



Freehold Intermediate School
2016-2017
Grade Span 06-08

25-1640-060
MONMOUTH
FREEHOLD BORO
280 PARK AVENUE
FREEHOLD, NJ 07728-2096

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	140	171	156
7	142	130	164
8	124	147	128
Ungraded	21	20	21
Total	427	468	469

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	49%	51%
Male	53%	51%	49%
Economically Disadvantaged Students	74%	69%	69%
Students with Disabilities	18%	17%	18%
English Learners	8%	7%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	69.5%
White	17.5%
Black or African American	9.6%
Asian	2.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.1%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	59.5%
English	39.0%
Other	1.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	451	99.8	48.20	42.90	54.90	48.2	46.1	Met Target
White	79	100.0	67.10	65.00	63.90	67.1	56.5	Met Target
Hispanic	313	99.7	44.10	38.70	39.80	44.1	43.8	Met Target
Black or African American	44	100.0	45.40	40.00	35.20	45.4	36.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	53.00	80.70	50	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	228	99.6	57.90	50.90	62.20	57.9		
Male	223	100.0	38.10	35.20	48.10	38.1		
Economically Disadvantaged Students	311	99.7	38.00	34.90	36.20	38	41	Met Target†
Non-Economically Disadvantaged Students	140	100.0	70.70	65.40	65.80	70.7		
Students with Disabilities	89	100.0	*	*	20.50	*	11.6	Met Target†
Students without Disabilities	362	99.7	*	*	61.90	*		
English Learners	53	98.2	*	*	25.20	*	12.3	Met Target†
Non-English Learners	398	100.0	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	160	742	742	752	8%	21%	35%	28%	9%	37%	54%
White	28	769	769	758	0%	*	*	50%	*	75%	63%
Hispanic	114	736	736	740	*	22%	40%	23%	*	27%	38%
Black or African American	12	746	746	736	0%	*	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	82	747	747	758	*	24%	35%	26%	*	38%	61%
Male	78	737	737	746	*	17%	35%	31%	*	36%	46%
Economically Disadvantaged Students	120	734	734	737	*	*	*	21%	*	23%	34%
Non-Economically Disadvantaged Students	40	768	768	761	*	*	*	50%	*	78%	65%
Students with Disabilities	29	713	713	722	*	*	*	*	*	*	17%
Students without Disabilities	131	749	749	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	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	165	747	747	756	10%	11%	29%	37%	13%	50%	59%
White	35	761	761	764	0%	*	*	37%	*	63%	69%
Hispanic	107	742	742	742	14%	11%	30%	36%	9%	45%	44%
Black or African American	18	748	748	737	*	*	*	*	*	56%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	80	756	756	764	*	*	24%	48%	*	64%	68%
Male	85	738	738	749	*	*	33%	27%	*	38%	51%
Economically Disadvantaged Students	105	742	742	739	*	*	32%	34%	*	43%	40%
Non-Economically Disadvantaged Students	60	756	756	766	*	*	22%	42%	*	63%	70%
Students with Disabilities	29	707	707	719	*	*	*	*	*	*	19%
Students without Disabilities	136	756	756	763	*	*	*	*	*	*	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	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	757	757	757	11%	10%	18%	44%	17%	61%	59%
White	21	777	777	764	*	*	*	*	*	71%	68%
Hispanic	92	754	754	742	*	*	19%	50%	12%	62%	44%
Black or African American	15	744	744	738	*	*	*	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	70	768	768	766	*	*	17%	53%	*	76%	68%
Male	62	744	744	749	*	*	19%	34%	*	45%	50%
Economically Disadvantaged Students	86	751	751	739	*	*	*	44%	*	55%	40%
Non-Economically Disadvantaged Students	46	768	768	766	*	*	*	44%	*	74%	69%
Students with Disabilities	25	710	710	718	*	*	*	*	*	*	18%
Students without Disabilities	107	768	768	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

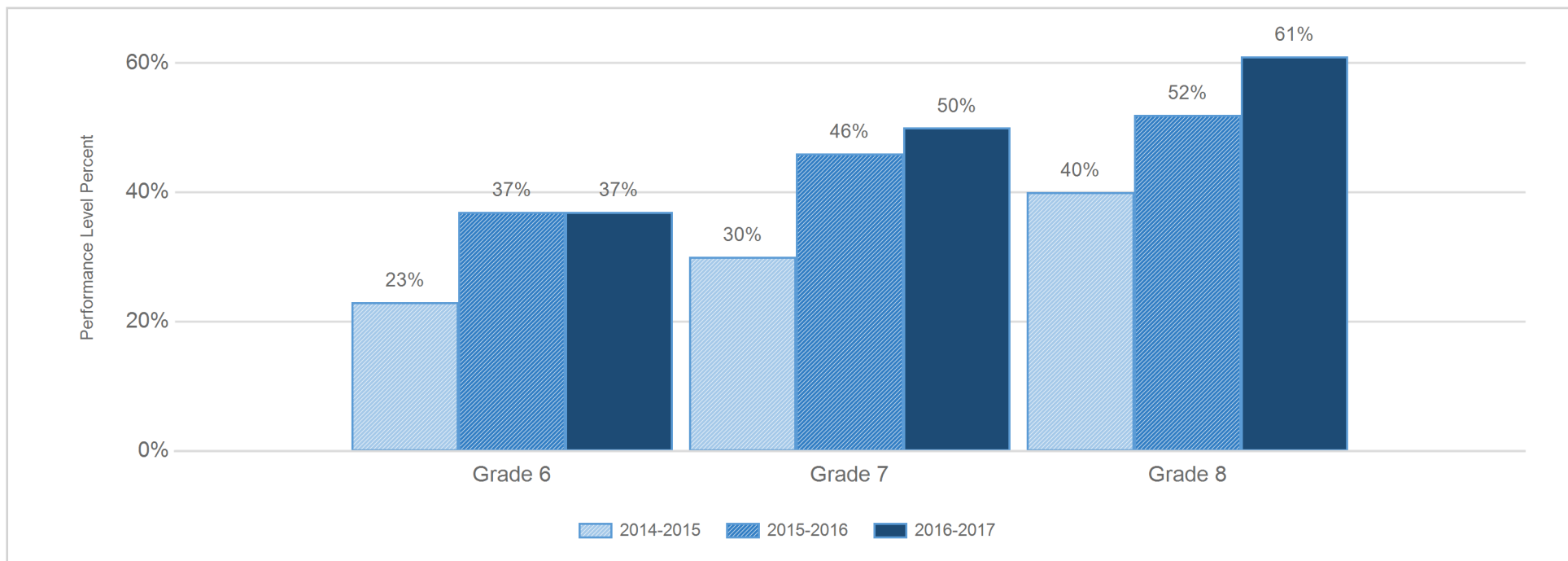


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	449	99.6	31.00	30.80	43.50	31	31.3	Met Target†
White	78	100.0	52.50	55.90	52.40	52.5	44.3	Met Target
Hispanic	312	99.4	25.90	25.90	27.60	25.9	27.9	Met Target†
Black or African American	44	100.0	27.30	24.20	21.70	27.3	28.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	58.90	75.60	50	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	227	99.2	35.20	31.90	44.10	35.2		
Male	222	100.0	26.60	29.70	42.90	26.6		
Economically Disadvantaged Students	310	99.7	23.20	24.50	25.10	23.2	24.5	Met Target†
Non-Economically Disadvantaged Students	139	99.3	48.20	48.50	54.30	48.2		
Students with Disabilities	88	100.0	*	*	16.50	*	8.5	Met Target†
Students without Disabilities	361	99.5	*	*	48.80	*		
English Learners	53	98.5	*	*	23.30	*	8.1	Met Target†
Non-English Learners	396	99.8	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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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.

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Schoolwide	162	730	730	743	*	30%	32%	21%	*	24%	44%
White	28	757	757	751	*	*	*	43%	*	57%	54%
Hispanic	115	723	723	731	19%	35%	30%	16%	0%	16%	27%
Black or African American	12	733	733	724	*	*	*	*	0%	17%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	83	731	731	745	*	34%	29%	*	*	25%	45%
Male	79	730	730	742	*	25%	35%	*	*	22%	43%
Economically Disadvantaged Students	123	723	723	728	*	*	33%	14%	*	14%	24%
Non-Economically Disadvantaged Students	39	753	753	752	*	*	28%	44%	*	54%	56%
Students with Disabilities	29	710	710	717	*	*	*	*	*	*	13%
Students without Disabilities	133	735	735	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	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**

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Schoolwide	169	736	736	741	*	21%	44%	25%	*	27%	40%
White	35	746	746	748	0%	*	43%	37%	*	40%	49%
Hispanic	111	732	732	730	9%	25%	44%	22%	0%	22%	23%
Black or African American	18	738	738	726	*	*	*	*	*	39%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	82	740	740	743	*	12%	55%	26%	*	28%	41%
Male	87	732	732	740	*	29%	35%	25%	*	26%	38%
Economically Disadvantaged Students	107	732	732	729	*	22%	48%	21%	*	21%	22%
Non-Economically Disadvantaged Students	62	744	744	749	*	19%	39%	34%	*	39%	50%
Students with Disabilities	29	711	711	716	*	*	*	*	*	*	11%
Students without Disabilities	140	741	741	746	*	*	*	*	*	*	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	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	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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Schoolwide	119	736	736	728	14%	15%	36%	35%	0%	35%	28%
White	11	731	731	736	*	*	*	*	0%	36%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	15	730	730	715	*	*	*	*	0%	20%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	65	744	744	730	*	*	37%	46%	0%	46%	30%
Male	54	726	726	725	*	*	35%	20%	0%	20%	26%
Economically Disadvantaged Students	85	735	735	719	*	*	35%	35%	0%	35%	19%
Non-Economically Disadvantaged Students	34	738	738	734	*	*	38%	32%	0%	32%	34%
Students with Disabilities	26	704	704	705	*	*	*	*	*	*	*
Students without Disabilities	93	745	745	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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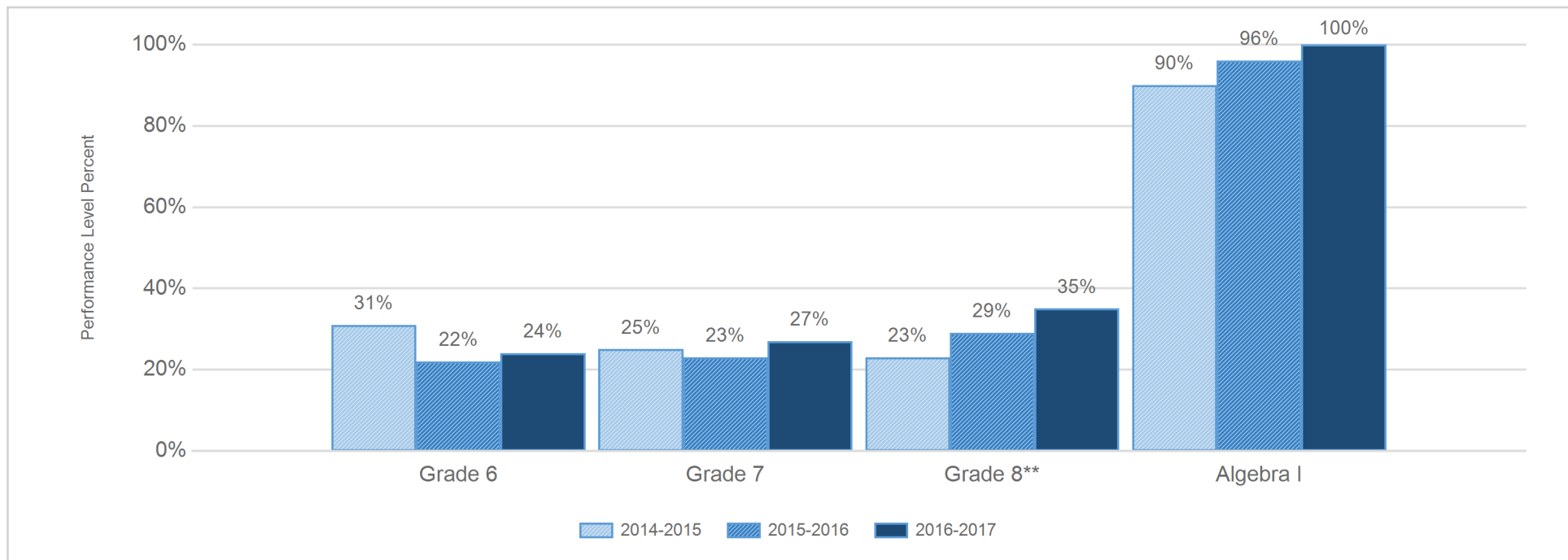
Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	802	802	743	*	*	*	65%	*	100%	42%
White	10	803	803	751	0%	0%	0%	*	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	17	802	802	747	*	*	*	65%	*	100%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	17	802	802	745	*	*	*	65%	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	10	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

