




George C. Baker Elementary School  
2016-2017  
Grade Span PK-03

05-3360-060  
BURLINGTON  
MOORESTOWN TWP  
139 W MAPLE AVE  
MOORESTOWN, NJ 08057

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

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

### Navigating through the reports:

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

### Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	3	1	0
KG	79	73	78
1	90	98	91
2	97	96	100
3	96	99	96
Ungraded	18	18	11
Total	383	385	376

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	44%	49%
Male	54%	56%	51%
Economically Disadvantaged Students	9%	8%	9%
Students with Disabilities	14%	22%	21%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	71.3%
Asian	9.3%
Hispanic	7.2%
Black or African American	5.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	2	0	0
PK - Full Day	0	1	0
KG - Half Day	80	73	78
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	94.9%
Chinese	1.6%
Other	3.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	97	100.0	82.50	72.30	54.90	82.5	79	Met Goal
White	68	100.0	80.90	72.20	63.90	80.9	78.1	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
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	40	100.0	85.00	80.10	62.20	85		
Male	57	100.0	80.70	65.20	48.10	80.7		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	20	100.0	45.00	34.90	20.50	45	45.7	Met Target†
Students without Disabilities	77	100.0	92.20	81.70	61.90	92.2		
English Learners	N	N	N	37.00	25.20	N	**	**
Non-English Learners	97	100.0	82.50	72.80	57.40	82.5		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	50.00	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.



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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	98	781	783	749	*	*	*	62%	22%	85%	50%
White	68	782	784	759	*	*	*	65%	19%	84%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	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	42	790	788	754	*	*	*	57%	*	88%	55%
Male	56	773	778	745	*	*	*	66%	*	82%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	17	738	742	720	*	*	*	*	0%	47%	24%
Students without Disabilities	81	790	793	755	*	*	*	*	27%	93%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	98	781	*	752	*	*	*	62%	22%	85%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

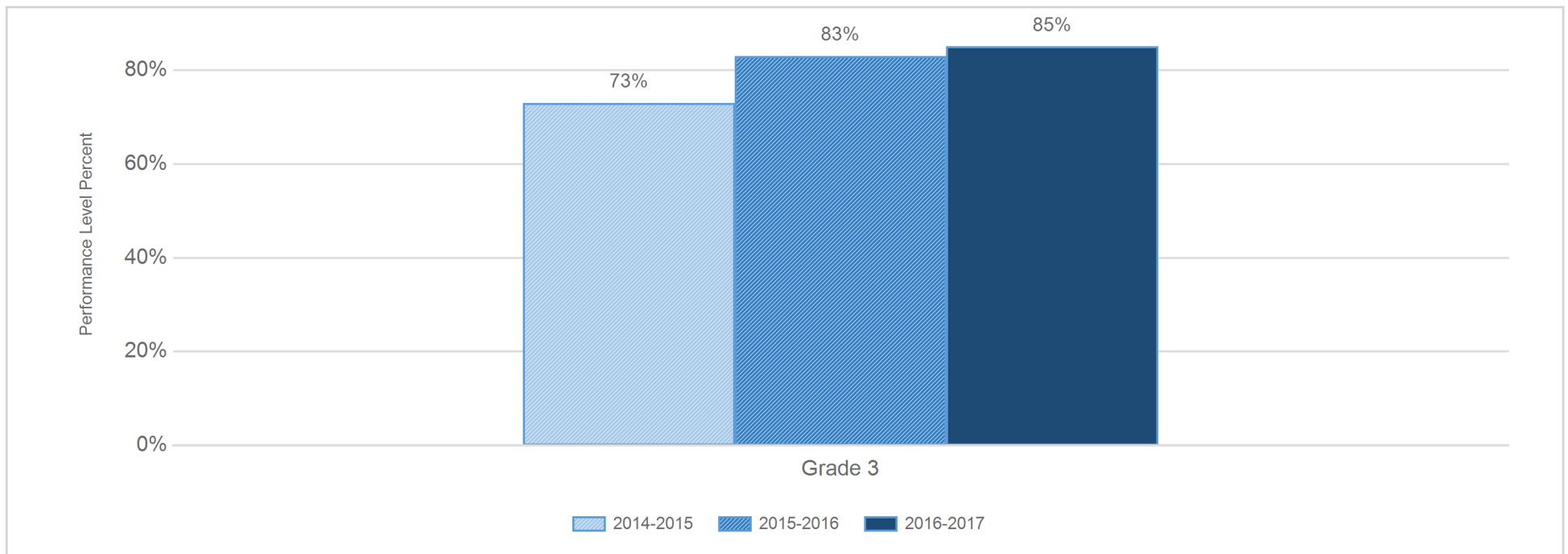


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### English Language Arts/Literacy Assessment - Performance Trends

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	97	100.0	83.50	66.00	43.50	83.5	77	Met Goal
White	68	100.0	80.80	66.30	52.40	80.8	76.9	Met Goal
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
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	40	100.0	85.00	67.20	44.10	85		
Male	57	100.0	82.50	64.90	42.90	82.5		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	20	100.0	45.00	*	16.50	45	45.7	Met Target†
Students without Disabilities	77	100.0	93.50	*	48.80	93.5		
English Learners	N	N	N	40.00	23.30	N	**	**
Non-English Learners	97	100.0	83.50	66.30	45.20	83.5		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	40.00	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.

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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	98	777	775	751	*	*	13%	52%	33%	85%	53%
White	68	777	775	759	*	*	16%	46%	37%	82%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	42	774	774	751	*	*	*	55%	31%	86%	52%
Male	56	779	775	751	*	*	*	50%	34%	84%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	17	751	747	729	*	*	*	*	*	41%	29%
Students without Disabilities	81	782	781	755	*	*	*	*	*	94%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	98	777	*	753	*	*	13%	52%	33%	85%	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%



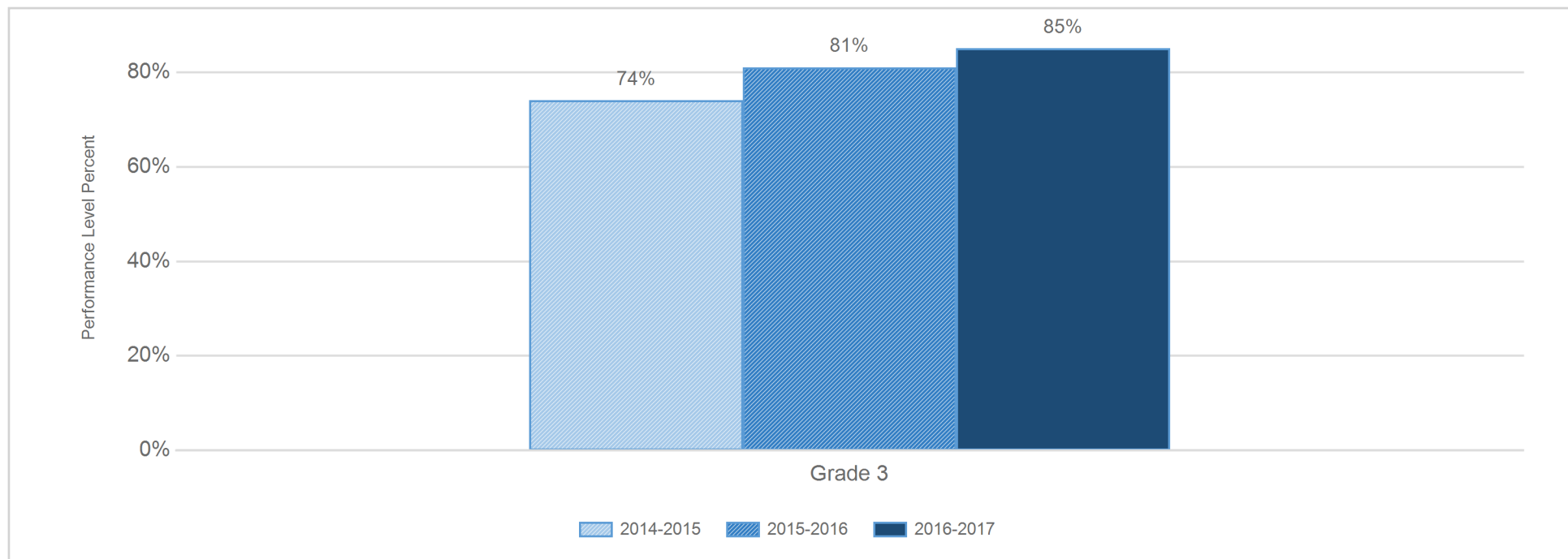


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**Mathematics Assessment – Performance Trends**

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	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

### Chronic Absenteeism

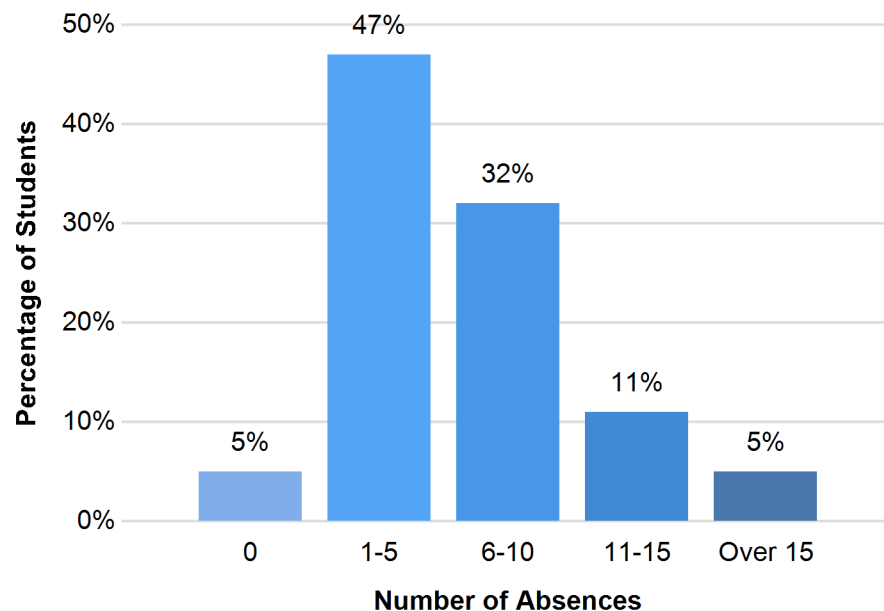
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.40	9.10	Met Target
White	0.70	9.10	Met Target
Hispanic	3.70	9.10	Met Target
Black or African American	9.10	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.60	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.20	9.10	Met Target
Economically Disadvantaged Students	18.80	9.10	Not Met
Students with Disabilities	6.00	9.10	Met Target
English Learners	N	**	**

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

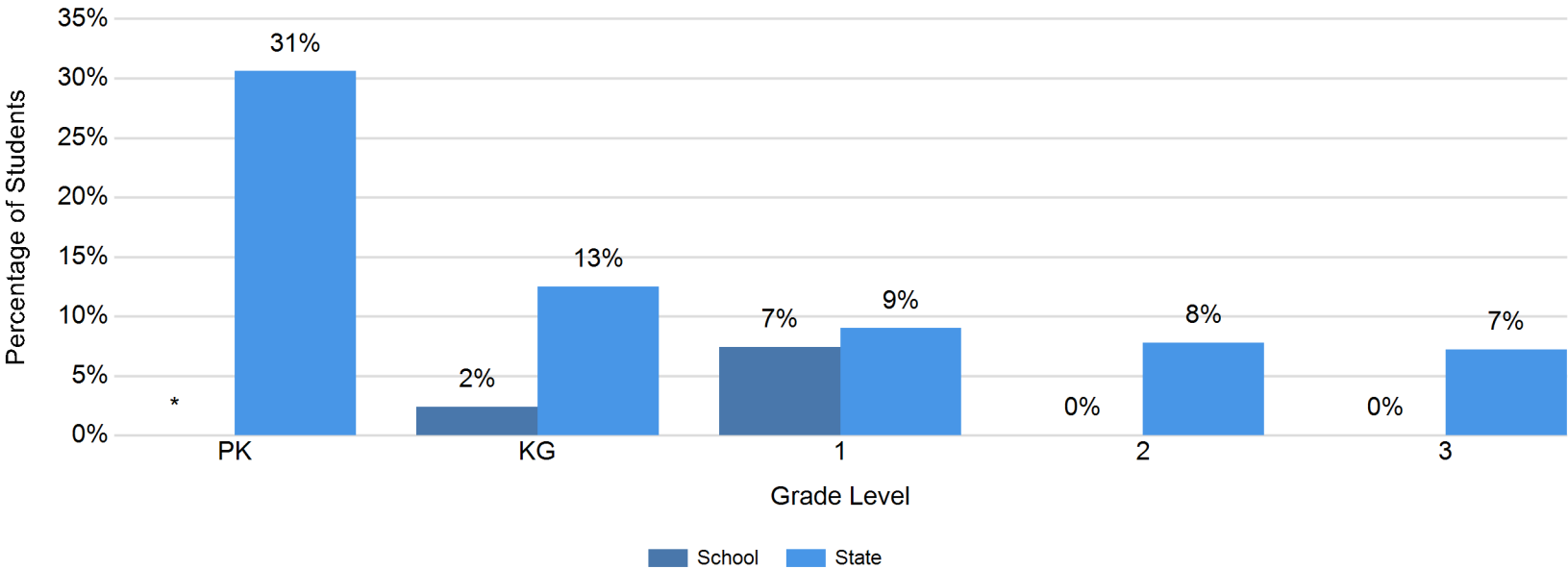
### Days Absent

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



### Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	259.1 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$322	\$15,268	\$15,590



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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	29	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	90%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	85%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	376:1	148:1
Librarian/Media Specialists		551:1
Nurses		643:1
Counselors		257:1
Child Study Team		322:1





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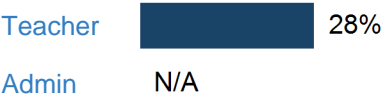
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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

\*\* 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Rowe	Email Address:	<a href="mailto:mrowe@mtps.com">mrowe@mtps.com</a>
Address:	139 W MAPLE AVE MOORESTOWN, NJ 08057	Website:	<a href="http://baker.mtps.com/">http://baker.mtps.com/</a>
Phone:	(856)778-6630	Facebook:	<a href="http://www.facebook.com/Moorestown-Township-Public-Schools">www.facebook.com/Moorestown-Township-Public-Schools</a>




School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Curriculum includes Reading &amp; Writing Workshop, NJSLS-based Math &amp; Soc Studies, and NGSS.</li> <li>Students create digital portfolios, learn coding, robotics and cloud-based computing basics via multiple technologies.</li> <li>Social/Emotional Learning focused on mindfulness, grit and growth mindset.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The goal of our Elementary Schools is to foster a caring learning community, which promotes a love of learning by focusing on the emotional, moral, social, physical and intellectual growth of each student. Research studies show that a comprehensive approach to education is most effective when preparing students to be productive members of a global society. We value the development of the whole child.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>National Blue Ribbon School of Excellence</p>

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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> <b>Courses, Curriculum, Instruction:</b> </div>	NJ Student Learning Standards Aligned curriculum for Language Arts, Math & Social Studies. NGSS aligned Science curriculum. Challenge curriculum for G&T students.
 <div> <b>Clubs and Activities:</b> </div>	Each grade level performs one concert per year. 3rd grade students can participate in the school chorus.
 <div> <b>Before and After School Programs:</b> </div>	Creative Minds Enrichment Program, Title 1 Tutoring for students grades K-3.







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</p>
 <b>Student Supports and Services:</b>	<p>Students at Baker utilize many of the support services provided, such as guidance, resource room support, reading &amp; math support instruction, speech, occupational therapy, physical therapy, ESL and gifted education. In addition, all of our students receive instruction in art, music, media/technology, physical education, health and computer instruction on a weekly basis.</p>
 <b>Student Health and Wellness:</b>	<p>School nurse provides Health and wellness instruction weekly. Students enjoy daily recess and physical development as well as physical education weekly.</p>
 <b>Parent and Community Involvement:</b>	<p>We at Baker enjoy a very active Home &amp; School Association which helps and supports us in many ways, including purchasing resources and playground equipment. Additionally, the Home &amp; School Association provides educational cultural arts assembly programs throughout the school year for our students. Students, staff and parents are invited to participate in a variety of activities throughout the school year as we educate our community on strategies that we can implement to maximize resources.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Baker is a neighborhood school tucked away among the tree-lined streets of Moorestown. Built in 1957, renovated in 1992, and again in 2015 it currently houses 33 air-conditioned classrooms which include a media center, technology center, cafeteria, multipurpose room, art room, music room and small group instructional classroom. Major upgrades to the roof and HVAC occurred in 2016.</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>Other Information:</div>	<p>Daily schedule involves Reading, Writing, Math, Science or Social Studies, Handwriting and Special Area instruction along with lunch and recess. 2 computer labs, 2 iPad carts, 2 Chromebook carts. 2 half-day integrated preschool programs for typically developing and special needs students 3-5 years of age. Upgraded building security system in 2015. Communication with the community through Schoolmessenger email and text messaging as well as Instagram, Twitter and school website. Tuition students are accepted.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	15
KG	55	78	54
1	64	60	81
2	72	64	69
3	70	77	67
Ungraded	14	12	27
Total	275	291	313

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	49%
Male	54%	52%	51%
Economically Disadvantaged Students	27%	22%	23%
Students with Disabilities	18%	22%	22%
English Learners	6%	6%	6%
Homeless Students			1%
Students in Foster Care			1%
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
White	67.7%
Hispanic	11.5%
Black or African American	8.3%
Asian	6.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.4%

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	15
PK - Full Day	0	0	0
KG - Half Day	55	78	54
KG - Full Day	0	0	0

### Enrollment by Home Language

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

Home Language	% of Students
English	88.2%
Spanish	2.9%
Arabic	2.9%
Chinese	1.3%
Tamil	1.3%
Other	3.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	65	97.3	70.80	72.30	54.90	70.8	65.5	Met Target
White	41	95.6	70.70	72.20	63.90	70.7	71.4	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
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	31	100.0	83.90	80.10	62.20	83.9		
Male	34	94.7	58.80	65.20	48.10	58.5		
Economically Disadvantaged Students	19	95.2	57.90	37.90	36.20	57.9	N	N
Non-Economically Disadvantaged Students	46	98.1	76.10	76.10	65.80	76.1		
Students with Disabilities	17	94.4	29.40	34.90	20.50	29.2	**	**
Students without Disabilities	48	98.2	85.50	81.70	61.90	85.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	66.70	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 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	67	773	783	749	*	*	*	48%	25%	73%	50%
White	40	777	784	759	*	*	*	48%	28%	75%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	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	35	780	788	754	*	*	*	51%	*	83%	55%
Male	32	764	778	745	*	*	*	44%	*	63%	46%
Economically Disadvantaged Students	16	752	751	731	*	*	*	*	*	63%	31%
Non-Economically Disadvantaged Students	51	779	787	762	*	*	*	*	*	77%	63%
Students with Disabilities	13	720	742	720	*	*	*	*	*	23%	24%
Students without Disabilities	54	785	793	755	*	*	*	*	*	85%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

