | 13                 | 9,506           |
| Average years experience in public schools     | 12.2               | 15.9            |
| Average years experience in district           | 7.3                | 11.6            |
| Administrators in district for 4 or more years | 54%                | 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                    | 7:1                    | 8:1                      |
| Administrators              | 240:1                  | 137:1                    |
| Librarian/Media Specialists |                        | 445:1                    |
| Nurses                      |                        | 356:1                    |
| Counselors                  |                        | 222:1                    |
| Child Study Team            |                        | 297:1                    |



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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       | 94%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 69%      | 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   | 64.9            | 17.5%            |
| Mathematics Proficiency   | 89.8            | 17.5%            |
| English Language Arts Growth  | 79.8            | 25.0%            |
| Mathematics Growth  | 96.9            | 25.0%            |
| Chronic Absenteeism   | 63.0            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 80.7             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 91.4             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



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### Accountability Summary by Student Group

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

| Student Group                               | Summative Score | 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                                  | 80.7            | 11.9   | No  | Met Target                        | Met Target              | Met Target          | Exceeds Target                       | Exceeds Target             | No   |
| White                                       | 75.5            | 11.9   | No  | Met Target                        | Met Target              | Met Target          | Met Target                           | Exceeds Target             | No   |
| Hispanic                                    | **              | **   | No  | **                                | **                      | Not Met             | **                                   | **                         | No   |
| Black or African American                   | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Asian, Native Hawaiian, or Pacific Islander | **              | **   | No  | Met Goal                          | Met Goal                | Met Target          | **                                   | **                         | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Economically Disadvantaged Students         | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Students with Disabilities                  | **              | **   | No  | Met Target†                       | Met Target              | Not Met             | **                                   | **                         | No   |
| English Learners                            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |

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

† Target was met within a confidence interval.



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### School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Mr. Cook                                | <b>Email Address:</b> | <a href="mailto:scook@warrentboe.org">scook@warrentboe.org</a>                        |
| <b>Address:</b>   | 80 MT HOREB RD<br>WARREN, NJ 07059-5531 | <b>Website:</b>       | <a href="http://www.warrentboe.org">www.warrentboe.org</a>                            |
| <b>Phone:</b>     | (908)753-5300                           | <b>Facebook:</b>      | <a href="https://www.facebook.com/warrentboe">https://www.facebook.com/warrentboe</a> |
|                   |   | <b>Twitter:</b>       | <a href="https://twitter.com/warrenschoolsnj">https://twitter.com/warrenschoolsnj</a> |

### School Narrative

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

|   |   |
|---|---|
|  <b>Highlights:</b>              | <ul style="list-style-type: none"> <li>• Our new school garden allows for lessons on the environment, science, and responsibility.</li> <li>• Students in grades 3-5 have 1:1 access to Chromebooks and students in K-2 have daily access to iPads (2:1 ratio).</li> <li>• Commitment to character education in every classroom has been the foundation for academic excellence.</li> </ul> |
|  <b>Mission, Vision, Theme:</b> | <p>The mission of the Warren Township School District is to provide, through a safe, nurturing yet challenging environment, all students with an outstanding education that engages students and fosters academic excellence, healthy social and emotional development, and a lifelong passion for learning.</p>  |





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|   |   |
|---|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>All four elementary schools within the Warren Township School District that share a standards based curriculum that is supported with common resources and scheduling strategies. School administrators work closely together to ensure that K-5 schedules support the consistent delivery of all programs offered within the schools to provide all students with similar opportunities to be supported, challenged and enriched as they move through their elementary years.</p> |
|  <p>Clubs and Activities:</p>             | <p>The Warren Township Board of Education supports a series of Board approved clubs at each elementary school. Each principal coordinates with certified staff members to develop a unique menu of club opportunities for students within their building to provide enriching experiences for varied grade levels. In addition, principals coordinate with the PTO and outside organizations to provide additional enrichment experience to the students as needed.</p>               |







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|   |  |
|---|--|
|  <b>Staff and Professional Learning:</b>    | <p>All K-5 staff participate in a comprehensive professional learning program that provides core and differentiated experiences to ensure a deep understanding of state and national standards and refines the delivery of best instructional practices. Staff hone their individual skills with the support of administration, instructional specialists, and highly effective colleagues who serve as staff development providers while reflecting on their practice through the Danielson Framework.</p>                  |
|  <b>Student Supports and Services:</b>      | <p>K-5 students are provided a comprehensive system of academic support services to meet the needs of a broad spectrum of learners. Supports are determined through a district identification process that use multiple indicators including local benchmark assessments. Such supports include programs provided by a math basic skills teacher, certificated reading specialist and/or a gifted and talented teacher. The building's I&amp;RS Committee also convenes regularly to identify and address student needs.</p> |
|  <b>Student Health and Wellness:</b>        | <p>The physical, social and emotional well being of all students are paramount in our school as the Whole Child philosophy is embraced throughout the district. A full time nurse ensures the physical well being of each student. A comprehensive physical education program addresses student health and wellness. Daily recess provides an opportunity for students to exercise and practice social skills. A full time guidance counselor promotes mindfulness and character education lessons.</p>                      |
|  <b>Parent and Community Involvement:</b> | <p>A supportive PTO sponsors school wide events such as Author's Day, International Day, cultural arts assemblies, and a Halloween Trunk or Treat. The PTO's mini-grant program provides teachers the opportunity to innovate programs and events directly tied to a unit of study that supports students' social, emotional and academic well-being. The PTO and SEPAG work hand-in-hand to support our special education population.</p>   |



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|  |  |
|--|--|
|  <div>Climate Surveys:</div> | <div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>As a district the ASCD Whole Child Climate survey was administered twice during the school year to students, staff and parents in an effort to gather feedback regarding the following tenets: Supported, Challenged, Engaged, Healthy, Safe. Data regarding each tenet is used to develop district and school goals for continued success in the area of school climate as we consistently strive to work together to serve our students.</div> |
|  <div>Facilities:</div>     | <div>The Warren Township School District has embraced the importance of student centered learning. All staff coordinate to ensure that schools are maintained to the highest standards in order to ensure a safe and and orderly environment in which all students may thrive. Mt. Horeb has dedicated spaces for PE, library, technology, music and art instruction as well as an Active Learning classroom to promote 21st Century Learning Goals including creativity, collaboration, and critical thinking.</div>  |



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Other Information:

Between the hours of 8:40 and 3:40, all students at Mt. Horeb experience all academic subjects and an array of specials that include P.E., art, music, Spanish, library, computers, an enrichment program titled REACH, and a S.T.E.M. course titled Innovation and Design. In addition to support classes in language arts and math, our special education program ensures that all student with special needs receive the program that helps them find the most success. Our building is secured with an up-to-date visitor management system that scans every visitor's I.D. and a host of cameras leaving nearly every corner of the building under surveillance 24 hours per day. Warren Township School District offers an integrated preschool program at Mt. Horeb that serves students three and four years of age. The program follows the Creative Curriculum for Preschool, 6th edition, which is aligned with the New Jersey Preschool Teaching and Learning Standards and helps to prepare students for kindergarten through exploration and hands on, project-based, creative investigations. Our program serves children who are typically developing and those with special needs. The curriculum addresses skills and concepts in the following content areas: social-emotional, language, cognitive, physical, literacy, math, science and technology, social studies, and the arts. Every day the Mt. Horeb staff welcomes all 236 students from preschool to 5th grade through our doors. From the moment the day begins, all members of the Mt. Horeb "Family" work tirelessly to ensure that our students' experience is supportive, caring, rigorous, and engaging. We pride ourselves on being a small school in a small community. With a strong connection with the surrounding parent community, shared values in what makes for a great education, students who arrive prepared and eager to learn, and a staff willing and able to create the perfect setting for learning, Mt. Horeb is an excellent place to learn and grow.




Warren Middle School  
2016-2017  
Grade Span 06-08

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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](mailto: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        | 208     | 228     | 244     |
| 7        | 215     | 210     | 236     |
| 8        | 239     | 220     | 214     |
| Ungraded | 12      | 8       | 4       |
| Total    | 674     | 666     | 698     |

### 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                              | 56%     | 50%     | 46%     |
| Male                                | 44%     | 51%     | 54%     |
| Economically Disadvantaged Students | 1%      | 1%      | 1%      |
| Students with Disabilities          | 17%     | 17%     | 15%     |
| English Learners                    | 1%      | 1%      | 1%      |
| 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                               | 66.2%         |
| Asian                               | 20.9%         |
| Hispanic                            | 7.0%          |
| Black or African American           | 1.9%          |
| Native Hawaiian or Pacific Islander | 0.1%          |
| American Indian or Alaska Native    | 0.0%          |
| Two or More Races                   | 3.9%          |

### 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       | 83.8%         |
| Chinese       | 4.4%          |
| Spanish       | 2.9%          |
| Portuguese    | 2.7%          |
| Other         | 5.8%          |



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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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 674          | 97.7                      | 74.70   | 74.90   | 54.90  | 74.7  | 71                       | Met Target                   |
| White                                       | 451          | 97.0                      | 72.30   | 72.30   | 63.90  | 72.3  | 67.4                     | Met Target                   |
| Hispanic                                    | 46           | 95.9                      | 56.50   | *   | 39.80  | 56.5  | 51.2                     | Met Target                   |
| Black or African American                   | 10           | 100.0                     | 60.00   | 50.00   | 35.20  | 60  | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 143          | 100.0                     | 88.10   | 90.30   | 80.70  | 88.1  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | *   | 53.70  | N   | **                       | **                           |
| Two or More Races                           | 24           | 100.0                     | 79.20   | 81.60   | 54.90  | 79.2  | 72.8                     | Met Target                   |
| Female                                      | 309          | 98.8                      | 81.20   | 82.20   | 62.20  | 81.2  |                          |                              |
| Male  | 365          | 96.9                      | 69.10   | 68.70   | 48.10  | 69.1  |                          |                              |
| Economically Disadvantaged Students         | 12           | 100.0                     | 33.40   | 32.00   | 36.20  | 33.4  | **                       | **                           |
| Non-Economically Disadvantaged Students     | 662          | 97.7                      | 75.40   | 75.90   | 65.80  | 75.4  |                          |                              |
| Students with Disabilities                  | 111          | 95.7                      | 27.90   | 33.00   | 20.50  | 27.9  | 25.4                     | Met Target                   |
| Students without Disabilities               | 563          | 98.1                      | 83.80   | 83.70   | 61.90  | 83.8  |                          |                              |
| English Learners                            | 45           | 95.7                      | 55.50   | 63.20   | 25.20  | 55.5  | N                        | N                            |
| Non-English Learners                        | 629          | 97.9                      | 76.00   | 76.00   | 57.40  | 76  |                          |                              |
| Homeless Students                           | N            | N                         | N   | N   | 26.40  | N   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 24.80  | N   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | *   | 53.50  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 23.00  | N   |                          |                              |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 240          | 766              | 766                       | 752                    | *  | *                                     | 20%                                | 54%                         | 18%                              | 73%                                     | 54%   |
| White                                       | 156          | 763              | 763                       | 758                    | *  | *                                     | 21%                                | 58%                         | 12%                              | 70%                                     | 63%   |
| Hispanic                                    | 24           | 756              | 756                       | 740                    | 0%                                       | *                                     | *                                  | 54%                         | *                                | 63%                                     | 38%   |
| Black or African American                   | *            | *                | *                         | 736                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 48           | 782              | 782                       | 776                    | *  | *                                     | *                                  | 46%                         | 42%                              | 88%                                     | 81%   |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Female                                      | 112          | 773              | 773                       | 758                    | *  | *                                     | 13%                                | 55%                         | 27%                              | 81%                                     | 61%   |
| Male  | 128          | 761              | 761                       | 746                    | *  | *                                     | 25%                                | 54%                         | 11%                              | 65%                                     | 46%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 761                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 65%   |
| Students with Disabilities                  | 41           | 735              | 735                       | 722                    | *  | *                                     | 34%                                | 24%                         | *                                | 27%                                     | 17%   |
| Students without Disabilities               | 199          | 773              | 773                       | 758                    | *  | *                                     | 17%                                | 60%                         | *                                | 82%                                     | 61%   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 240          | 766              | 766                       | 753                    | *  | *                                     | 20%                                | 54%                         | 18%                              | 73%                                     | *   |
| 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                                  | 231          | 773              | 773                       | 756                    | *  | *                                     | 14%                                | 41%                         | 37%                              | 78%                                     | 59%   |
| White                                       | 149          | 768              | 768                       | 764                    | *  | *                                     | 15%                                | 44%                         | 31%                              | 75%                                     | 69%   |
| Hispanic                                    | 11           | 765              | 765                       | 742                    | 0%                                       | *                                     | *                                  | *                           | *                                | 64%                                     | 44%   |
| Black or African American                   | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 38%   |
| Asian, Native Hawaiian, or Pacific Islander | 58           | 790              | 790                       | 784                    | *  | *                                     | *                                  | 29%                         | 59%                              | 88%                                     | 85%   |
| American Indian or Alaska Native            | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 59%   |
| Two or More Races                           | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 59%   |
| Female                                      | 100          | 778              | 778                       | 764                    | *  | *                                     | 12%                                | 39%                         | 44%                              | 83%                                     | 68%   |
| Male  | 131          | 769              | 769                       | 749                    | *  | *                                     | 15%                                | 42%                         | 31%                              | 73%                                     | 51%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 739                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 40%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 766                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 70%   |
| Students with Disabilities                  | 31           | 740              | 740                       | 719                    | *  | *                                     | 39%                                | *                           | *                                | 29%                                     | 19%   |
| Students without Disabilities               | 200          | 778              | 778                       | 763                    | *  | *                                     | 10%                                | *                           | *                                | 85%                                     | 67%   |
| English Learners                            | *            | *                | *                         | 701                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |





