



Field Street School  
2016-2017  
Grade Span 01-03

33-4070-090  
SALEM  
PENNS GRV-CARNEY'S PT REG  
144 FIELD STREET  
CARNEYS POINT, NJ 08069-1369

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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### Footnotes

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
1	199	186	162
2	178	180	173
3	174	164	165
Ungraded	0	25	28
<b>Total</b>	<b>551</b>	<b>555</b>	<b>528</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	48%
Male	51%	51%	53%
Economically Disadvantaged Students	71%	73%	79%
Students with Disabilities	13%	13%	13%
English Learners	20%	16%	10%
Homeless Students			6%
Students in Foster Care			2%
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
Black or African American	39.2%
Hispanic	35.2%
White	24.4%
Asian	0.6%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.4%

**Enrollment by Home Language**

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

Home Language	% of Students
English	70.3%
Spanish	28.4%
<i>Other</i>	1.4%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	177	100.0	27.10	25.50	54.90	27.1	26.4	Met Target
White	44	100.0	52.30	38.90	63.90	52.3	33.1	Met Target
Hispanic	62	100.0	22.60	20.50	39.80	22.6	24.9	Met Target†
Black or African American	68	100.0	14.70	18.40	35.20	14.7	21.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	25.00	54.90	N	**	**
Female	94	100.0	29.80	30.50	62.20	29.8		
Male	83	100.0	24.10	20.90	48.10	24.1		
Economically Disadvantaged Students	144	100.0	19.50	20.90	36.20	19.5	24.5	Met Target†
Non-Economically Disadvantaged Students	33	100.0	60.60	36.70	65.80	60.6		
Students with Disabilities	32	100.0	15.60	*	20.50	15.6	N	N
Students without Disabilities	145	100.0	29.60	*	61.90	29.6		
English Learners	39	100.0	15.40	*	25.20	15.4	N	N
Non-English Learners	138	100.0	30.40	*	57.40	30.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	20.00	23.00	N		

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† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	178	729	729	749	*	30%	23%	25%	*	28%	50%
White	44	752	752	759	*	*	*	48%	*	55%	61%
Hispanic	62	720	720	734	26%	32%	19%	23%	0%	23%	35%
Black or African American	69	722	722	731	20%	36%	28%	*	*	16%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	95	733	733	754	*	31%	*	26%	*	31%	55%
Male	83	724	724	745	*	30%	*	24%	*	25%	46%
Economically Disadvantaged Students	145	724	724	731	*	*	*	*	*	21%	31%
Non-Economically Disadvantaged Students	33	752	752	762	*	*	*	*	*	61%	63%
Students with Disabilities	30	703	703	720	*	*	*	*	*	17%	24%
Students without Disabilities	148	734	734	755	*	*	*	*	*	30%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