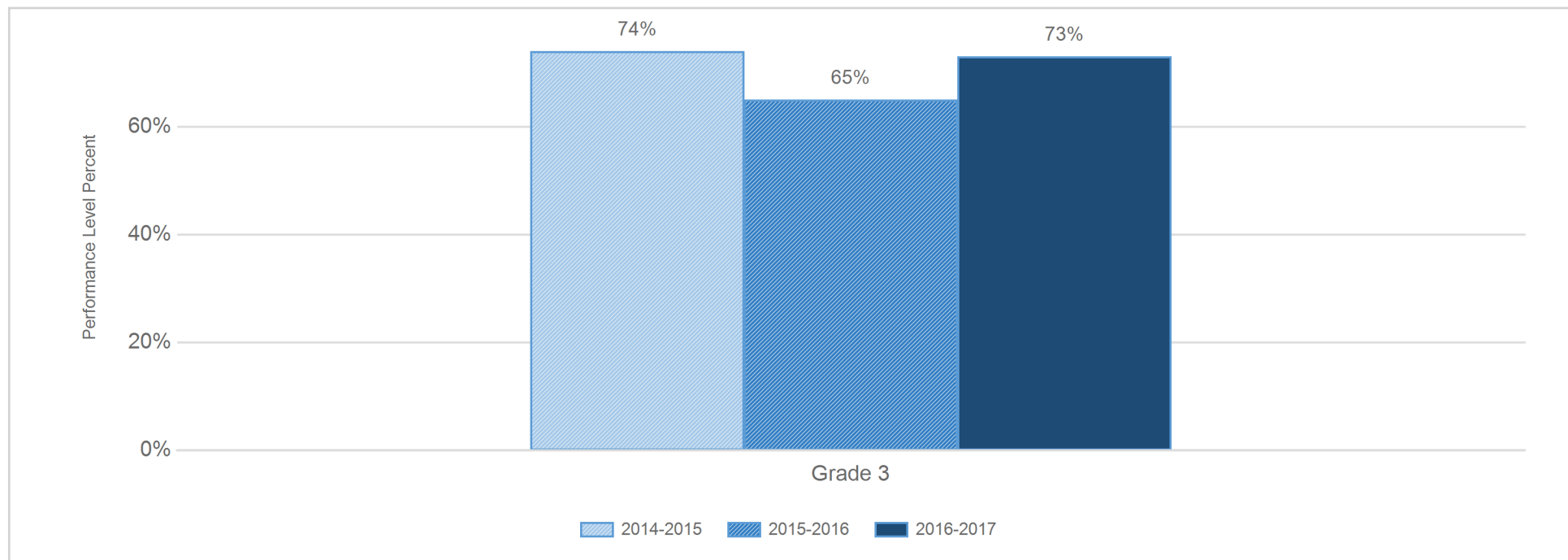


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### English Language Arts/Literacy Assessment - Performance Trends

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	65	97.3	69.20	66.00	43.50	69.2	65.5	Met Target
White	41	95.7	75.60	66.30	52.40	75.6	73.4	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
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	31	100.0	83.90	67.20	44.10	83.9		
Male	34	94.9	55.90	64.90	42.90	55.6		
Economically Disadvantaged Students	19	95.5	42.10	27.90	25.10	42.1	N	N
Non-Economically Disadvantaged Students	46	98.1	80.50	70.20	54.30	80.5		
Students with Disabilities	17	94.4	17.70	*	16.50	17.5	**	**
Students without Disabilities	48	98.2	87.50	*	48.80	87.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	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		

\*\* 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	68	767	775	751	*	*	*	43%	29%	72%	53%
White	41	773	775	759	*	*	*	51%	29%	81%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	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	35	771	774	751	*	*	*	43%	*	80%	52%
Male	33	762	775	751	*	*	*	42%	*	64%	53%
Economically Disadvantaged Students	17	748	753	736	*	*	*	*	*	53%	34%
Non-Economically Disadvantaged Students	51	773	778	761	*	*	*	*	*	78%	65%
Students with Disabilities	13	723	747	729	*	*	*	*	*	23%	29%
Students without Disabilities	55	777	781	755	*	*	*	*	*	84%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

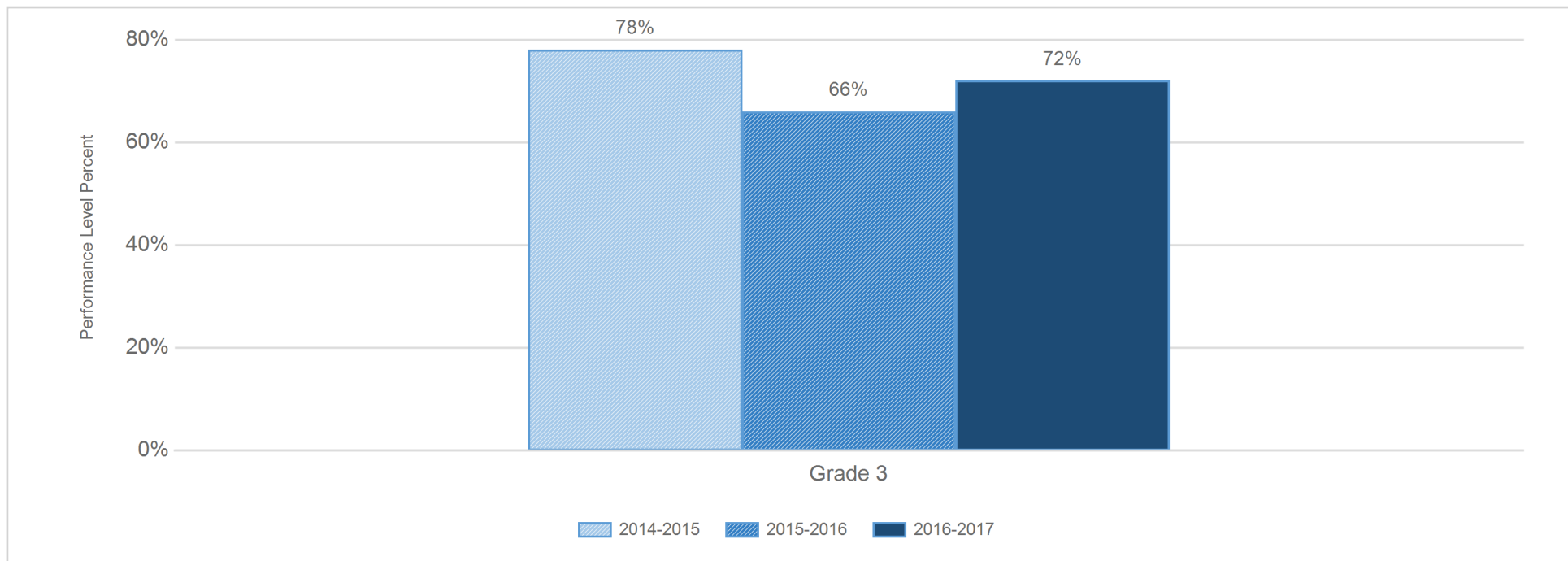


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

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+	N	N	N



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

### Chronic Absenteeism

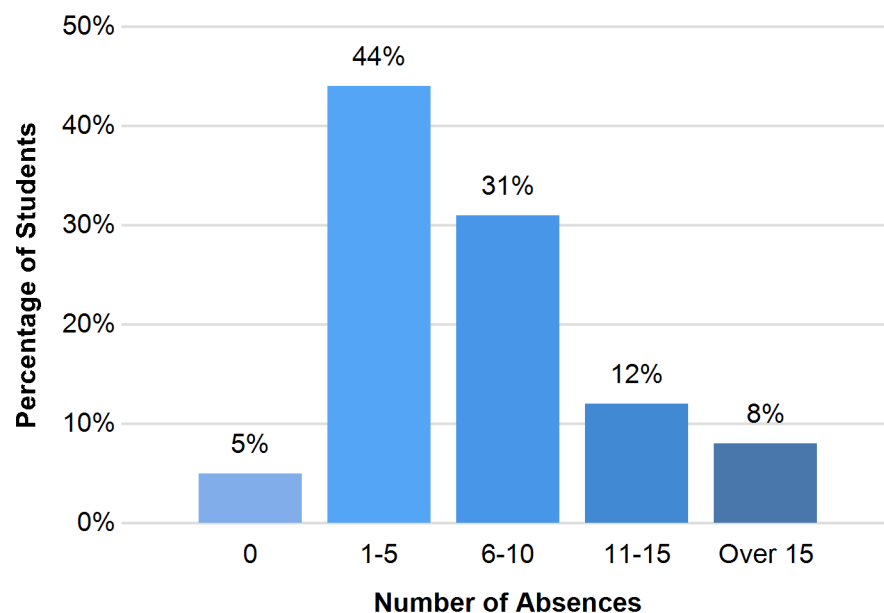
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.50	9.10	Met Target
White	4.30	9.10	Met Target
Hispanic	0	9.10	Met Target
Black or African American	4.30	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.10	9.10	Not Met
Students with Disabilities	6.30	9.10	Met Target
English Learners	N	**	**

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

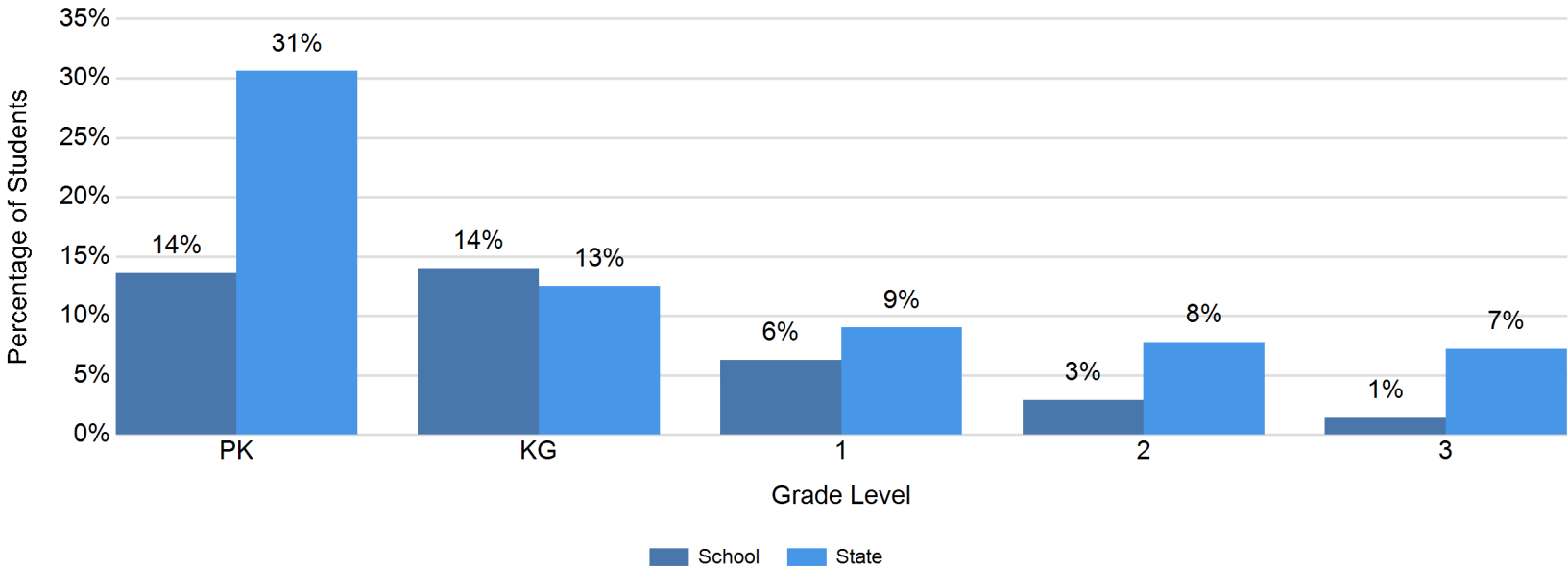
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

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

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

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

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.3%
Out-of-School Suspensions	0.6%
Any Suspension	1.6%

### Student Expulsions

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

Category	Number of Students
Expulsions	0





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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	259.1 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$322	\$15,268	\$15,590



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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	26	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	77%	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	26	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	85%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	313:1	148:1
Librarian/Media Specialists		551:1
Nurses		643:1
Counselors		257:1
Child Study Team		322:1



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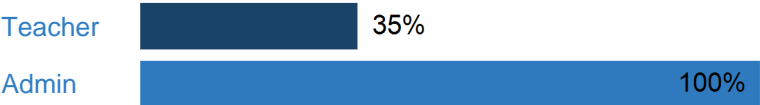
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

\*\* 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Carter	Email Address:	<a href="mailto:bcarter@mtps.com">bcarter@mtps.com</a>
Address:	290 CRESCENT AVENUE MOORESTOWN, NJ 08057	Website:	<a href="http://roberts.mtps.com/">http://roberts.mtps.com/</a>
Phone:	(856)778-6635	Facebook:	<a href="http://www.facebook.com/Moorestown-Township-Public-Schools">http://www.facebook.com/Moorestown-Township-Public-Schools</a>
		Twitter:	<a href="https://twitter.com/MaryRobertsElem">https://twitter.com/MaryRobertsElem</a>

School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>• Curriculum includes Reading &amp; Writing Workshop, NJSLS-based Math &amp; Soc Studies, and NGSS.</li> <li>• Students create digital portfolios, learn coding, robotics and cloud-based computing basics via multiple technologies.</li> <li>• Social/Emotional Learning Program promotes mindfulness, grit and respect.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The goal of our Elementary Schools is to foster a caring learning community, which promotes a love of learning by focusing on the emotional, moral, social, physical and intellectual growth of each student. Research studies show that a comprehensive approach to education is most effective when preparing students to be productive members of a global society. We value the development of the whole child.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>National Blue Ribbon School of Excellence    National Blue Ribbon School of Excellence</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	NJ Student Learning Standards Aligned curriculum for Language Arts, Math & Social Studies. NGSS aligned Science curriculum. Challenge curriculum for G&T students.
 <p>Clubs and Activities:</p>	Each grade level performs one concert per year. 3rd grade students can participate in the school chorus.
 <p>Before and After School Programs:</p>	Creative Minds Enrichment Program, Title 1 Tutoring for students grades K-3.







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</p>
 <b>Student Supports and Services:</b>	<p>Students at Roberts utilize many of the support services provided, such as guidance, resource room support, reading &amp; math support instruction, speech, occupational therapy, physical therapy, ESL and gifted education. In addition, all of our students receive instruction in art, music, media/technology, physical education, health and computer instruction on a weekly basis.</p>
 <b>Student Health and Wellness:</b>	<p>School nurse provides Health and wellness instruction weekly. Students enjoy daily recess and physical development as well as physical education weekly.</p>
 <b>Parent and Community Involvement:</b>	<p>We at Roberts enjoy a very active Home &amp; School Association which helps and supports us in many ways, including purchasing resources and playground equipment. Additionally the Home &amp; School Association provides educational cultural arts assembly programs throughout the school year for our students. Students, staff and parents are invited to participate in a variety of activities throughout the school year as we educate our community on strategies that we can implement to maximize resources.</p>





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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Mary E. Roberts is a neighborhood school tucked away among the tree-lined streets of Moorestown. Built in 1957, renovated in 1992, and again in 2015 it currently houses 31 air-conditioned classrooms which include a media center, technology center, cafeteria, multipurpose room, art room, music room and small group instructional classroom. Major upgrades to the roof and HVAC occured in 2016.</p>
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School Narrative

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<div>Other Information:</div>	Daily schedule involves Reading, Writing, Math, Science or Social Studies, Handwriting and Special Area instruction along with lunch and recess. 2 computer labs, 2 iPad carts, 2 Chromebook carts. 2 half-day integrated preschool programs for typically developing and special needs students 3-5 years of age. Upgraded building security system in 2015. Communication with the community through Schoolmessenger email and text messaging as well as Instagram, Twitter and school website. Tuition students are accepted.
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Moorestown High School  
2016-2017  
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05-3360-040  
BURLINGTON  
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350 BRIDGEBORO ROAD  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

#### Navigating through the reports:

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

#### Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	320	340	297
10	358	325	338
11	321	345	314
12	325	308	337
Ungraded	13	15	21
Total	1337	1333	1307

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	52%	51%
Male	48%	48%	49%
Economically Disadvantaged Students	9%	8%	9%
Students with Disabilities	13%	12%	11%
English Learners	0%	0%	1%
Homeless Students			1%
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
White	74.6%
Asian	10.3%
Black or African American	7.8%
Hispanic	5.1%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1307
Shared Time Students	0
Full Time Equivalent	1307

Enrollment by Home Language

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

Home Language	% of Students
English	90.5%
Chinese	1.5%
Spanish	1.3%
Other	7.1%



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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	503	80.5	58.70	72.30	54.90	49.5	37.1	Met Target
White	378	80.3	57.90	72.20	63.90	48.8	35.9	Met Target
Hispanic	22	66.7	40.90	61.70	39.80	27.9	32.1	Met Target†
Black or African American	37	84.0	48.60	48.60	35.20	42	29.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	56	87.0	76.70	87.70	80.70	70.7	55.5	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	252	81.5	70.60	80.10	62.20	60.2		
Male	251	79.5	46.60	65.20	48.10	38.8		
Economically Disadvantaged Students	43	89.1	34.90	37.90	36.20	*	23.7	Met Target
Non-Economically Disadvantaged Students	460	79.7	60.80	76.10	65.80	*		
Students with Disabilities	81	84.8	18.50	34.90	20.50	16.5	12.6	Met Target
Students without Disabilities	422	79.7	66.30	81.70	61.90	55.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	297	763	763	749	3%	8%	24%	43%	21%	65%	52%
White	215	762	762	757	*	*	26%	45%	19%	63%	62%
Hispanic	16	755	755	733	0%	*	*	*	*	63%	35%
Black or African American	28	752	752	730	*	*	*	43%	*	54%	30%
Asian, Native Hawaiian, or Pacific Islander	32	783	783	777	*	0%	*	34%	50%	84%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	147	770	770	756	*	*	17%	49%	27%	76%	60%
Male	150	756	756	741	*	*	30%	38%	15%	53%	43%
Economically Disadvantaged Students	25	744	744	731	*	*	*	*	*	48%	32%
Non-Economically Disadvantaged Students	272	765	765	758	*	*	*	*	*	66%	62%
Students with Disabilities	45	733	733	714	*	*	38%	22%	*	22%	13%
Students without Disabilities	252	769	769	754	*	*	21%	47%	*	72%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	221	745	745	743	20%	13%	19%	35%	14%	49%	46%
White	168	746	746	749	18%	12%	20%	38%	13%	51%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	12	721	721	725	*	*	*	*	0%	25%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	111	758	758	752	9%	14%	13%	47%	17%	64%	54%
Male	110	731	731	734	30%	12%	25%	23%	11%	34%	39%
Economically Disadvantaged Students	19	702	702	726	*	*	*	*	0%	16%	32%
Non-Economically Disadvantaged Students	202	749	749	751	*	*	*	*	15%	52%	54%
Students with Disabilities	33	710	710	704	39%	*	*	*	*	15%	12%
Students without Disabilities	188	751	751	749	16%	*	*	*	*	55%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	728	728	736	*	24%	24%	27%	*	29%	38%
White	47	731	731	738	*	21%	28%	30%	*	32%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	11	719	719	728	*	*	*	*	*	27%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	21	730	730	744	*	*	*	*	*	33%	46%
Male	54	727	727	729	*	*	*	*	*	28%	31%
Economically Disadvantaged Students	19	711	711	729	*	*	0%	*	*	21%	32%
Non-Economically Disadvantaged Students	56	733	733	740	*	*	32%	*	*	32%	42%
Students with Disabilities	25	712	712	709	*	*	*	*	*	16%	12%
Students without Disabilities	50	735	735	741	*	*	*	*	*	36%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