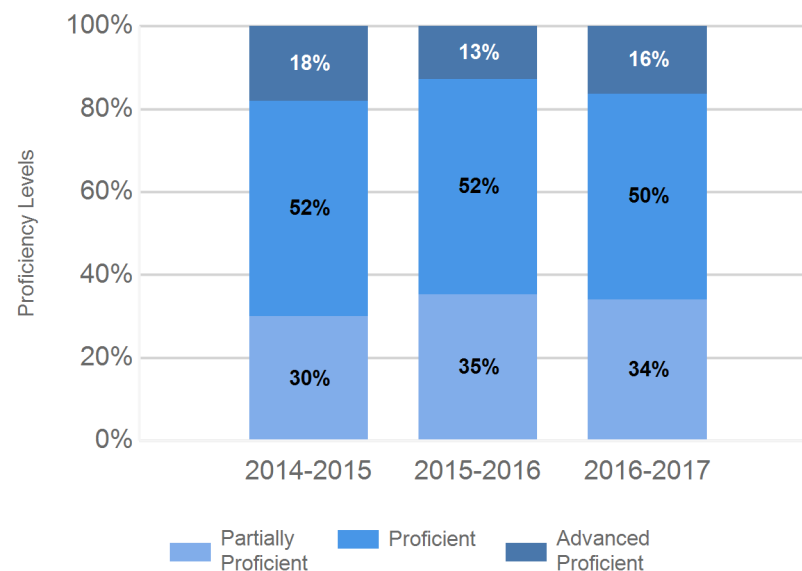
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	16%	50%	34%
White	43%	43%	14%
Hispanic	11%	51%	39%
Black or African American	*	47%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	8%	52%	40%
Students with Disabilities	N	21%	79%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	50	50	Met Target	47	49	50	Met Target
White	58	*	50	Met Target	49	*	52	Met Target
Hispanic	55	52	49	Met Target	48	48	47	Met Target
Black or African American	42	*	45	Met Target	46.5	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	54	50	47	Met Target	46	47	46	Met Target
Students with Disabilities	46	33.5	41	Met Target	45	40	43	Met Target
English Learners	47.5	47	53	Met Target	35	45	51	Not Met

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



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

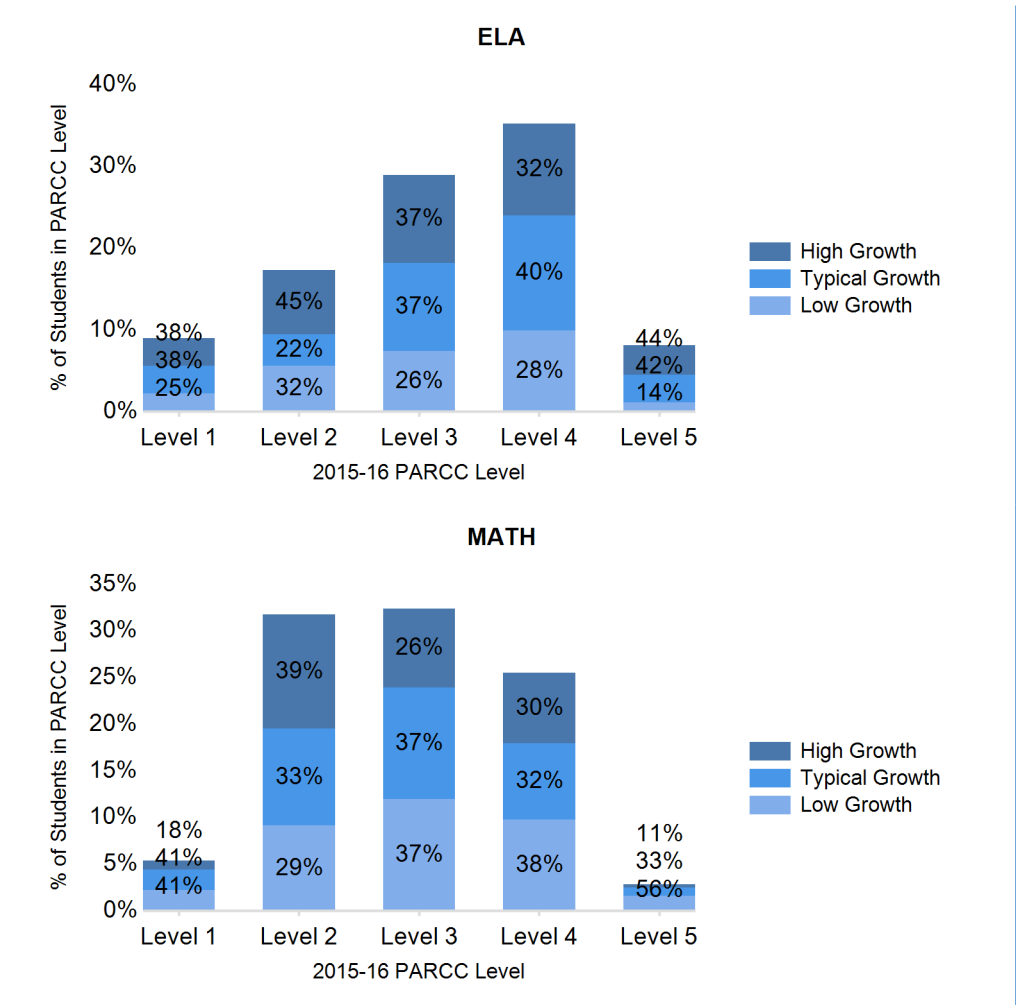
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

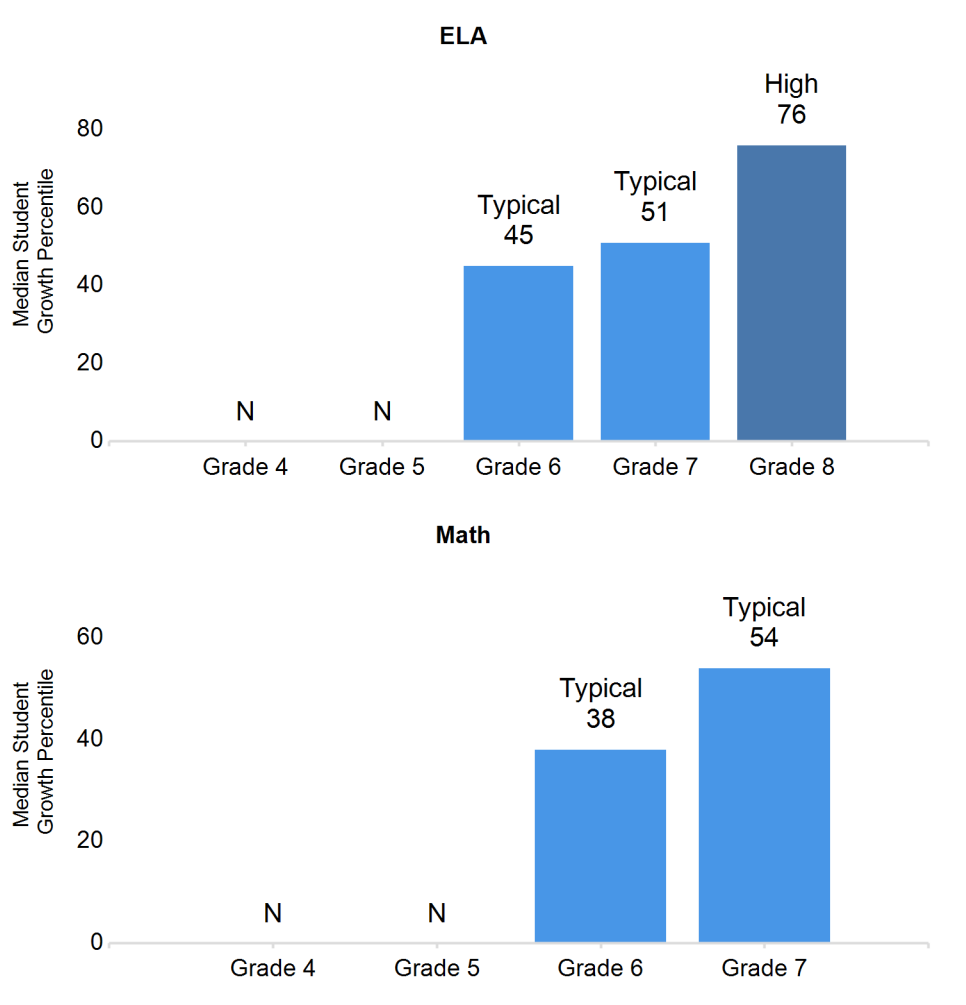
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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	171
7	0	0	175
8	17	0	121
Schoolwide	17	0	467

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	167	0	0	0	0	0	0
7	172	0	0	0	0	0	0
8	135	0	0	0	0	0	0
Schoolwide	474	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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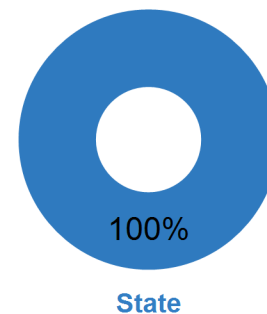
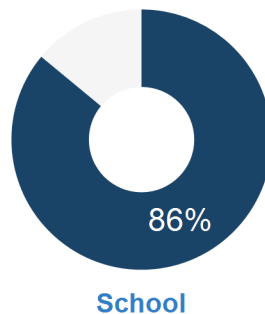
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Visual and Performing Arts – Course Participation

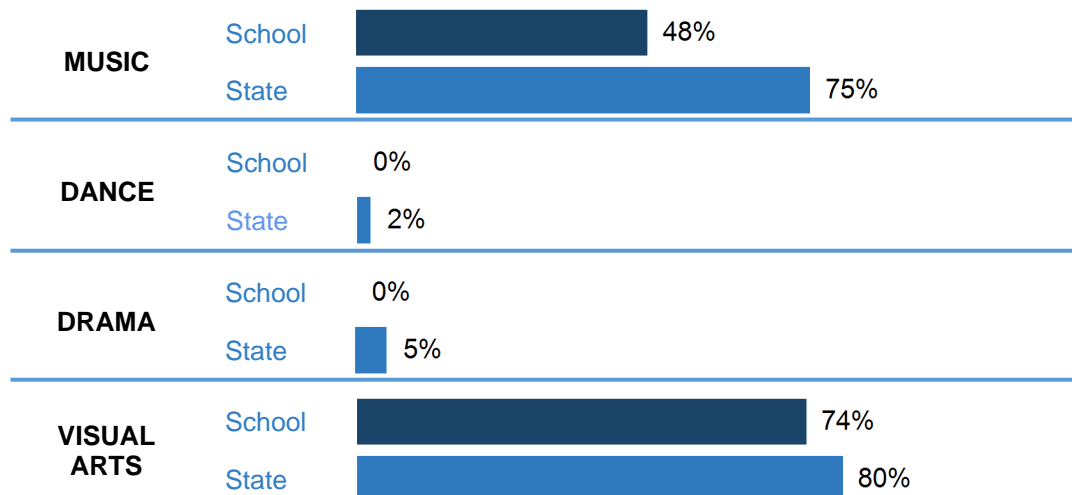
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