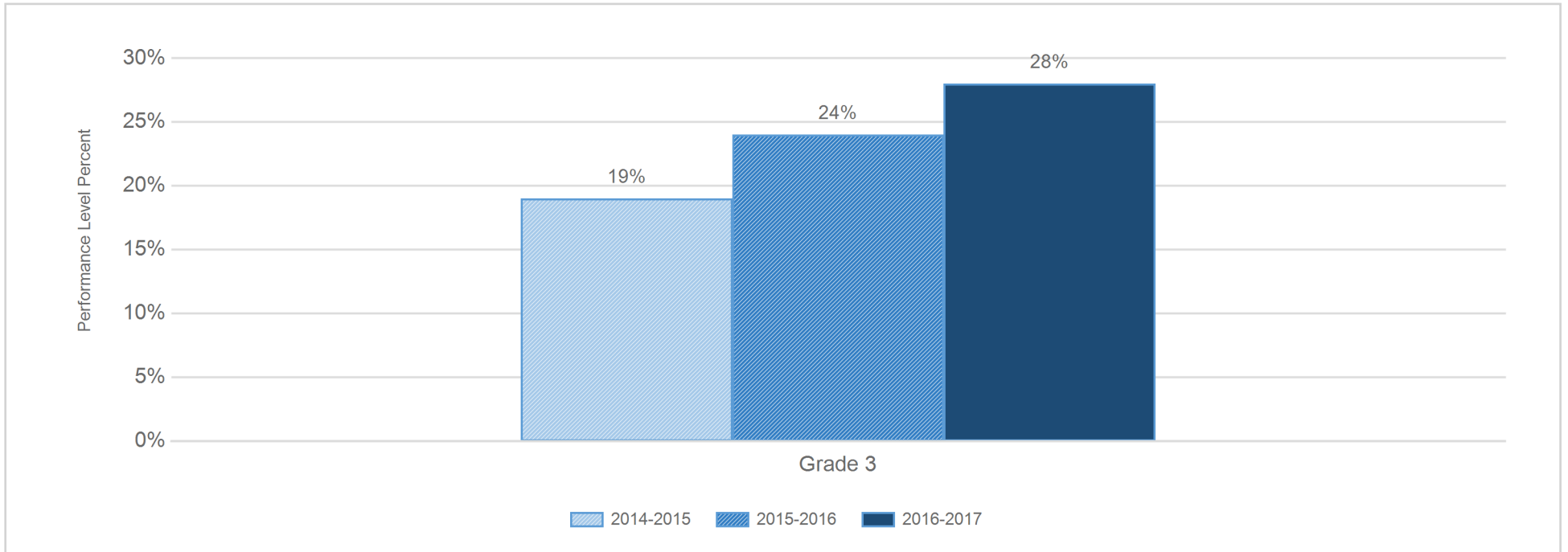


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### English Language Arts/Literacy Assessment - Performance Trends

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	177	99.4	28.20	19.50	43.50	28.2	38.8	Not Met
White	44	100.0	40.90	31.40	52.40	40.9	50.6	Met Target†
Hispanic	63	100.0	25.40	*	27.60	25.4	36.3	Not Met
Black or African American	67	98.5	22.40	12.10	21.70	22.4	30.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	93	98.9	28.00	*	44.10	28		
Male	84	100.0	28.50	*	42.90	28.5		
Economically Disadvantaged Students	144	99.3	25.00	*	25.10	25	37.4	Not Met
Non-Economically Disadvantaged Students	33	100.0	42.40	*	54.30	42.4		
Students with Disabilities	32	100.0	*	*	16.50	*	10.2	Not Met
Students without Disabilities	145	99.3	*	*	48.80	*		
English Learners	41	100.0	24.40	13.70	23.30	24.4	N	N
Non-English Learners	136	99.3	29.40	20.00	45.20	29.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	177	736	736	751	10%	28%	34%	23%	6%	29%	53%
White	44	748	748	759	*	*	34%	34%	*	43%	63%
Hispanic	63	731	731	738	*	25%	35%	24%	*	25%	37%
Black or African American	67	732	732	733	*	34%	33%	16%	*	22%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	93	737	737	751	*	29%	37%	24%	*	28%	52%
Male	84	734	734	751	*	26%	31%	23%	*	30%	53%
Economically Disadvantaged Students	144	732	732	736	*	*	31%	*	*	26%	34%
Non-Economically Disadvantaged Students	33	753	753	761	*	*	46%	*	*	42%	65%
Students with Disabilities	30	717	717	729	*	*	*	*	*	*	29%
Students without Disabilities	147	740	740	755	*	*	*	*	*	*	57%
English Learners	11	694	694	724	*	*	*	*	*	*	21%
Non-English Learners	166	739	739	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