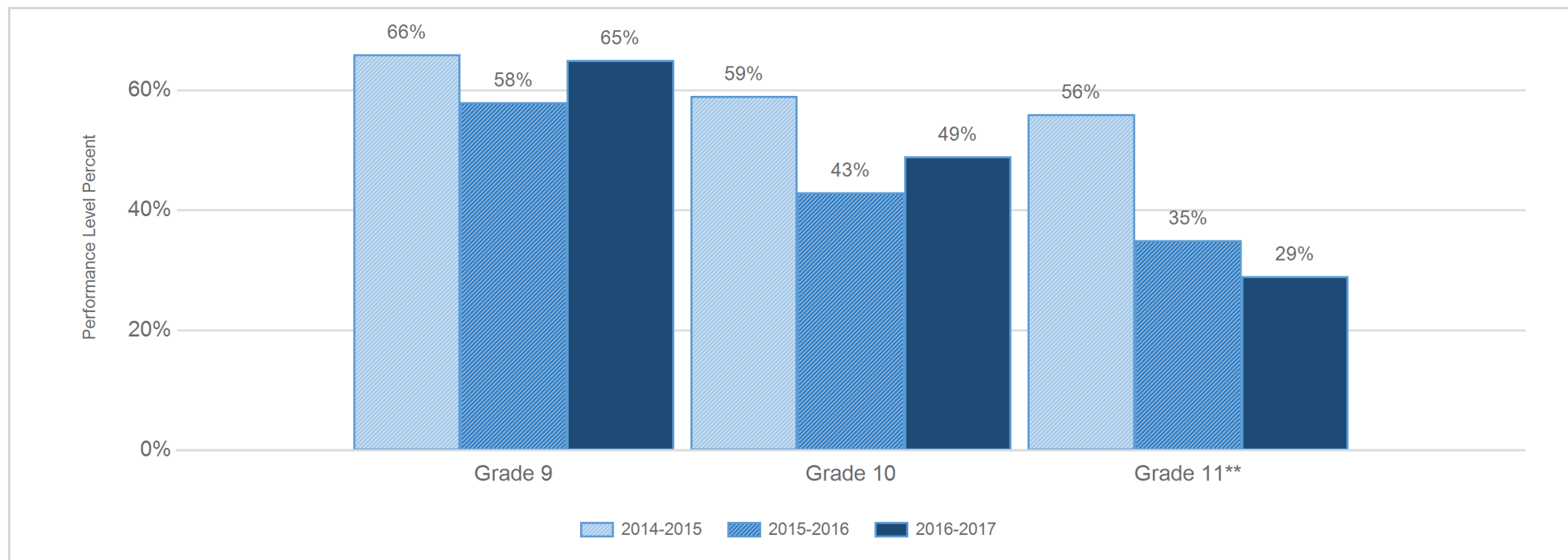


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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



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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	499	82.0	49.90	66.00	43.50	42.9	34.6	Met Target
White	377	81.1	50.90	66.30	52.40	43.4	33.5	Met Target
Hispanic	25	75.0	20.00	46.80	27.60	15.5	29	Not Met
Black or African American	38	87.8	34.20	37.40	21.70	31.1	24.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	49	89.8	71.40	87.80	75.60	66.9	56.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	251	82.2	53.80	67.20	44.10	46.3		
Male	248	81.8	46.00	64.90	42.90	39.3		
Economically Disadvantaged Students	45	96.2	22.20	27.90	25.10	*	18.3	Met Target
Non-Economically Disadvantaged Students	454	80.7	52.60	70.20	54.30	*		
Students with Disabilities	82	88.5	*	*	16.50	*	11.3	Met Target†
Students without Disabilities	417	80.9	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
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 Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	169	739	762	743	*	19%	44%	31%	*	31%	42%
White	119	742	761	751	*	15%	46%	35%	*	35%	52%
Hispanic	15	730	*	728	*	*	*	*	0%	13%	24%
Black or African American	22	730	*	724	*	*	*	*	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	78	740	761	744	*	22%	44%	32%	*	32%	43%
Male	91	738	762	741	*	17%	45%	31%	*	31%	40%
Economically Disadvantaged Students	23	731	*	727	*	*	48%	*	*	17%	23%
Non-Economically Disadvantaged Students	146	740	*	751	*	*	44%	*	*	34%	52%
Students with Disabilities	44	726	*	714	*	46%	34%	*	*	11%	10%
Students without Disabilities	125	744	*	747	*	10%	48%	*	*	38%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	249	746	748	734	7%	15%	29%	43%	6%	49%	30%
White	188	746	746	740	*	15%	31%	44%	*	48%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	17	735	735	719	*	*	*	*	*	41%	*
Asian, Native Hawaiian, or Pacific Islander	24	765	*	758	0%	0%	*	58%	*	79%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	128	748	*	735	*	12%	27%	46%	*	54%	31%
Male	121	744	*	733	*	18%	31%	39%	*	44%	30%
Economically Disadvantaged Students	25	729	729	721	*	*	*	*	*	24%	13%
Non-Economically Disadvantaged Students	224	748	750	740	*	*	*	*	*	52%	39%
Students with Disabilities	36	713	713	711	*	*	*	*	*	*	*
Students without Disabilities	213	752	754	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	249	746	748	735	7%	15%	29%	43%	6%	49%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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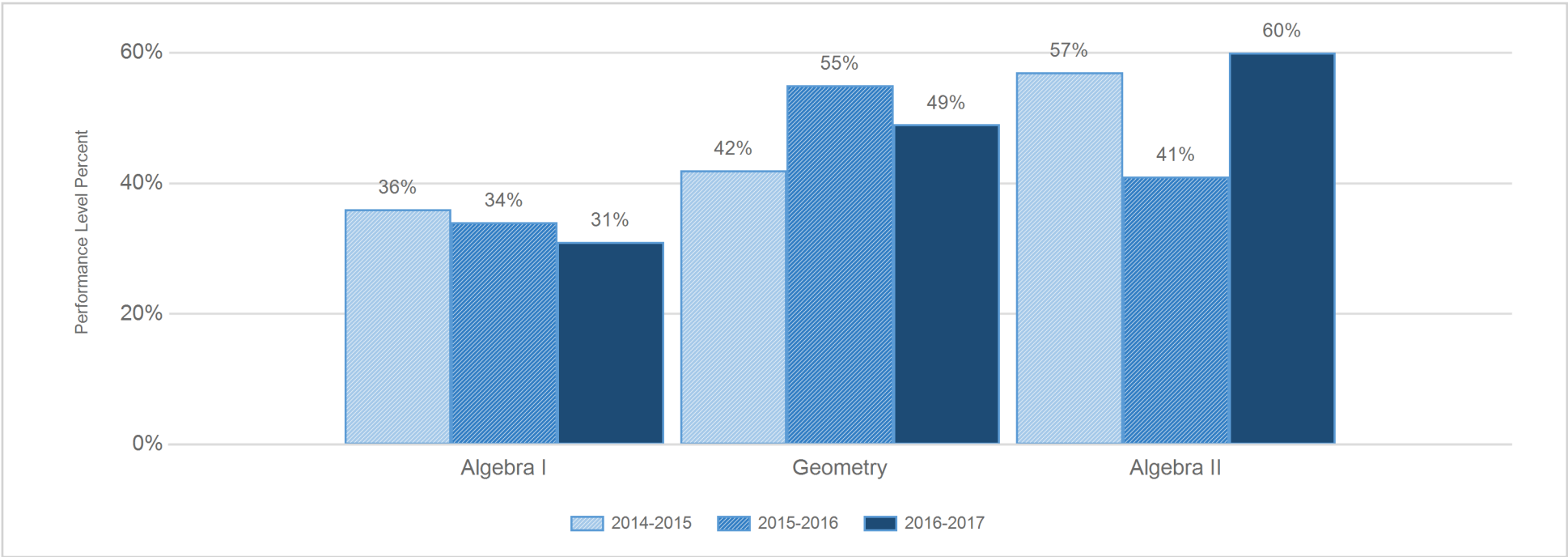
**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	145	755	755	725	17%	11%	12%	44%	16%	60%	28%
White	102	755	755	731	17%	*	*	50%	14%	64%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	10	724	724	703	*	*	0%	*	0%	40%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	67	760	760	725	*	*	*	51%	15%	66%	27%
Male	78	751	751	725	*	*	*	39%	17%	55%	29%
Economically Disadvantaged Students	14	706	706	708	*	*	*	*	0%	14%	13%
Non-Economically Disadvantaged Students	131	760	760	733	*	*	*	*	18%	65%	35%
Students with Disabilities	19	711	711	692	*	*	*	*	*	*	*
Students without Disabilities	126	761	761	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

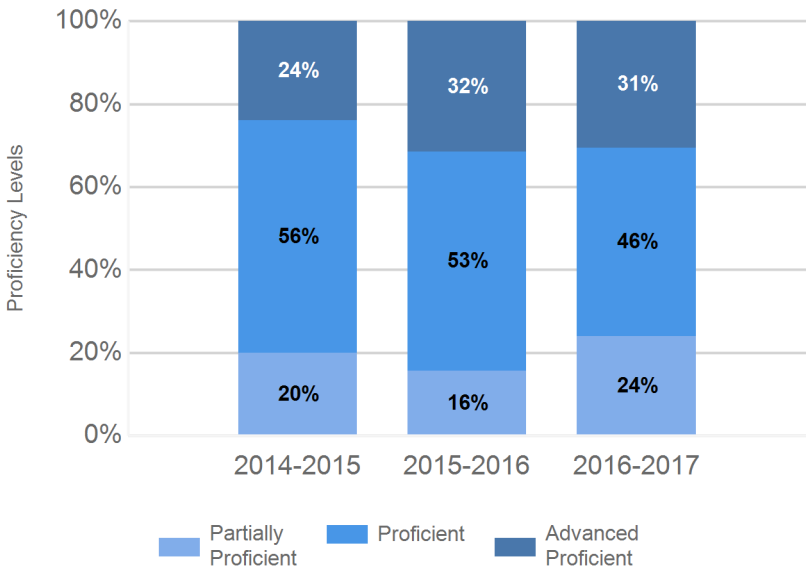
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	31%	46%	24%
White	31%	50%	19%
Hispanic	*	*	*
Black or African American	13%	33%	53%
Asian, Native Hawaiian, or Pacific Islander	53%	38%	9%
American Indian or Alaska Native	N	*	N
Two or More Races	*	N	*
Economically Disadvantaged Students	12%	41%	47%
Students with Disabilities	N	40%	60%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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







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

**PSAT/SAT/ACT - Participation**

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	59.3%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	541	481	Varies By Grade	87%	67%
PSAT - Math	540	483	Varies By Grade	71%	49%
SAT - Reading and Writing	601	551	480	92%	77%
SAT - Math	601	552	530	80%	58%
ACT - Reading	25	24	22	71%	65%
ACT - English	25	24	18	92%	79%
ACT - Math	26	24	22	76%	65%
ACT - Science	24	23	23	62%	54%



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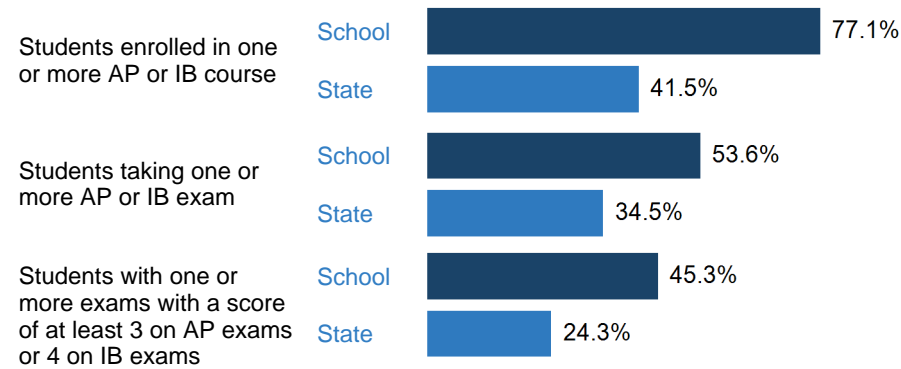
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

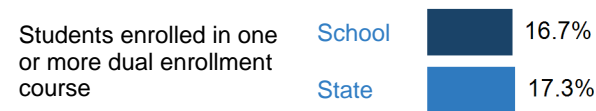
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	47	12
AP Biology	42	26
AP Calculus AB	40	16
AP Calculus BC	20	18
AP Chemistry	26	21
AP Chinese Language and Culture	0	2
AP Computer Science A	21	10
AP Computer Science Principles	0	10
AP English Language and Composition	42	41
AP English Literature and Composition	37	15
AP Environmental Science	87	39
AP European History	33	14
AP French Language and Culture	4	0
AP Latin (Virgil Catullus and Horace)	11	7
AP Macroeconomics	72	49
AP Microeconomics	49	17
AP Music Theory	15	15
AP Physics 1	114	40
AP Physics 2	9	2
AP Physics C: Electricity and Magnetism	11	9



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	31	21
AP Psychology	70	37
AP Spanish Language	9	8
AP Statistics	35	21
AP Studio Art—Drawing Portfolio	0	12
AP Studio Art—Two-Dimensional	17	2
AP U.S. Government and Politics	98	81
AP U.S. History	121	115
Total Exams Taken		660
Exams with scores of at least 3 on AP exams or 4 on IB exams		554



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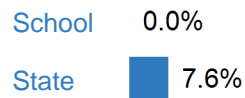
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

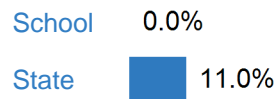
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

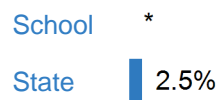
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	170	123	12	0	0	0	5
10	6	196	146	12	0	0	2
11	2	6	156	142	9	3	15
12	0	0	7	59	146	32	123
Schoolwide	178	325	321	213	155	35	146
Enrolled in AP/IB Course					60	35	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	301	0	0	0	0	5
10	15	327	0	1	0	3
11	21	41	0	68	154	51
12	23	7	0	100	109	134
Schoolwide	360	375	0	169	263	193
Enrolled in AP/IB Course	42	26		87	165	0



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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	301	1	0	0	0	4
10	10	332	18	0	0	2
11	2	232	60	1	1	91
12	1	5	78	163	86	44
Schoolwide	314	570	156	164	87	141
Enrolled in AP/IB Course	0	121	121	70	0	131

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	201	32	0	49	0	0	0
10	229	40	0	68	0	0	0
11	172	53	0	53	0	0	0
12	30	31	0	23	0	0	0
Schoolwide	632	156	0	193	0	0	0
Enrolled in AP/IB Course	9	4	0	11	0	0	0
Enrolled in Level 3 or Higher	254	67	0	110	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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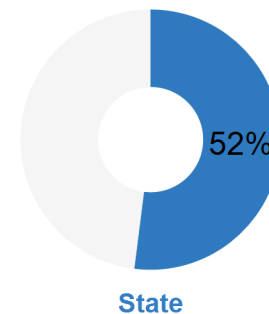
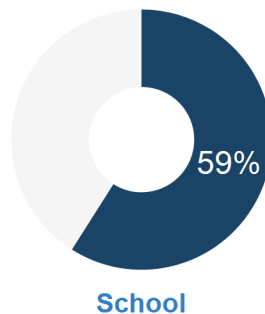
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Visual and Performing Arts – Course Participation

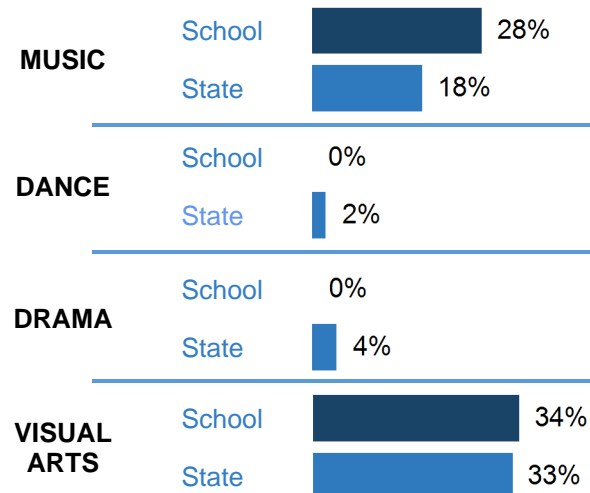
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

### Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	99.4%	90.5%	98.8%	91.8%	98.4%	N	Met Goal	97.7%	N	Met Goal
White	100.0%	94.5%	*	95.1%	98.4%	N	Met Goal	97.4%	N	Met Goal
Hispanic	94.1%	84.3%	100.0%	86.3%	100.0%	**	**	100.0%	**	**
Black or African American	96.6%	83.4%	100.0%	85.3%	*	**	**	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	94.4%	83.9%	100.0%	85.6%	95.0%	N	Met Goal	88.0%	83.6%	Met Target
Students with Disabilities	96.2%	78.8%	91.9%	82.1%	89.2%	83.6%	Met Target	89.1%	84.3%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	N	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	99.4%	-
2016	98.4%	98.8%
2015	96.8%	97.7%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0%	1.1%
2014-2015	0.1%	1.1%





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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	91.1%	15.3%	84.7%
White	92.3%	12.5%	87.6%
Hispanic	62.5%	40%	60%
Black or African American	92.3%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	92.3%	16.7%	83.3%
American Indian or Alaska Native	*	*	*
Two or More Races	*	0%	*
Economically Disadvantaged Students	81.8%	44.4%	55.6%
Students with Disabilities	0%	0%	0%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	88.9%	11%	89%	54.4%	45.6%	30.9%	69.1%
White	89.5%	10.3%	89.7%	55.6%	44.4%	29%	71%
Hispanic	*	*	*	*	*	*	*
Black or African American	85.7%	0%	100%	58.3%	41.7%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	92.1%	14.3%	85.7%	48.6%	48.6%	40%	60%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	64.3%	55.6%	44.4%	66.7%	33.3%	66.7%	33.3%
Students with Disabilities	80.8%	42.9%	57.1%	61.9%	38.1%	66.7%	33.3%
English Learners	N	N	N	N	N	N	N