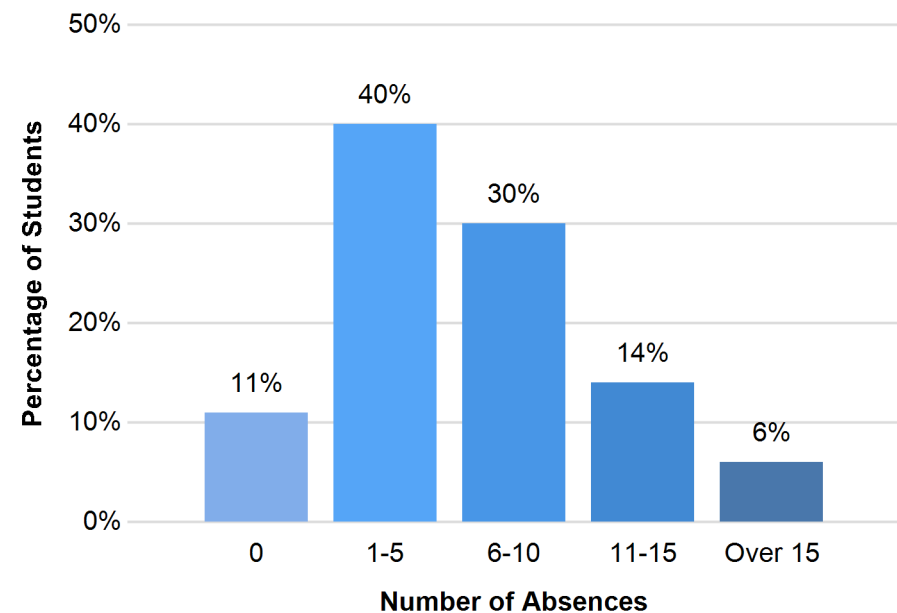
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	8.70	Met Target
White	4.70	8.70	Met Target
Hispanic	2.40	8.70	Met Target
Black or African American	8.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.00	8.70	Met Target
Students with Disabilities	4.20	8.70	Met Target
English Learners	9.50	8.70	Not Met

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

Days Absent

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



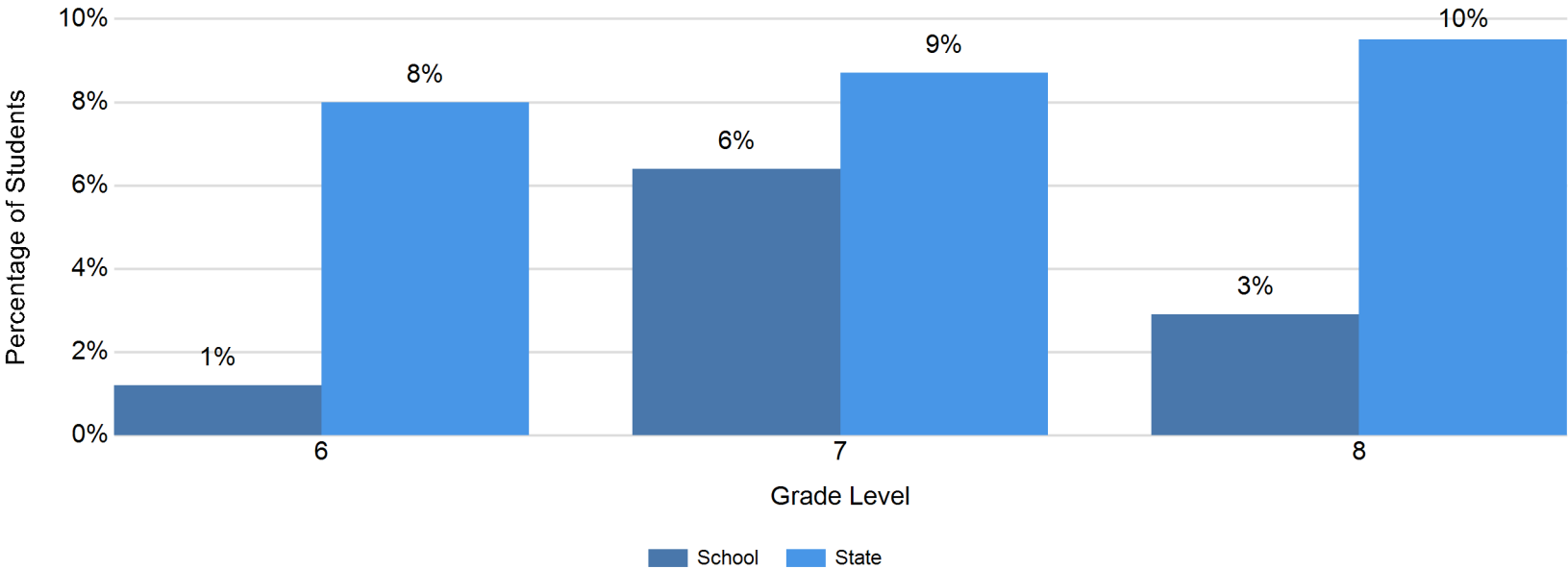


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 55 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	4
Vandalism	5
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	3.62

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	0.6%
Out-of-School Suspensions	8.1%
Any Suspension	8.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	294.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,759	\$10,634	\$12,393



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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	42	120,724
Average years experience in public schools	6.2	11.8
Average years experience in district	4.6	10.5
Teachers in district for 4 or more years	36%	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	11	9,506
Average years experience in public schools	11.8	15.9
Average years experience in district	4.8	11.6
Administrators in district for 4 or more years	27%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	59:1	155:1
Librarian/Media Specialists		1700:1
Nurses		567:1
Counselors		567:1
Child Study Team		340:1



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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.

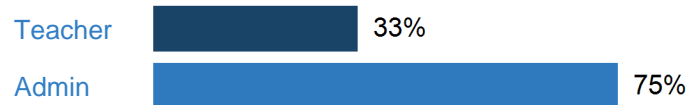
Teachers and Administrators - Level of Education

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	87%	89%
2015-16 Administrators: Same district 2016-17	91%	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	33.9	17.5%
Mathematics Proficiency	23.1	17.5%
English Language Arts Growth	63.2	25.0%
Mathematics Growth	39.9	25.0%
Chronic Absenteeism	82.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		48.0
Summative Rating: Percentile rank of Summative Score		46.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	48.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	54.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	60.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	59.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	58.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	49.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	18.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No

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

† Target was met within a confidence interval.



Freehold Intermediate School
2016-2017
Grade Span 06-08




25-1640-060
MONMOUTH
FREEHOLD BORO
280 PARK AVENUE
FREEHOLD, NJ 07728-2096

School General Info

Principal:	Mrs. Dougherty	Email Address:	ronnied@freeholdboro.k12.nj.us
Address:	280 PARK AVENUE FREEHOLD, NJ 07728-2096	Website:	https://www.freeholdboro.k12.nj.us
Phone:	(732)761-2156	Facebook:	https://www.facebook.com/FISPTO
		Twitter:	https://twitter.com/FISLions

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Freehold Intermediate School (FIS) has 10 sports and one cheer team. • FIS 8th grade algebra students achieve a 100% pass rate on NJ PARCC • FIS Student Technology Club has placed for two consecutive years at the State TSA competition.
 Mission, Vision, Theme:	<p>At the Freehold Intermediate school, we believe that every student deserves to be healthy, safe, engaged, supported, and challenged. Our school has an inventory of practices that we believe are explicitly important to our success. We focus on the academic achievement of our students by ensuring that our instruction engages students in learning that is relevant, challenging integrative and exploratory</p>
 Awards, Recognition, Accomplishments:	<p>Our successes include a 240% increase in 8th grade technology proficiency scores in the past 3 years, a 100% pass rate on PARCC Algebra I, and top awards in competitions such as the Technology Student Association. Additionally, our students in Future Problem Solving earned invitations to the State and National level competition and placed well in several categories. Many of our staff members have written and received grants for innovative practices that support and expand the curriculum.</p>







Freehold Intermediate School
2016-2017
Grade Span 06-08

25-1640-060
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 Courses, Curriculum, Instruction:	<p>FIS teachers implement teaching strategies designed to address the individual and unique learning styles. Based on research and best practices in literacy education, we enhance and improve students' literacy skills by implementing a balanced and comprehensive framework that promotes reading and writing. Our math instruction is based on the NJ Learning Standards and focus on a deep understanding of mathematics. Next Generation Science Standards are fully integrated into our curriculum.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)</p> <p>A major school goal is to afford opportunities for students to become well-rounded by providing programs that support health of body, mind, and spirit. FIS therefore offers interscholastic soccer, basketball, wrestling and track & field for boys and girls along with field hockey, softball and baseball. In addition, we have also started a cheer team that supports our athletes at competitions.</p>
 Clubs and Activities:	<p>Rounding out the rich set of activity offerings are our concert bands, chorus, visual and performing arts groups, and a large selection of extra-curricular opportunities. Our bands, chorus, gifted artists, and drama groups showcase their talents for the Freehold school community. Our school continues to offer its popular and effective transition program (WEB) that has created leadership opportunities for our eighth graders along with mentoring for our first year middle school students.</p>
 Before and After School Programs:	<p>Our 21st Century Community Learning Center offers academic, artistic, and cultural enrichment opportunities to our students and their families when school is not in session. This year we have expanded our program to include a Chinese Yo-yo club and Mandarin Chinese classes. Our students are also given the opportunity to travel beyond their community to various points of interest. The NJHS, Student Council and Lion Leaders are also after school clubs</p>







Freehold Intermediate School
2016-2017
Grade Span 06-08

25-1640-060
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School Narrative

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 Staff and Professional Learning:	<p>Freehold Intermediate teachers participate in daily PLCs that allow time for a deep analysis of student data, curriculum review and opportunities to meet with students. School-wide professional development is designed to support district initiatives and teachers' personal professional development plans.</p>
 Student Supports and Services:	<p>Freehold Intermediate school has adopted a mentoring program to help students cope with the pressures of adolescents. A full-time nurse and school counselor are available to support physical and emotional needs. A daily tutoring and homework program supports the needs of our general, special education and English Language learners. Our tier 3 intervention program targets our most at-risk students by offering targeted interventions.</p>
 Student Health and Wellness:	<p>A full time nurse is available on a daily basis as well as an advanced nurse practitioner three days a week. Students are offered a nutritious breakfast and lunch. All students participate in 150 minutes per week of health education and physical education throughout each school year. All students participate in a Health curriculum and attend assembly programs that promote health and wellness.</p>
 Parent and Community Involvement:	<p>The FIS PTO a very active and welcome partner in school life. With a main focus of facilitating communication to parents and providing financial support for school activities and projects, the PTO has sponsored well organized, quality fund-raisers and programs that have supported many of the FIS student recognition events, assemblies, and educational trips. The Freehold Educational Foundation offers grants for educators to enrich students beyond the traditional curriculums.</p>



Freehold Intermediate School
2016-2017
Grade Span 06-08

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School Narrative

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Climate Surveys:

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

Once a year we administer the NJ School Climate Survey to all out stakeholders. The results help us to plan and improve our practices. Last year's survey demonstrated that 85% of our parents felt that teachers encourage their students to think independently 94% of our parents felt that they had open communication with staff 93% of parents felt that teachers set clear expectations for their students



Facilities:

Subsequent to a ruling by the Commissioner of Education that additions & renovations were needed at the school in order to provide a thorough and efficient education, construction is underway to add a library, second gym with locker rooms, and an expansion of the cafeteria to accommodate un-housed students. Capital projects include HVAC system replacements which will result in the entire school being air conditioned, a number of security features, and utility upgrades.



Freehold Intermediate School
2016-2017
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25-1640-060
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School Narrative

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



Other Information:

The Freehold Borough School District is the third most underfunded in the State in State Aid, and advocacy on this front resulted in the receipt of \$955,000 more in operating funds for FY 18. This still leaves the District about \$12 million short of what is needed to provide a thorough and efficient education along with a stabilized property tax levy. In spite of challenges facing our district; Freehold Intermediate School has realized many successes in the areas of technology. PARCC scores, and advanced courses in grant writing, Doors open each morning at 7:45 AM and students are required to be at class by 8:10AM. Dismissal is at 2:35PM. Students are scheduled by grade into our advanced or heterogeneously grouped classes. One may enter the advanced programs by multiple assessment, rigorous academic achievement standards, and teacher endorsement. Our school also offers a high intensity ESL program to meet the needs of our English language learners. In addition, all students receive world language, physical education and health. Our students are in the fourth year of wearing a uniformed code of dress. Since the adoption of this policy we have realized over a 50% drop in suspensions and detentions. All of our core subject areas have daily access to Chromebooks. We will be transitioning into a one to one initiative for our six graders this year. Our 8th grade Algebra students have exceeded the state average by realizing a 100% passage rate on the 2017 PARCC test. FIS students have received top awards at the Student Technology (TSA) and “Future Problem Solvers” competitions. Our students are involved in many civic clubs and have written grants, that have been funded for nonprofit 501c3 charities Our bands, chorus, gifted artists, and drama groups showcase their talents for the Freehold school community with various engagements during the school year, including our winter and spring performances and school play.




Freehold Learning Center
2016-2017
Grade Span PK-04

25-1640-040
MONMOUTH
FREEHOLD BORO
30 DUTCH LANE RD.
FREEHOLD, NJ 07728-2212

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



Freehold Learning Center
2016-2017
Grade Span PK-04

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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.