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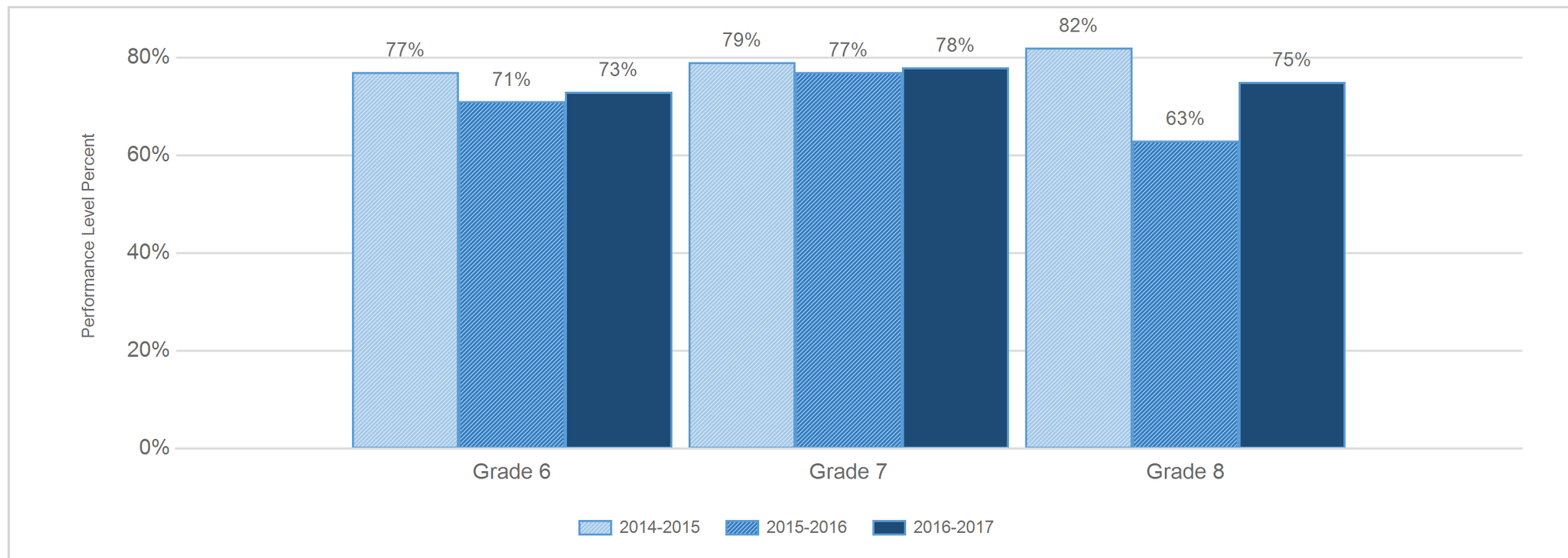
### English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 211          | 775              | 775                       | 757                    | *  | *                                     | 14%                                | 39%                         | 37%                              | 75%                                     | 59%   |
| White                                       | 146          | 769              | 769                       | 764                    | *  | *                                     | 17%                                | 44%                         | 29%                              | 73%                                     | 68%   |
| Hispanic                                    | 12           | 740              | 740                       | 742                    | *  | *                                     | *                                  | *                           | *                                | 42%                                     | 44%   |
| Black or African American                   | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 39           | 807              | 807                       | 786                    | 0%                                       | *                                     | 0%                                 | *                           | 77%                              | 95%                                     | 86%   |
| American Indian or Alaska Native            | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Female                                      | 105          | 780              | 780                       | 766                    | *  | *                                     | 12%                                | 35%                         | 44%                              | 79%                                     | 68%   |
| Male  | 106          | 770              | 770                       | 749                    | *  | *                                     | 15%                                | 43%                         | 29%                              | 72%                                     | 50%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 739                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 40%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 766                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 69%   |
| Students with Disabilities                  | 33           | 727              | 727                       | 718                    | *  | *                                     | *                                  | *                           | *                                | 27%                                     | 18%   |
| Students without Disabilities               | 178          | 784              | 784                       | 764                    | *  | *                                     | *                                  | *                           | *                                | 84%                                     | 67%   |
| English Learners                            | N            | N                | N                         | 701                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 211          | 775              | 775                       | 759                    | *  | *                                     | 14%                                | 39%                         | 37%                              | 75%                                     | *   |
| Homeless Students                           | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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%   |

## 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 675          | 98.2                      | 71.30   | 71.80   | 43.50  | 71.3  | 70.5                     | Met Target                   |
| White                                       | 452          | 97.2                      | 67.70   | 67.80   | 52.40  | 67.7  | 66.7                     | Met Target                   |
| Hispanic                                    | 46           | 100.0                     | 47.80   | *   | 27.60  | 47.8  | 42.9                     | Met Target                   |
| Black or African American                   | 10           | 100.0                     | 70.00   | 55.00   | 21.70  | 70  | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 143          | 100.0                     | 88.20   | 91.10   | 75.60  | 88.2  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | *   | 42.50  | N   | **                       | **                           |
| Two or More Races                           | 24           | 100.0                     | 83.40   | 83.60   | 44.90  | 83.4  | 76.1                     | Met Goal                     |
| Female                                      | 310          | 99.1                      | 71.90   | 72.70   | 44.10  | 71.9  |                          |                              |
| Male  | 365          | 97.4                      | 70.70   | 71.00   | 42.90  | 70.7  |                          |                              |
| Economically Disadvantaged Students         | 12           | 100.0                     | *   | 28.00   | 25.10  | *   | **                       | **                           |
| Non-Economically Disadvantaged Students     | 663          | 98.1                      | *   | 72.70   | 54.30  | *   |                          |                              |
| Students with Disabilities                  | 111          | 95.7                      | 27.90   | 34.40   | 16.50  | 27.9  | 31.4                     | Met Target†                  |
| Students without Disabilities               | 564          | 98.6                      | 79.80   | 79.60   | 48.80  | 79.8  |                          |                              |
| English Learners                            | 45           | 100.0                     | 60.00   | 63.10   | 23.30  | 60  | N                        | N                            |
| Non-English Learners                        | 630          | 98.0                      | 72.10   | 72.50   | 45.20  | 72.1  |                          |                              |
| Homeless Students                           | N            | N                         | N   | N   | 16.40  | N   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 15.10  | N   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | *   | 39.90  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 18.20  | N   |                          |                              |

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

† Target was met within a confidence interval.



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### Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 240          | 765              | 765                       | 743                    | *  | *                                     | 18%                                | 55%                         | 17%                              | 72%                                     | 44%   |
| White                                       | 156          | 760              | 760                       | 751                    | *  | *                                     | 22%                                | 57%                         | 11%                              | 68%                                     | 54%   |
| Hispanic                                    | 24           | 750              | 750                       | 731                    | *  | *                                     | *                                  | 50%                         | *                                | 54%                                     | 27%   |
| Black or African American                   | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 20%   |
| Asian, Native Hawaiian, or Pacific Islander | 48           | 788              | 788                       | 771                    | 0%                                       | *                                     | *                                  | 46%                         | 44%                              | 90%                                     | 77%   |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | 10           | 771              | 771                       | 745                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 90%                                     | 46%   |
| Female                                      | 112          | 764              | 764                       | 745                    | *  | *                                     | 16%                                | 59%                         | 16%                              | 75%                                     | 45%   |
| Male  | 128          | 765              | 765                       | 742                    | *  | *                                     | 20%                                | 52%                         | 17%                              | 69%                                     | 43%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Students with Disabilities                  | 41           | 736              | 736                       | 717                    | *  | *                                     | *                                  | 27%                         | *                                | 32%                                     | 13%   |
| Students without Disabilities               | 199          | 771              | 771                       | 748                    | *  | *                                     | *                                  | 61%                         | *                                | 80%                                     | 50%   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 240          | 765              | 765                       | 745                    | *  | *                                     | 18%                                | 55%                         | 17%                              | 72%                                     | *   |
| 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 218          | 763              | 763                       | 741                    | *  | *                                     | 20%                                | 51%                         | 21%                              | 72%                                     | 40%   |
| White                                       | 147          | 762              | 762                       | 748                    | *  | *                                     | 20%                                | 52%                         | 18%                              | 71%                                     | 49%   |
| Hispanic                                    | 13           | 749              | 749                       | 730                    | 0%                                       | *                                     | *                                  | *                           | *                                | 46%                                     | 23%   |
| Black or African American                   | *            | *                | *                         | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | 45           | 774              | 774                       | 764                    | 0%                                       | *                                     | *                                  | 49%                         | 36%                              | 84%                                     | 72%   |
| American Indian or Alaska Native            | N            | N                | N                         | 741                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 45%   |
| Two or More Races                           | 10           | 766              | 766                       | 740                    | 0%                                       | *                                     | *                                  | *                           | *                                | 70%                                     | 39%   |
| Female                                      | 97           | 761              | 761                       | 743                    | *  | *                                     | 20%                                | 56%                         | 16%                              | 71%                                     | 41%   |
| Male  | 121          | 765              | 765                       | 740                    | *  | *                                     | 21%                                | 47%                         | 26%                              | 73%                                     | 38%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 50%   |
| Students with Disabilities                  | 31           | 738              | 738                       | 716                    | *  | *                                     | *                                  | *                           | *                                | 36%                                     | 11%   |
| Students without Disabilities               | 187          | 768              | 768                       | 746                    | *  | *                                     | *                                  | *                           | *                                | 78%                                     | 45%   |
| English Learners                            | *            | *                | *                         | 712                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 742                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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                            | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 59           | 727              | 727                       | 728                    | 25%                                      | 19%                                   | 32%                                | 24%                         | 0%                               | 24%                                     | 28%   |
| White                                       | *            | *                | *                         | 736                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Hispanic                                    | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Black or African American                   | *            | *                | *                         | 715                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| American Indian or Alaska Native            | N            | N                | N                         | 728                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Two or More Races                           | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Female                                      | 34           | 728              | 728                       | 730                    | *  | *                                     | *                                  | *                           | 0%                               | 27%                                     | 30%   |
| Male  | 25           | 725              | 725                       | 725                    | *  | *                                     | *                                  | *                           | 0%                               | 20%                                     | 26%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Students with Disabilities                  | 25           | 705              | 705                       | 705                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | 34           | 742              | 742                       | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | N            | N                | N                         | 703                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 59           | 727              | 727                       | 729                    | 25%                                      | 19%                                   | 32%                                | 24%                         | 0%                               | 24%                                     | *   |
| Homeless Students                           | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 143          | 779              | 779                       | 743                    | *  | *                                     | 11%                                | 71%                         | 16%                              | 87%                                     | 42%   |
| White                                       | 97           | 769              | 769                       | 751                    | 0%                                       | *                                     | 16%                                | 76%                         | *                                | 83%                                     | 52%   |
| Hispanic                                    | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Black or African American                   | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | 33           | 808              | 808                       | 774                    | 0%                                       | 0%                                    | 0%                                 | 49%                         | 52%                              | 100%                                    | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Two or More Races                           | *            | *                | *                         | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 41%   |
| Female                                      | 65           | 774              | 774                       | 744                    | 0%                                       | *                                     | *                                  | 80%                         | *                                | 88%                                     | 43%   |
| Male  | 78           | 783              | 783                       | 741                    | 0%                                       | *                                     | *                                  | 64%                         | *                                | 87%                                     | 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                        | 143          | 779              | 779                       | 745                    | *  | *                                     | 11%                                | 71%                         | 16%                              | 87%                                     | *   |
| 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