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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

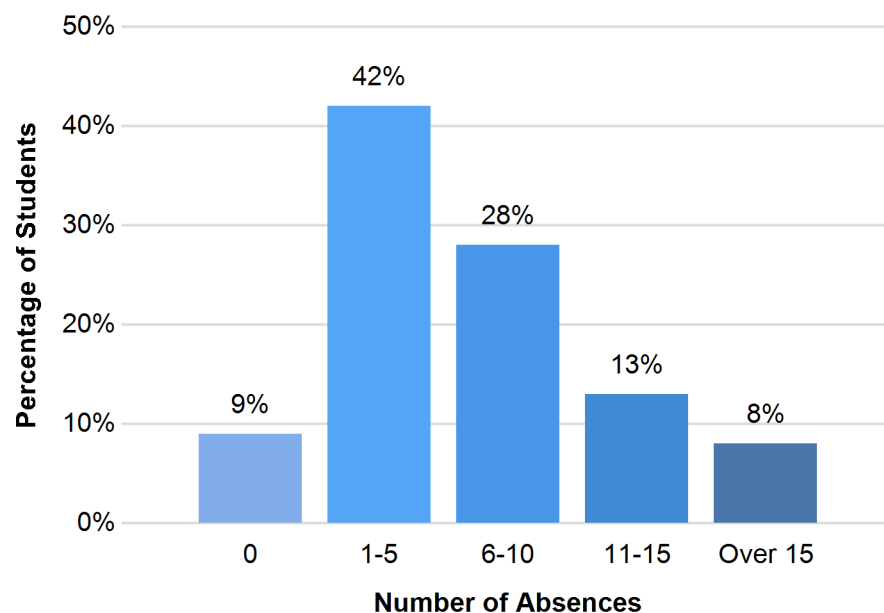
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	14.30	Met Target
White	4.10	14.30	Met Target
Hispanic	13.00	14.30	Met Target
Black or African American	5.60	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	12.00	14.30	Met Target
Economically Disadvantaged Students	12.40	14.30	Met Target
Students with Disabilities	6.00	14.30	Met Target
English Learners	N	**	**

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

### Days Absent

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



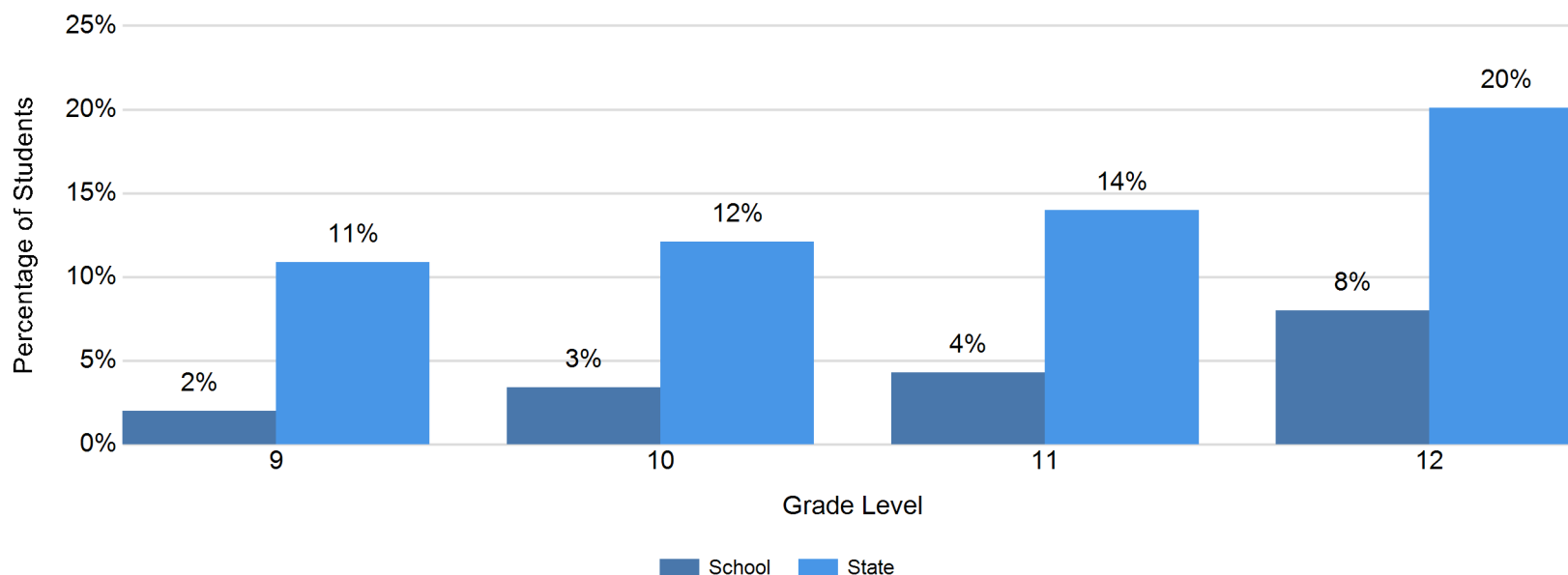


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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	7:35AM
Typical End Time	1:55PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 12 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	1
Weapons	2
Substances	6
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	1.45

### 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	1.5%
Out-of-School Suspensions	1.4%
Any Suspension	2.5%

### 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	259.1 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$322	\$15,268	\$15,590



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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	115	120,724
Average years experience in public schools	14.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	80%	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	26	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	85%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	163:1	148:1
Librarian/Media Specialists		551:1
Nurses		643:1
Counselors		257:1
Child Study Team		322:1



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### Teachers and Administrators - Level of Education

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

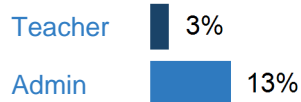
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	53.5	17.5%
Mathematics Proficiency	75.8	17.5%
Graduation - 4-Year	85.1	25.0%
Graduation - 5-Year	73.4	25.0%
Chronic Absenteeism	84.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		75.0
<b>Summative Rating:</b> Percentile rank of Summative Score		82.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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





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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	75.0	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	70.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target†	Not Met	Met Target	**	**	No
Black or African American	85.1	6.2	No	Met Target	Met Target	Met Target	**	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	72.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	65.7	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Target	No
Students with Disabilities	74.1	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Seibel	<b>Email Address:</b>	<a href="mailto:aseibel@mtps.com">aseibel@mtps.com</a>
<b>Address:</b>	350 BRIDGEBORO ROAD MOORESTOWN, NJ 08057-3702	<b>Website:</b>	<a href="http://mhs.mtps.com/">http://mhs.mtps.com/</a>
<b>Phone:</b>	(856)778-6610	<b>Facebook:</b>	<a href="https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798/">https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798/</a>

### School Narrative

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

	<b>Highlights:</b> <ul style="list-style-type: none"> <li>• Moorestown High School catalogues over 280 courses: 28 Advanced Placement and 66 Honors</li> <li>• Students at MHS log over 30,000 hours of community service per year.</li> <li>• MHS is a 1:1 computing environment</li> </ul>
	<b>Mission, Vision, Theme:</b> <p>Moorestown High School believes in high expectations, high support and high achievement. We offer a wide array of academic, elective and extra-curricular programs for students to develop their minds and engage in meaningful experiences. We are committed to innovation and self-inquiry in the pursuit of becoming active, conscientious and altruistic citizens of the world.</p>
	<b>Awards, Recognition, Accomplishments:</b> <p>A National Blue Ribbon School, Moorestown High School is consistently recognized for its excellence in programs including: National Merit, AP Scholars, Boys and Girls State Delagates, Girls Career Institute, National Spanish Exam, National Latin Exam, National French Exam, American Mathematics Competition, All South Jersey, All State, NJ Governor's School. In addition, Moorestown High School students log over 30,000 hours in community service per year (service is not a graduation requirement).</p>






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### School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Moorestown High School is a four-year comprehensive high school with a long-standing history of academic excellence. Our vision focuses on the maintenance of and expansion of programs that effectively balance academic, aesthetic, athletic, and service elements. Our school relies upon a shared commitment by parents, students, and faculty to attain academic and personal growth.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>Moorestown supports more than 30 athletic programs with 58 total teams with more than 70% of our students participating in interscholastic athletics. Accolades include eight state championships, eighteen regional championships, and forty-two conference championships. On three occasions, Moorestown has also been recognized with the Group III Shop Rite Cup for having the best sports program in the state as measured by a combination of championship caliber teams and good sportsmanship.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Over 50 different clubs and activities are offered through the high school: bands, orchestras, choruses and specialty vocal and instrumental groups boast a membership of approximately 25% of the student body. Our student association is comprised of the student-elected leaders who are charged with serving as a voice for students within administrative and peer settings.</p>








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</p>
 <b>Postsecondary Information:</b>	<p>On average, 95% of Moorestown High School students attend a post-secondary institution. Approximately 35% of graduates attend college in New Jersey, while 65% of graduates attend colleges across the country and internationally. We also have students who opt for taking a gap year, going into the workforce and serving our country in a branch of the military.</p>
 <b>Student Supports and Services:</b>	<p>The high school maintains a Multiply Disabled Program that provides students with life and employment skills in the building and in the community. Teachers remain available in their classrooms to work with students during the end-of-day tutorial period. Students are also supported by a four-person Child Study Team, six School Counselors and three building administrators.</p>
 <b>Student Health and Wellness:</b>	<p>The Moorestown Township Public Schools' Strategic Plan includes a goal for Social Emotional Learning. Our key topics are mindfulness, grit and growth mindset. In the 2016-2017 school year, Mike Smith, a speaker for Josten's Renaissance Education, spent the day with students and parents to talk about these topics.</p>
 <b>Parent and Community Involvement:</b>	<p>Several parent organizations support the mission and work of the school. Our Home and School organization provides monthly meetings for parents and features administration and special programs. A variety of Parent Booster Clubs support our student teams and clubs.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Sitting on an idyllic 90 acre campus, the 330,000 square foot facility houses 102 classrooms, including a six-room music suite, an updated auditorium seating 700 and two and a half gymnasiums and fitness center. The turf field was installed in 2015 and is the corner stone of the athletic fields on campus.</p>
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School Narrative

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<div>Other Information:</div>	<p>Following the 2016-2017 season, the Quaker Unified Basketball team was selected by Special Olympics New Jersey as the first high school team to ever represent the state in the USA Games. The team will travel to Seattle, Washington in the summer of 2018. In addition to basketball, the Unified Sports Program includes soccer, bowling, track and field activities.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

#### Navigating through the reports:

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

#### Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
4	279	269	287
5	293	286	280
6	297	303	295
Ungraded	9	6	10
Total	878	864	872

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	47%
Male	52%	54%	53%
Economically Disadvantaged Students	12%	10%	11%
Students with Disabilities	18%	19%	23%
English Learners	0%	1%	1%
Homeless Students			1%
Students in Foster Care			1%
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
White	70.6%
Asian	9.9%
Black or African American	7.0%
Hispanic	6.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.5%

Enrollment by Home Language

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

Home Language	% of Students
English	92.4%
Chinese	2.1%
Spanish	1.4%
Other	3.9%





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	788	94.4	76.90	72.30	54.90	76.4	71.2	Met Target
White	555	93.7	79.10	72.20	63.90	78.1	72.7	Met Target
Hispanic	45	96.2	68.90	61.70	39.80	68.9	54	Met Target
Black or African American	53	93.5	37.80	48.60	35.20	37.6	41	Met Target†
Asian, Native Hawaiian, or Pacific Islander	83	100.0	91.60	87.70	80.70	91.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	52	92.9	76.90	80.10	54.90	75.2	68.5	Met Target
Female	368	94.6	82.00	80.10	62.20	81.7		
Male	420	94.2	72.40	65.20	48.10	71.9		
Economically Disadvantaged Students	94	97.0	39.30	37.90	36.20	*	40.9	Met Target†
Non-Economically Disadvantaged Students	694	94.1	82.00	76.10	65.80	*		
Students with Disabilities	177	92.5	40.70	34.90	20.50	39.7	32.2	Met Target
Students without Disabilities	611	95.0	87.40	81.70	61.90	87.4		
English Learners	11	100.0	54.50	37.00	25.20	54.5	**	**
Non-English Learners	777	94.3	77.20	72.80	57.40	76.7		
Homeless Students	*	*	*	*	26.40	*		
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 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	270	769	769	753	*	*	16%	50%	26%	76%	56%
White	196	770	770	762	*	*	15%	53%	26%	79%	67%
Hispanic	14	747	747	740	*	*	*	*	*	57%	40%
Black or African American	16	739	739	737	*	*	*	*	*	19%	36%
Asian, Native Hawaiian, or Pacific Islander	27	777	777	777	0%	*	*	56%	37%	93%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	17	788	788	755	0%	0%	*	*	*	88%	56%
Female	128	771	771	758	*	*	14%	52%	28%	81%	61%
Male	142	767	767	749	*	*	18%	48%	25%	73%	51%
Economically Disadvantaged Students	30	738	738	737	*	*	40%	*	*	30%	36%
Non-Economically Disadvantaged Students	240	773	773	764	*	*	13%	*	*	82%	69%
Students with Disabilities	66	748	748	725	*	*	30%	30%	17%	47%	25%
Students without Disabilities	204	776	776	759	*	*	12%	56%	29%	86%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	264	769	769	756	*	*	16%	67%	12%	79%	59%
White	187	770	770	763	*	*	16%	69%	11%	80%	69%
Hispanic	18	765	765	743	0%	0%	*	72%	*	78%	44%
Black or African American	15	745	745	740	0%	*	*	*	0%	47%	39%
Asian, Native Hawaiian, or Pacific Islander	30	779	779	779	0%	*	*	67%	*	90%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	14	762	762	757	*	*	*	*	*	71%	60%
Female	124	771	771	761	*	*	17%	64%	15%	79%	66%
Male	140	767	767	750	*	*	15%	70%	9%	79%	53%
Economically Disadvantaged Students	24	743	743	740	*	*	*	42%	0%	42%	40%
Non-Economically Disadvantaged Students	240	771	771	765	*	*	*	70%	13%	83%	71%
Students with Disabilities	57	741	741	725	*	21%	39%	35%	*	37%	22%
Students without Disabilities	207	776	776	762	*	0%	10%	76%	*	90%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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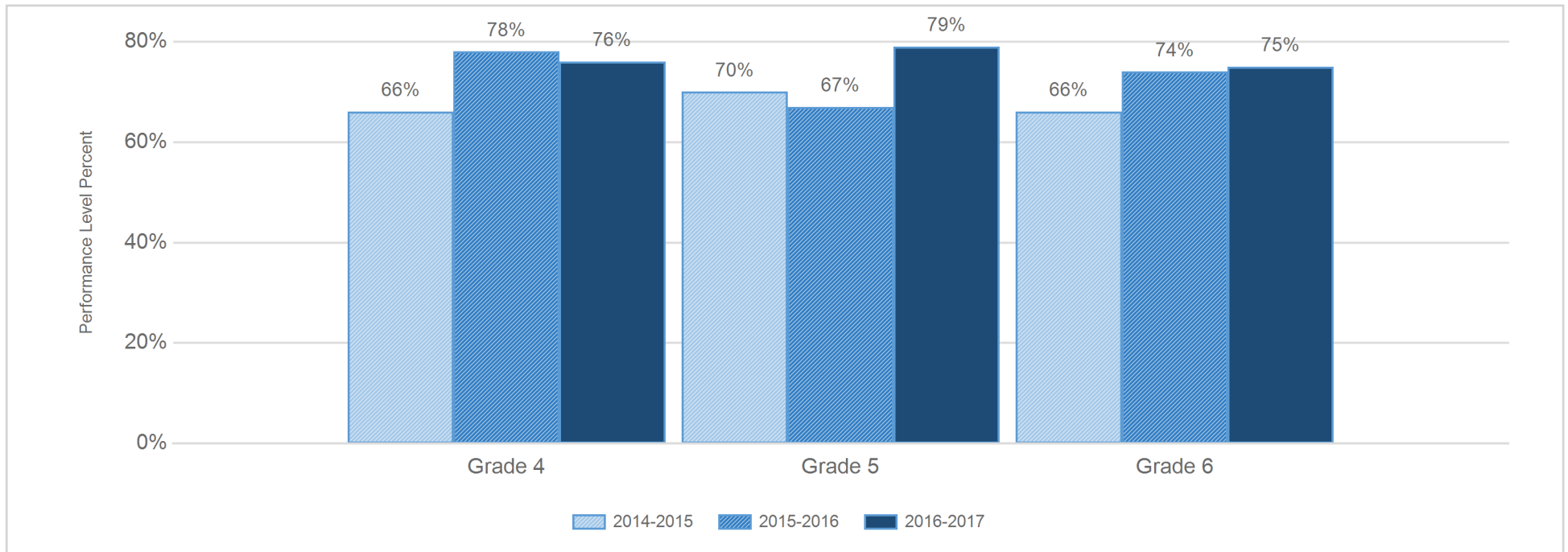
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	278	768	768	752	*	*	20%	54%	21%	75%	54%
White	188	768	768	758	*	*	17%	56%	21%	78%	63%
Hispanic	18	762	762	740	0%	*	*	*	*	67%	38%
Black or African American	23	747	747	736	*	*	48%	*	*	39%	32%
Asian, Native Hawaiian, or Pacific Islander	28	782	782	776	0%	0%	*	64%	*	93%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	21	770	770	753	0%	0%	*	48%	*	71%	56%
Female	131	776	776	758	*	*	14%	54%	31%	86%	61%
Male	147	760	760	746	*	*	25%	54%	12%	65%	46%
Economically Disadvantaged Students	29	749	749	737	*	*	38%	45%	*	48%	34%
Non-Economically Disadvantaged Students	249	770	770	761	*	*	18%	55%	*	78%	65%
Students with Disabilities	46	740	740	722	*	*	37%	28%	*	35%	17%
Students without Disabilities	232	773	773	758	*	*	16%	59%	*	83%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	278	768	768	753	*	*	20%	54%	21%	75%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