Freehold Learning Center
2016-2017
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	29	30	86
KG	97	91	91
1	97	93	85
2	96	86	93
3	79	94	93
4	78	87	99
5	73	73	0
Ungraded	36	47	54
Total	585	601	601

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	50%
Male	50%	50%	50%
Economically Disadvantaged Students	73%	82%	84%
Students with Disabilities	18%	18%	23%
English Learners	25%	29%	32%
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
Hispanic	79.7%
White	10.5%
Black or African American	8.2%
Asian	1.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	35	0	0
PK - Full Day	1	30	86
KG - Half Day	0	0	0
KG - Full Day	97	91	91

Enrollment by Home Language

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

Home Language	% of Students
Spanish	67.6%
English	31.9%
Other	0.6%



Freehold Learning Center
2016-2017
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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	195	99.0	40.50	42.90	54.90	40.5	42.4	Met Target†
White	15	100.0	46.70	65.00	63.90	46.7	**	**
Hispanic	158	99.4	38.60	38.70	39.80	38.6	35.5	Met Target
Black or African American	19	95.0	47.40	40.00	35.20	47.4	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	101	100.0	47.60	50.90	62.20	47.6		
Male	94	98.0	33.00	35.20	48.10	33		
Economically Disadvantaged Students	163	100.0	38.60	34.90	36.20	*	34.2	Met Target
Non-Economically Disadvantaged Students	32	94.4	50.00	65.40	65.80	*		
Students with Disabilities	36	95.0	13.90	*	20.50	13.9	11.9	Met Target
Students without Disabilities	159	100.0	46.60	*	61.90	46.6		
English Learners	70	100.0	25.70	*	25.20	25.7	24.7	Met Target
Non-English Learners	125	98.5	48.80	*	57.40	48.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	50.00	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.



Freehold Learning Center
2016-2017

Grade Span PK-04

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	743	736	749	*	24%	28%	39%	*	41%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	73	742	732	734	*	27%	29%	36%	*	38%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	44	752	743	754	*	*	30%	46%	*	50%	55%
Male	47	734	730	745	*	*	26%	32%	*	32%	46%
Economically Disadvantaged Students	73	744	731	731	*	*	*	*	*	41%	31%
Non-Economically Disadvantaged Students	18	739	755	762	*	*	*	*	*	39%	63%
Students with Disabilities	14	720	708	720	*	*	*	*	*	14%	24%
Students without Disabilities	77	747	742	755	*	*	*	*	*	46%	55%
English Learners	21	730	715	709	*	*	*	*	*	19%	11%
Non-English Learners	70	747	743	752	*	*	*	*	*	47%	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%



Freehold Learning Center
2016-2017

Grade Span PK-04

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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	104	739	740	753	*	14%	37%	39%	*	39%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	87	739	738	740	*	13%	38%	38%	*	39%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	59	742	742	758	*	*	36%	44%	*	46%	61%
Male	45	734	737	749	*	*	38%	31%	*	31%	51%
Economically Disadvantaged Students	88	736	735	737	13%	*	*	*	*	36%	36%
Non-Economically Disadvantaged Students	16	751	756	764	0%	*	*	*	*	56%	69%
Students with Disabilities	20	704	701	725	*	*	*	*	*	*	25%
Students without Disabilities	84	747	749	759	*	*	*	*	*	*	62%
English Learners	17	725	718	711	*	*	*	*	*	18%	10%
Non-English Learners	87	741	744	755	*	*	*	*	*	44%	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%



Freehold Learning Center
2016-2017

Grade Span PK-04

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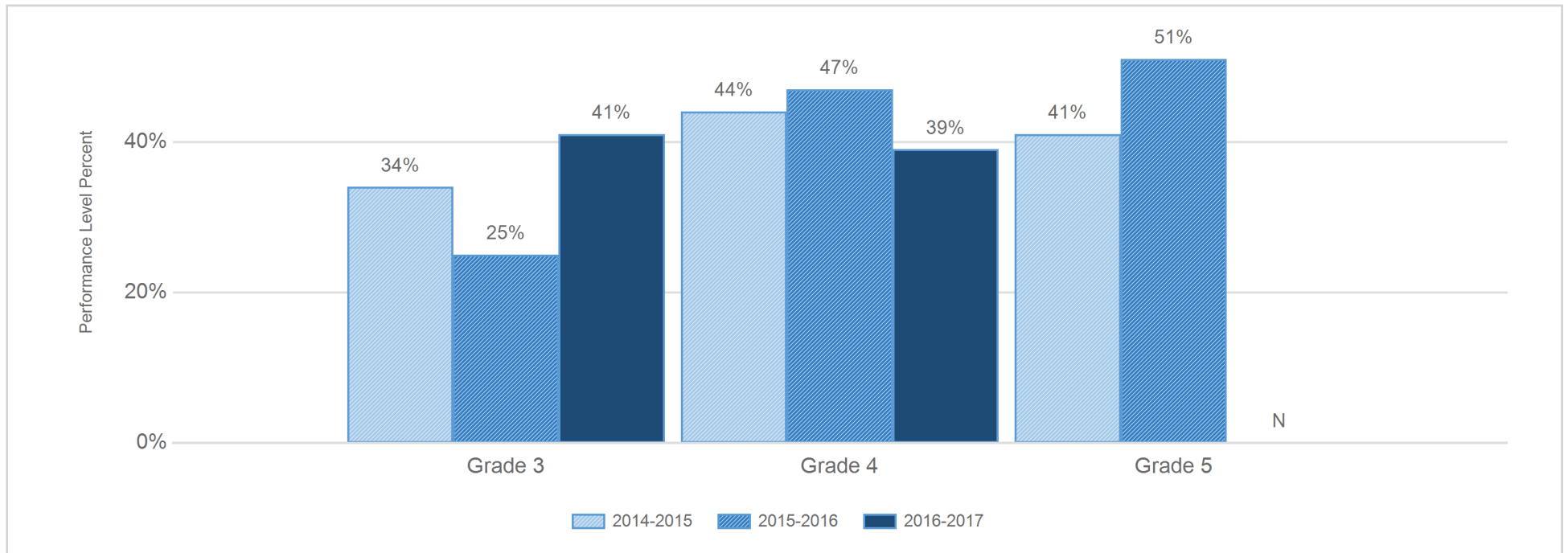
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	N	N	N	756	N	N	N	N	N	N	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	N	N	N	761	N	N	N	N	N	N	66%
Male	N	N	N	750	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	762	N	N	N	N	N	N	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	757	N	N	N	N	N	N	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: % 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	196	99.5	33.10	30.80	43.50	33.1	41	Not Met
White	15	100.0	40.00	55.90	52.40	40	**	**
Hispanic	159	100.0	30.80	25.90	27.60	30.8	36.2	Met Target†
Black or African American	19	95.0	36.80	24.20	21.70	36.8	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	101	100.0	32.70	31.90	44.10	32.7		
Male	95	99.0	33.70	29.70	42.90	33.7		
Economically Disadvantaged Students	163	100.0	31.20	24.50	25.10	31.2	34.4	Met Target†
Non-Economically Disadvantaged Students	33	97.2	42.40	48.50	54.30	42.4		
Students with Disabilities	37	97.5	16.20	*	16.50	16.2	19.9	Met Target†
Students without Disabilities	159	100.0	37.10	*	48.80	37.1		
English Learners	70	100.0	25.70	*	23.30	25.7	36.8	Not Met
Non-English Learners	126	99.2	37.30	*	45.20	37.3		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	16.70	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	95	742	737	751	*	16%	38%	38%	*	40%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	77	741	734	738	*	16%	40%	35%	*	38%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	44	744	735	751	*	*	36%	46%	*	46%	52%
Male	51	739	738	751	*	*	39%	31%	*	35%	53%
Economically Disadvantaged Students	76	742	733	736	*	*	*	*	*	41%	34%
Non-Economically Disadvantaged Students	19	741	749	761	*	*	*	*	*	37%	65%
Students with Disabilities	15	723	720	729	*	*	*	*	*	20%	29%
Students without Disabilities	80	745	740	755	*	*	*	*	*	44%	57%
English Learners	24	733	725	724	*	*	58%	*	*	17%	21%
Non-English Learners	71	745	741	753	*	*	31%	*	*	48%	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	105	734	737	747	*	23%	41%	22%	*	24%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	88	734	734	734	*	26%	41%	21%	*	23%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	59	733	736	747	*	20%	44%	22%	*	22%	47%
Male	46	735	737	747	*	26%	37%	22%	*	26%	48%
Economically Disadvantaged Students	89	732	732	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	16	747	752	757	*	*	*	*	*	44%	61%
Students with Disabilities	20	705	708	724	*	*	*	*	*	*	22%
Students without Disabilities	85	741	743	751	*	*	*	*	*	*	52%
English Learners	18	729	722	716	*	*	*	*	*	11%	12%
Non-English Learners	87	735	739	749	*	*	*	*	*	26%	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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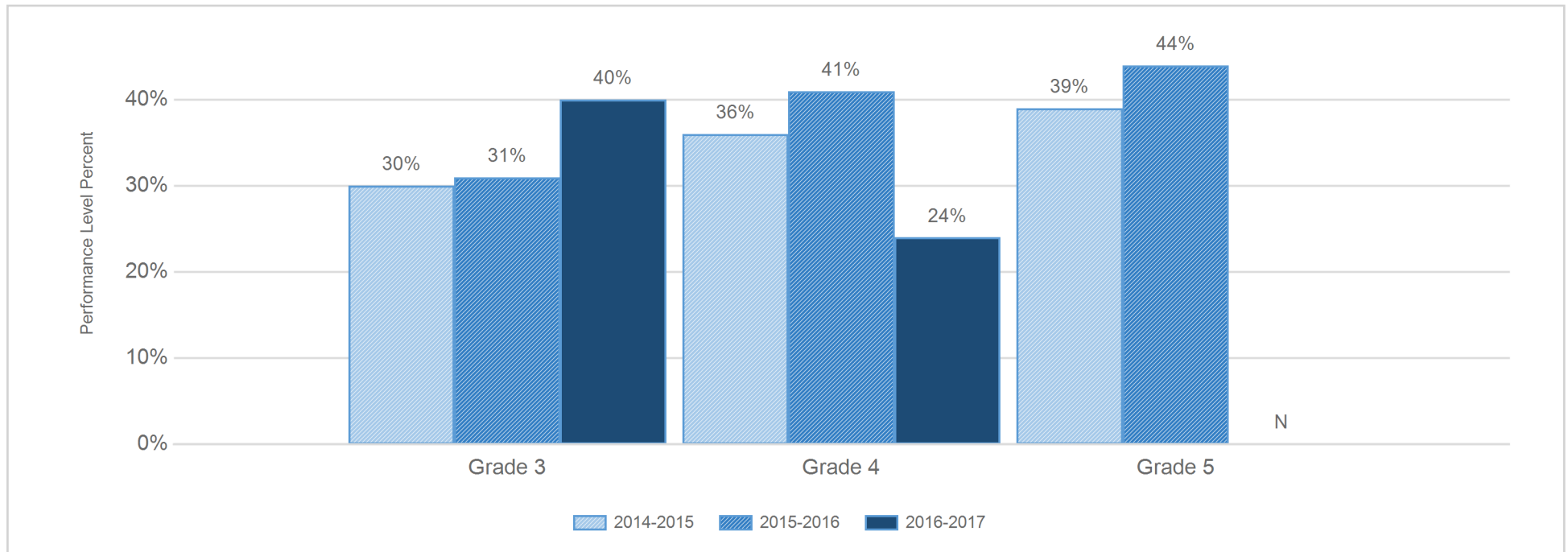
Mathematics Assessment - Performance by Grade: Grade 5

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	N	N	N	747	N	N	N	N	N	N	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	751	N	N	N	N	N	N	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	748	N	N	N	N	N	N	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: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

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	26	*	*
2	57	*	*
3	37	*	*
4	22	86.4%	13.6%
5+	21	57.1%	42.9%



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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.