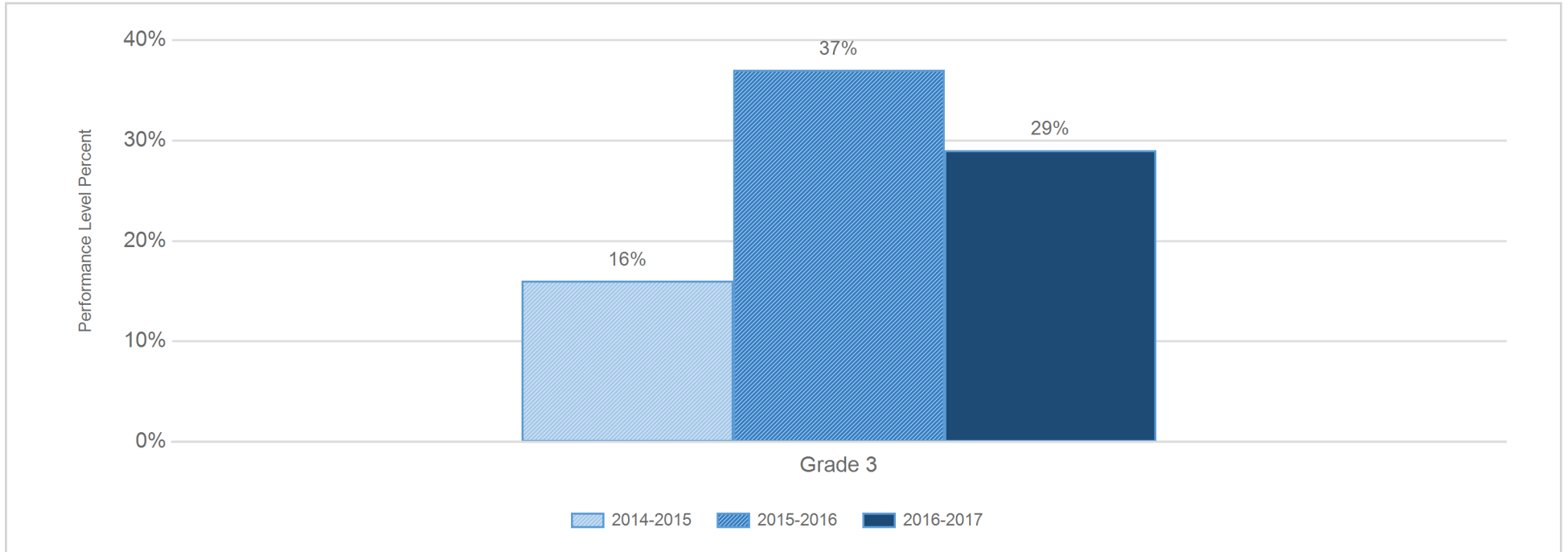


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### Mathematics Assessment – Performance Trends

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	*	*	*
2	*	*	*
3	32	*	*
4	11	*	*
5+	*	*	*



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

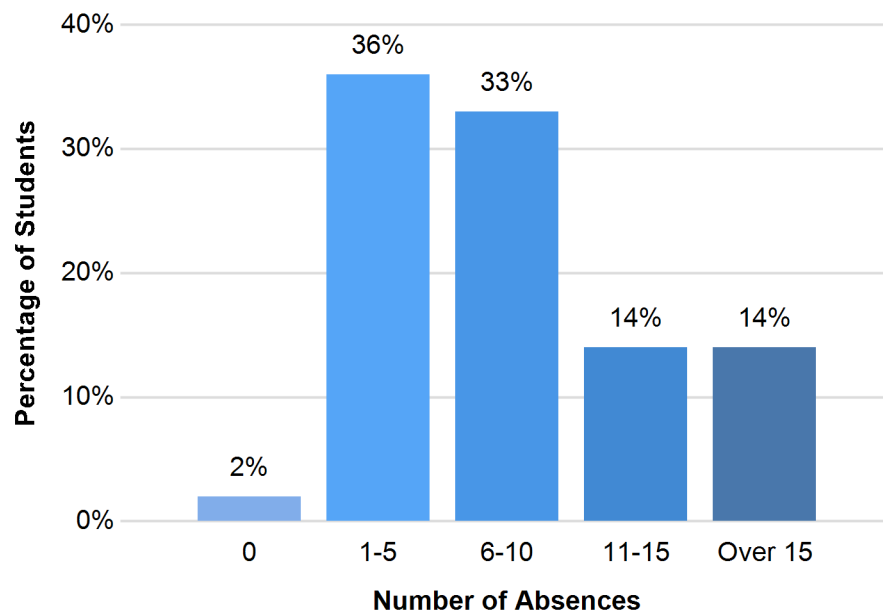
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.70	8.00	Not Met
White	15.60	8.00	Not Met
Hispanic	11.80	8.00	Not Met
Black or African American	13.70	8.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.40	8.00	Not Met
Students with Disabilities	18.90	8.00	Not Met
English Learners	10.90	8.00	Not Met

### 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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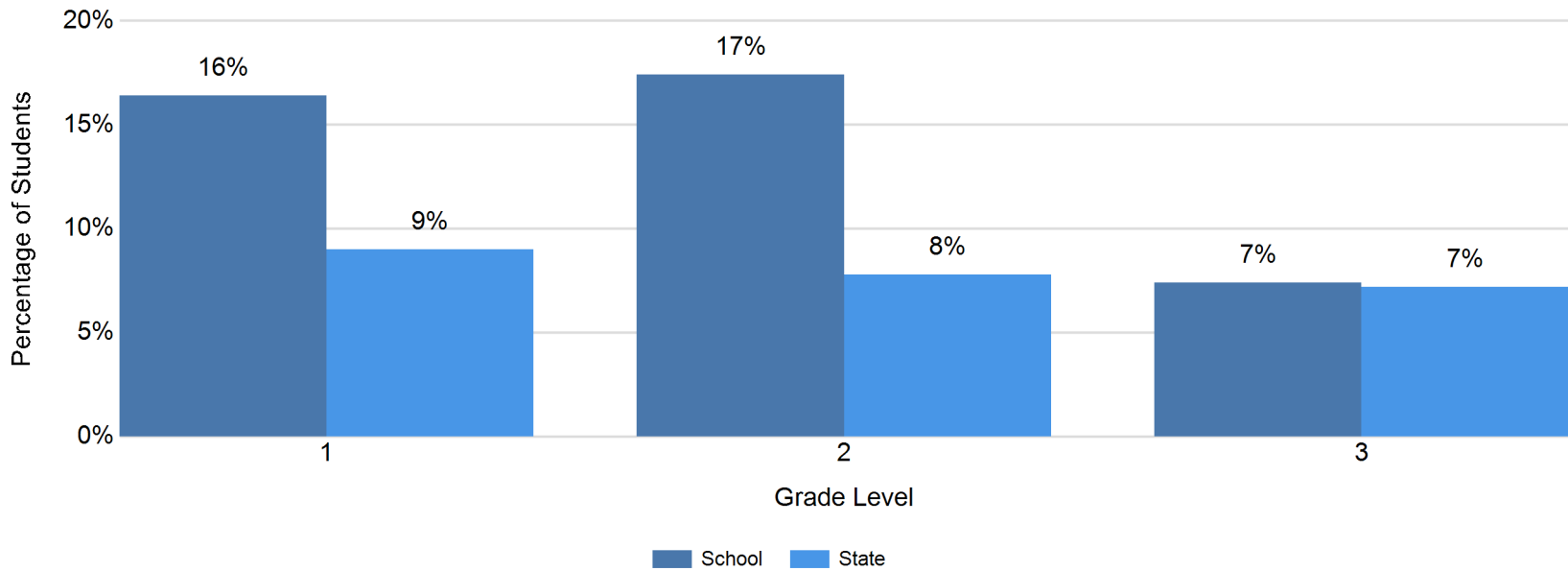