## 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	786	94.2	68.50	66.00	43.50	68.2	62.8	Met Target
White	554	93.4	70.40	66.30	52.40	69.4	62.7	Met Target
Hispanic	44	96.1	45.50	46.80	27.60	45.5	54	Met Target†
Black or African American	53	93.5	30.20	37.40	21.70	30.1	34.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	83	100.0	91.50	87.80	75.60	91.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	52	92.9	71.10	70.50	44.90	69.6	66.7	Met Target
Female	367	94.1	68.10	67.20	44.10	67.8		
Male	419	94.2	69.00	64.90	42.90	68.5		
Economically Disadvantaged Students	94	97.0	25.50	27.90	25.10	*	31.6	Met Target†
Non-Economically Disadvantaged Students	692	93.8	74.40	70.20	54.30	*		
Students with Disabilities	177	92.0	35.10	*	16.50	34.2	32.8	Met Target
Students without Disabilities	609	94.8	78.30	*	48.80	78.3		
English Learners	11	100.0	45.50	40.00	23.30	45.5	**	**
Non-English Learners	775	94.1	68.90	66.30	45.20	68.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
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 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	267	764	764	747	*	*	17%	57%	14%	70%	47%
White	193	765	765	755	*	*	19%	59%	14%	73%	59%
Hispanic	14	738	738	734	*	*	*	*	0%	43%	30%
Black or African American	16	735	735	729	*	*	*	*	*	25%	25%
Asian, Native Hawaiian, or Pacific Islander	27	779	779	774	*	*	0%	63%	*	89%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	17	772	772	747	*	0%	*	77%	*	82%	48%
Female	126	763	763	747	*	*	20%	55%	13%	68%	47%
Male	141	765	765	747	*	*	14%	59%	14%	73%	48%
Economically Disadvantaged Students	30	730	730	732	*	*	*	*	0%	23%	27%
Non-Economically Disadvantaged Students	237	768	768	757	*	*	*	*	15%	76%	61%
Students with Disabilities	65	741	741	724	*	*	19%	39%	*	43%	22%
Students without Disabilities	202	771	771	751	*	*	16%	63%	*	79%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%





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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	263	760	760	747	*	*	24%	50%	14%	64%	46%
White	187	760	760	754	*	*	26%	55%	11%	66%	57%
Hispanic	17	756	756	735	0%	*	*	*	*	41%	30%
Black or African American	15	730	730	729	*	*	*	*	0%	27%	22%
Asian, Native Hawaiian, or Pacific Islander	30	779	779	774	0%	*	*	53%	37%	90%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	14	752	752	747	0%	*	*	*	*	50%	47%
Female	123	755	755	747	*	*	25%	49%	*	59%	47%
Male	140	764	764	746	*	*	23%	51%	*	68%	46%
Economically Disadvantaged Students	24	729	729	732	*	*	*	*	0%	17%	27%
Non-Economically Disadvantaged Students	239	763	763	756	*	*	*	*	15%	69%	59%
Students with Disabilities	57	734	734	725	*	*	26%	26%	*	30%	19%
Students without Disabilities	206	767	767	751	*	*	23%	57%	*	73%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	278	766	766	743	*	*	21%	44%	26%	69%	44%
White	188	766	766	751	*	*	21%	46%	25%	71%	54%
Hispanic	18	750	750	731	0%	*	*	*	*	50%	27%
Black or African American	23	738	738	724	*	*	*	*	*	30%	20%
Asian, Native Hawaiian, or Pacific Islander	28	793	793	771	0%	0%	0%	46%	54%	100%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	21	775	775	745	0%	0%	*	*	*	76%	46%
Female	131	769	769	745	*	*	18%	49%	26%	75%	45%
Male	147	764	764	742	*	*	23%	39%	26%	65%	43%
Economically Disadvantaged Students	29	739	739	728	*	*	35%	*	*	28%	24%
Non-Economically Disadvantaged Students	249	770	770	752	*	*	19%	*	*	74%	56%
Students with Disabilities	46	732	732	717	*	*	28%	24%	*	28%	13%
Students without Disabilities	232	773	773	748	*	*	19%	47%	*	78%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	278	766	766	745	*	*	21%	44%	26%	69%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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.



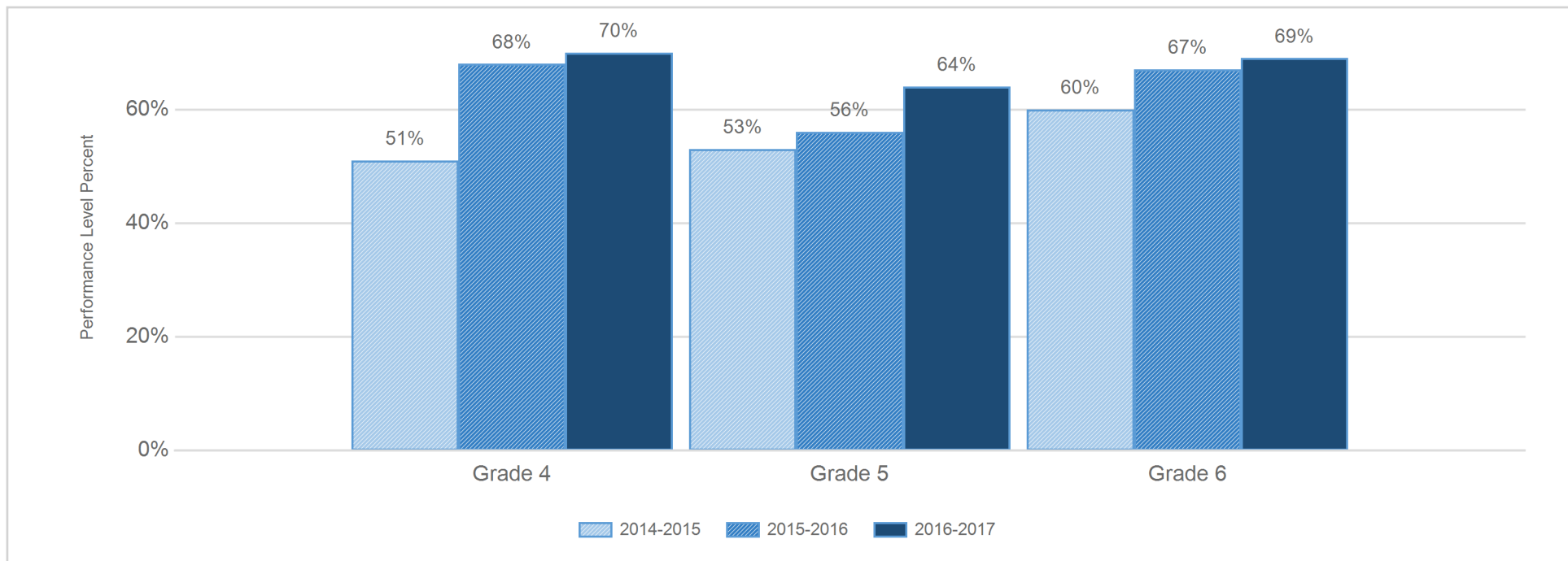
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Mathematics Assessment – Performance Trends

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
4	*	*
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

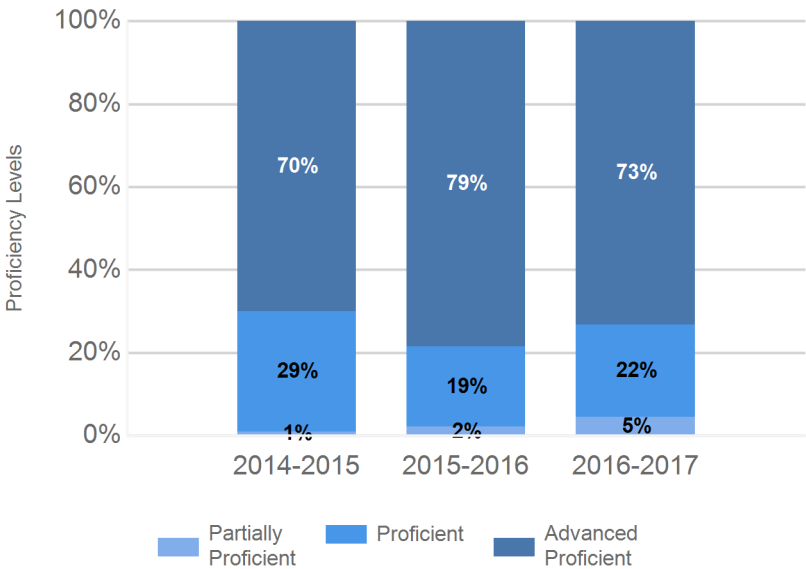
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	73%	22%	5%
White	76%	20%	4%
Hispanic	33%	53%	13%
Black or African American	31%	56%	13%
Asian, Native Hawaiian, or Pacific Islander	86%	11%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	89%	11%	N
Economically Disadvantaged Students	28%	55%	17%
Students with Disabilities	54%	34%	12%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	49	50	Met Target	63	66	50	Exceeds Target
White	47	48	50	Met Target	64	66.5	52	Exceeds Target
Hispanic	54	47	49	Met Target	63	*	47	Exceeds Target
Black or African American	39	43.5	45	Not Met	41	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	49	51.5	60	Met Target	70	70	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	53	54	51	Met Target	61	63	52	Exceeds Target
Economically Disadvantaged	43	41	47	Met Target	49.5	57	46	Met Target
Students with Disabilities	43	40	41	Met Target	49	55	43	Met Target
English Learners	*	74.5	53	**	*	79	51	**

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



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

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

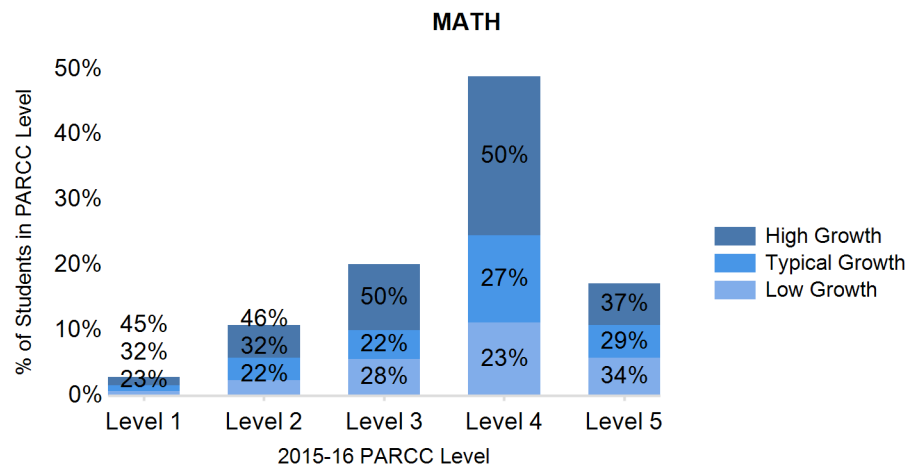
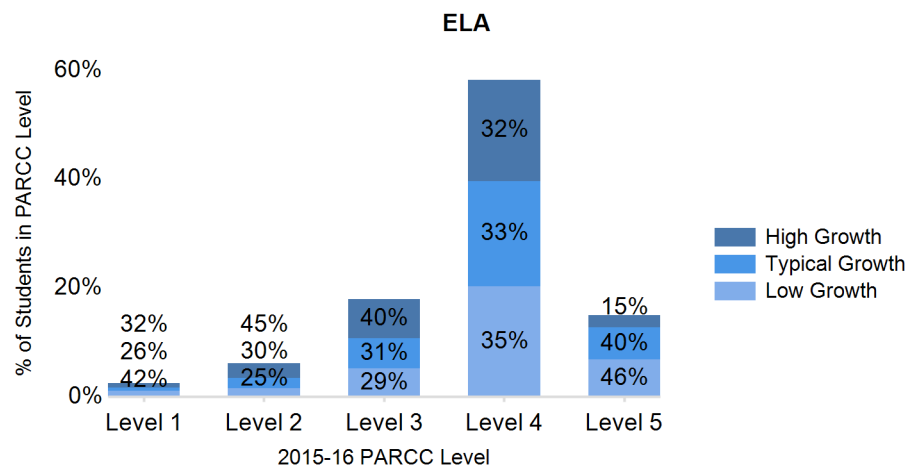
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

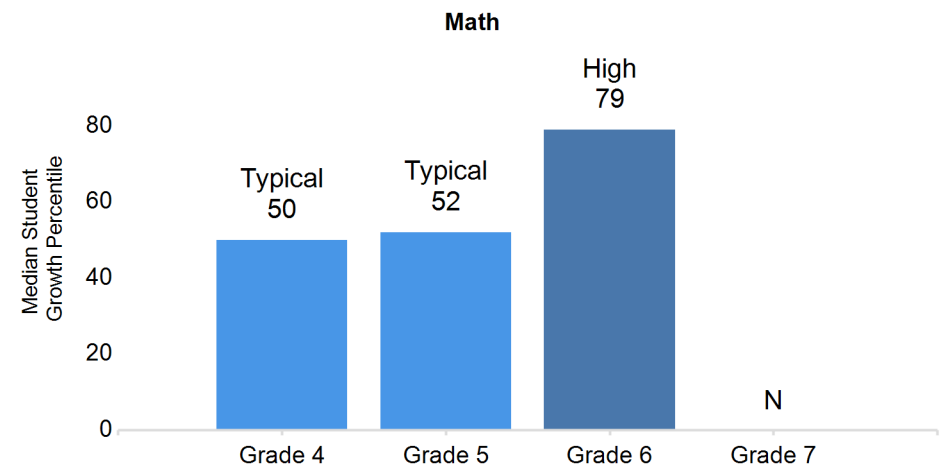
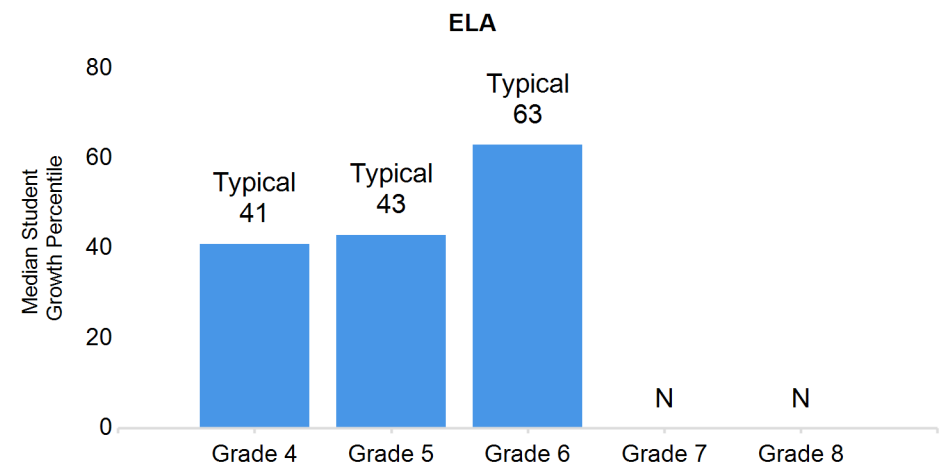
### Student Growth by Performance Level

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



### Student Growth by Grade

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





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

### Chronic Absenteeism

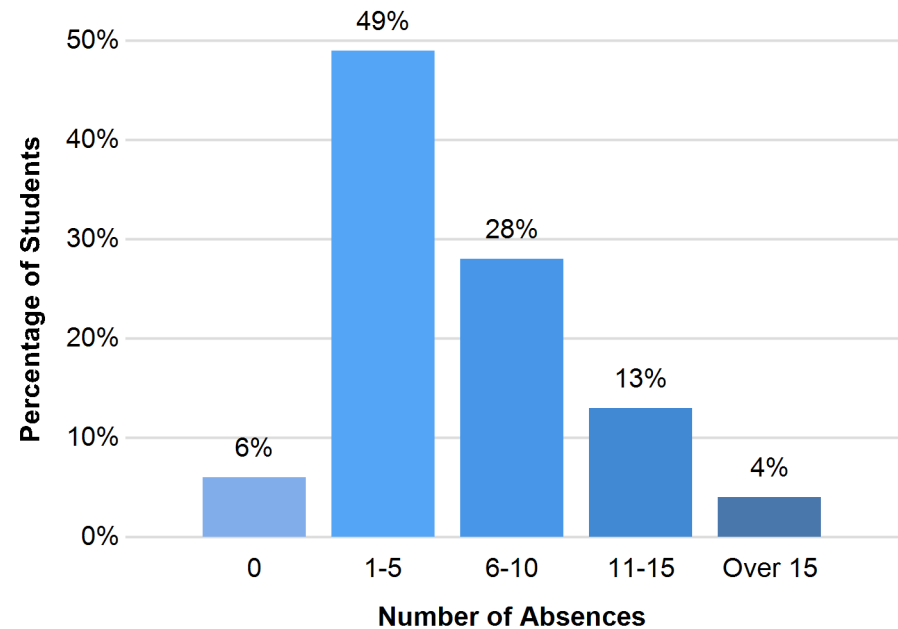
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.80	7.30	Met Target
White	2.10	7.30	Met Target
Hispanic	5.80	7.30	Met Target
Black or African American	4.90	7.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.20	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.00	7.30	Met Target
Economically Disadvantaged Students	8.70	7.30	Not Met
Students with Disabilities	5.00	7.30	Met Target
English Learners	N	**	**

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

### Days Absent

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



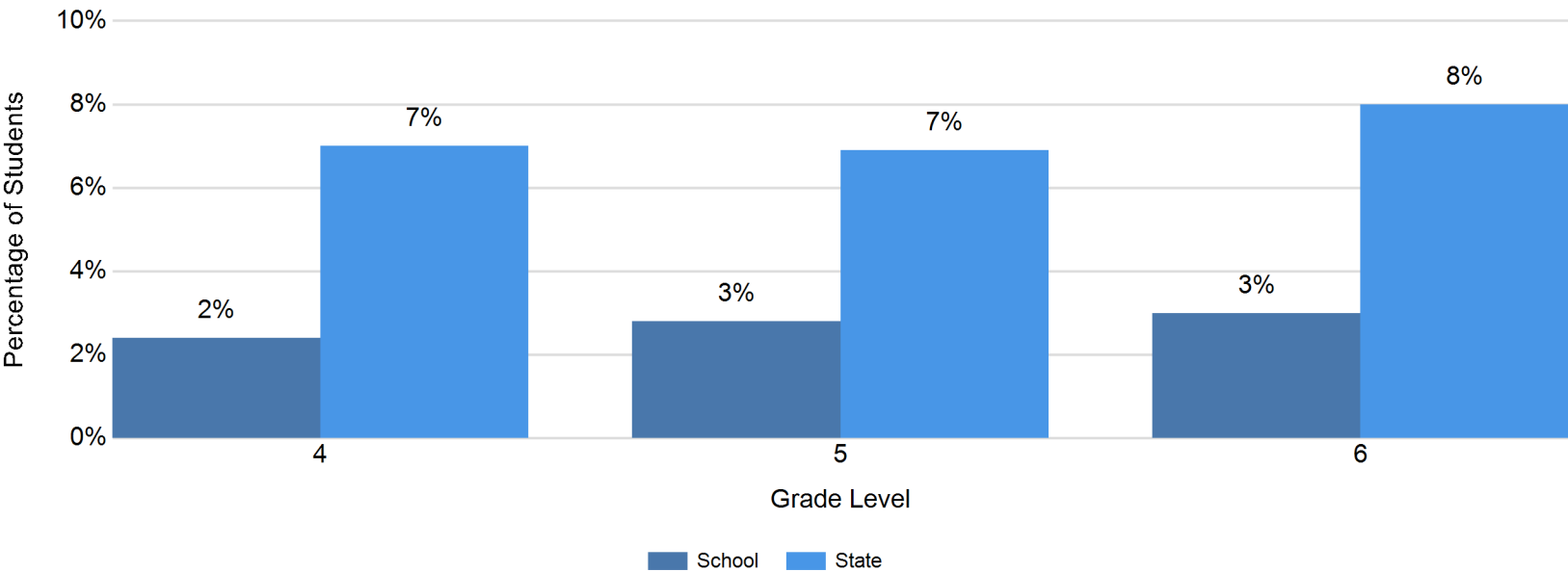


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Chronic Absenteeism by Grade