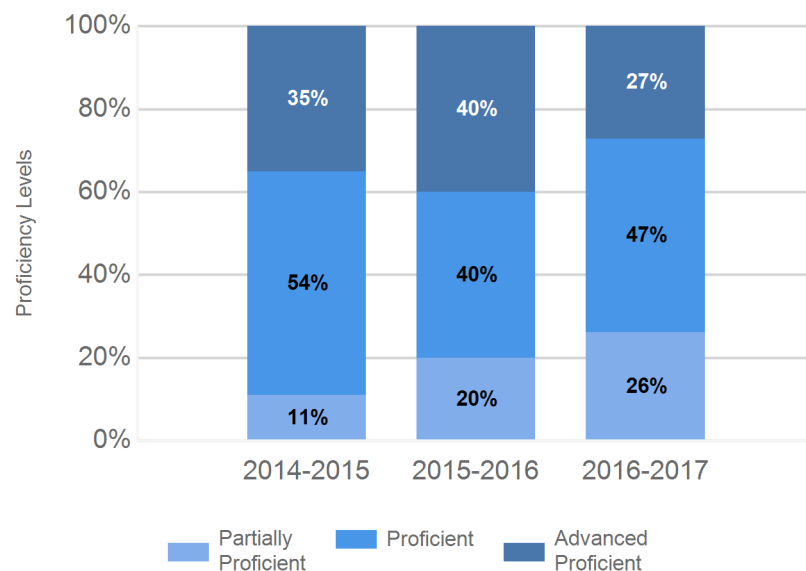
NJASK Science Assessment Performance: Grade 4

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	27%	47%	26%
White	*	*	N
Hispanic	26%	46%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	24%	48%	28%
Students with Disabilities	5%	41%	55%
English Learners	6%	39%	56%

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42.5	50	50	Met Target	40	49	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	44.5	52	49	Met Target	40	48	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	46	50	47	Met Target	40	47	46	Met Target
Students with Disabilities	15	33.5	41	**	21	40	43	**
English Learners	48	47	53	Met Target	45.5	45	51	Met Target

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



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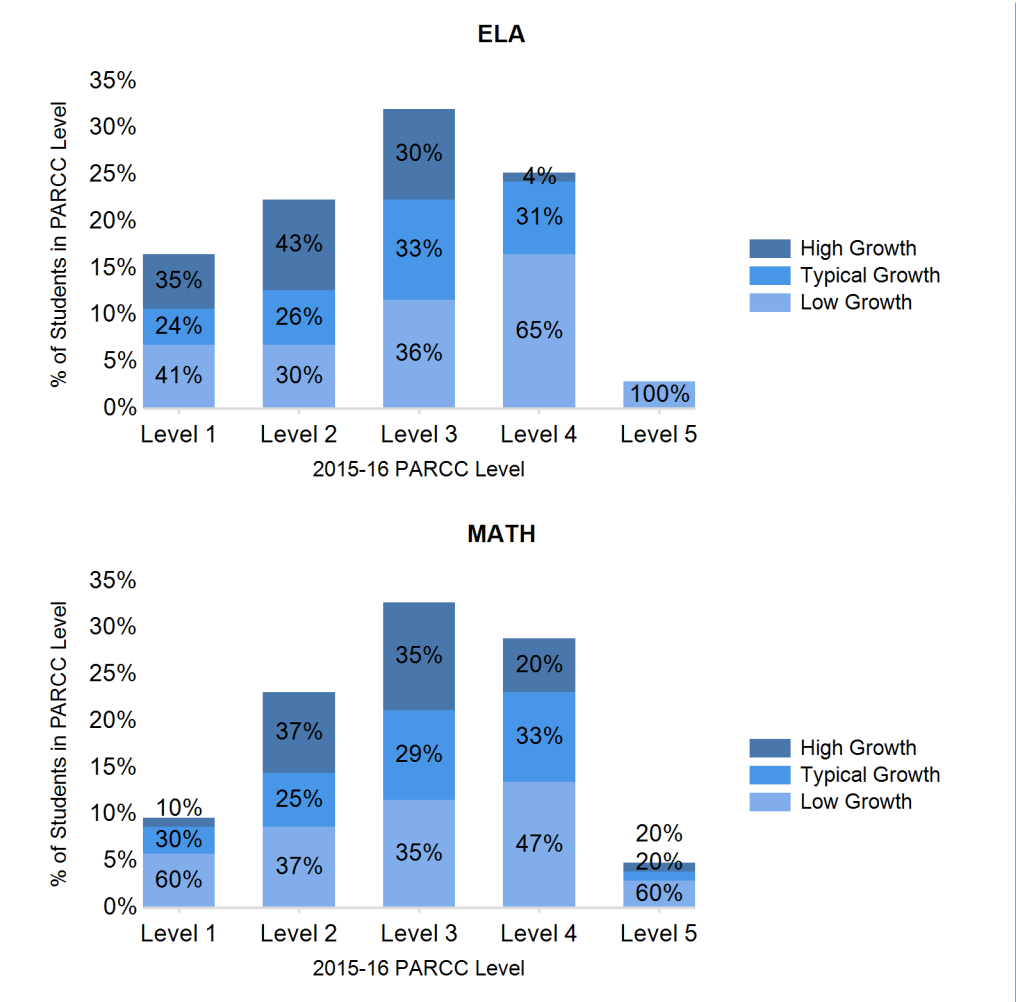
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

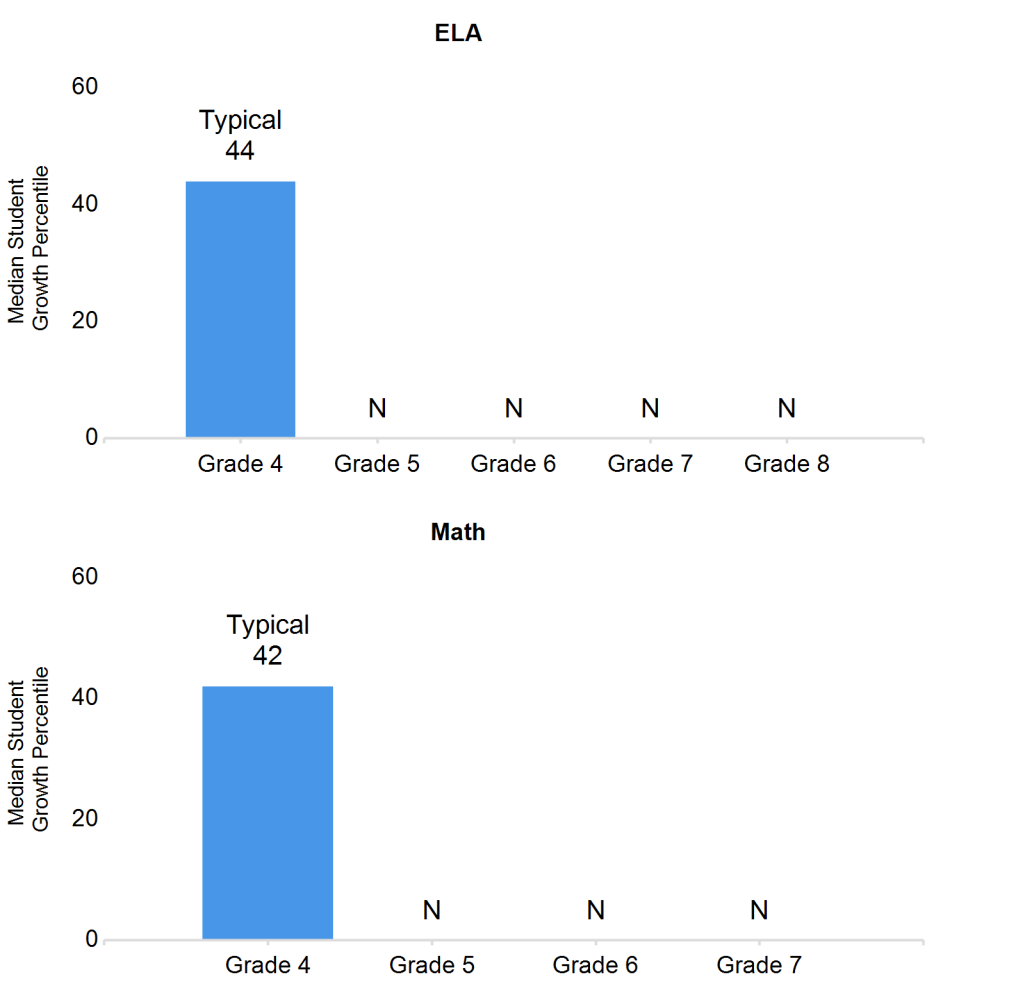
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

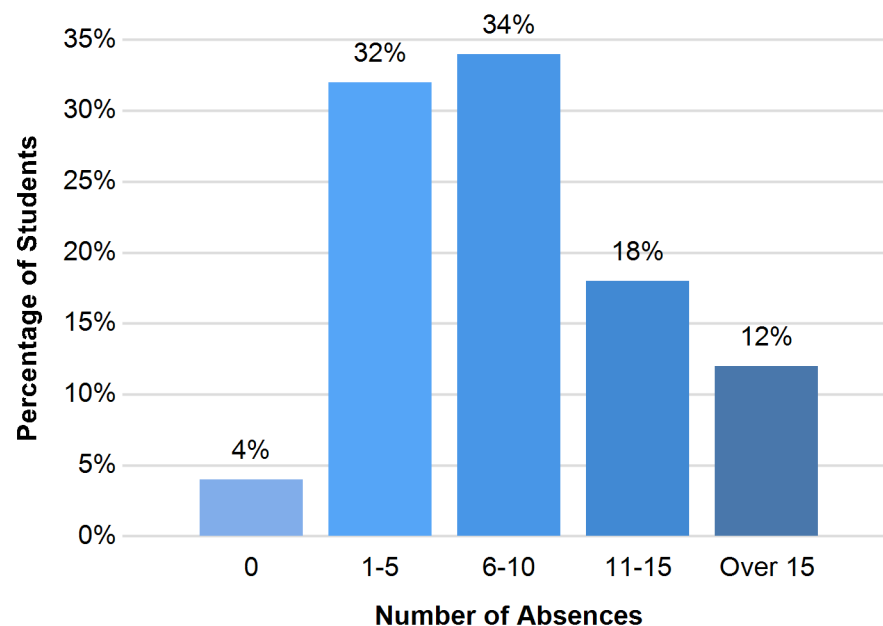
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.70	8.70	Met Target
White	14.60	8.70	Not Met
Hispanic	6.80	8.70	Met Target
Black or African American	22.00	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.50	8.70	Met Target
Students with Disabilities	11.90	8.70	Not Met
English Learners	4.40	8.70	Met Target

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

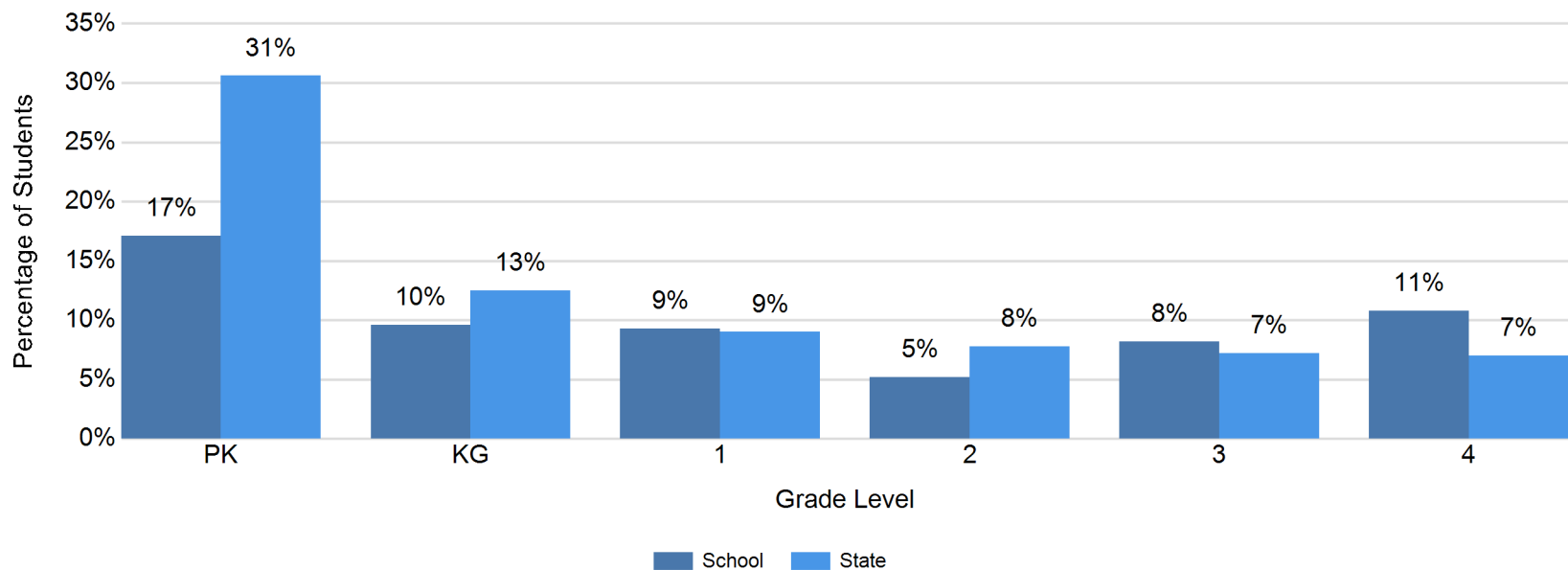
Days Absent

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



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	3:05PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 55 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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.16