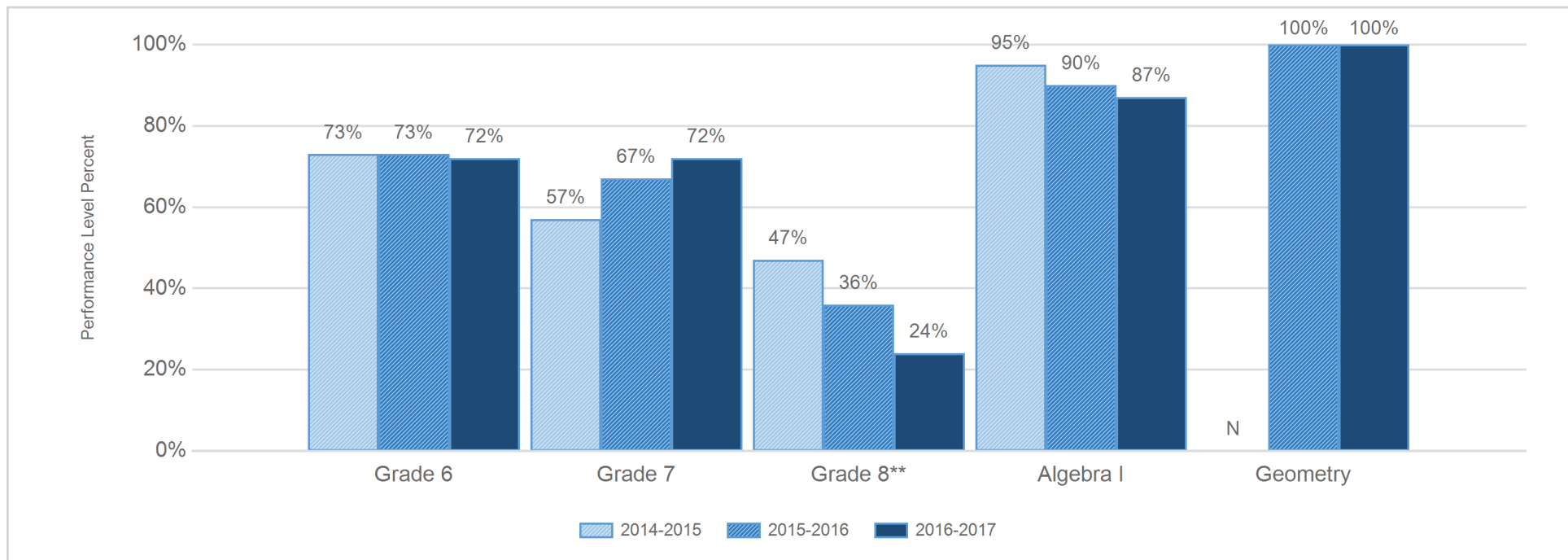
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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                                  | 25           | 794              | 794                       | 734                    | *  | *                                     | *                                  | *                           | 84%                              | 100%                                    | 30%   |
| White                                       | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 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                           | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Female                                      | 10           | 800              | 800                       | 735                    | *  | *                                     | *                                  | *                           | *                                | 100%                                    | 31%   |
| Male  | 15           | 791              | 791                       | 733                    | *  | *                                     | *                                  | *                           | *                                | 100%                                    | 30%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |
| Non-Economically Disadvantaged Students     | 25           | 794              | 794                       | 740                    | *  | *                                     | *                                  | *                           | 84%                              | 100%                                    | 39%   |
| Students with Disabilities                  | N            | N                | N                         | 711                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Students without Disabilities               | 25           | 794              | 794                       | 738                    | *  | *                                     | *                                  | *                           | 84%                              | 100%                                    | *   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 25           | 794              | 794                       | 735                    | *  | *                                     | *                                  | *                           | 84%                              | 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                                       | *   |



## 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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 6     | *                         | *                          |
| 7     | N                         | N                          |
| 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                 | *                 | *                                       | *  |
| 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.

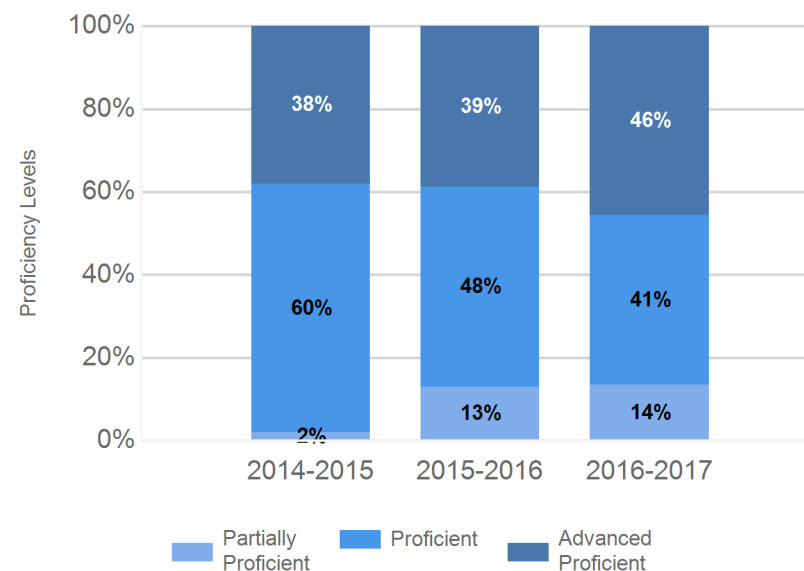
### NJASK Science Assessment Performance: Grade 8

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                                  | 46%                   | 41%          | 14%                    |
| White                                       | 36%                   | 49%          | 15%                    |
| Hispanic                                    | 25%                   | 42%          | *                      |
| Black or African American                   | *                     | *            | *                      |
| Asian, Native Hawaiian, or Pacific Islander | 82%                   | 15%          | 3%                     |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | *                     | *            | N                      |
| Economically Disadvantaged Students         | N                     | *            | *                      |
| Students with Disabilities                  | 6%                    | 42%          | 52%                    |
| English Learners                            | *                     | *            | *                      |

### 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                                  | 48                 | 51                   | 50                    | Met Target            | 57                  | 55.5                  | 50                     | Met Target             |
| White                                       | 42.5               | 45                   | 50                    | Met Target            | 56                  | 55                    | 52                     | Met Target             |
| Hispanic                                    | 49                 | 50                   | 49                    | Met Target            | 58                  | 45.5                  | 47                     | Met Target             |
| Black or African American                   | 42.5               | 44                   | 45                    | **                    | *                   | 50                    | 43                     | **                     |
| Asian, Native Hawaiian, or Pacific Islander | 64                 | 65                   | 60                    | Exceeds Target        | 59.5                | 62                    | 59                     | Met Target             |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | 48                 | 47.5                 | 51                    | Met Target            | *                   | 61                    | 52                     | **                     |
| Economically Disadvantaged                  | *                  | *                    | 47                    | **                    | *                   | *                     | 46                     | **                     |
| Students with Disabilities                  | 36                 | 47                   | 41                    | Not Met               | 36                  | 45                    | 43                     | Not Met                |
| English Learners                            | 58                 | 58.5                 | 53                    | Met Target            | 60.5                | 59                    | 51                     | Exceeds Target         |

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



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

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

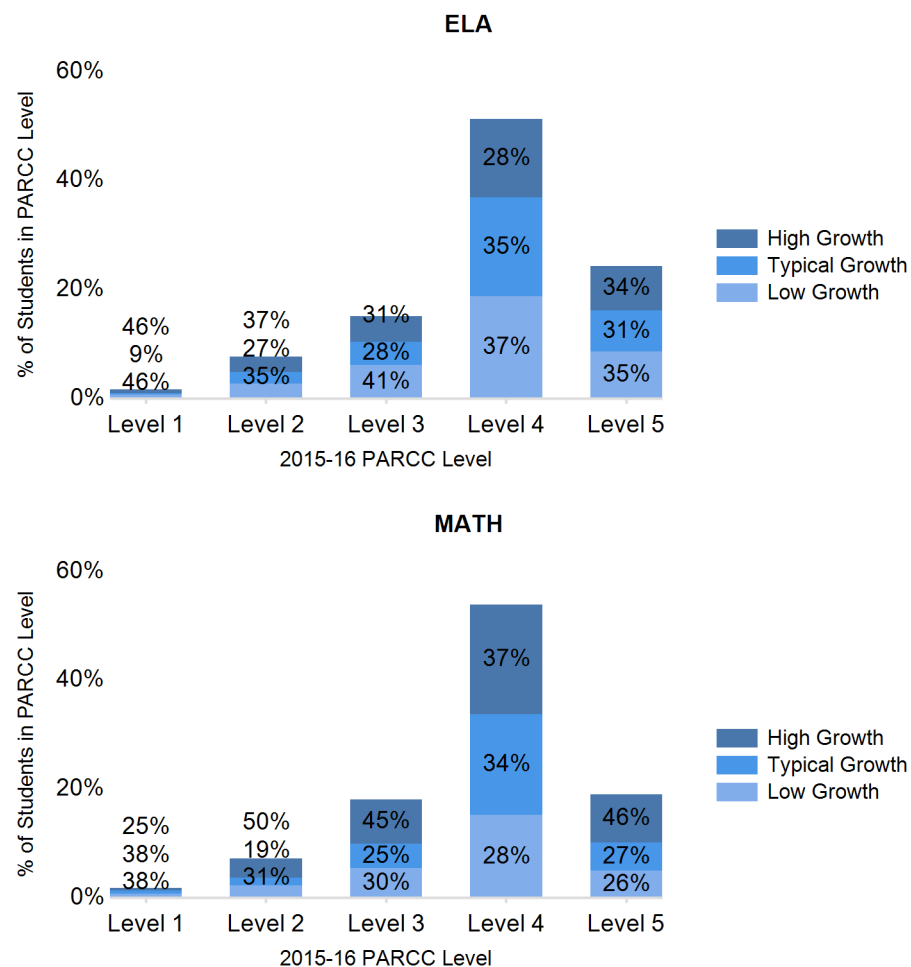
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