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







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### School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 19 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.26

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.3%
Out-of-School Suspensions	1.1%
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	1.0:1	259.1 kbps	100 kbps	Yes	N	Fiber	N

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$322	\$15,268	\$15,590



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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	82	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	77%	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	26	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	85%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	218:1	148:1
Librarian/Media Specialists		551:1
Nurses		643:1
Counselors		257:1
Child Study Team		322:1



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

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

**Teachers:** All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

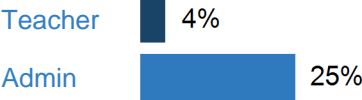
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	79.5	17.5%
Mathematics Proficiency	78.3	17.5%
English Language Arts Growth	37.8	25.0%
Mathematics Growth	81.7	25.0%
Chronic Absenteeism	85.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		70.3
Summative Rating: Percentile rank of Summative Score		80.2
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	70.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	72.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	80.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Black or African American	53.6	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	66.0	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	67.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Economically Disadvantaged Students	50.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	73.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Powell	<b>Email Address:</b>	<a href="mailto:spowell@mtps.com">spowell@mtps.com</a>
<b>Address:</b>	325 BORTON LANDING ROAD MOORESTOWN, NJ 08057	<b>Website:</b>	<a href="http://www.mtps.com">www.mtps.com</a>
<b>Phone:</b>	(856)793-0333	<b>Facebook:</b>	<a href="http://www.facebook.com/Moorestown-Township-Public-Schools">www.facebook.com/Moorestown-Township-Public-Schools</a>

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Commitment to Excellence</li> <li>• Excellent Band, Orchestra, and Choral programs. Excellent School Musical each year.</li> <li>• Technology is a part of each school day for all students. Currently grade 6 is utilizing 1:1 personal laptops.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The UES seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. We are committed to provide a nurturing environment that supports all students in achieving their own personal level of excellence.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Each year our students perform well on the National Math League Competition. We regularly have our music students invited to perform in All South Jersey Orchestra, Band and Choral program.</p>






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 Courses, Curriculum, Instruction:	NJ Student Learning Standards Aligned curriculum for Language Arts, Math & Social Studies. NGSS aligned Science curriculum. Challenge curriculum for G&T students. Enriched mathemataics program.
 Clubs and Activities:	For the 2017-2018 school year the clubs offered are Strategy Club, Art Club, Robotics Club, Unified Activities Club, Coriell Science Fair (Grade 6 only), and Environmental Nature Club. The UES also has a School Musical program that involves over 150 students each year. We offer band, orchestra, and choral electives as well as electives dance, art, and media technology.
 Before and After School Programs:	We currently offer a Title I funded after school tutoring program for identified students in both English Language Arts and Math. We offer both before and after school child care and an after school enrichment program entitled Creative Minds.









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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</p>
 <b>Student Supports and Services:</b>	<p>Our I&amp;RS team meets regularly, we have a full Child Study Team, and one counselor and administrator for each grade. Students at the UES utilize many of the support services provided, such as guidance, resource room support, reading &amp; math support instruction, speech, occupational therapy, physical therapy, ESL and gifted education. Enrichment math courses are offered in all three grades.</p>
 <b>Student Health and Wellness:</b>	<p>Students participate in Health and Physical Education and have daily recess period. Health and wellness is also addressed through guidance lessons and curriculum.</p>
 <b>Parent and Community Involvement:</b>	<p>We have an active Home and School association that meets monthly and plans various assemblies and programs for our students throughout the school year. Home and School provides our book fair, school assemblies, and after school class events. All UES parents have acces to our MTPS.com website and Genesis for communication. We also partner with Llive Civilly, MoreKids, and MoreArts for many schoolwide activities and programs.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The UES opened its doors as a new school building in 2001. In recent years the building has been updated with new carpeting, new HVAC, new roofing. The center of our building houses a beautiful Media Center. Each classroom is equipped with a Smart Board.</p>
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Other Information:

Today the UES is home to approximately 900 Undeniably Excellent Students in grades four through six, and approximately 150 Undeniably Excellent Staff members. Our focus is on creating small learning environments within the larger community to ensure each child receives a personalized education that meets his or her needs. The UES is a time of transition from elementary school to being fully prepared for middle school. Each year we welcome grade four students from our three district elementary schools, as well as from the larger community, and out of state. We believe that with support, each student will transition through grades four, five and six, continuously striving to reach their own personal level of excellence, and will be prepared to transition to the rigor and demands of middle school and high school. Our Undeniably Excellent School (UES) operates on an eight-day rotating schedule that allows for a full and rich academic program. Grade four and five students receive instruction in the major content areas in a traditional elementary model. Grade six students receive instruction in the major content areas in a teamed middle school model. As part of the eight-day rotation, all students enjoy opportunities to study world language, technology, health, music, art and physical education. In addition to these regularly scheduled programs, students also have opportunities to choose elective courses in orchestra, band, chorus and theatre arts. Qualifying students also benefit from enrichment programs in both language arts and mathematics. The UES celebrates the arts with its own musical production, which provides Fine and Performing Arts opportunities outside the academic day. A variety of clubs and activities are offered outside of the school day. Each UES classroom is equipped with a Smart Board, we have several technology labs and computer carts throughout the building. Currently our grade 6 is a 1:1 environment with computers.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	55	57	21
KG	76	82	74
1	73	90	91
2	98	82	92
3	92	101	87
Ungraded	0	1	19
Total	394	413	384

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	47%
Male	52%	51%	53%
Economically Disadvantaged Students	9%	10%	7%
Students with Disabilities	15%	23%	22%
English Learners	0%	0%	0%
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
White	60.7%
Asian	22.9%
Hispanic	4.2%
Black or African American	3.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	8.6%

### 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	70	57	21
PK - Full Day	0	0	0
KG - Half Day	76	82	74
KG - Full Day	0	0	0

### Enrollment by Home Language

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

Home Language	% of Students
English	89.6%
Chinese	3.9%
Hindi	1.3%
Telugu	1.0%
Other	4.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	80	98.9	85.00	72.30	54.90	85	74.2	Met Goal
White	45	98.0	84.50	72.20	63.90	84.5	73.4	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	96.00	87.70	80.70	96	N	N
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	38	100.0	84.20	80.10	62.20	84.2		
Male	42	97.9	85.70	65.20	48.10	85.7		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	17	100.0	64.70	34.90	20.50	64.7	**	**
Students without Disabilities	63	98.6	90.40	81.70	61.90	90.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	50.00	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.



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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	87	793	783	749	*	*	*	51%	35%	85%	50%
White	48	792	784	759	*	*	*	48%	35%	83%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	27	803	797	775	*	*	*	56%	41%	96%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	793	788	754	*	*	*	45%	38%	83%	55%
Male	47	793	778	745	*	*	*	55%	32%	87%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	18	761	742	720	*	*	*	*	*	61%	24%
Students without Disabilities	69	802	793	755	*	*	*	*	*	91%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	87	793	*	752	*	*	*	51%	35%	85%	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%

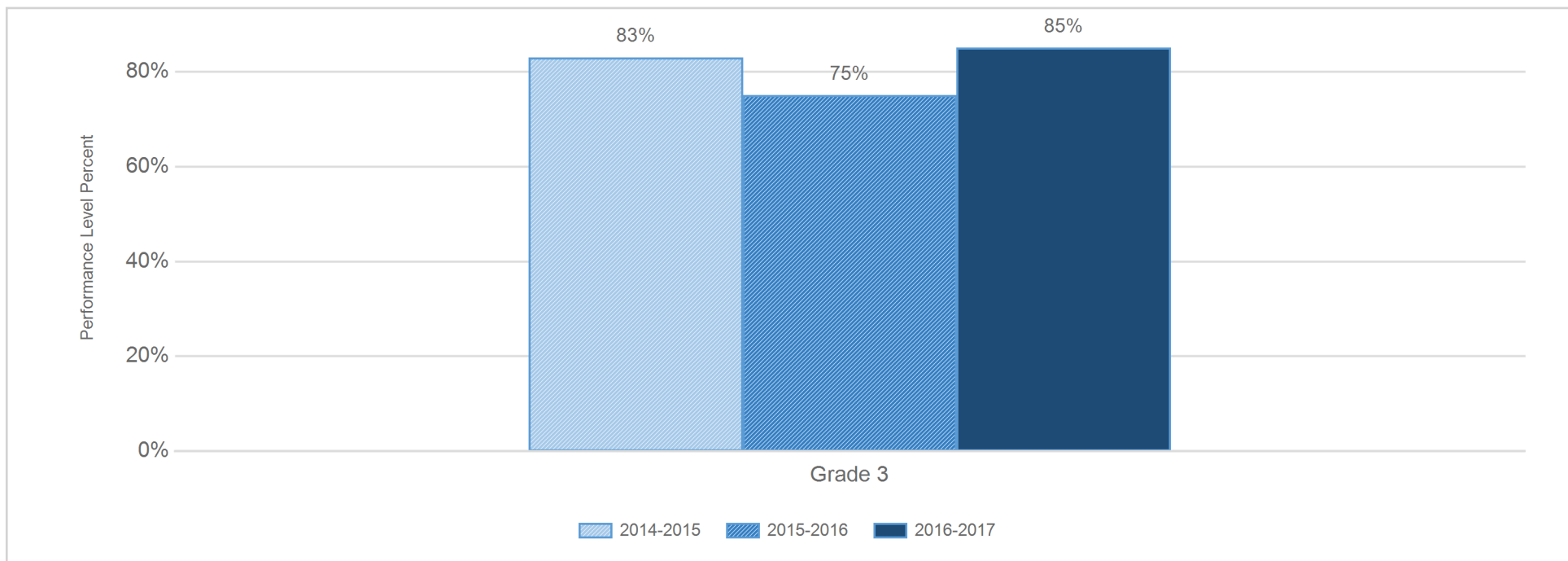


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**English Language Arts/Literacy Assessment - Performance Trends**

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	80	98.9	82.60	66.00	43.50	82.6	74.2	Met Goal
White	45	98.0	82.30	66.30	52.40	82.3	76.3	Met Goal
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	96.00	87.80	75.60	96	N	N
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	38	100.0	78.90	67.20	44.10	78.9		
Male	42	97.9	85.70	64.90	42.90	85.7		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	17	100.0	58.80	*	16.50	58.8	**	**
Students without Disabilities	63	98.6	88.80	*	48.80	88.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	40.00	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	87	779	775	751	*	*	13%	43%	39%	82%	53%
White	48	775	775	759	0%	*	*	46%	33%	79%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	27	794	788	779	*	*	*	37%	59%	96%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	40	778	774	751	*	*	*	38%	40%	78%	52%
Male	47	780	775	751	*	*	*	47%	38%	85%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	18	760	747	729	*	*	*	*	*	56%	29%
Students without Disabilities	69	784	781	755	*	*	*	*	*	88%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	87	779	*	753	*	*	13%	43%	39%	82%	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%

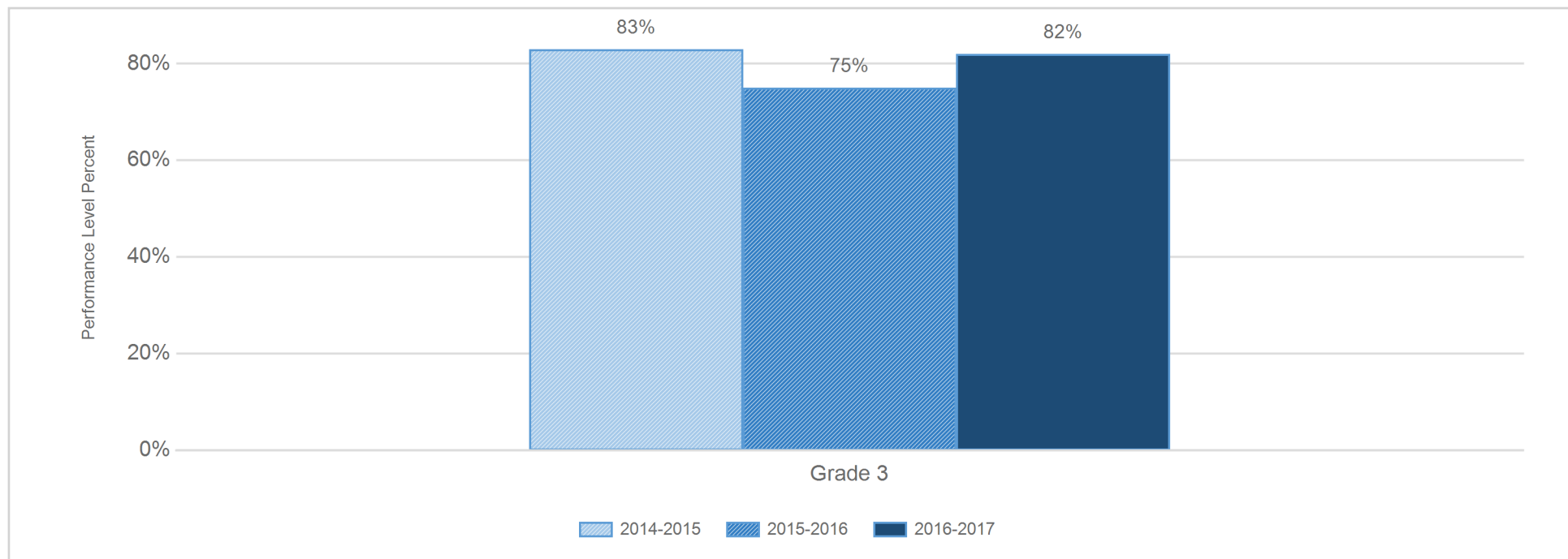


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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This section shows 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

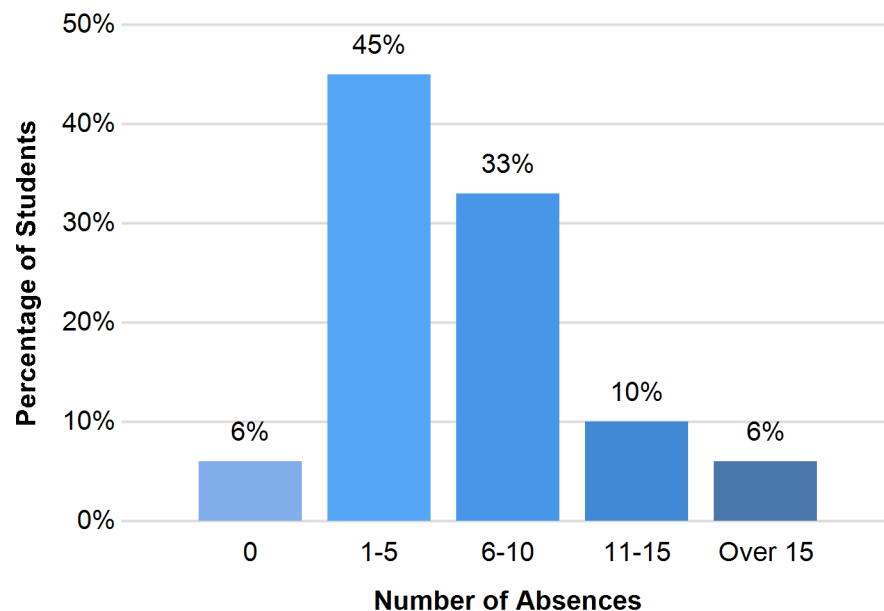
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	9.10	Met Target
White	2.90	9.10	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.80	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.10	9.10	Met Target
Economically Disadvantaged Students	17.40	9.10	Not Met
Students with Disabilities	8.10	9.10	Met Target
English Learners	N	**	**

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

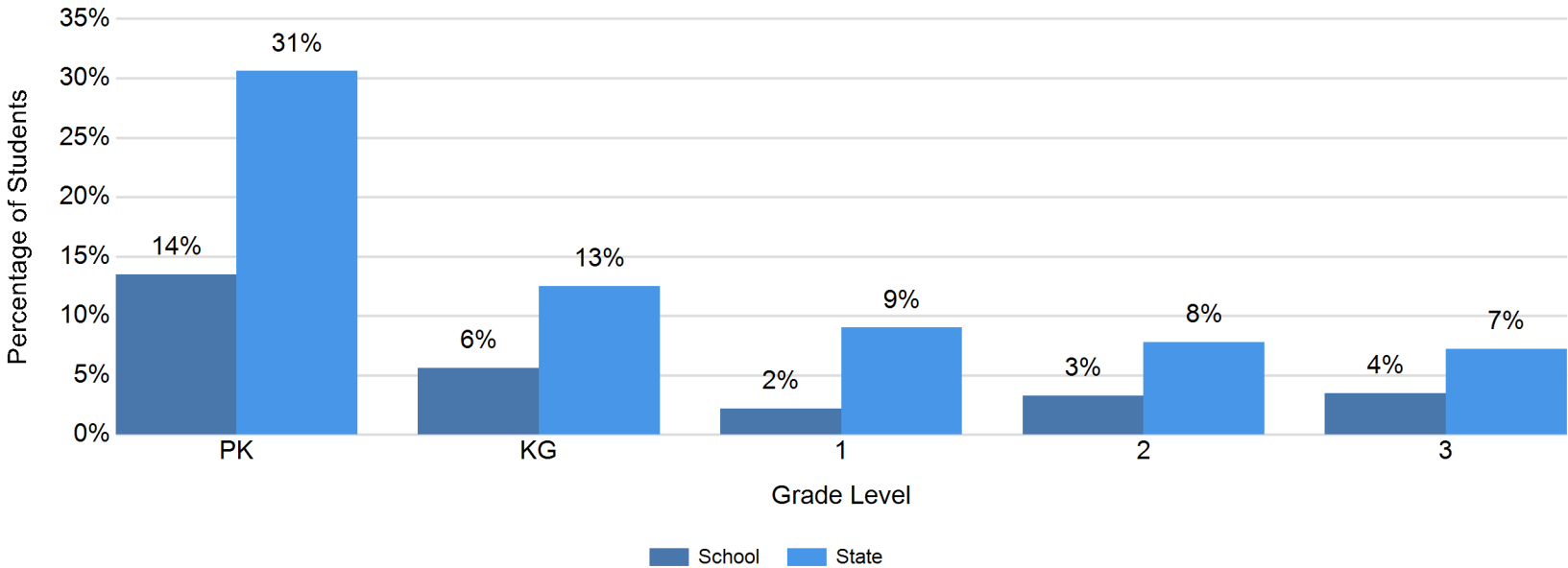
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0





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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	259.1 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$322	\$15,268	\$15,590



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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	29	120,724
Average years experience in public schools	15.0	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	85%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	384:1	148:1
Librarian/Media Specialists		551:1
Nurses		643:1
Counselors		257:1
Child Study Team		322:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