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### Chronic Absenteeism by Grade

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	8:40AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.5%
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	4.2:1	488.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,053	\$13,228	\$14,281



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	120,724
Average years experience in public schools	15.4	11.8
Average years experience in district	14.3	10.5
Teachers in district for 4 or more years	93%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	50%	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	264:1	128:1
Librarian/Media Specialists		683:1
Nurses		512:1
Counselors		228:1
Child Study Team		341:1



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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.

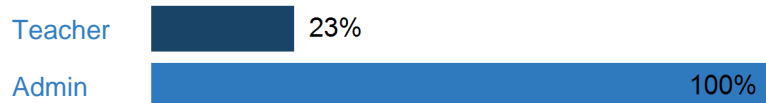
### Teachers and Administrators - Level of Education

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	94%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	93%



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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
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> 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

<b>Principal:</b>	Ms. Kwiatkowski	<b>Email Address:</b>	<a href="mailto:mkwiatkowski@pennsgrove.k12.nj.us">mkwiatkowski@pennsgrove.k12.nj.us</a>
<b>Address:</b>	144 FIELD STREET CARNEYS POINT, NJ 08069-1369	<b>Website:</b>	<a href="http://pgcpschools.org/pgcp/Field/">http://pgcpschools.org/pgcp/Field/</a>
<b>Phone:</b>	(856)299-0170		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes balanced literacy, EnVisions Math pilot, National Geographic Learning Exploring Science.</li> <li>• Technology centers in rooms to include Chrome Books, laptops, iPads, interactive boards.</li> <li>• Community Outreach includes Whole Kids Grant Family Luncheons and NJEA PRIDE parent connection events.</li> </ul>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Recipient of Whole Kids grant to promote healthy nutrition. Our attendance initiative promotes regular school attendance for academic success. Students of the month are recognized at the building and district level. End of year awards recognize outstanding accomplishments in content and specialist areas as well as, excellent attendance and service award recognition.</p>






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**School Narrative**

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

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>EnVision is a comprehensive mathematics program focusing on project-based and visual learning strategies to support the NJ Learning Standards. ELA instruction aligns with the CCCS. Resources such as Benchmark Literacy, mentor texts, guided and independent reading, and Fountas and Pinnell assist teachers in monitoring the reading levels of students for individualized instruction. Teaching strategies include literature circles, read alouds, guided reading, and reader's and writers' workshops.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Building wide activities include Reach Out in Plain English (R.O.P.E.), content area activities to include writing celebrations, paired reading events, math mania, spelling bees and our building wide science fair as well as, celebrations of the arts to include the school play, music concerts and art showcases. Students take part in the Kids Inquiry Conference at Salem Community College annually and also are selected to be part of the Gifted and Talented Program in the building.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Field Street School offers, via a private company, a before-school and after-school "latch key" program that assists parents with child care.</p>