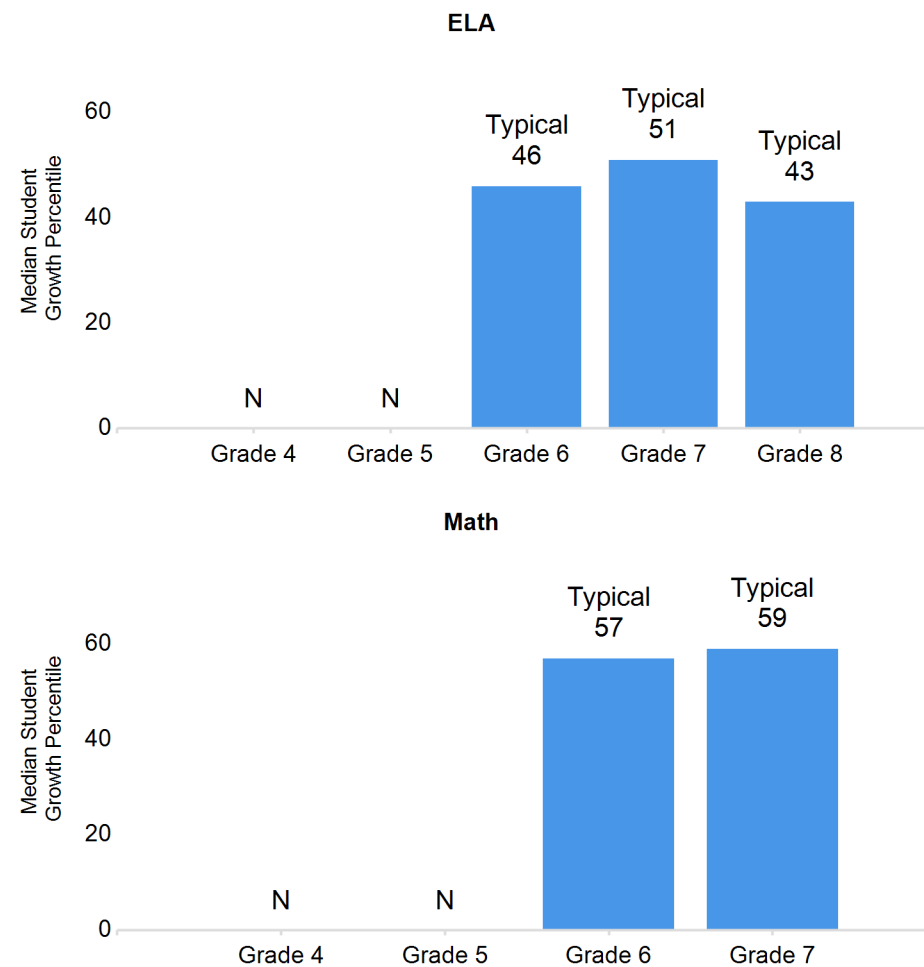
Student Growth by Performance Level

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



Student Growth by Grade

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





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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        | 245                        |
| 7          | 15        | 0        | 223                        |
| 8          | 129       | 25       | 61                         |
| Schoolwide | 144       | 25       | 529                        |

### 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                             | 136     | 56     | 0       | 0     | 0      | 18      | 0               |
| 7                             | 135     | 42     | 0       | 0     | 0      | 28      | 0               |
| 8                             | 117     | 42     | 0       | 0     | 0      | 27      | 0               |
| Schoolwide                    | 388     | 140    | 0       | 0     | 0      | 73      | 0               |
| Enrolled in Level 3 or Higher | N       | N      | N       | N     | N      | N       | N               |



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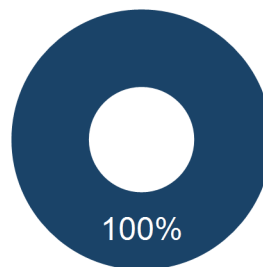
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## Visual and Performing Arts – Course Participation

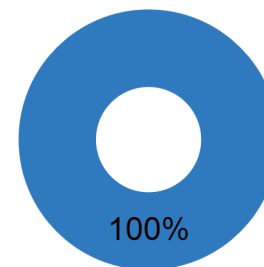
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

### Grades 6-8:

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

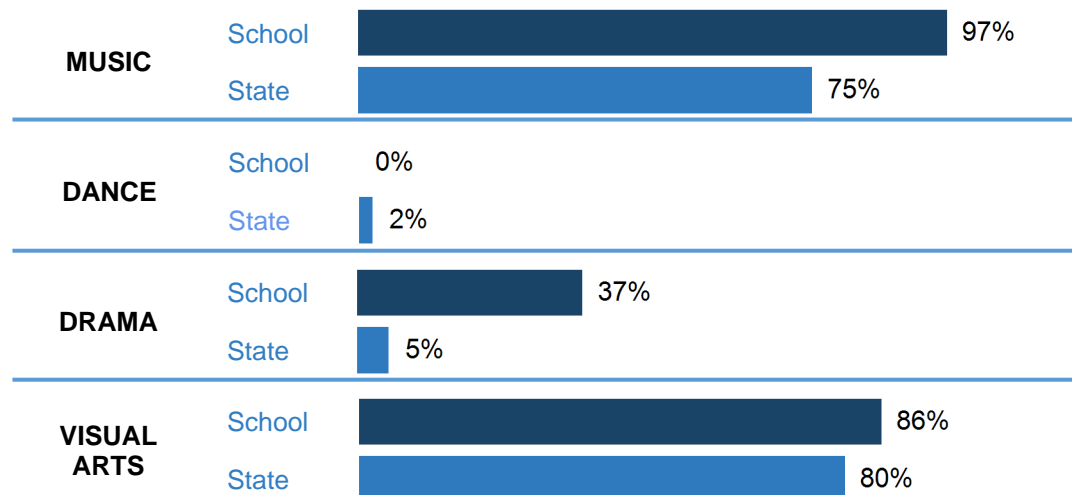


School



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

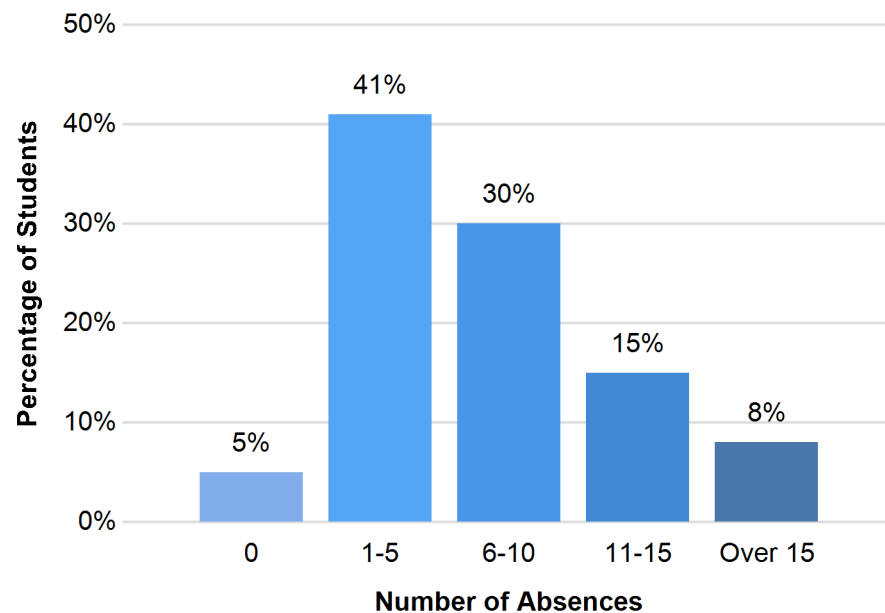
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 5.80                 | 8.70           | Met Target         |
| White                                       | 6.60                 | 8.70           | Met Target         |
| Hispanic                                    | 4.10                 | 8.70           | Met Target         |
| Black or African American                   | N                    | **             | **                 |
| Asian, Native Hawaiian, or Pacific Islander | 4.70                 | 8.70           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 3.70                 | 8.70           | Met Target         |
| Economically Disadvantaged Students         | N                    | **             | **                 |
| Students with Disabilities                  | 6.80                 | 8.70           | Met Target         |
| English Learners                            | N                    | **             | **                 |

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

### Days Absent

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





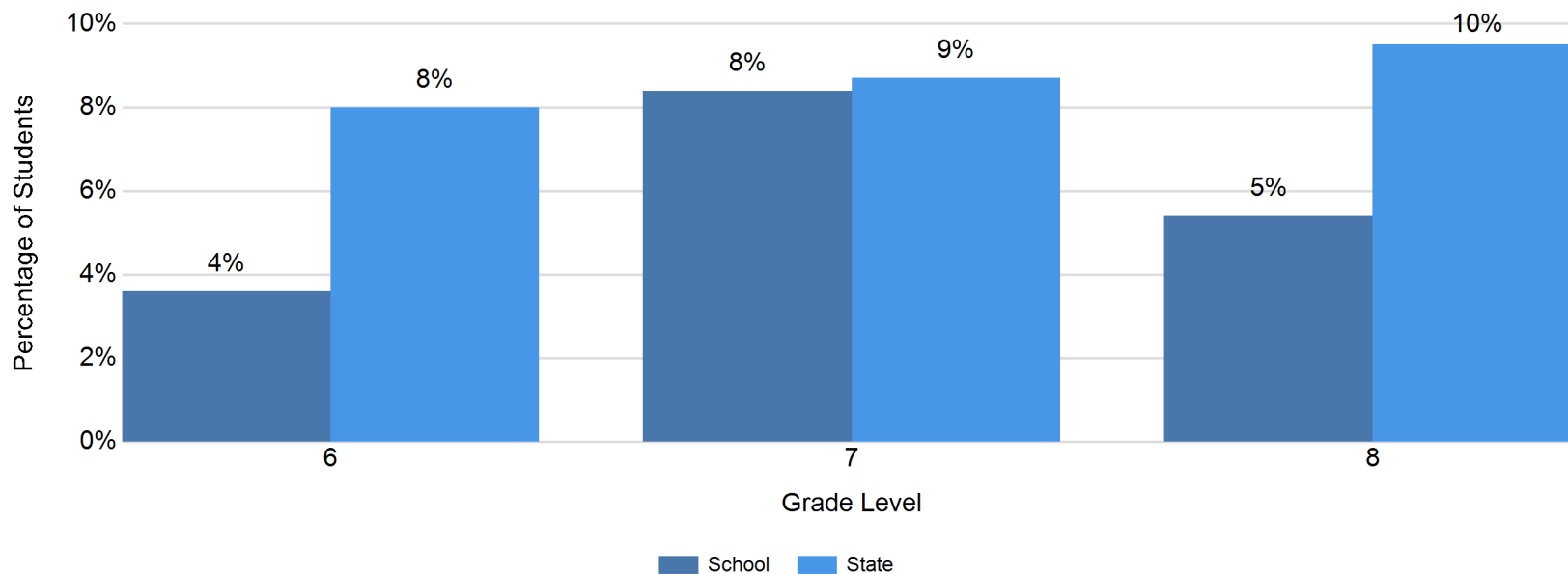


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### Chronic Absenteeism by Grade

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 7:55AM          |
| Typical End Time                 | 2:40PM          |
| Length of School Day             | 6 Hrs 45 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 40 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) | 6                   |
| Total Unique Incidents                   | 6                   |
| Incidents Per 100 Students Enrolled      | 0.86                |

### 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                   | 562.1 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$308   | \$19,663     | \$19,971 |



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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                   | 78                 | 120,724           |
| Average years experience in public schools | 13.3               | 11.8              |
| Average years experience in district       | 11.8               | 10.5              |
| Teachers in district for 4 or more years   | 86%                | 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                 | 13                 | 9,506           |
| Average years experience in public schools     | 12.2               | 15.9            |
| Average years experience in district           | 7.3                | 11.6            |
| Administrators in district for 4 or more years | 54%                | 74%             |

### Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 9:1                    | 8:1                      |
| Administrators              | 349:1                  | 137:1                    |
| Librarian/Media Specialists |                        | 445:1                    |
| Nurses                      |                        | 356:1                    |
| Counselors                  |                        | 222:1                    |
| Child Study Team            |                        | 297:1                    |



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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       | 94%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 69%      | 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   | 78.3            | 17.5%            |
| Mathematics Proficiency   | 86.3            | 17.5%            |
| English Language Arts Growth  | 42.1            | 25.0%            |
| Mathematics Growth  | 67.0            | 25.0%            |
| Chronic Absenteeism   | 61.0            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 65.2             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 74.1             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | 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                                  | 65.2            | 11.9   | No  | Met Target                        | Met Target              | Met Target          | Met Target                           | Met Target                 | No   |
| White                                       | 52.5            | 11.9   | No  | Met Target                        | Met Target              | Met Target          | Met Target                           | Met Target                 | No   |
| Hispanic                                    | 74.2            | 11.9   | No  | Met Target                        | Met Target              | Met Target          | Met Target                           | Met Target                 | No   |
| Black or African American                   | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Asian, Native Hawaiian, or Pacific Islander | 56.6            | 11.9   | No  | Met Goal                          | Met Goal                | Met Target          | Exceeds Target                       | Met Target                 | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | 65.9            | 11.9   | No  | Met Target                        | Met Goal                | Met Target          | Met Target                           | **                         | No   |
| Economically Disadvantaged Students         | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Students with Disabilities                  | 51.1            | 11.9   | No  | Met Target                        | Met Target†             | Met Target          | Not Met                              | Not Met                    | No   |
| English Learners                            | 79.1            | 11.9   | No  | N                                 | N                       | **                  | Met Target                           | Exceeds Target             | No   |

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

† Target was met within a confidence interval.



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### School General Info

|                   |  |                       |   |
|-------------------|--|-----------------------|---|
| <b>Principal:</b> | Mr. Villar                                   | <b>Email Address:</b> | <a href="mailto:gvillar@warrentboe.org">gvillar@warrentboe.org</a>                    |
| <b>Address:</b>   | 100 OLD STIRLING RD<br>WARREN, NJ 07060-5819 | <b>Website:</b>       | <a href="http://www.warrentboe.org">www.warrentboe.org</a>                            |
| <b>Phone:</b>     | (908)753-5300                                | <b>Facebook:</b>      | <a href="https://www.facebook.com/warrentboe">https://www.facebook.com/warrentboe</a> |
|                   |  | <b>Twitter:</b>       | <a href="https://twitter.com/warrenschoolsnj">https://twitter.com/warrenschoolsnj</a> |

### School Narrative

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

|   |   |
|---|---|
|  <b>Highlights:</b>                            | <ul style="list-style-type: none"> <li>• Provide a strong, student centered Character Education program.</li> <li>• Wide variety of afterschool clubs and sports designed to engage students socially.</li> <li>• Broad technology initiative that has 1:1 Chromebook distribution and use of best practices in tech to support learning.</li> </ul>  |
|  <b>Mission, Vision, Theme:</b>               | <p>Warren Middle School seeks to help students fulfill academic, social and emotional development while allowing them to build bonds that connect them to our school community. We strive to develop a firm respect for diversity within all aspects of school, while challenging our students to reach across the curriculum and provide them experiences that move beyond the classroom into adulthood.</p>                             |
|  <b>Awards, Recognition, Accomplishments:</b> | <p>WMS students participate in and have won awards in the following: Continental Math, Le Grand Concours, Mock Trial Competition, National History Bee, ATOMS Tournament, Scholastic Art and Writing, Elks Lodge Essay, TIME for Kids 2017 Poetry Contest, Honor Band, Central Jersey II Region II Orchestra, Central Jersey Region II Symphonic Band, Central Jersey Region II Wind Ensemble and NJ All-State Intermediate Orchestra</p> |








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### School Narrative

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|   |   |
|---|---|
|  <b>Courses, Curriculum, Instruction:</b> | <p>Warren Middle School comprises grades six, seven, and eight with an enrollment of approximately six hundred and seventy-five students and a staff of one hundred five including certified teachers, both general education and special education, child study team members, guidance counselors, paraprofessionals, secretaries and custodians. The philosophy of Warren Middle School is to provide academic challenges for all students while creating a caring, supportive, and safe educational environment.</p>                             |
|  <b>Sports and Athletics:</b>             | <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls)</p> <p>Students are encouraged to get involved in either a sport or a club activity to round out their middle school experience. Both cross-country and track and field take all interested students. Our sports program seeks both to uphold the value of competition while teaching young people team work, camaraderie and good sportsmanship.</p> |
|  <b>Clubs and Activities:</b>           | <p>Warren Middle School offers a wide variety of club and activities afterschool that reflect student's interests as well as needs. Clubs are either half or full year programs and meet weekly. Our clubs are grouped as social, academic or experiential. Some examples of our 25 five clubs are Yoga Club, Archery, Pep Club, Board Games, Lego Robotics, Art Magazine, Programming and Gaming, and Astronomy and the Night Sky.</p>   |







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### School Narrative

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|   |  |
|---|--|
|  <b>Staff and Professional Learning:</b>    | <p>All WMS staff participate in a comprehensive professional learning program that provides core and differentiated experiences to ensure a deep understanding of state and national standards and refines the delivery of best instructional practices. Staff hone their individual skills with the support of administration, instructional specialists, and highly effective colleagues who serve as staff development providers while reflecting on their practice through the Danielson Framework.</p>                  |
|  <b>Student Supports and Services:</b>      | <p>WMS students are provided a comprehensive system of academic support services to meet the needs of a broad spectrum of learners. Supports are determined through a district identification process that use multiple indicators including local benchmark assessments. Such supports include programs provided by a math basic skills teacher, certificated reading specialist and/or a gifted and talented teacher. The building's I&amp;RS Committee also convenes regularly to identify and address student needs.</p> |
|  <b>Student Health and Wellness:</b>        | <p>The physical, social and emotional well being of all students are paramount in our school as the Whole Child philosophy is embraced throughout the district. A full time nurse ensures the physical well being of each student. A comprehensive physical education program addresses student health and wellness. Three full time guidance counselor and our Student Assistance Counselor promote mindfulness and character education lessons.</p>  |
|  <b>Parent and Community Involvement:</b> | <p>WMS has an active and robust PTO that builds strong relationships among parents, families, teachers and schools, in support of all Warren Middle School students. Our PTO works closely with WMS Principal and Staff to decide jointly what type of PTO programs can best support the school's needs. Our PTO raises funds and provides annual grants that support technology purchases and technology improvements, student enrichment programs and field trips.</p>   |



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#### Climate Surveys:

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

As a district the ASCD Whole Child Climate survey was administered twice during the school year to students, staff and parents in an effort to gather feedback regarding the following tenets: Supported, Challenged, Engaged, Healthy, Safe. Data regarding each tenet is used to develop district and school goals for continued success in the area of school climate as we consistently strive to work together to serve our students.



#### Facilities:

The Warren Township School District has embraced the importance of student centered learning. All staff coordinate to ensure that schools are maintained to the highest standards in order to ensure a safe and and orderly environment in which all students may thrive. Each school has dedicated spaces for PE, library, technology, music and art instruction as well as a modern collaborative classroom to promote 21st Century Learning Goals including creativity, collaboration, and critical thinking.




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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.

|   |   |
|---|---|
| <div>Other Information:</div> | <p>Our community works collaboratively to create a middle school that is a completely different educational structure from an elementary or senior high school and creates a setting for learning, which takes into consideration the transition between childhood and adolescence. The challenge is to develop an educational program, which is based on the needs and characteristics of a most diverse and varied population. We seek to create an environment in which every student is special and where activities and programs are developmentally appropriate for this age group. We encourage each student to assume responsibility for his/her learning. We believe Warren Township Middle School provides opportunities for every student to develop to the utmost of his or her own potential (intellectually, physically, and socially) so that each student can achieve success today, and become a happy, productive, and responsible member of our society.</p> |
|---|---|



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) 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](mailto:reportcard@doe.nj.gov)



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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG       | 38      | 29      | 40      |
| 1        | 42      | 42      | 29      |
| 2        | 51      | 43      | 47      |
| 3        | 35      | 51      | 44      |
| 4        | 61      | 36      | 54      |
| 5        | 58      | 60      | 37      |
| Ungraded | 0       | 0       | 0       |
| Total    | 285     | 261     | 251     |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 46%     | 46%     | 45%     |
| Male                                | 54%     | 54%     | 55%     |
| Economically Disadvantaged Students | 0%      | 2%      | 0%      |
| Students with Disabilities          | 17%     | 18%     | 17%     |
| English Learners                    | 4%      | 5%      | 3%      |
| 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                               | 65.3%         |
| Asian                               | 18.7%         |
| Hispanic                            | 8.8%          |
| Black or African American           | 0.8%          |
| Native Hawaiian or Pacific Islander | 0.4%          |
| American Indian or Alaska Native    | 0.0%          |
| Two or More Races                   | 6.0%          |

### PreK and K - Full Day and Half Day

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

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 38      | 29      | 40      |

### 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       | 83.7%         |
| Chinese       | 4.4%          |
| Portuguese    | 4.4%          |
| Russian       | 1.2%          |
| Spanish       | 1.2%          |
| Other         | 5.2%          |



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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                                  | 127          | 98.5                      | 82.70  | 74.90  | 54.90   | 82.7  | 80                    | Met Goal                  |
| White                                       | 86           | 97.8                      | 78.00  | 72.30  | 63.90   | 78  | 79.8                  | Met Target†               |
| Hispanic                                    | 11           | 100.0                     | 81.80  | *  | 39.80   | 81.8  | **                    | **                        |
| Black or African American                   | *            | *                         | *  | *  | 35.20   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 23           | 100.0                     | 95.70  | 90.30  | 80.70   | 95.7  | 80                    | Met Goal                  |
| American Indian or Alaska Native            | N            | N                         | N  | *  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 63           | 98.5                      | 85.80  | 82.20  | 62.20   | 85.8  |                       |                           |
| Male  | 64           | 98.6                      | 79.70  | 68.70  | 48.10   | 79.7  |                       |                           |
| Economically Disadvantaged Students         | *            | *                         | *  | *  | 36.20   | *   | **                    | **                        |
| Non-Economically Disadvantaged Students     | *            | *                         | *  | *  | 65.80   | *   |                       |                           |
| Students with Disabilities                  | 24           | 92.6                      | 45.90  | 33.00  | 20.50   | 44.5  | 43.1                  | Met Target                |
| Students without Disabilities               | 103          | 100.0                     | 91.30  | 83.70  | 61.90   | 91.3  |                       |                           |
| English Learners                            | 10           | 100.0                     | 80.00  | 63.20  | 25.20   | 80  | **                    | **                        |
| Non-English Learners                        | 117          | 98.4                      | 82.90  | 76.00  | 57.40   | 82.9  |                       |                           |
| Homeless Students                           | N            | N                         | N  | N  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | N  | 24.80   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | *  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.