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.3%
Out-of-School Suspensions	1.5%
Any Suspension	2.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	294.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,759	\$10,634	\$12,393



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	120,724
Average years experience in public schools	9.2	11.8
Average years experience in district	6.0	10.5
Teachers in district for 4 or more years	46%	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	11	9,506
Average years experience in public schools	11.8	15.9
Average years experience in district	4.8	11.6
Administrators in district for 4 or more years	27%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	100:1	155:1
Librarian/Media Specialists		1700:1
Nurses		567:1
Counselors		567:1
Child Study Team		340:1



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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	87%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.5	17.5%
Mathematics Proficiency	36.2	17.5%
English Language Arts Growth	26.7	25.0%
Mathematics Growth	20.7	25.0%
Chronic Absenteeism	31.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		27.9
Summative Rating: Percentile rank of Summative Score		17.2
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	27.9	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	Not Met	**	**	No
Hispanic	40.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	48.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	48.0	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



Freehold Learning Center
2016-2017
Grade Span PK-04

25-1640-040
 MONMOUTH
 FREEHOLD BORO
 30 DUTCH LANE RD.
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School General Info

Principal:	Mr. Smith	Email Address:	williams@freeholdboro.k12.nj.us
Address:	30 DUTCH LANE RD. FREEHOLD, NJ 07728-2212	Website:	www.freeholdboro.k12.nj.us
Phone:	(732)761-2239	Facebook:	www.facebook.com/Freehold-Learning-Center-Elementary-School-1607410012842343/
		Twitter:	https://twitter.com/@FLC_ElemSchool




School Narrative

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

Highlights:	<ul style="list-style-type: none"> • FLC uses I-Ready to gather formative data. Students participate in lessons to improve their instructional levels. • FLC uses Reading Workshop to improve reading comprehension. • FLC has worked with Rider University and Princeton University to implement Next Generation Science Standards.
Mission, Vision, Theme:	<ul style="list-style-type: none"> •All people have inherent worth. •Life-long learning is basic to the survival and advancement of society. •The primary influence on the individual's development is the family in all its forms. •Valuing diversity is essential to individual growth and the advancement of society. •All individuals have strengths and human potential has no known limits. •Democracy thrives when individuals accept responsibility for their choices. •Being trustworthy builds trust.
Awards, Recognition, Accomplishments:	FLC student awards/recognition: •Students Invention in Education (SITE) •Department of NJ American Legion Coloring Contest •Law Day Poster Contest •Future Problem Solvers In addition, the FLC Student Council helped support the FLC Community through fundraising and charity such as: •Toy Drive •ASPCA Drive •Food Drive FLC staff awards/recognition: •Governor's Teacher of the Year •Donors Choose •Teachers as Learning Leaders (Rider University) •Freehold Borough Education Foundation

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> <div>Courses, Curriculum, Instruction:</div> </div>	<div> <div>FLC implements standards-based curricula using the NJ Student Learning Standards. Instruction is generally provided through a Workshop Model with emphasis on 21st century skills and incorporating use of technology. Assessments are administered and used to measure understanding of concepts and skills. Various data are collected and disaggregated to inform instruction, and further identify additional resources to support learning for all students.</div> </div>
 <div> <div>Clubs and Activities:</div> </div>	<div> <div>FLC offers a student Ambassadors program to promote community involvement. The students work as a liaison between school and community using the FLC Morning Show as an avenue to broadcast their work. FLC also offers Instrumental Music Lessons</div> </div>
 <div> <div>Before and After School Programs:</div> </div>	<div> <div>Before and after school activities: •Before Care •YMCA After Care •Girl Scouts</div> </div>







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School Narrative

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

 Staff and Professional Learning:	<p>FLC supports a vision for professional learning that is collaborative, ongoing, embedded in daily practice, and focused on student achievement. Data is used to develop and support professional learning needs of staff. Staff engages in professional learning experiences such as Professional Learning Communities, Professional Development Sessions, Coaching, Demonstration Lessons, Faculty Meetings, and/or Grade Level Meetings aligned to the specific needs of staff and overall goals of the district.</p>
 Student Supports and Services:	<p>FLC offers a variety of student supports and services including: •I&RS •Guidance Counseling •YMCA Counseling •Homework Diners •Language Arts Literacy Program •Extended Day Program •ESY Program</p>
 Student Health and Wellness:	<p>FLC has a running Wellness Program made up of staff members, parents, and community members. The organization promotes healthy living for students, staff, and families. Throughout the year the committee puts on multiple events such as Fit Family Night and a Bicycle Rodeo.</p>
 Parent and Community Involvement:	<p>FLC connects with the community in various ways including: •PTO Events •Wellness Committee •Student Ambassadors Program •Schoolwide Plan •Homework Diners •Latino Literacy Program •Literacy and Math Nights •School Twitter and Facebook Pages •School Website •Parent Portal •Back to School Night •Parent/Teacher Conferences</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Subsequent to a ruling by the Commissioner of Education that additions & renovations were needed at the school in order to provide a thorough and efficient education, construction is underway to add eleven early childhood classrooms, two resource rooms, and OT/PT room, and an additional cafeteria space necessary to accommodate un-housed students. If enrollment remains stable when construction is complete students will be moved from nine rented satellite classrooms back into this school.</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



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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	28	72	0
KG	81	92	88
1	121	95	95
2	91	113	88
3	81	87	100
4	85	80	81
5	99	80	162
Ungraded	30	32	16
Total	616	651	630

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	47%
Male	53%	53%	53%
Economically Disadvantaged Students	73%	81%	77%
Students with Disabilities	14%	20%	16%
English Learners	25%	30%	31%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	73.8%
White	15.6%
Black or African American	8.1%
Asian	1.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.8%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	31	28	0
PK - Full Day	2	44	0
KG - Half Day	0	0	0
KG - Full Day	84	92	88

Enrollment by Home Language

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

Home Language	% of Students
Spanish	63.0%
English	34.9%
Other	2.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	353	100.0	37.60	42.90	54.90	37.6	34.9	Met Target
White	60	100.0	66.70	65.00	63.90	66.7	55.8	Met Target
Hispanic	253	100.0	32.00	38.70	39.80	32	29.2	Met Target
Black or African American	32	100.0	28.20	40.00	35.20	28.2	38.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	162	100.0	43.20	50.90	62.20	43.2		
Male	191	100.0	33.00	35.20	48.10	33		
Economically Disadvantaged Students	262	100.0	29.00	34.90	36.20	29	28.6	Met Target
Non-Economically Disadvantaged Students	91	100.0	62.60	65.40	65.80	62.6		
Students with Disabilities	76	100.0	10.50	*	20.50	10.5	14.5	Met Target†
Students without Disabilities	277	100.0	45.10	*	61.90	45.1		
English Learners	99	100.0	19.20	*	25.20	19.2	15.1	Met Target
Non-English Learners	254	100.0	44.80	*	57.40	44.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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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	105	730	736	749	*	23%	27%	27%	*	29%	50%
White	15	775	*	759	*	*	*	73%	*	80%	61%
Hispanic	80	722	732	734	24%	29%	28%	*	*	20%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	47	735	743	754	23%	*	23%	32%	*	36%	55%
Male	58	726	730	745	21%	*	29%	22%	*	22%	46%
Economically Disadvantaged Students	82	720	731	731	*	*	*	20%	*	20%	31%
Non-Economically Disadvantaged Students	23	767	755	762	*	*	*	52%	*	61%	63%
Students with Disabilities	21	699	708	720	*	*	*	*	*	*	24%
Students without Disabilities	84	738	742	755	*	*	*	*	*	*	55%
English Learners	26	703	715	709	*	*	*	*	*	*	11%
Non-English Learners	79	739	743	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	86	741	740	753	*	*	36%	37%	*	41%	56%
White	16	765	*	762	0%	*	*	75%	*	81%	67%
Hispanic	62	735	738	740	*	*	42%	27%	*	31%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	40	742	742	758	*	*	38%	38%	*	43%	61%
Male	46	739	737	749	*	*	35%	37%	*	39%	51%
Economically Disadvantaged Students	61	733	735	737	16%	*	*	26%	*	30%	36%
Non-Economically Disadvantaged Students	25	759	756	764	0%	*	*	64%	*	68%	69%
Students with Disabilities	17	698	701	725	*	*	*	*	*	*	25%
Students without Disabilities	69	751	749	759	*	*	*	*	*	*	62%
English Learners	13	707	718	711	*	*	*	*	*	*	10%
Non-English Learners	73	747	744	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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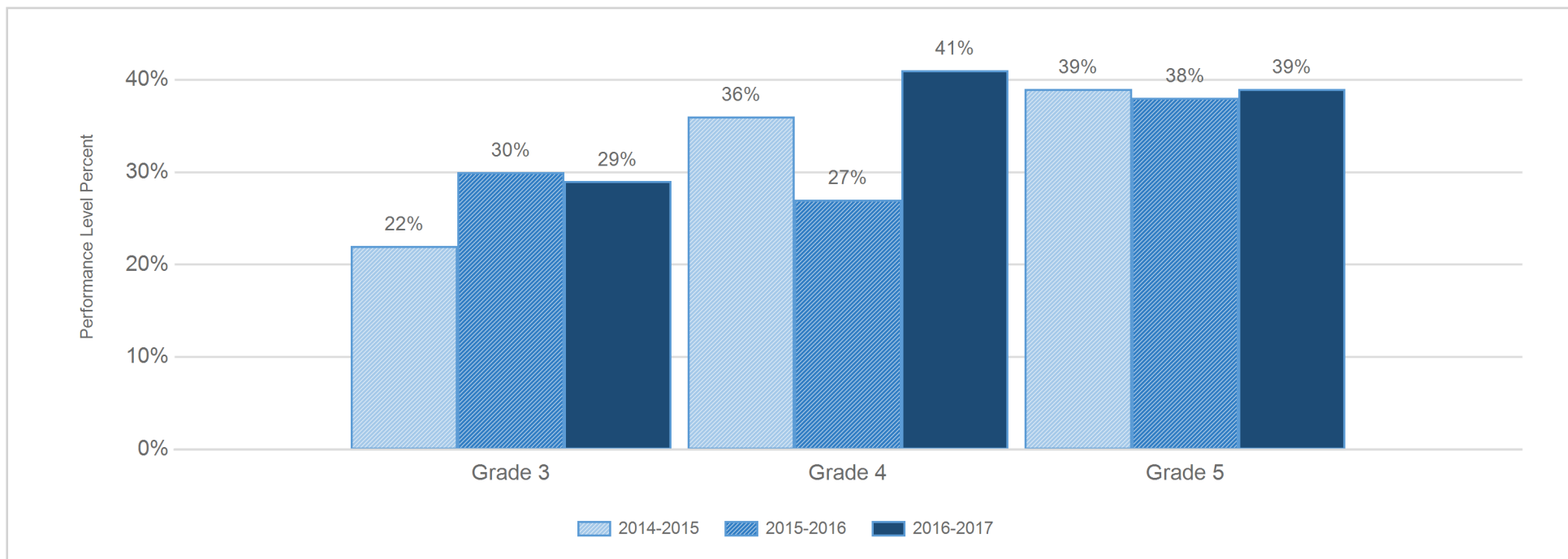
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	168	739	739	756	*	16%	30%	36%	*	39%	59%
White	28	745	745	763	*	*	*	43%	*	46%	69%
Hispanic	114	738	738	743	*	18%	29%	39%	*	40%	44%
Black or African American	21	736	736	740	*	*	*	*	*	29%	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	80	745	745	761	*	*	34%	43%	*	45%	66%
Male	88	733	733	750	*	*	27%	31%	*	33%	53%
Economically Disadvantaged Students	120	733	733	740	*	*	32%	31%	*	32%	40%
Non-Economically Disadvantaged Students	48	753	753	765	*	*	27%	50%	*	56%	71%
Students with Disabilities	32	706	706	725	*	*	*	*	*	*	22%
Students without Disabilities	136	746	746	762	*	*	*	*	*	*	66%
English Learners	11	697	697	710	*	*	*	*	*	*	12%
Non-English Learners	157	742	742	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	352	99.7	29.30	30.80	43.50	29.3	27.8	Met Target
White	59	98.4	64.40	55.90	52.40	64.4	49.3	Met Target
Hispanic	253	100.0	22.90	25.90	27.60	22.9	23.4	Met Target†
Black or African American	32	100.0	12.50	24.20	21.70	12.5	15.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	161	99.4	26.70	31.90	44.10	26.7		
Male	191	100.0	31.50	29.70	42.90	31.5		
Economically Disadvantaged Students	262	100.0	21.70	24.50	25.10	21.7	22.4	Met Target†
Non-Economically Disadvantaged Students	90	99.0	51.10	48.50	54.30	51.1		
Students with Disabilities	76	100.0	10.50	*	16.50	10.5	11	Met Target†
Students without Disabilities	276	99.7	34.40	*	48.80	34.4		
English Learners	99	100.0	13.10	*	23.30	13.1	19.9	Not Met
Non-English Learners	253	99.6	35.50	*	45.20	35.5		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	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
Schoolwide	104	732	737	751	*	32%	36%	20%	*	23%	53%
White	14	762	*	759	*	*	*	*	*	71%	63%
Hispanic	80	728	734	738	*	34%	41%	15%	*	15%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	46	727	735	751	*	39%	33%	*	*	17%	52%
Male	58	736	738	751	*	26%	38%	*	*	28%	53%
Economically Disadvantaged Students	82	726	733	736	12%	*	*	13%	*	13%	34%
Non-Economically Disadvantaged Students	22	756	749	761	0%	*	*	46%	*	59%	65%
Students with Disabilities	21	718	720	729	*	*	*	*	*	*	29%
Students without Disabilities	83	735	740	755	*	*	*	*	*	*	57%
English Learners	26	717	725	724	*	*	*	*	*	*	21%
Non-English Learners	78	737	741	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	86	740	737	747	*	19%	36%	31%	*	36%	47%
White	16	767	*	755	0%	*	*	*	*	75%	59%
Hispanic	62	734	734	734	*	19%	39%	27%	*	29%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	40	739	736	747	*	*	43%	30%	*	33%	47%
Male	46	740	737	747	*	*	30%	33%	*	39%	48%
Economically Disadvantaged Students	61	733	732	732	*	*	*	25%	*	28%	27%
Non-Economically Disadvantaged Students	25	755	752	757	*	*	*	48%	*	56%	61%
Students with Disabilities	17	712	708	724	*	*	*	*	*	12%	22%
Students without Disabilities	69	746	743	751	*	*	*	*	*	42%	52%
English Learners	13	713	722	716	*	*	*	*	*	*	12%
Non-English Learners	73	744	739	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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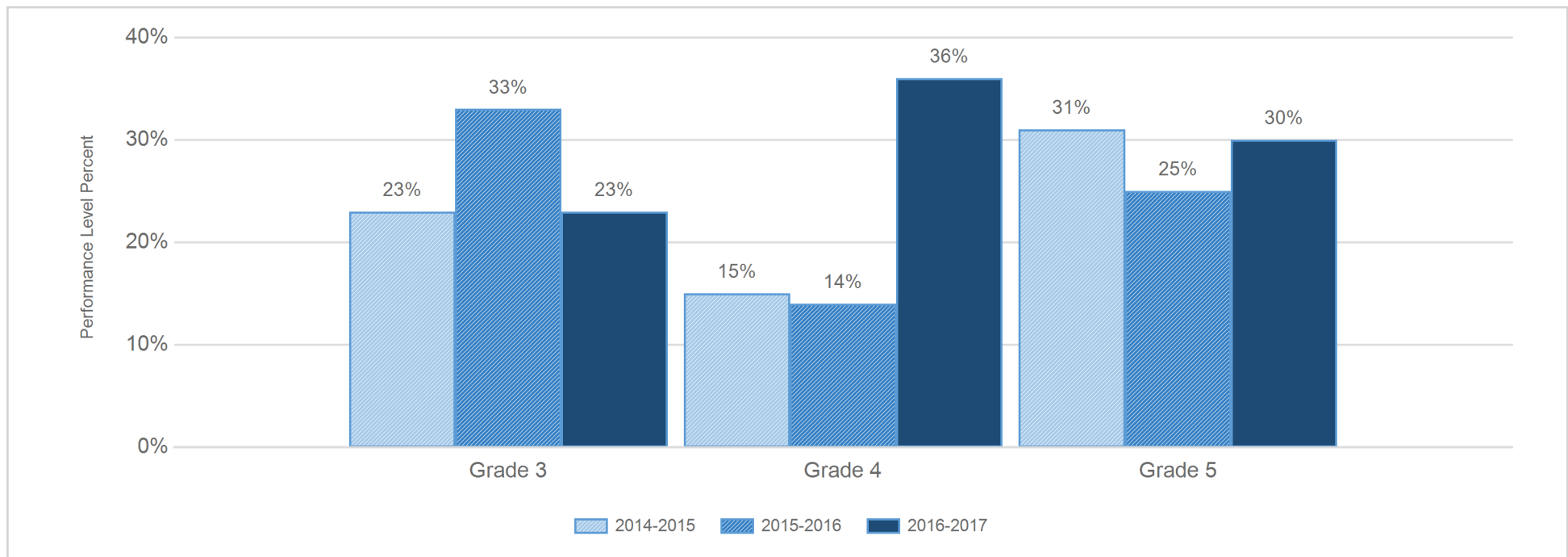
Mathematics Assessment - Performance by Grade: Grade 5