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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Professional learning opportunities for mathematics include Rowan University’s South Jersey Math Ambassador’s Program and EnVisions. ELA professional development opportunities include Reading Horizons and Standard Solutions. Additionally, building wide PLCs and in-house professional development trainings are utilized by staff as well as, an online professional development resource, Edivate.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student supports and services include guidance counseling services, speech, occupational and physical therapy, English Language Learner and Child Study Team supports as well as, Targeted Assistance supports for struggling learners. Additionally, Intervention &amp; Referral Services are in place to provide supports for students experiencing learning, behavioral or health difficulties. Building wide assemblies are held to promote a safe, healthy and welcoming building climate.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Student health and wellness programs include breakfast in the classroom, Fresh Fuel Family Luncheons as well as, healthy eating through the featured fruit or vegetable of the month. Students and staff also maintain the Field Street Community Garden. The Health Office conducts regular hearing and vision tests, and fluoride treatments. An AED Response Team is also in place in the event of emergencies. Students are physically active during daily recess and physical education classes.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents and community involvement are encouraged in the building. Parents can access district information via our website and through the Genesis Parent Portal. Field Street has a very active PTO and Principal’s Advisory Committee to promote communication between home and school. Building wide events occur on a regular basis through the NJEA PRIDE grant to ensure parents are actively involved in their child’s education. Community speakers are also welcomed on a regular basis.</p>



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School Narrative

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



Facilities:

Field Street School has undergone recent renovations and upgrades to include the HVAC system, new boilers, new security systems, telephones and entrance doors as well as upgrades to the internet. The gymnasium floor was resurfaced and new parking areas were installed to ensure the safest environment for our students.



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### Footnotes

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	155	137	121
KG	173	157	147
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	20	22	25
Total	348	316	293

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	49%
Male	54%	53%	51%
Economically Disadvantaged Students	38%	29%	57%
Students with Disabilities	14%	10%	12%
English Learners	10%	10%	21%
Homeless Students			4%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	38.2%
White	28.0%
Black or African American	27.3%
Asian	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.8%

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	149	137	121
PK - Full Day	0	0	0
KG - Half Day	0	0	1
KG - Full Day	172	157	146

### 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	66.9%
Spanish	30.4%
Turkish	1.0%
Other	1.6%



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

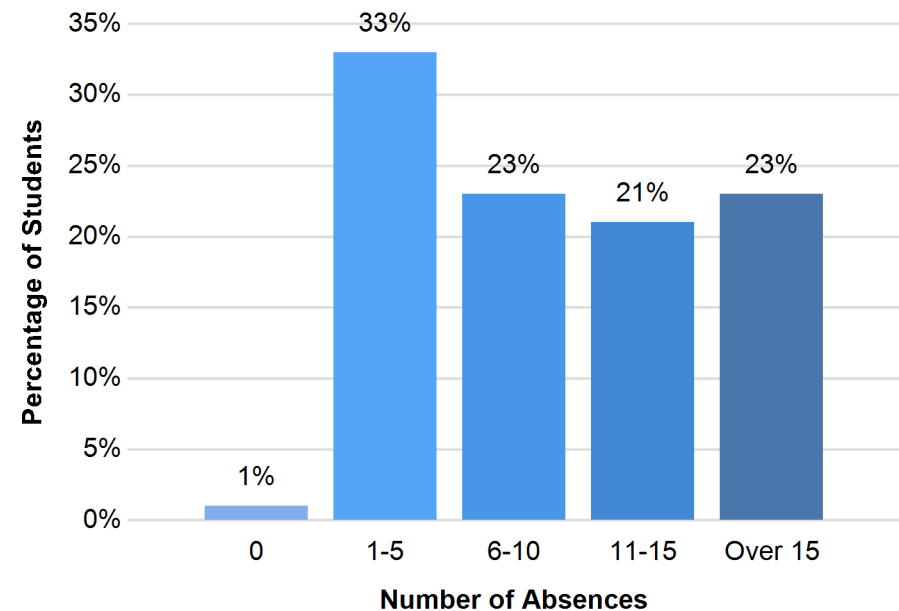
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	19.50	12.50	Not Met
White	13.20	12.50	Not Met
Hispanic	16.70	12.50	Not Met
Black or African American	26.70	12.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	22.00	12.50	Not Met
Students with Disabilities	N	**	**
English Learners	13.80	12.50	Not Met