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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 44           | 780              | 776                       | 749                    | *  | *                                     | *                                  | 57%                         | 25%                              | 82%                                     | 50%   |
| White                                       | 24           | 768              | 772                       | 759                    | *  | *                                     | *                                  | 54%                         | *                                | 71%                                     | 61%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Black or African American                   | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 11           | 804              | *                         | 775                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Female                                      | 21           | 781              | 784                       | 754                    | *  | *                                     | *                                  | 62%                         | *                                | 81%                                     | 55%   |
| Male  | 23           | 780              | 768                       | 745                    | *  | *                                     | *                                  | 52%                         | *                                | 83%                                     | 46%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |
| Non-Economically Disadvantaged Students     | 44           | 780              | *                         | 762                    | *  | *                                     | *                                  | 57%                         | 25%                              | 82%                                     | 63%   |
| Students with Disabilities                  | *            | *                | *                         | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| English Learners                            | N            | N                | N                         | 709                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 11%   |
| Non-English Learners                        | 44           | 780              | 777                       | 752                    | *  | *                                     | *                                  | 57%                         | 25%                              | 82%                                     | 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                                  | 52           | 769              | 770                       | 753                    | *  | *                                     | *                                  | 71%                         | *                                | 83%                                     | 56%   |
| White                                       | 35           | 767              | 765                       | 762                    | *  | *                                     | *                                  | 66%                         | *                                | 77%                                     | 67%   |
| Hispanic                                    | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 40%   |
| Black or African American                   | N            | N                | N                         | 737                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 777                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Female                                      | 23           | 773              | 776                       | 758                    | *  | *                                     | *                                  | 74%                         | *                                | 87%                                     | 61%   |
| Male  | 29           | 766              | 765                       | 749                    | *  | *                                     | *                                  | 69%                         | *                                | 79%                                     | 51%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 737                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |
| Non-Economically Disadvantaged Students     | 52           | 769              | *                         | 764                    | *  | *                                     | *                                  | 71%                         | *                                | 83%                                     | 69%   |
| Students with Disabilities                  | 11           | 750              | 744                       | 725                    | *  | *                                     | *                                  | *                           | *                                | 55%                                     | 25%   |
| Students without Disabilities               | 41           | 774              | 776                       | 759                    | *  | *                                     | *                                  | *                           | *                                | 90%                                     | 62%   |
| English Learners                            | N            | N                | N                         | 711                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 10%   |
| Non-English Learners                        | 52           | 769              | 771                       | 755                    | *  | *                                     | *                                  | 71%                         | *                                | 83%                                     | 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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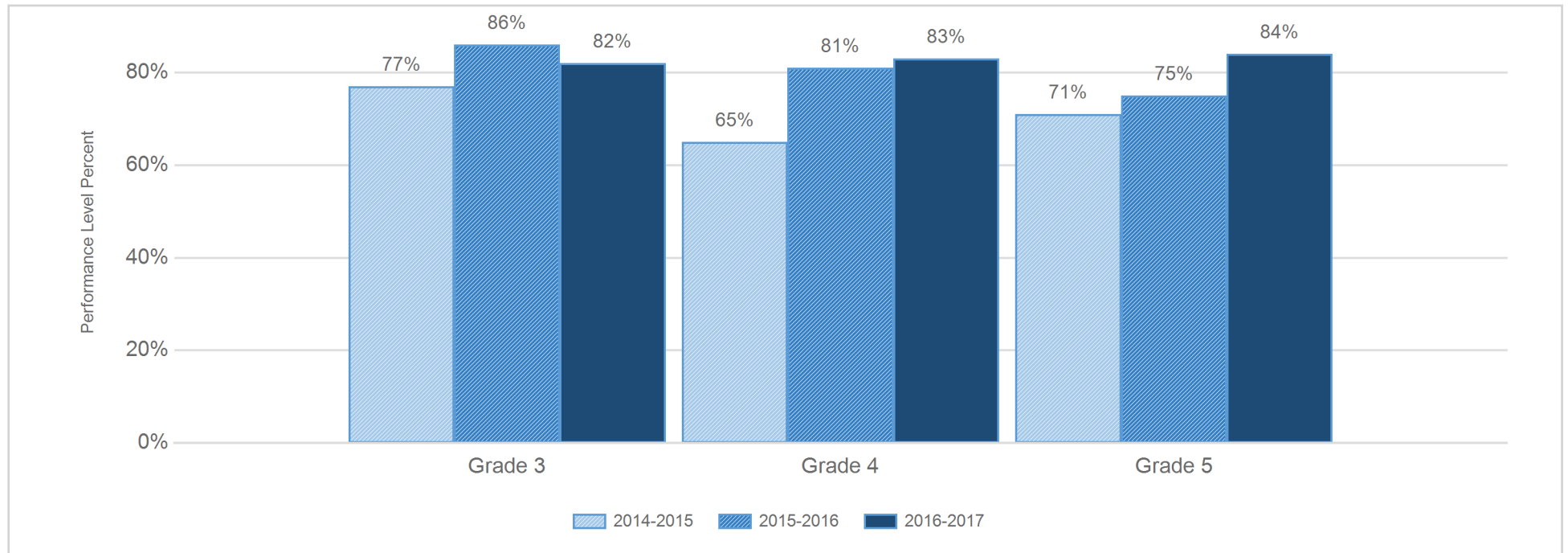
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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                                  | 37           | 776              | 770                       | 756                    | 0%                                       | *                                     | *                                  | 62%                         | *                                | 84%                                     | 59%   |
| White                                       | 30           | 774              | 767                       | 763                    | 0%                                       | 0%                                    | *                                  | 67%                         | *                                | 83%                                     | 69%   |
| Hispanic                                    | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 44%   |
| Black or African American                   | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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                                      | 20           | 779              | 776                       | 761                    | 0%                                       | *                                     | *                                  | *                           | *                                | 90%                                     | 66%   |
| Male  | 17           | 772              | 765                       | 750                    | 0%                                       | *                                     | *                                  | *                           | *                                | 77%                                     | 53%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Non-Economically Disadvantaged Students     | 37           | 776              | 770                       | 765                    | 0%                                       | *                                     | *                                  | 62%                         | *                                | 84%                                     | 71%   |
| Students with Disabilities                  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students without Disabilities               | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 66%   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 37           | 776              | 770                       | 757                    | 0%                                       | *                                     | *                                  | 62%                         | *                                | 84%                                     | 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%   |

## 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 127          | 98.5                      | 70.10   | 71.80   | 43.50  | 70.1  | 80                       | Not Met                      |
| White                                       | 86           | 97.8                      | 64.00   | 67.80   | 52.40  | 64  | 79                       | Not Met                      |
| Hispanic                                    | 11           | 100.0                     | 72.70   | *   | 27.60  | 72.7  | **                       | **                           |
| Black or African American                   | *            | *                         | *   | *   | 21.70  | *   | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 23           | 100.0                     | 91.30   | 91.10   | 75.60  | 91.3  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | *   | 42.50  | N   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 44.90  | *   | **                       | **                           |
| Female                                      | 63           | 98.5                      | 74.60   | 72.70   | 44.10  | 74.6  |                          |                              |
| Male  | 64           | 98.6                      | 65.70   | 71.00   | 42.90  | 65.7  |                          |                              |
| Economically Disadvantaged Students         | *            | *                         | *   | *   | 25.10  | *   | **                       | **                           |
| Non-Economically Disadvantaged Students     | *            | *                         | *   | *   | 54.30  | *   |                          |                              |
| Students with Disabilities                  | 24           | 92.6                      | 45.80   | 34.40   | 16.50  | 44.5  | 48.7                     | Met Target†                  |
| Students without Disabilities               | 103          | 100.0                     | 75.70   | 79.60   | 48.80  | 75.7  |                          |                              |
| English Learners                            | 10           | 100.0                     | 40.00   | 63.10   | 23.30  | 40  | **                       | **                           |
| Non-English Learners                        | 117          | 98.4                      | 72.60   | 72.50   | 45.20  | 72.6  |                          |                              |
| Homeless Students                           | N            | N                         | N   | N   | 16.40  | N   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 15.10  | N   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | *   | 39.90  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 18.20  | N   |                          |                              |

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 44           | 773              | 775                       | 751                    | *  | *                                     | 25%                                | 43%                         | 30%                              | 73%                                     | 53%   |
| White                                       | 24           | 770              | 769                       | 759                    | 0%                                       | *                                     | *                                  | *                           | *                                | 63%                                     | 63%   |
| Hispanic                                    | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 37%   |
| Black or African American                   | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 11           | 783              | *                         | 779                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 91%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Female                                      | 21           | 768              | 775                       | 751                    | 0%                                       | *                                     | *                                  | *                           | *                                | 76%                                     | 52%   |
| Male  | 23           | 777              | 775                       | 751                    | 0%                                       | *                                     | *                                  | *                           | *                                | 70%                                     | 53%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 34%   |
| Non-Economically Disadvantaged Students     | 44           | 773              | *                         | 761                    | *  | *                                     | 25%                                | 43%                         | 30%                              | 73%                                     | 65%   |
| Students with Disabilities                  | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 57%   |
| English Learners                            | N            | N                | N                         | 724                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |
| Non-English Learners                        | 44           | 773              | 776                       | 753                    | *  | *                                     | 25%                                | 43%                         | 30%                              | 73%                                     | 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                                  | 52           | 763              | 764                       | 747                    | *  | *                                     | 29%                                | 58%                         | *                                | 65%                                     | 47%   |
| White                                       | 35           | 760              | 759                       | 755                    | *  | *                                     | 31%                                | 51%                         | *                                | 60%                                     | 59%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 25%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 774                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Female                                      | 23           | 766              | 765                       | 747                    | *  | *                                     | *                                  | 74%                         | *                                | 78%                                     | 47%   |
| Male  | 29           | 760              | 763                       | 747                    | *  | *                                     | *                                  | 45%                         | *                                | 55%                                     | 48%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 732                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Non-Economically Disadvantaged Students     | 52           | 763              | *                         | 757                    | *  | *                                     | 29%                                | 58%                         | *                                | 65%                                     | 61%   |
| Students with Disabilities                  | 11           | 748              | 738                       | 724                    | *  | *                                     | *                                  | *                           | *                                | 46%                                     | 22%   |
| Students without Disabilities               | 41           | 767              | 769                       | 751                    | *  | *                                     | *                                  | *                           | *                                | 71%                                     | 52%   |
| English Learners                            | N            | N                | N                         | 716                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 52           | 763              | 764                       | 749                    | *  | *                                     | 29%                                | 58%                         | *                                | 65%                                     | 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