\*\* 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Karanjia	Email Address:	<a href="mailto:lkaranjia@mtps.com">lkaranjia@mtps.com</a>
Address:	210 S STANWICK RD MOORESTOWN, NJ 08057	Website:	<a href="http://sv.mtps.com/">http://sv.mtps.com/</a>
Phone:	(856)778-6640	Facebook:	<a href="http://www.facebook.com/Moorestown-Township-Public-Schools">www.facebook.com/Moorestown-Township-Public-Schools</a>
		Twitter:	<a href="https://twitter.com/SouthValleySchool">https://twitter.com/SouthValleySchool</a>

School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>• Students create digital portfolios, learn coding, robotics and cloud-based computing basics via multiple technologies.</li> <li>• Curriculum includes Reading &amp; Writing Workshops, NJSLS-based Math &amp; SS, NJSS.</li> <li>• Social Emotional Learning promotes mindfulness, peace and respect.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The goal of our Elementary Schools is to foster a caring learning community, which promotes a love of learning by focusing on the emotional, moral, social, physical and intellectual growth of each student. Research studies show that a comprehensive approach to education is most effective when preparing students to be productive members of a global society. We value the development of the whole child.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>National Blue Ribbon School of Excellence</p>






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 <div>Courses, Curriculum, Instruction:</div>	NJ Student Learning Standards Aligned curriculum for Language Arts, Math & Social Studies. NGSS aligned Science curriculum. Challenge curriculum for G&T students.
 <div>Clubs and Activities:</div>	All students are involved in community service projects, i.e. Food for All Fridays; Annual Activities are Celebrated: Book Fairs, Halloween Parade, Field Day, Holiday Sing-A-Long, Author Day & Unity Day. Each grade level performs one concert per year. Entire school participates in Monthly Spirit Assemblies based on Character Education Concepts.
 <div>Before and After School Programs:</div>	Creative Minds Enrichment Program







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</p>
 <b>Student Supports and Services:</b>	<p>Students at South Valley utilize many of the support services available: such as guidance, resource room support, reading &amp; math support instruction, speech, occupational therapy, physical therapy, ESL and gifted education. In addition, all of our students receive instruction in art, music, media/technology, physical education, health and computer instruction on a weekly basis.</p>
 <b>Student Health and Wellness:</b>	<p>School nurse provides Health and Wellness instruction weekly. Students enjoy daily recess and physical development as well as physical education weekly. Counselor &amp; Principal join the students for recess occasionally. Parent Volunteers lead Playground Fun 2 days per week.</p>
 <b>Parent and Community Involvement:</b>	<p>South Valley is supported by a very active Home &amp; School Association which helps us in many ways, including purchasing resources and playground equipment. Home &amp; School also provides educational cultural arts assembly programs throughout the school year. Students, staff and parents are invited to participate in a variety of activities throughout the school year as we educate our community on strategies that we can implement to maximize resources.</p>





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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>South Valley is a neighborhood school for PS-3rd grades nestled away among the tree-lined streets of Moorestown. Opened in September of 1967, renovated in 1993, and again in 2015, SV currently houses 31 air-conditioned classrooms including a media center, 2 computer labs, all-purpose room, gym, art room, music room and small group instruction classrooms. Major upgrades to the HVAC and the roof occurred in 2016.</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>Other Information:</div>	<p>Daily schedule involves Reading, Writing, Math, Science or Social Studies, Handwriting and Special Area instruction along with lunch and recess. 2 computer labs, 2 iPad carts, 2 Chromebook carts. 4 half-day integrated preschool programs for typically developing and special needs students 3-5 years of age. Upgraded building security system in 2015. Communication with the community through School Messenger email and text messaging as well as Instagram, Twitter and school website. Tuition students are accepted.</p>
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**William Allen Middle School**  
**2016-2017**  
**Grade Span 07-08**

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
7	308	298	308
8	337	313	300
Ungraded	12	4	0
Total	657	615	608

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	50%
Male	52%	50%	50%
Economically Disadvantaged Students	10%	9%	7%
Students with Disabilities	14%	17%	19%
English Learners	1%	1%	1%
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
White	71.9%
Asian	12.2%
Black or African American	6.7%
Hispanic	4.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.6%

Enrollment by Home Language

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

Home Language	% of Students
English	91.3%
Chinese	2.3%
Hindi	1.0%
Other	5.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	563	94.9	74.70	72.30	54.90	74.6	63.4	Met Target
White	408	94.5	73.50	72.20	63.90	73.1	61.9	Met Target
Hispanic	25	93.1	56.00	61.70	39.80	54.5	46.3	Met Target
Black or African American	35	92.7	57.20	48.60	35.20	55.5	45.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	98.6	91.10	87.70	80.70	91.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	28	96.6	92.90	80.10	54.90	92.9	N	N
Female	276	93.1	84.50	80.10	62.20	82.5		
Male	287	96.8	65.50	65.20	48.10	65.5		
Economically Disadvantaged Students	38	92.9	23.70	37.90	36.20	23.1	31.1	Met Target†
Non-Economically Disadvantaged Students	525	95.1	78.50	76.10	65.80	78.5		
Students with Disabilities	106	93.3	32.10	34.90	20.50	31.3	36.1	Met Target†
Students without Disabilities	457	95.3	84.70	81.70	61.90	84.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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### English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	292	768	768	756	*	*	20%	42%	31%	73%	59%
White	217	766	766	764	*	*	22%	42%	29%	71%	69%
Hispanic	12	770	770	742	0%	*	*	*	*	67%	44%
Black or African American	17	755	755	737	*	*	*	*	*	53%	38%
Asian, Native Hawaiian, or Pacific Islander	28	784	784	784	0%	*	*	39%	50%	89%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	18	780	780	757	*	*	*	61%	*	100%	59%
Female	133	778	778	764	*	*	11%	44%	42%	86%	68%
Male	159	759	759	749	*	*	27%	40%	22%	62%	51%
Economically Disadvantaged Students	13	745	745	739	*	*	*	*	0%	46%	40%
Non-Economically Disadvantaged Students	279	769	769	766	*	*	*	*	33%	74%	70%
Students with Disabilities	54	737	737	719	*	*	39%	30%	*	32%	19%
Students without Disabilities	238	775	775	763	*	*	15%	45%	*	82%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	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	287	773	773	757	*	*	15%	44%	31%	75%	59%
White	198	772	772	764	*	*	16%	48%	28%	76%	68%
Hispanic	14	750	750	742	0%	*	*	*	0%	50%	44%
Black or African American	21	753	753	738	*	*	*	52%	*	57%	39%
Asian, Native Hawaiian, or Pacific Islander	44	795	795	786	*	*	*	23%	66%	89%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	10	781	781	758	*	0%	*	*	*	80%	60%
Female	149	780	780	766	*	*	9%	48%	36%	83%	68%
Male	138	766	766	749	*	*	20%	41%	26%	67%	50%
Economically Disadvantaged Students	24	732	732	739	*	*	42%	*	0%	17%	40%
Non-Economically Disadvantaged Students	263	777	777	766	*	*	12%	*	34%	81%	69%
Students with Disabilities	56	736	736	718	*	*	32%	30%	*	32%	18%
Students without Disabilities	231	782	782	764	*	*	10%	48%	*	86%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

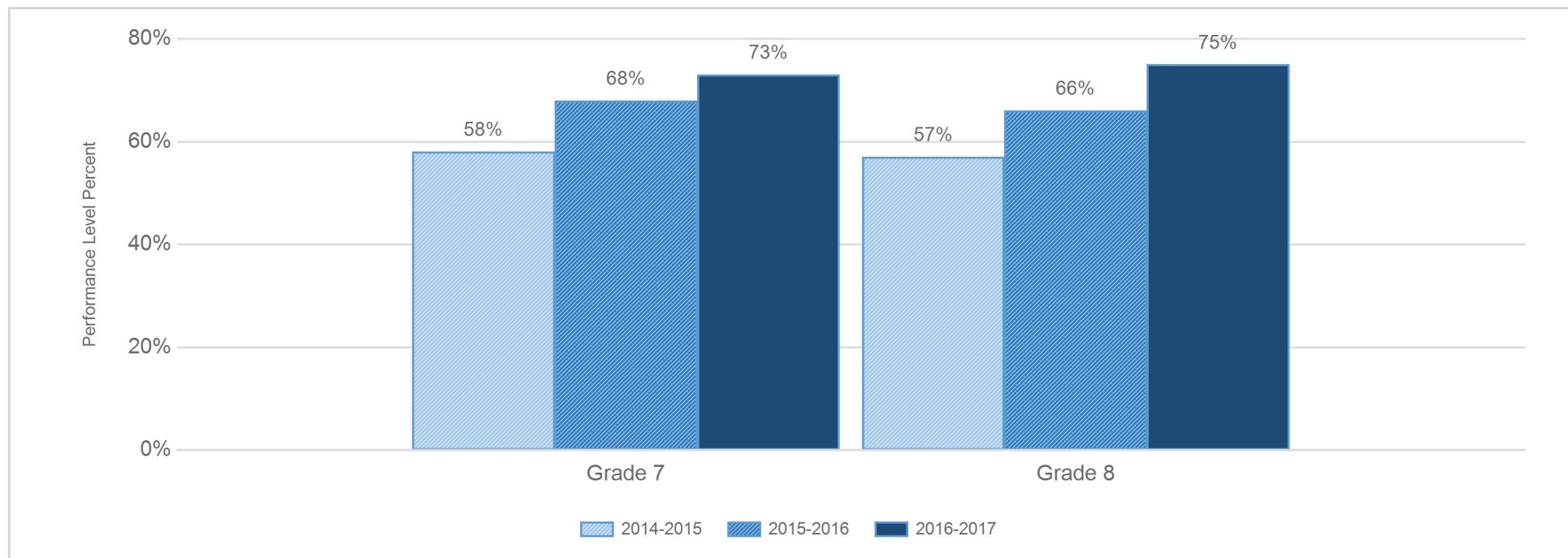


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**English Language Arts/Literacy Assessment - Performance Trends**

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	569	95.9	70.80	66.00	43.50	70.8	59	Met Target
White	413	95.7	69.80	66.30	52.40	69.8	58.1	Met Target
Hispanic	25	93.1	60.00	46.80	27.60	58.4	38.6	Met Target
Black or African American	35	92.7	45.70	37.40	21.70	44.3	33.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	98.6	92.60	87.80	75.60	92.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	29	100.0	75.80	70.50	44.90	75.8	N	N
Female	279	94.1	72.00	67.20	44.10	71.2		
Male	290	97.7	69.70	64.90	42.90	69.7		
Economically Disadvantaged Students	38	92.9	23.70	27.90	25.10	23.1	22.7	Met Target
Non-Economically Disadvantaged Students	531	96.1	74.20	70.20	54.30	74.2		
Students with Disabilities	106	93.3	28.30	*	16.50	27.7	21	Met Target
Students without Disabilities	463	96.5	80.50	*	48.80	80.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
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 7\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	285	764	764	741	*	*	20%	52%	21%	73%	40%
White	215	763	763	748	*	*	21%	53%	19%	72%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	24	780	780	764	*	*	*	42%	46%	88%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	18	774	774	740	0%	*	*	61%	*	83%	39%
Female	131	765	765	743	*	*	17%	59%	20%	79%	41%
Male	154	764	764	740	*	*	22%	47%	21%	68%	38%
Economically Disadvantaged Students	13	747	747	729	*	*	*	*	0%	54%	22%
Non-Economically Disadvantaged Students	272	765	765	749	*	*	*	*	22%	74%	50%
Students with Disabilities	54	738	738	716	*	35%	28%	26%	*	33%	11%
Students without Disabilities	231	770	770	746	*	0%	18%	58%	*	82%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	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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### Mathematics Assessment - Performance by Grade: Grade 8\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	174	746	746	728	*	18%	34%	44%	*	44%	28%
White	124	748	748	736	*	14%	36%	47%	*	47%	35%
Hispanic	14	745	745	721	0%	*	*	*	0%	50%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	87	743	743	730	*	22%	35%	40%	*	40%	30%
Male	87	748	748	725	*	15%	33%	48%	*	48%	26%
Economically Disadvantaged Students	23	728	728	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	151	748	748	734	*	*	*	*	*	*	34%
Students with Disabilities	54	728	728	705	*	*	28%	20%	*	20%	*
Students without Disabilities	120	754	754	734	*	*	37%	55%	*	55%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	116	795	762	743	*	*	*	66%	34%	99%	42%
White	81	790	761	751	*	*	*	70%	28%	99%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	27	808	*	774	0%	0%	0%	48%	52%	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	63	787	761	744	*	*	*	78%	21%	98%	43%
Male	53	803	762	741	*	*	*	51%	49%	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	116	795	*	745	*	*	*	66%	34%	99%	*
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	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	10	805	748	734	0%	0%	0%	0%	100%	100%	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	10	805	750	740	0%	0%	0%	0%	100%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	10	805	754	738	0%	0%	0%	0%	100%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	10	805	748	735	0%	0%	0%	0%	100%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

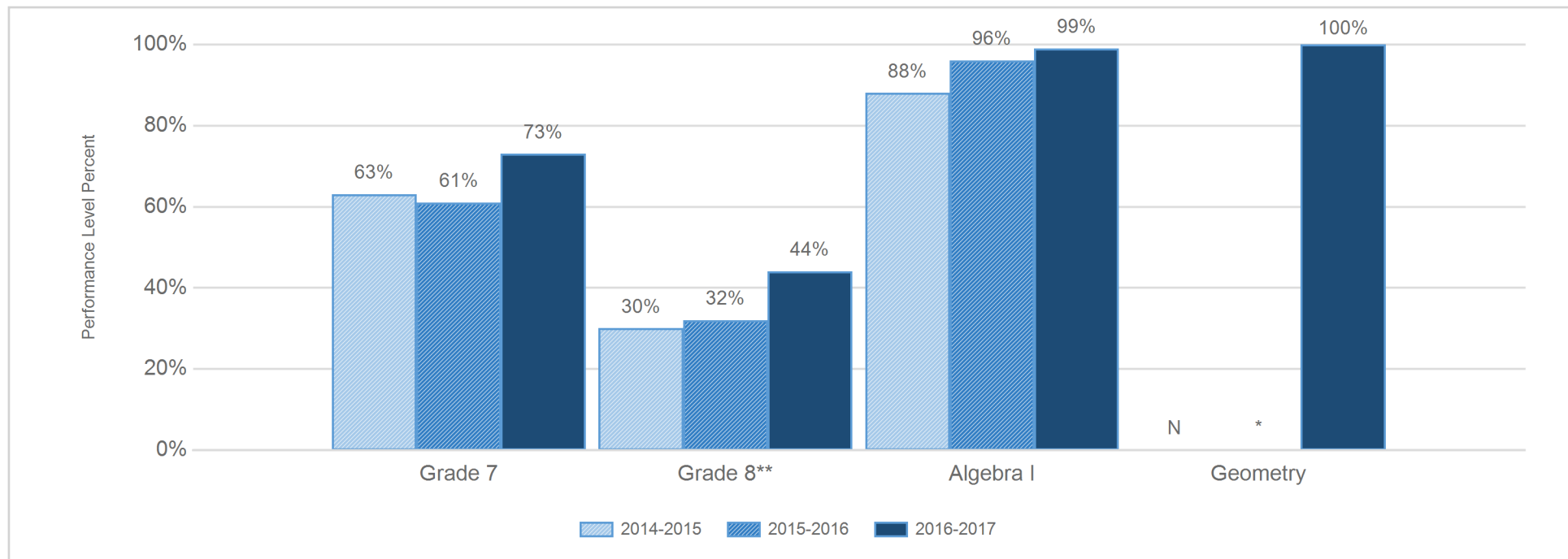


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Mathematics Assessment – Performance Trends

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



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



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### Alternate Assessments - Participation

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

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

### English Language Proficiency Test - Participation and Performance

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

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



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

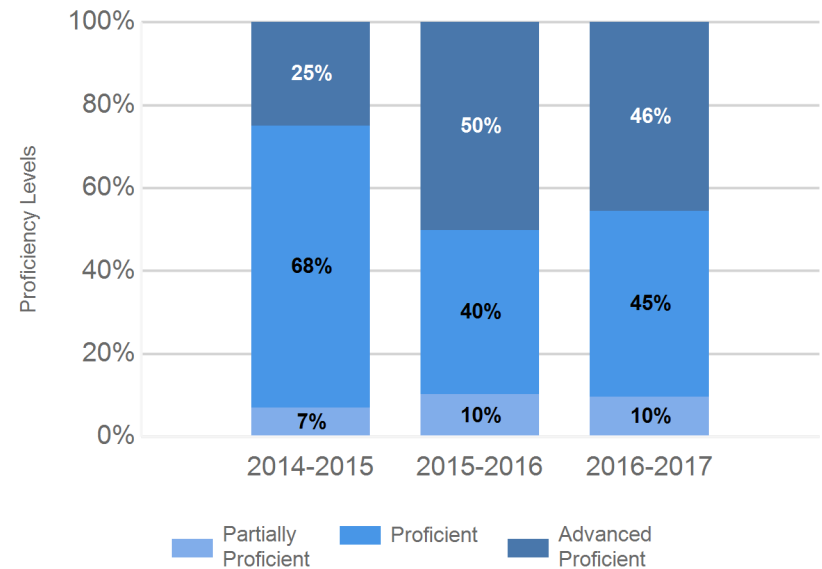
### NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	46%	45%	10%
White	45%	49%	6%
Hispanic	7%	64%	29%
Black or African American	29%	33%	38%
Asian, Native Hawaiian, or Pacific Islander	67%	24%	9%
American Indian or Alaska Native	N	N	N
Two or More Races	60%	40%	N
Economically Disadvantaged Students	9%	46%	46%
Students with Disabilities	9%	54%	37%
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	54	49	50	Met Target	72	66	50	Exceeds Target
White	52	48	50	Met Target	72	66.5	52	Exceeds Target
Hispanic	31	47	49	Not Met	*	*	47	**
Black or African American	65	43.5	45	Exceeds Target	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	57	51.5	60	Met Target	68.5	70	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	68	54	51	Exceeds Target	81.5	63	52	**
Economically Disadvantaged	38	41	47	Not Met	81	57	46	**
Students with Disabilities	39	40	41	Not Met	66.5	55	43	Exceeds Target
English Learners	*	74.5	53	**	*	79	51	**

\*\* 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:

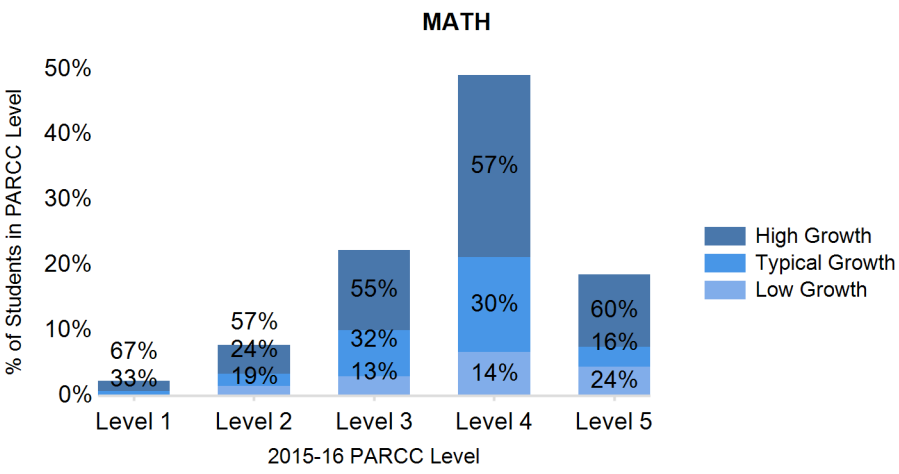
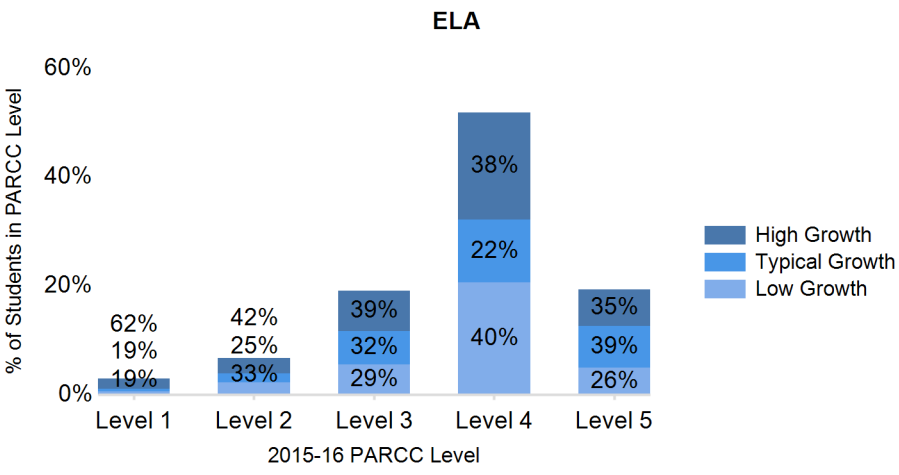
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High Growth: Greater than 65

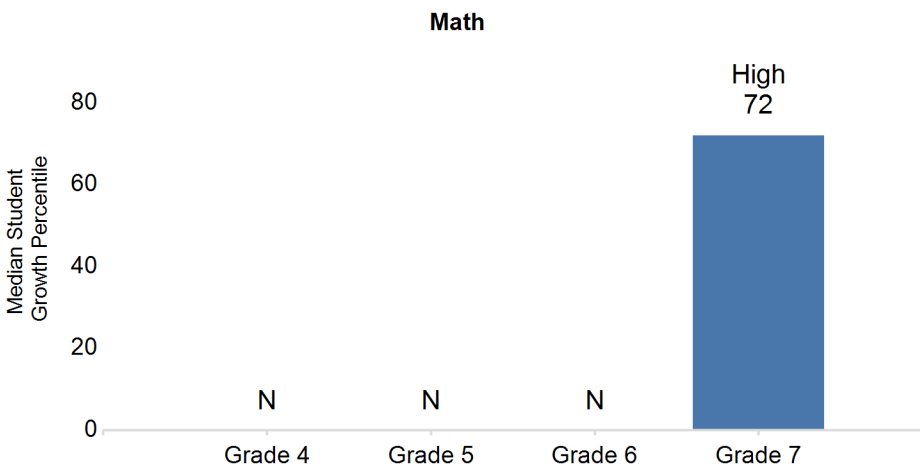
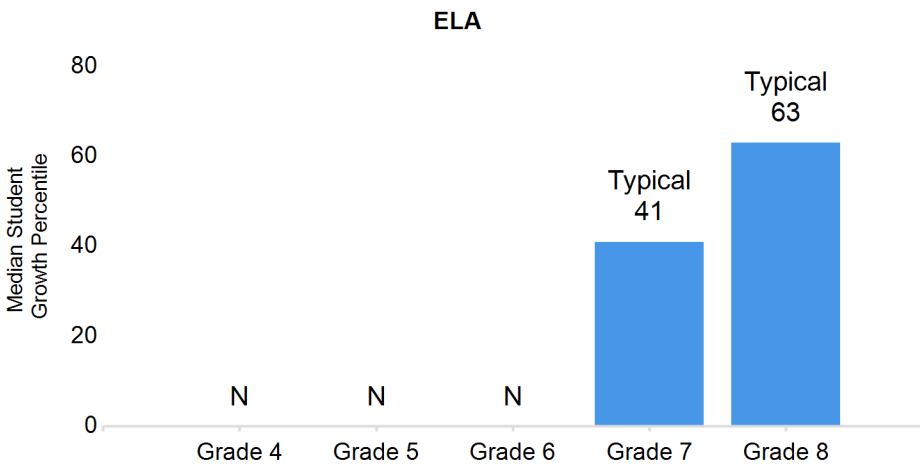
Student Growth by Performance Level

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
7	10	0	312
8	109	10	185
Schoolwide	119	10	497

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
7	178	23	0	81	0	0	0
8	169	27	0	72	0	0	0
Schoolwide	347	50	0	153	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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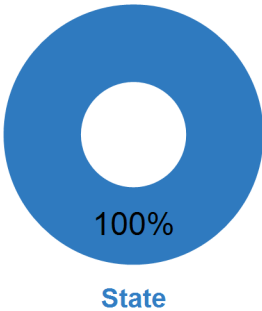
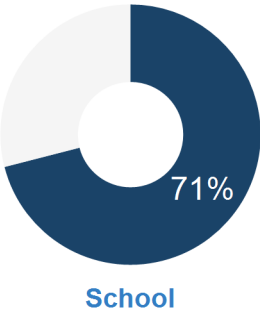
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Visual and Performing Arts – Course Participation

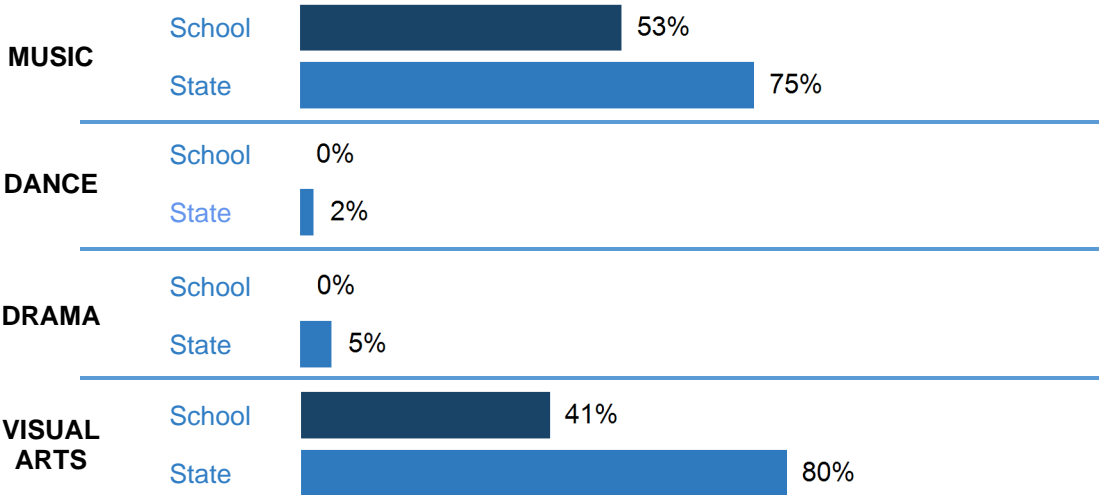
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

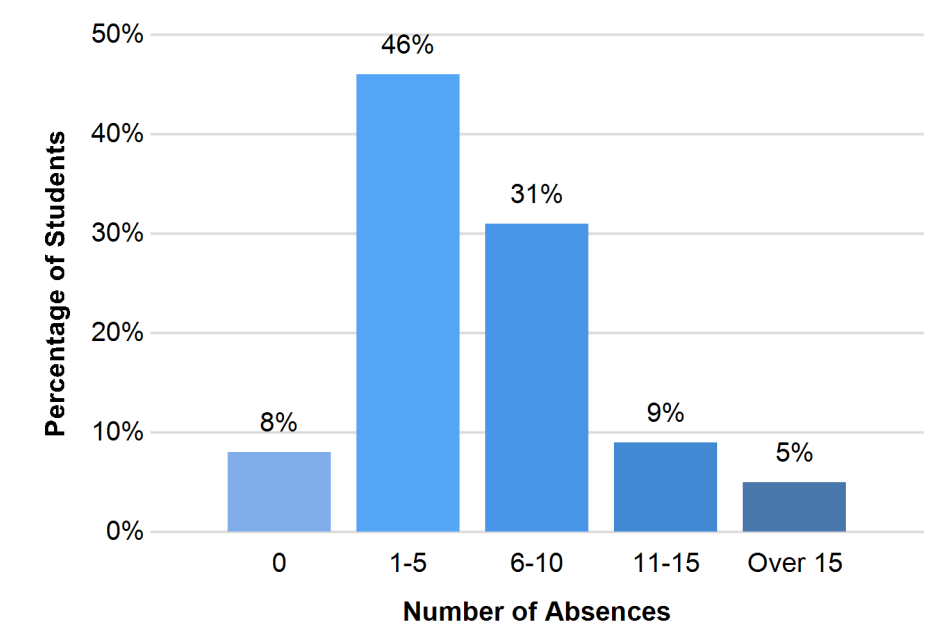
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.90	9.10	Met Target
White	3.40	9.10	Met Target
Hispanic	3.40	9.10	Met Target
Black or African American	0	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.40	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.40	9.10	Met Target
Economically Disadvantaged Students	8.90	9.10	Met Target
Students with Disabilities	4.20	9.10	Met Target
English Learners	N	**	**

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

Days Absent

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



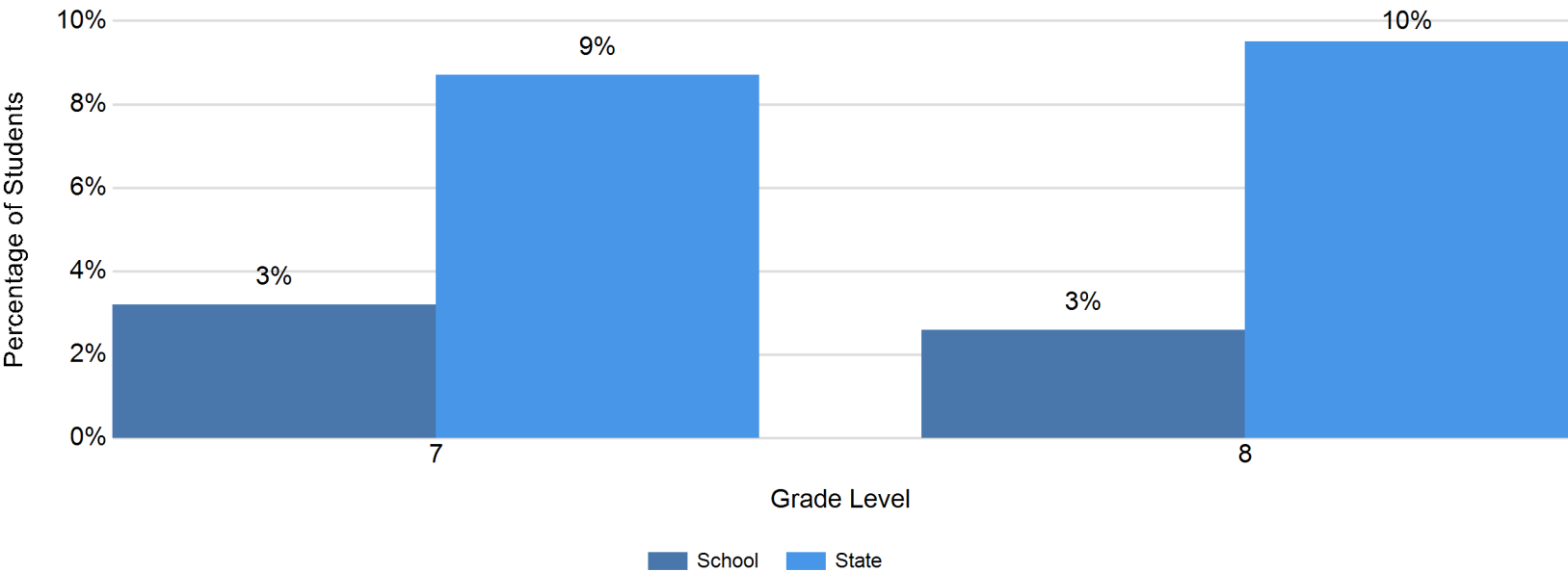


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 43 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.99

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	7.9%
Out-of-School Suspensions	2.8%
Any Suspension	9.5%

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	259.1 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$322	\$15,268	\$15,590





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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	120,724
Average years experience in public schools	14.0	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	84%	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	26	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	85%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	304:1	148:1
Librarian/Media Specialists		551:1
Nurses		643:1
Counselors		257:1
Child Study Team		322:1



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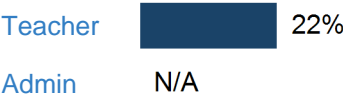
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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	76.0	17.5%
Mathematics Proficiency	84.4	17.5%
English Language Arts Growth	56.5	25.0%
Mathematics Growth	95.3	25.0%
Chronic Absenteeism	88.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		79.4
<b>Summative Rating:</b> Percentile rank of Summative Score		89.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	79.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	75.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	56.7	11.9	No	Met Target	Met Target	Met Target	Not Met	**	No
Black or African American	94.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	**	No
Asian, Native Hawaiian, or Pacific Islander	70.5	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	88.7	11.9	No	N	N	Met Target	Exceeds Target	**	No
Economically Disadvantaged Students	27.7	11.9	No	Met Target†	Met Target	Met Target	Not Met	**	No
Students with Disabilities	73.8	11.9	No	Met Target†	Met Target	Met Target	Not Met	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Keith	<b>Email Address:</b>	<a href="mailto:mkeith@mtps.com">mkeith@mtps.com</a>
<b>Address:</b>	801 N STANWICK ROAD MOORESTOWN, NJ 08057	<b>Website:</b>	<a href="http://wams.mtps.com/">http://wams.mtps.com/</a>
<b>Phone:</b>	(856)778-6620	<b>Facebook:</b>	<a href="http://www.facebook.com/Moorestown-Township-Public-Schools">http://www.facebook.com/Moorestown-Township-Public-Schools</a>

### School Narrative

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

	<b>Highlights:</b> <ul style="list-style-type: none"> <li>• WAMS has a robust Honors Fine and Performing Arts program.</li> <li>• WAMS students experience a full school inclusion of 1-to-1 devices.</li> <li>• WAMS students can choice 1 of 3 full-year World Language courses.</li> </ul>
	<b>Mission, Vision, Theme:</b> <p>The mission of William Allen Middle School is to educate and inspire our diverse population of early adolescents to realize their unique individual potentials, to internalize responsibility, to value themselves and others, and to become life-long learners and productive citizens.</p>
	<b>Awards, Recognition, Accomplishments:</b> <p>WAMS students receive local and National Awards in Robotics, Math Counts, National Latin Exam, National Spanish Exam, National French Exam, and National Debate Association.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We offer 3 levels of Advanced Mathematics, as well as, Honors Language Arts, Honors Fine and Performing Arts, and full year on-level and Honors World Language. WAMS meets students needs with resource and support classes. WAMS students experience STEAM classes.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Our students excel in the classroom and on the field/court/mat. We have won area championships in Girls and Boys Basketball, Baseball, Softball, Girls Lacrosse and Wrestling.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We offer many opportunities for student involvement Robotics, Math Counts, History Club, OASIS, Homework Club, Anime Club, Drama Club, Science Fair, Spanish and Italian Club, WAMS News Magazine, Design to Publish, Photo to Print, and Yearbook Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>WAMS offers ESSA (Title 1 Tutoring) and 10th period for students to receive extra help from their teachers.</p>







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### School Narrative

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

 <b>Staff and Professional Learning:</b>	<p>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</p>
 <b>Student Supports and Services:</b>	<p>We offer a complete range of special education programs in the least restrictive environment for students who have been determined to be eligible for special education and related services. A full continuum of program options are available and include supported general education classes, resource center replacement, support classes and self-contained classes. The vast majority of classified students are served in general education classes with support or minimal pull-out.</p>
 <b>Student Health and Wellness:</b>	<p>Throughout the year, WAMS students are involved in Social/Emotional Learning activities through Quaker Times, Anti-Bullying Presentations, Social Media Awareness speakers, and positive reinforcement campaigns through the guidance office, such as Teaming Up Against Bullying.</p>
 <b>Parent and Community Involvement:</b>	<p>We have an active Home and School committee that meets monthly with the building principal. The principal organizes Parent Round-table Discussions to allow for feedback from the community about programs and activities. Our OASIS club is involved in community service projects and outreach programs. Student council is involved in raising and donating money for selected charities.</p>



**William Allen Middle School**  
**2016-2017**  
**Grade Span 07-08**

**05-3360-110**  
**BURLINGTON**  
**MOORESTOWN TWP**  
**801 N STANWICK ROAD**  
**MOORESTOWN, NJ 08057**

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Over the past 2 years, WAMS has completed construction on Science Lab upgrades, Theater Renovations, and parking lot renovation.</p>
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Other Information:

WAMS is an innovative school where students are challenged to succeed as problem-solvers, critical thinkers, and cooperative learners. Our program is created to reach the whole child for all children. While at WAMS, children are exposed to the NJSLs, 21st Century Skills, and courses that thoroughly enrich their learning experience. Our schedule and program of studies provides students with new learning opportunities through the structure they crave in order to build confidence in a secure environment. Our approach places students on a team of core teachers and special needs teachers. Each team has an even balance of mixed genders, academic levels, and learning styles. The teachers meet as department and cross-curricular teams to ensure curricular alignment and cross-curricular engagement. The teams discuss ways to assist struggling students both academically and personally. They meet with the parents and student where all members of the team are part of assisting the family. Each student will be placed in Enrichment courses that are designed to expose him/her to 4 focused areas of curriculum: Literature/Writing; STEM; Humanities; Visual and Performing Arts. These courses offer the students 45 days of reinforcing curriculum, and introducing them to new curriculum. All courses must possess the following qualities: NJSLs Alignment; 21st Century Skills; Enrich Core Curriculum; Alignment to High School. These courses are intended to reach the whole child through multiple approaches. Along with our regular day, students are encouraged to seek assistance from their teachers during our “10th period” between 2:30 and 3:00 PM. Homework Club meets Mondays, Tuesdays, Thursdays and Fridays from 2:35 -3:15 PM all year long for students to stop in anytime they need extra assistance. WAMS offers a variety of after-school clubs, athletics and musical opportunities. Information related to these activities will be advertised in the summer prior to the start of school.