### Days Absent

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



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



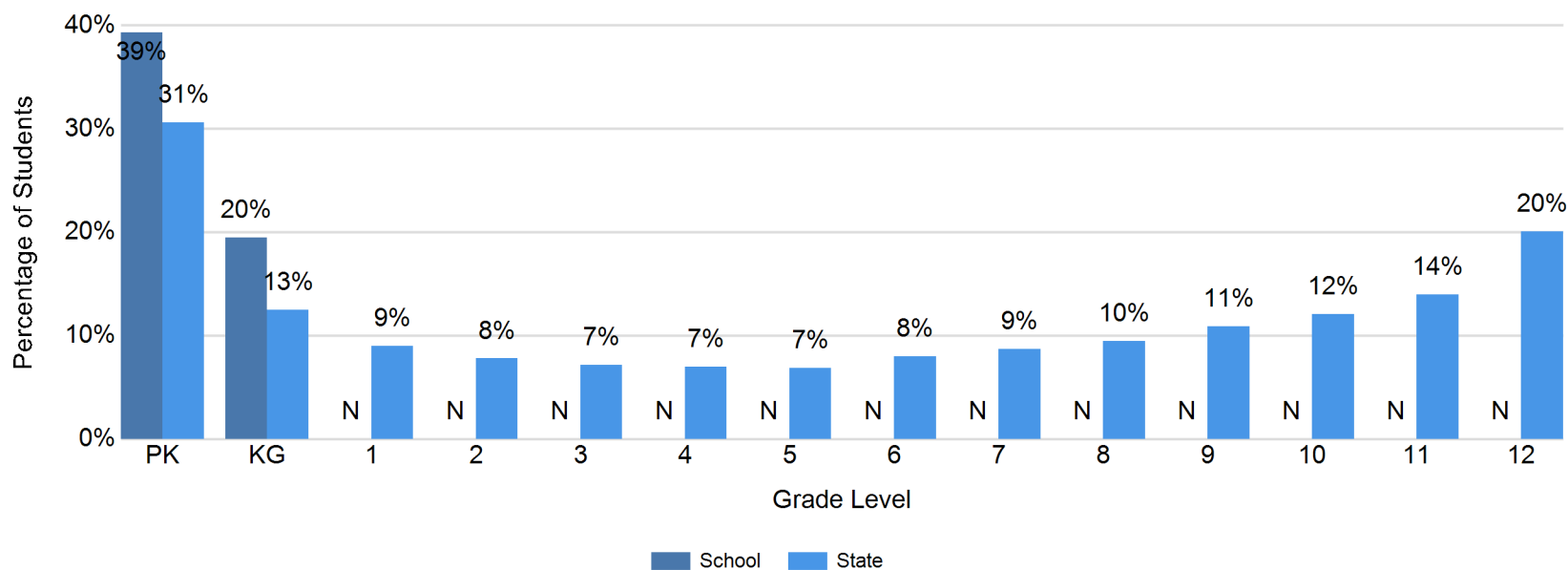
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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,053	\$13,228	\$14,281



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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	22	120,724
Average years experience in public schools	18.6	11.8
Average years experience in district	16.6	10.5
Teachers in district for 4 or more years	96%	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	16	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	50%	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	293:1	128:1
Librarian/Media Specialists		683:1
Nurses		512:1
Counselors		228:1
Child Study Team		341:1



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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**:

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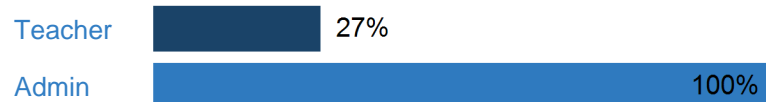
### Teachers and Administrators - Level of Education

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.

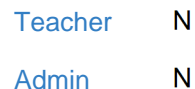
#### Bachelor's Degree



#### 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	94%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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237 SHELL ROAD  
CARNEYS POINT, NJ 08069-1369

### School General Info

<b>Principal:</b>	Mr. Meyrick	<b>Email Address:</b>	<a href="mailto:cmeyrick@pennsgrove.k12.nj.us">cmeyrick@pennsgrove.k12.nj.us</a>
<b>Address:</b>	237 SHELL ROAD CARNEYS POINT, NJ 08069-1369	<b>Website:</b>	<a href="http://pgcpschools.org/pgcp/LP/">http://pgcpschools.org/pgcp/LP/</a>
<b>Phone:</b>	(856)299-3230		

### School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• True Colors - a home grown character education program that focuses on whole child development.</li> <li>• Teaching Strategies Gold - provides an opportunity to identify our students' strengths and weaknesses.</li> <li>• 21st Century Exploratorium - a lab that targets the social and emotional development and facilitates.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Welcome to the Lafayette-Pershing School. The Lafayette-Pershing School is the Pre-School and Kindergarten Building within Penns Grove-Carneys Point Regional School District. We embrace the philosophy that all children can learn. All students are provided a safe, nurturing environment that encourages them to maximize their potential while embracing the diversity in our school and community. Our goal is to raise the achievement standards of all of our students.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Our building's home grown character education program focuses on social and emotional development. Additionally, focuses on student attendance and regularly promotes regular school attendance for academic success. Students are recognized on a continuous basis at the school and district levels.</p>



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## School Narrative

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**Courses, Curriculum,  
Instruction:**

Our Preschool aligned its practices with the Grow NJ Kids Initiative. Our preschool school classrooms utilize the Creative Curriculum. Additionally, our students and staff enhance our curriculum by participating in community walking trips. Our Kindergarten aligned its practices with the New Jersey Kindergarten Entry Assessment. Our kindergarten classrooms utilize Benchmark Literacy, Reading Horizons, enVision Math, and Number Talks.