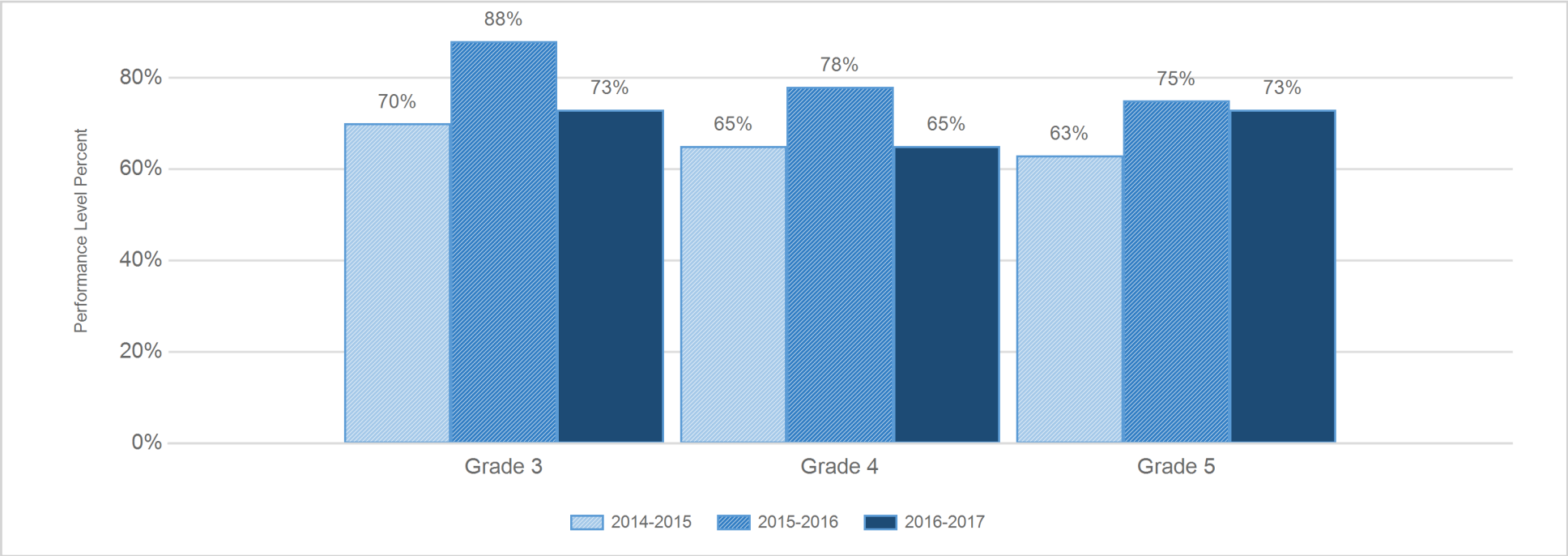
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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                                  | 37           | 765              | 767                       | 747                    | 0%                                       | *                                     | *                                  | 57%                         | *                                | 73%                                     | 46%   |
| White                                       | 30           | 766              | 763                       | 754                    | 0%                                       | *                                     | *                                  | 53%                         | *                                | 70%                                     | 57%   |
| Hispanic                                    | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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                                      | 20           | 763              | 765                       | 747                    | 0%                                       | *                                     | *                                  | *                           | *                                | 70%                                     | 47%   |
| Male  | 17           | 766              | 769                       | 746                    | 0%                                       | *                                     | *                                  | *                           | *                                | 77%                                     | 46%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 732                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Non-Economically Disadvantaged Students     | 37           | 765              | 767                       | 756                    | 0%                                       | *                                     | *                                  | 57%                         | *                                | 73%                                     | 59%   |
| Students with Disabilities                  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Students without Disabilities               | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 37           | 765              | 767                       | 748                    | 0%                                       | *                                     | *                                  | 57%                         | *                                | 73%                                     | 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%   |



### 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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |
| 4     | N                         | N                          |
| 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                 | *                 | *                                       | *  |
| 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.

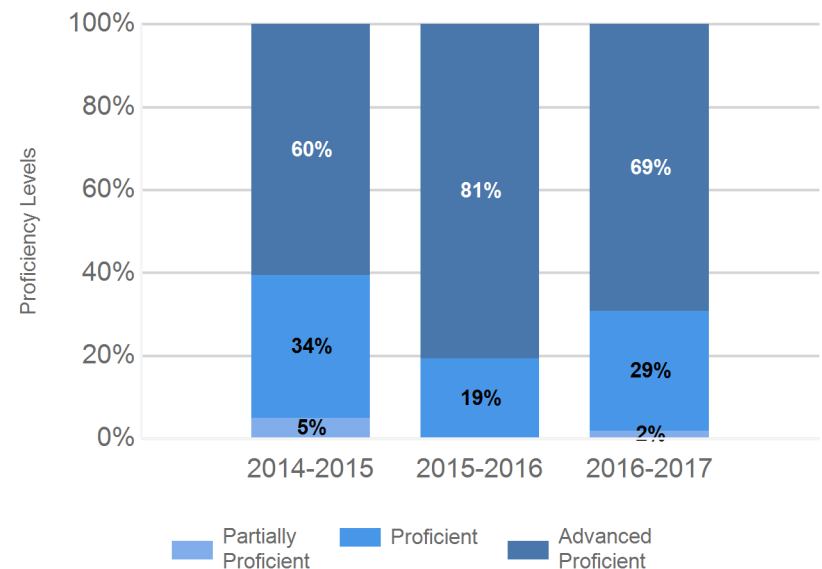
### NJASK Science Assessment Performance: Grade 4

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                                  | 69%                   | 29%          | 2%                     |
| White                                       | 66%                   | 31%          | 3%                     |
| Hispanic                                    | *                     | *            | N                      |
| Black or African American                   | N                     | N            | 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         | N                     | N            | N                      |
| Students with Disabilities                  | 70%                   | 30%          | N                      |
| English Learners                            | N                     | N            | N                      |

### NJASK Science Assessment Performance Trends: Grade 4

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

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

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

## Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 47                 | 51                   | 50                    | Met Target            | 43                  | 55.5                  | 50                     | Met Target             |
| White                                       | 42                 | 45                   | 50                    | Met Target            | 43                  | 55                    | 52                     | Met Target             |
| Hispanic                                    | *                  | 50                   | 49                    | **                    | *                   | 45.5                  | 47                     | **                     |
| Black or African American                   | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Asian, Native Hawaiian, or Pacific Islander | 60                 | 65                   | 60                    | **                    | 56.5                | 62                    | 59                     | **                     |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | *                  | 47.5                 | 51                    | **                    | *                   | 61                    | 52                     | **                     |
| Economically Disadvantaged                  | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Students with Disabilities                  | 40.5               | 47                   | 41                    | **                    | 22.5                | 45                    | 43                     | **                     |
| English Learners                            | *                  | 58.5                 | 53                    | **                    | *                   | 59                    | 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

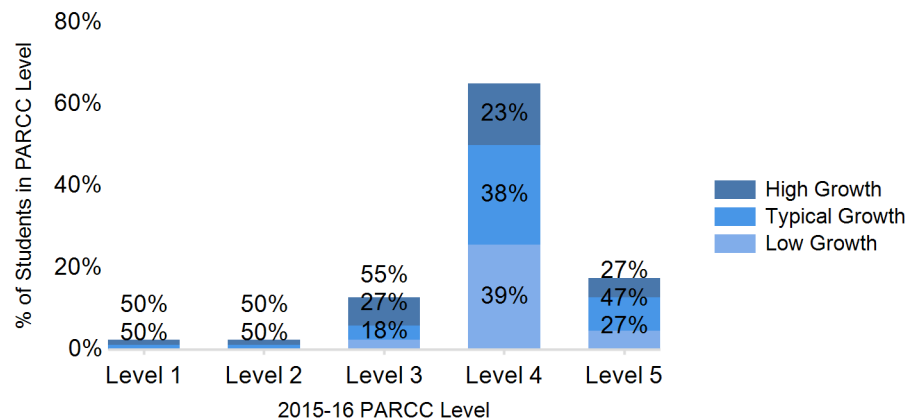
Typical Growth: Between 35 and 65

High Growth: Greater than 65

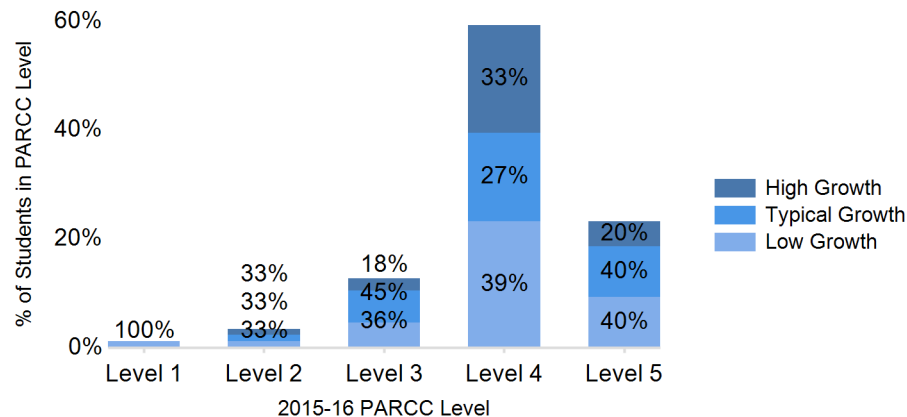
Student Growth by Performance Level

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.

ELA



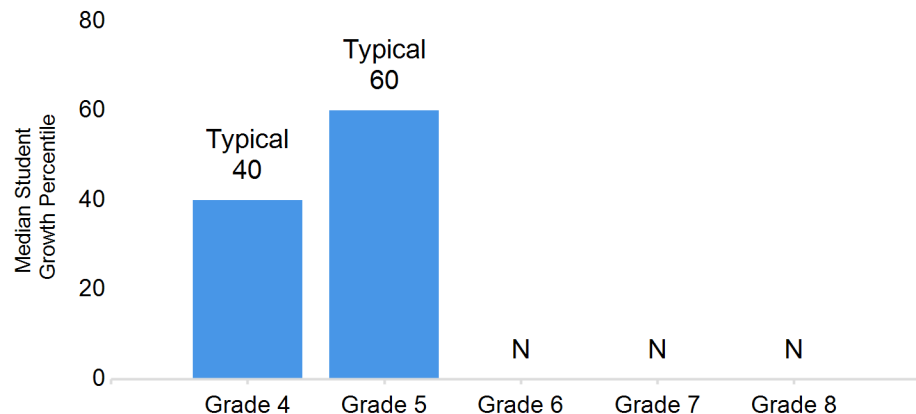
MATH



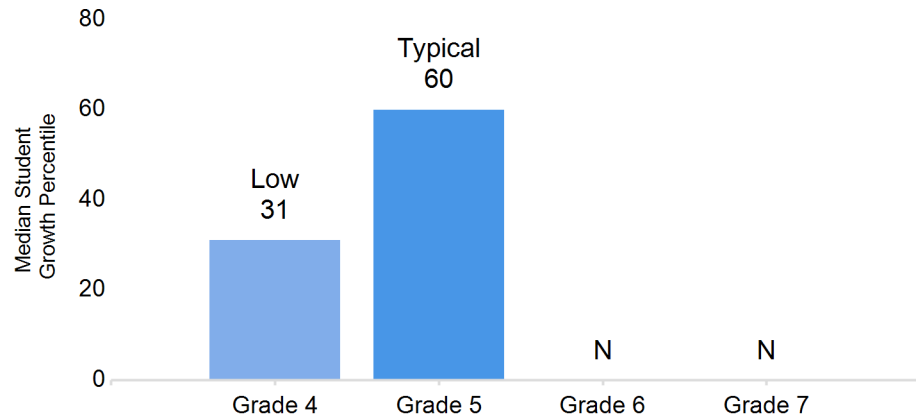
Student Growth by Grade

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

ELA



Math





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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

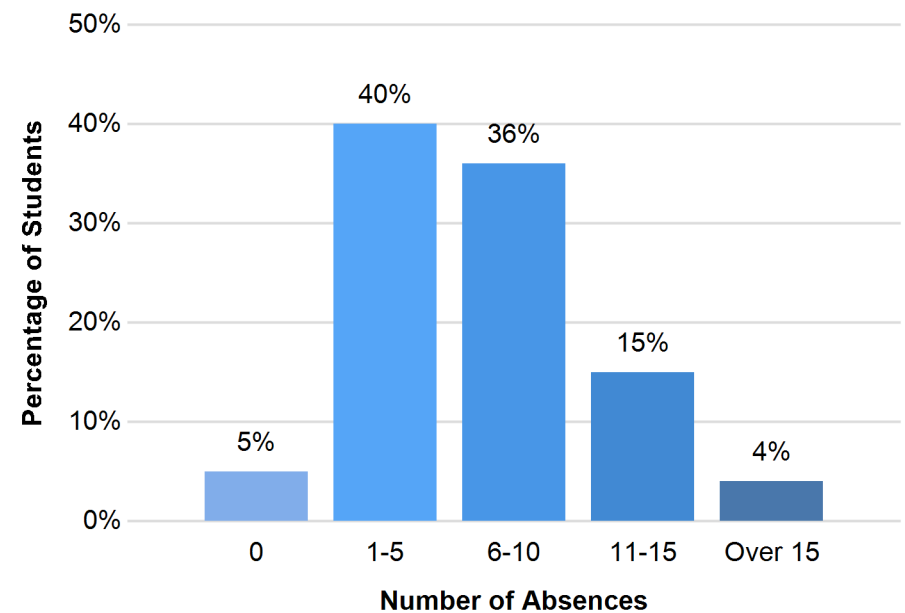
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 3.20                 | 8.40           | Met Target         |
| White                                       | 3.00                 | 8.40           | Met Target         |
| Hispanic                                    | 0                    | 8.40           | Met Target         |
| Black or African American                   | N                    | **             | **                 |
| Asian, Native Hawaiian, or Pacific Islander | 4.20                 | 8.40           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | N                    | **             | **                 |
| Students with Disabilities                  | 4.50                 | 8.40           | Met Target         |
| English Learners                            | N                    | **             | **                 |