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	169	738	738	747	*	21%	41%	26%	*	30%	46%
White	28	746	746	754	*	*	*	46%	*	54%	57%
Hispanic	115	736	736	735	*	22%	48%	24%	*	25%	30%
Black or African American	21	732	732	729	*	*	*	*	*	24%	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	81	736	736	747	*	22%	42%	27%	*	28%	47%
Male	88	739	739	746	*	21%	41%	25%	*	31%	46%
Economically Disadvantaged Students	121	735	735	732	*	*	46%	23%	*	25%	27%
Non-Economically Disadvantaged Students	48	745	745	756	*	*	31%	33%	*	42%	59%
Students with Disabilities	32	720	720	725	*	*	*	*	*	*	19%
Students without Disabilities	137	742	742	751	*	*	*	*	*	*	52%
English Learners	12	719	719	717	*	*	*	*	*	*	12%
Non-English Learners	157	739	739	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	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	35	*	*
2	62	*	*
3	32	*	*
4	24	*	*
5+	18	83.3%	16.7%



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

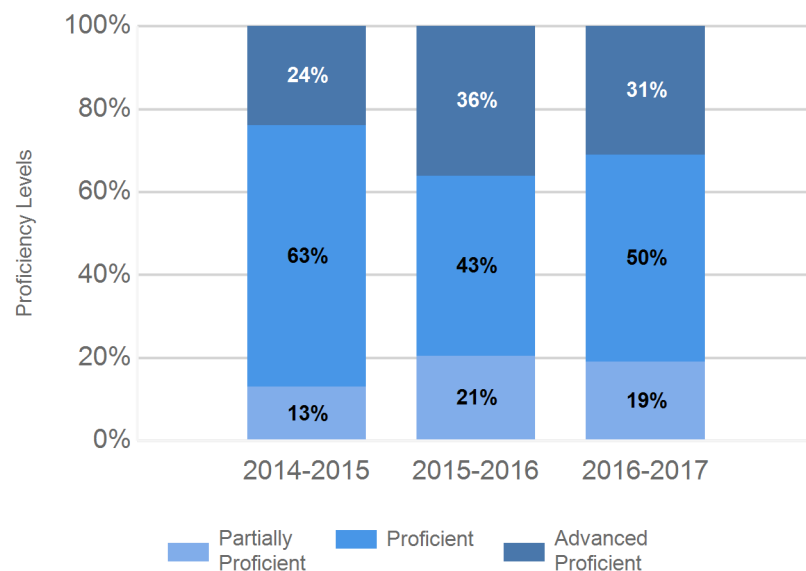
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	31%	50%	19%
White	69%	*	N
Hispanic	22%	53%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22%	53%	26%
Students with Disabilities	20%	60%	20%
English Learners	15%	39%	46%

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	43	50	50	Met Target	54	49	50	Met Target
White	35	*	50	Not Met	66	*	52	Exceeds Target
Hispanic	48	52	49	Met Target	52	48	47	Met Target
Black or African American	38.5	*	45	Not Met	38.5	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	45	50	47	Met Target	54	47	46	Met Target
Students with Disabilities	23.5	33.5	41	Not Met	41	40	43	Met Target
English Learners	44	47	53	Met Target	45.5	45	51	Met Target

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



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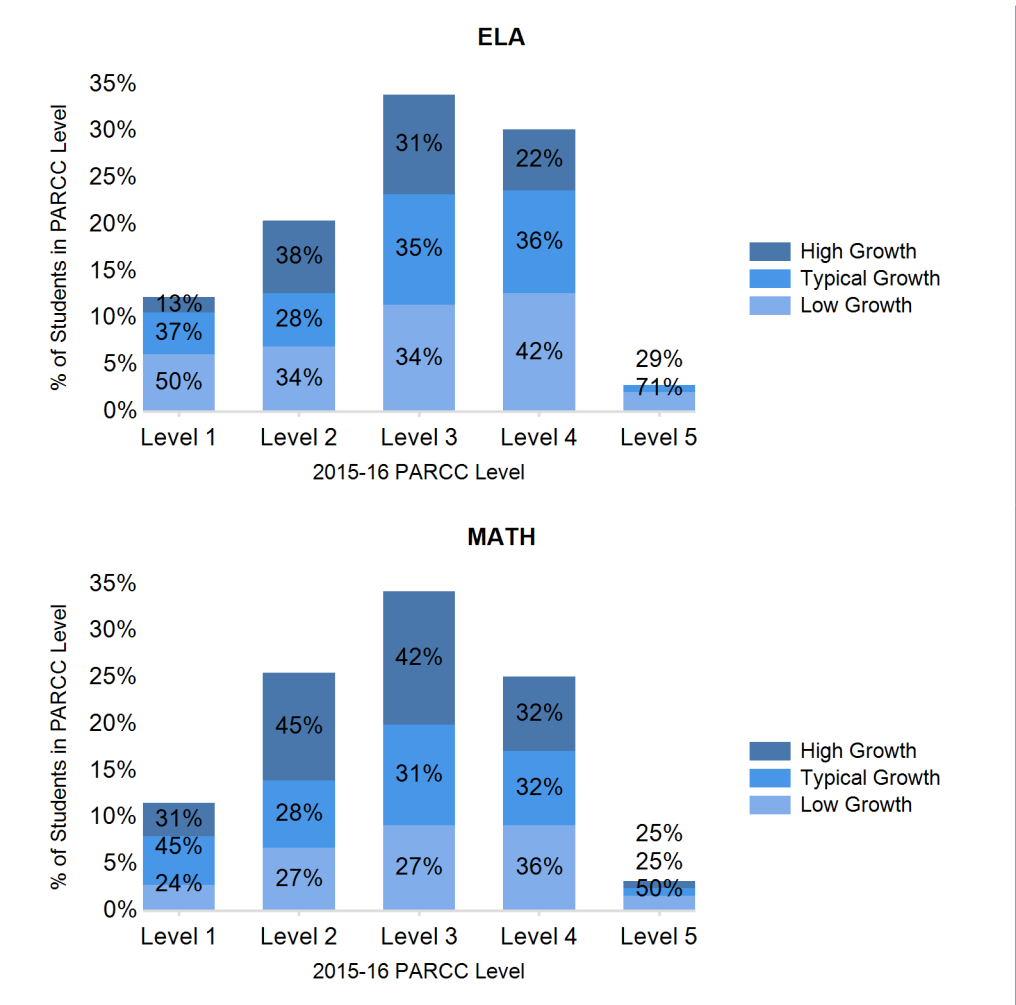
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