**Before and After  
School Programs:**

Our school offers, via a private company, a before-school and after-school program that assists parents with childcare.







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## School Narrative

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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff utilize building wide PLCs and in-house professional development trainings.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Intervention and Referral Services- an interdisciplinary team that assist teachers who have students that are struggling academically, behaviorally, socially, emotionally, etc. Occupational Therapy, Physical Therapy, Speech, Counseling. Building wide assemblies are held to promote a safe, healthy and welcoming building climate.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Let's Move- morning exercise program to jumpstart students' energy and motivation. Fresh Fruit and Vegetable Program- educational program that exposes our young students to healthy lifestyle by introducing fruits and vegetables. An AED Response Team is also in place in the event of emergencies. Students are physically active during daily recess and physical education classes.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent Teacher Organization- meets on a monthly basis. PRIDE- an association that coordinates events to connect school and families</p>



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### School Narrative

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



Facilities:

A 25-year-old building that includes a library, art room, gymnasium, computer lab, 21st Century Exploratorium.



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## School Narrative

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



Other Information:

The entire Lafayette-Pershing School Staff is dedicated to providing a positive school climate that addresses the academic, social, emotional, and physical needs for every student. Student accomplishments are rewarded with praise and recognition while student moments of correction are addressed with understanding and compassion. We, as a school, believe that it takes a dedicated community to educate a child. Through frequent communication, teamwork, and effective use of personnel, we help children to reach their maximum potential. All of our staff members participate in helping children to grow and learn...from our special area teachers - art, library, music, physical education, to our specialists - guidance, speech, nurse, and case managers; to our support staff - classroom assistants, playground aides, custodians, secretaries and cafeteria staff. We do our best to inspire and encourage our students to dream as big as their hearts can dream and provide the confidence that teaches any dream, no matter how big is attainable with hard work and perseverance. At the Lafayette Pershing School, we are dedicated to promising every student a future. The Lafayette-Pershing School always welcomes the involvement of parents as partners in their children's education. As you can see, our school is filled with activity and positive energy. It is and will always be a privilege and challenge to the staff at the Lafayette-Pershing School to provide quality-learning experiences that develop their 21st century skills while preparing them for College and Career!




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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### Enrollment Trends by Grade

### Enrollment Trends by Student Group

### Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
4	165	158	134
5	146	142	139
Ungraded	0	19	51
<b>Total</b>	<b>311</b>	<b>319</b>	<b>324</b>

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	48%
Male	54%	53%	52%
Economically Disadvantaged Students	72%	74%	80%
Students with Disabilities	15%	15%	18%
English Learners	12%	7%	4%
Homeless Students			6%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	36.1%
Hispanic	33.6%
White	28.7%
Asian	0.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.3%

### Enrollment by Home Language

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

Home Language	% of Students
English	70.7%
Spanish	27.5%
<i>Other</i>	1.8%



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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	318	99.1	32.70	25.50	54.90	32.7	36.1	Met Target†
White	90	98.9	44.40	38.90	63.90	44.4	45.1	Met Target†
Hispanic	107	99.1	23.30	20.50	39.80	23.3	26.7	Met Target†
Black or African American	118	99.2	30.50	18.40	35.20	30.5	38.5	Not Met
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	154	98.8	38.90	30.50	62.20	38.9		
Male	164	99.4	26.80	20.90	48.10	26.8		
Economically Disadvantaged Students	236	99.2	30.50	20.90	36.20	30.5	32.1	Met Target†
Non-Economically Disadvantaged Students	82	98.8	39.00	36.70	65.80	39		
Students with Disabilities	60	97.0	10.00	*	20.50	10	14.1	Met Target†
Students without Disabilities	258	99.6	38.00	*	61.90	38		
English Learners	23	95.8	*	*	25.20	*	N	N
Non-English Learners	295	99.4	*	*	57.40	*		
Homeless Students	20	100.0	30.00	15.40	26.40	30		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	160	733	733	753	*	24%	31%	27%	*	30%	56%
White	48	741	741	762	*	21%	35%	29%	*	35%	67%
Hispanic	50	726	726	740	*	26%	28%	*	*	24%	40%
Black or African American	60	730	730	737	*	27%	30%	28%	*	28%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	78	733	733	758	*	22%	30%	28%	*	33%	61%
Male	82	732	732	749	*	27%	32%	26%	*	27%	51%
Economically Disadvantaged Students	121	728	728	737	*	*	31%	23%	*	26%	36%
Non-Economically Disadvantaged Students	39	745	745	764	*	*	31%	39%	*	44%	69%
Students with Disabilities	28	701	701	725	*	*	*	*	*	*	25%
Students without Disabilities	132	739	739	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	10	725	725	729	*	*	*	*	*	20%	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	736	736	756	*	17%	34%	33%	*	34%	59%
White	45	744	744	763	*	*	27%	49%	0%	49%	69%
Hispanic	61	728	728	743	21%	*	39%	25%	*	25%	44%
Black or African American	60	736	736	740	*	23%	35%	27%	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	80	744	744	761	*	*	40%	39%	*	41%	66%
Male	88	728	728	750	*	*	28%	27%	*	27%	53%
Economically Disadvantaged Students	123	734	734	740	*	*	33%	33%	*	33%	40%
Non-Economically Disadvantaged Students	45	740	740	765	*	*	38%	33%	*	36%	71%
Students with Disabilities	34	714	714	725	*	*	*	*	*	*	22%
Students without Disabilities	134	741	741	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	10	746	746	733	0%	*	*	*	0%	40%	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	36%