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

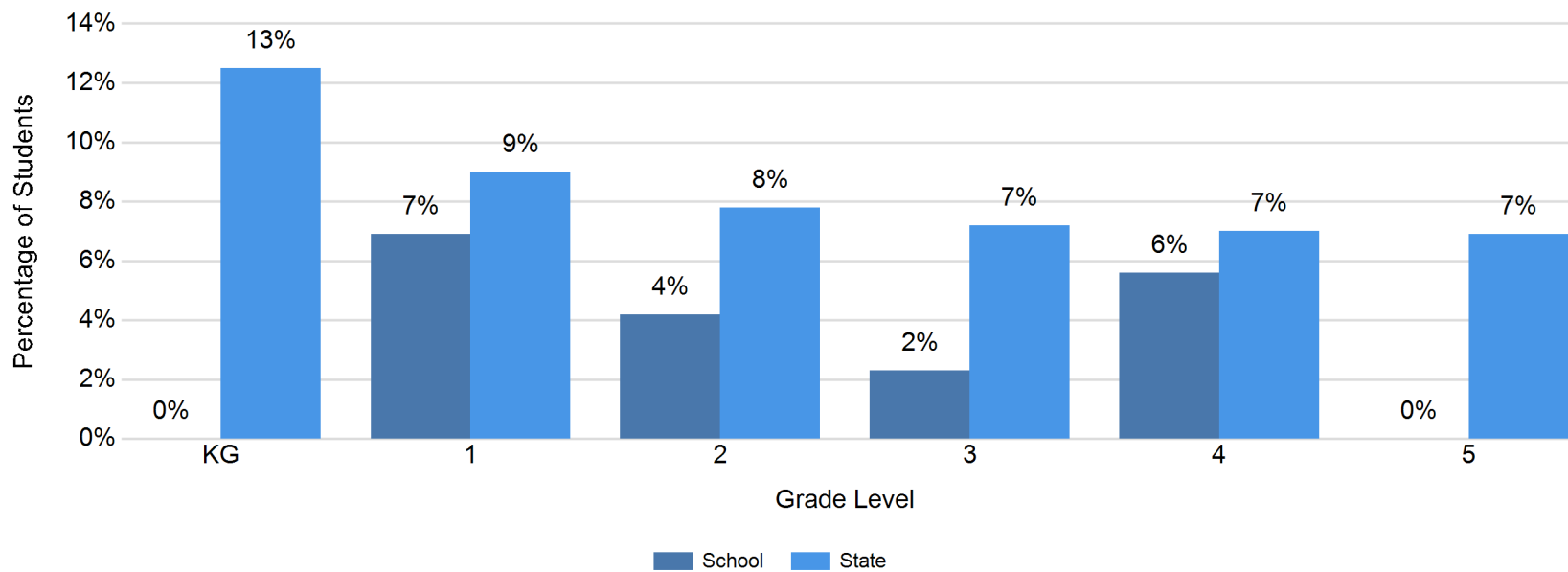
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:40AM          |
| Typical End Time                 | 3:20PM          |
| Length of School Day             | 6 Hrs 40 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 40 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      | 0.40                |

### Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 0.4%          |
| Out-of-School Suspensions | 0.0%          |
| Any Suspension            | 0.4%          |

### 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     | 1.6:1                   | 562.1 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$308   | \$19,663     | \$19,971 |



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

| Category                                   | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers                   | 33                 | 120,724           |
| Average years experience in public schools | 16.5               | 11.8              |
| Average years experience in district       | 15.0               | 10.5              |
| Teachers in district for 4 or more years   | 88%                | 74%               |

Administrators – Experience (District Level)

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 13                 | 9,506           |
| Average years experience in public schools     | 12.2               | 15.9            |
| Average years experience in district           | 7.3                | 11.6            |
| Administrators in district for 4 or more years | 54%                | 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                    | 8:1                      |
| Administrators              | 251:1                  | 137:1                    |
| Librarian/Media Specialists |                        | 445:1                    |
| Nurses                      |                        | 356:1                    |
| Counselors                  |                        | 222:1                    |
| Child Study Team            |                        | 297:1                    |



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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       | 94%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 69%      | 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   | 90.7            | 17.5%            |
| Mathematics Proficiency   | 86.3            | 17.5%            |
| English Language Arts Growth  | 23.9            | 25.0%            |
| Mathematics Growth  | 20.4            | 25.0%            |
| Chronic Absenteeism   | 86.9            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 55.1             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 57.4             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



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### Accountability Summary by Student Group

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

| Student Group                               | Summative Score | 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                                  | 55.1            | 11.9   | No  | Met Goal                          | Not Met                 | Met Target          | Met Target                           | Met Target                 | No   |
| White                                       | 48.9            | 11.9   | No  | Met Target†                       | Not Met                 | Met Target          | Met Target                           | Met Target                 | No   |
| Hispanic                                    | **              | **   | No  | **                                | **                      | Met Target          | **                                   | **                         | No   |
| Black or African American                   | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Asian, Native Hawaiian, or Pacific Islander | **              | **   | No  | Met Goal                          | Met Goal                | Met Target          | **                                   | **                         | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Economically Disadvantaged Students         | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Students with Disabilities                  | **              | **   | No  | Met Target                        | 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: | Mr. Heaney                          | Email Address: | <a href="mailto:jheaney@warrentboe.org">jheaney@warrentboe.org</a>                    |
| Address:   | 114 STIRLING RD<br>WARREN, NJ 07059 | Website:       | <a href="http://www.warrentboe.org">www.warrentboe.org</a>                            |
| Phone:     | (908)753-5300                       | Facebook:      | <a href="https://www.facebook.com/warrentboe">https://www.facebook.com/warrentboe</a> |
|            |                                     | Twitter:       | <a href="https://twitter.com/warrenschoolsnj">https://twitter.com/warrenschoolsnj</a> |

### School Narrative

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

|   |   |
|---|---|
|  <b>Highlights:</b>                            | <ul style="list-style-type: none"> <li>• Woodland is a 2017 Blue Ribbon School, 1 of only 5 schools in Somerset County to receive this award in 35 year history.</li> <li>• Students in grades 3-5 have 1:1 access to Chromebooks and students in K-2 have daily access to iPads (2:1 ratio).</li> <li>• Commitment to character education in every classroom has been the foundation for academic excellence.</li> </ul>   |
|  <b>Mission, Vision, Theme:</b>               | <p>The mission of the Warren Township School District is to provide, through a safe, nurturing yet challenging environment, all students with an outstanding education that engages students and fosters academic excellence, healthy social and emotional development, and a lifelong passion for learning.</p>  |
|  <b>Awards, Recognition, Accomplishments:</b> | <p>Woodland School is extremely proud to become a 2017 Blue Ribbon School in the designation of "exemplary performing schools". While our students consistently demonstrate excellence on state assessments, we are most proud of how they contribute to the positive climate and culture of Woodland School. Each year we recognize a staff member with the Excellence in Education award. The winner is selected by their peers who note their commitment to Woodland students.</p> |





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|   |   |
|---|---|
|  <div>Courses, Curriculum, Instruction:</div> | <p>All four elementary schools within the Warren Township School District that share a standards based curriculum that is supported with common resources and scheduling strategies. School administrators work closely together to ensure that K-5 schedules support the consistent delivery of all programs offered within the schools to provide all students with similar opportunities to be supported, challenged and enriched as they move through their elementary years.</p> |
|  <div>Clubs and Activities:</div>             | <p>The Warren Township Board of Education supports a series of Board approved clubs at each elementary school. Each principal coordinates with certified staff members to develop a unique menu of club opportunities for students within their building to provide enriching experiences for varied grade levels. In addition, principals coordinate with the PTO and outside organizations to provide additional enrichment experience to the students as needed.</p>               |







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|   |  |
|---|--|
|  <b>Staff and Professional Learning:</b>    | <p>All K-5 staff participate in a comprehensive professional learning program that provides core and differentiated experiences to ensure a deep understanding of state and national standards and refines the delivery of best instructional practices. Staff hone their individual skills with the support of administration, instructional specialists, and highly effective colleagues who serve as staff development providers while reflecting on their practice through the Danielson Framework.</p>                  |
|  <b>Student Supports and Services:</b>      | <p>K-5 students are provided a comprehensive system of academic support services to meet the needs of a broad spectrum of learners. Supports are determined through a district identification process that use multiple indicators including local benchmark assessments. Such supports include programs provided by a math basic skills teacher, certificated reading specialist and/or a gifted and talented teacher. The building's I&amp;RS Committee also convenes regularly to identify and address student needs.</p> |
|  <b>Student Health and Wellness:</b>        | <p>The physical, social and emotional well being of all students are paramount in our school as the Whole Child philosophy is embraced throughout the district. A full time nurse ensures the physical well being of each student. A comprehensive physical education program addresses student health and wellness. Daily recess provides an opportunity for students to exercise and practice social skills. A full time guidance counselor promotes mindfulness and character education lessons.</p>                      |
|  <b>Parent and Community Involvement:</b> | <p>A supportive PTO and SEPAG sponsors school events such as Young Author's Day, International Day, Parent and Teacher Basketball Game, Woodland Olympics and cultural arts assemblies. The PTO's Dream it, Fund It program provides teachers the opportunity to innovate programs and events directly tied to a unit of study that supports students' social, emotional and academic well-being. Bi-monthly PTO meetings allow the greater community to take an active role in and be a part of the Woodland family.</p>    |



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|  |  |
|--|--|
|  <div>Climate Surveys:</div> | <div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>As a district the ASCD Whole Child Climate survey was administered twice during the school year to students, staff and parents in an effort to gather feedback regarding the following tenets: Supported, Challenged, Engaged, Healthy, Safe. Data regarding each tenet is used to develop district and school goals for continued success in the area of school climate as we consistently strive to work together to serve our students.</div> |
|  <div>Facilities:</div>     | <div>The Warren Township School District has embraced the importance of student centered learning. All staff coordinate to ensure that schools are maintained to the highest standards in order to ensure a safe and and orderly environment in which all students may thrive. Woodland has dedicated spaces for PE, library, technology, music and art instruction as well as an Innovation Station classroom to promote 21st Century Learning Goals including creativity, collaboration, and critical thinking.</div>                                      |



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Other Information:

"It's Always a Great Day at Woodland" is more than Woodland School's motto; it is the way of life. Woodland School, which serves kindergarten through fifth grade, is part of the high achieving and academically rigorous Warren Township School District. The Woodland family consists of over 45 highly qualified, motivated and nurturing staff, over 260 amazing students, and supportive parents. We believe that every child has the ability to succeed and the right to a quality education. The uniqueness of each child is respected within a safe, nurturing environment that instills a lifelong love of learning. It is our mission to give children the skills to be great students and, more importantly, outstanding human beings. Woodland School, is one of four elementary schools in Warren Township, to offer an engaging, technology infused age-appropriate academic program. Students are challenged in all academic areas and experience a robust related arts program. Our strong character education program supports students' emotional and social development. Traditions at Woodland School focus on the development of the whole child. Families and the community collaborate with staff to ensure students receive the tools they need to be successful. At Woodland School we believe everything that counts cannot always be measured. We are extremely proud that our daily work inspires our students to become lifelong learners and, more importantly, productive and kind members of a broader community.