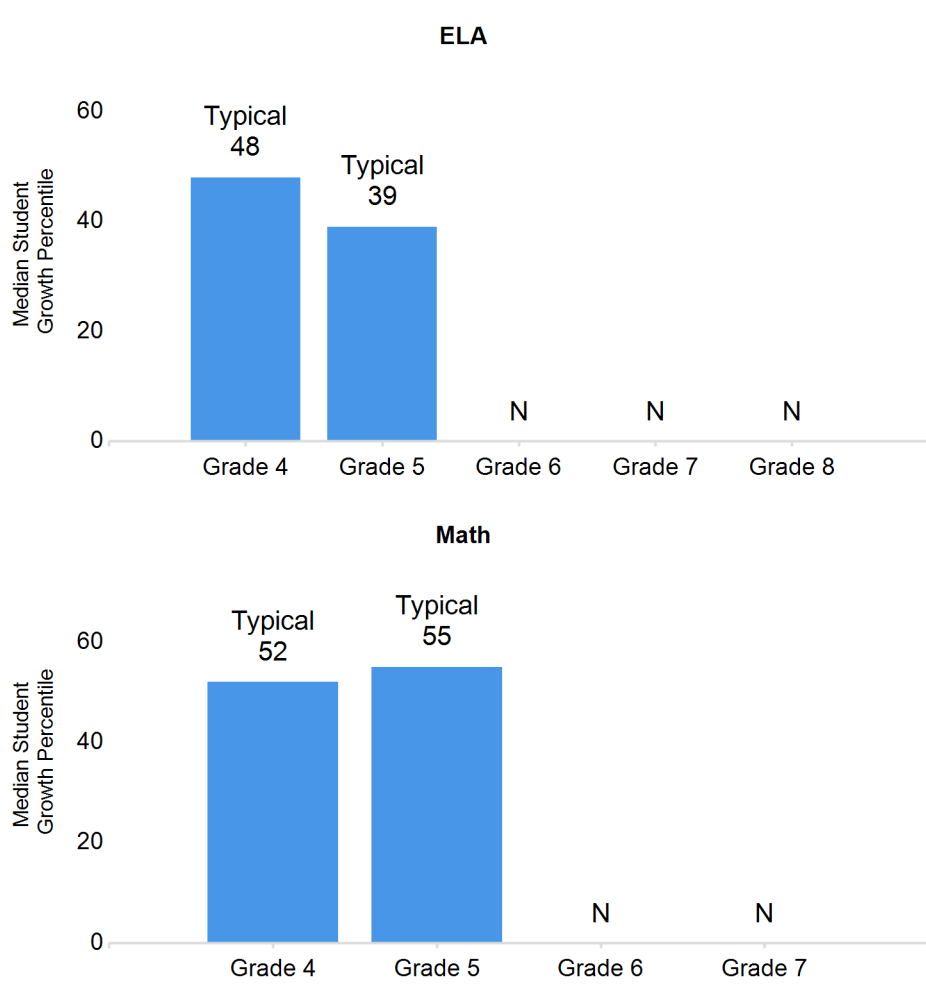
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

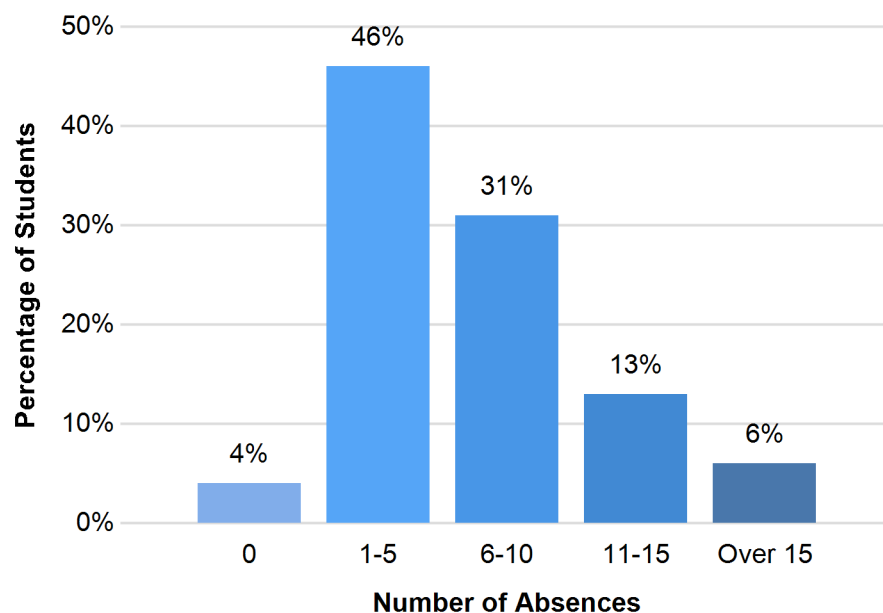
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	8.40	Met Target
White	13.10	8.40	Not Met
Hispanic	2.80	8.40	Met Target
Black or African American	10.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.90	8.40	Met Target
Students with Disabilities	7.80	8.40	Met Target
English Learners	2.30	8.40	Met Target

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

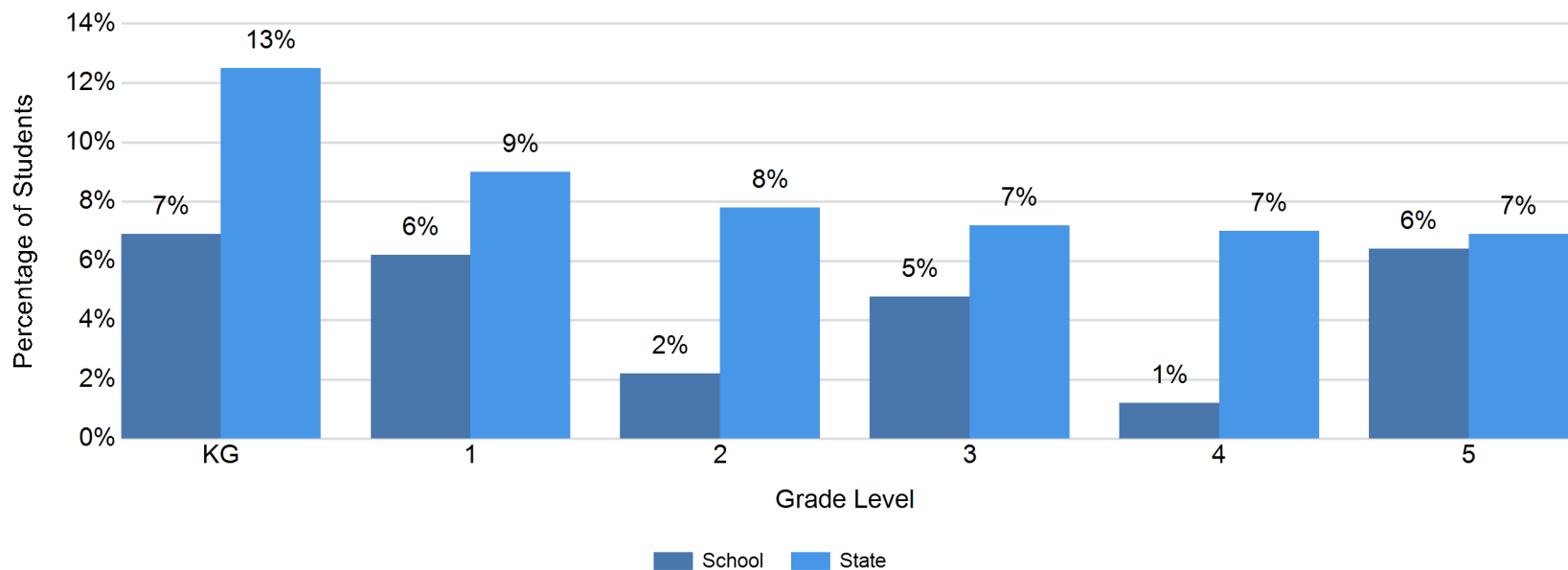
Days Absent

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



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	3:05PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 55 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	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	3.02

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	2.1%
Out-of-School Suspensions	1.3%
Any Suspension	3.0%

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	1.3:1	294.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,759	\$10,634	\$12,393



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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	57	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	58%	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	11	9,506
Average years experience in public schools	11.8	15.9
Average years experience in district	4.8	11.6
Administrators in district for 4 or more years	27%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	79:1	155:1
Librarian/Media Specialists		1700:1
Nurses		567:1
Counselors		567:1
Child Study Team		340:1



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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.

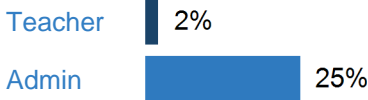
Bachelor's Degree



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	87%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	20.3	17.5%
Mathematics Proficiency	22.1	17.5%
English Language Arts Growth	18.9	25.0%
Mathematics Growth	59.8	25.0%
Chronic Absenteeism	68.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.3
Summative Rating: Percentile rank of Summative Score		29.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	37.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	45.8	11.9	No	Met Target	Met Target	Not Met	Not Met	Exceeds Target	No
Hispanic	51.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	33.6	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	51.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	32.4	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	38.5	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



Park Avenue Elementary School
2016-2017
Grade Span KG-05




25-1640-070
 MONMOUTH
 FREEHOLD BORO
 280 PARK AVE.
 FREEHOLD, NJ 07728-2006

School General Info

Principal:	Mr. Mulhern	Email Address:	pmulhern@freeholdboro.k12.nj.us
Address:	280 PARK AVE. FREEHOLD, NJ 07728-2006	Website:	https://www.freeholdboro.k12.nj.us/
Phone:	(732)761-2124	Twitter:	https://twitter.com/PAEagles




School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • The Park Avenue Elementary School uses the on-line platform I-Ready to gather formative data. • Park Avenue has worked with Rider University and Princeton University to implement Next Generation Science Standards. • The Park Avenue Elementary School utilizes Reading Workshop to improve reading comprehension.
 Mission, Vision, Theme:	<p>•All people have inherent worth. •Life-long learning is basic to the survival and advancement of society. •The primary influence on the individual's development is the family in all its forms. •Valuing diversity is essential to individual growth and the advancement of society. •All individuals have strengths and human potential has no known limits. •Democracy thrives when individuals accept responsibility for their choices. •Being trustworthy builds trust.</p>
 Awards, Recognition, Accomplishments:	<p>Park Avenue Elementary School students received various awards/recognition in the following areas: •Students Invention in Education (SITE) •Department of NJ American Legion Coloring Contest •Law Day Poster Contest •Future Problem Solvers Park Avenue Elementary School staff received the following awards/recognition: •Governor's Teacher of the Year •Donors Choose •Teachers as Learning Leaders (Rider University) •Freehold Borough Education Foundation</p>

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<div>  <div>Sports and Athletics:</div> </div>	<div>Sports Offered: Wrestling (Boys & Girls)</div> <div>The Park Avenue Elementary School 5th graders participate in the middle school Wrestling team.</div>
<div>  <div>Clubs and Activities:</div> </div>	<div>The Park Avenue students participate in Safety Patrol, Student Council, Instrumental Music, and Chorus.</div>
<div>  <div>Before and After School Programs:</div> </div>	<div>All Park Avenue students can participate in our Before Care program. The 21st Century After School Program is open to 4th and 5th grade students.</div>







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 Staff and Professional Learning:	<p>PAE supports a vision for professional learning that is collaborative, ongoing, embedded in daily practice, and focused on student achievement. Staff engages in various professional learning experiences such as Professional Learning Communities, Professional Development Sessions, In-class Coaching, Demonstration Lessons, Faculty Meetings, and/or Grade Level Meetings aligned to the specific needs of staff and overall goals of the district.</p>
 Student Supports and Services:	<p>Park Avenue offers a variety of student support services including: •I&RS •Guidance Counseling •YMCA Counseling •Homework Diner •Language Arts Literacy Program •Extended Day Program •Extended School Year Program</p>
 Student Health and Wellness:	<p>Park Avenue provides a breakfast that is in compliance with the Department of Agriculture regulations. Students have numerous opportunities for exercise through Physical Education classes and recess.</p>
 Parent and Community Involvement:	<p>The Park Avenue PTO plays an integral part in the lives our students through the following: •PTO Events •School-Wide Plan •Homework Dinners •Literacy and Math Nights •PAE Twitter Account •Website •Back to School Night •Parent/Teacher Conferences •Latino Literacy Program</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Subsequent to a ruling by the Commissioner of Education that additions & renovations were needed at the school in order to provide a thorough and efficient education, construction is underway to add a library, second gym with locker rooms, and an expansion of the cafeteria to accommodate un-housed students. Capital projects include HVAC system replacements, which will result in the entire school being air conditioned, a number of security features, and utility upgrades.</p>
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