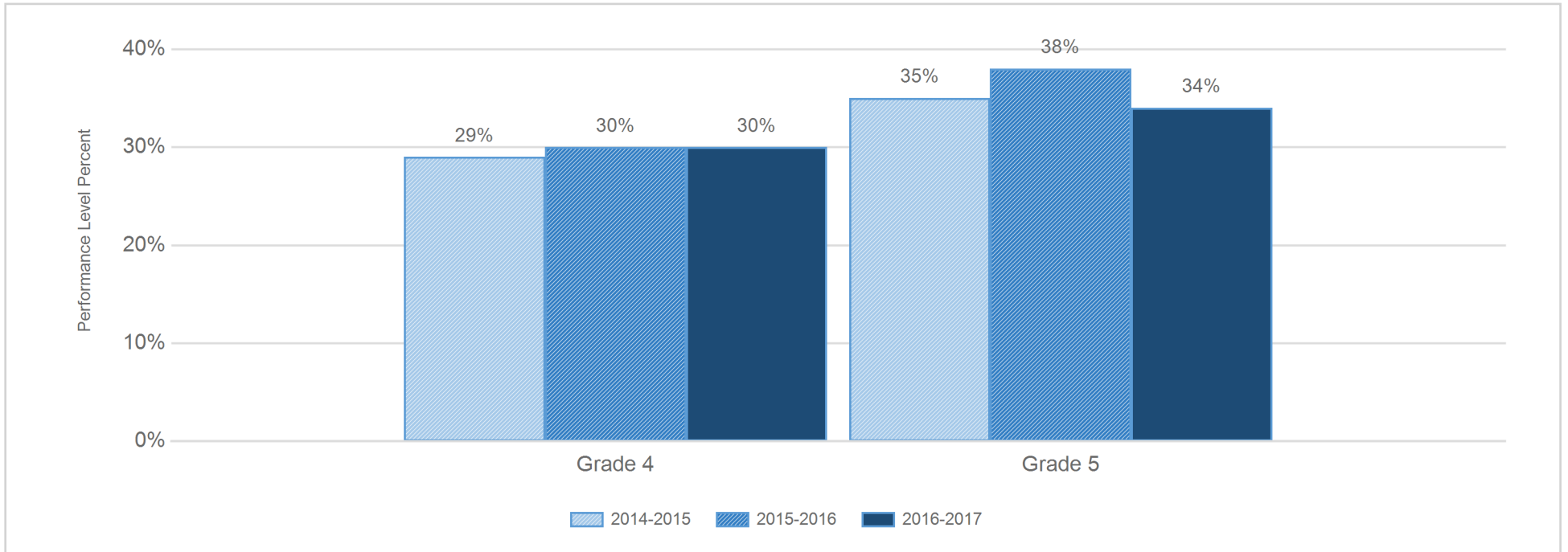


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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### Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	319	99.7	22.60	19.50	43.50	22.6	31.1	Not Met
White	90	98.9	35.60	31.40	52.40	35.6	44.6	Not Met
Hispanic	108	100.0	18.50	*	27.60	18.5	29	Not Met
Black or African American	118	100.0	15.30	12.10	21.70	15.3	19.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	154	99.4	25.90	*	44.10	25.9		
Male	165	100.0	19.40	*	42.90	19.4		
Economically Disadvantaged Students	236	99.6	19.90	*	25.10	19.9	25.1	Not Met
Non-Economically Disadvantaged Students	83	100.0	30.10	*	54.30	30.1		
Students with Disabilities	61	98.5	*	*	16.50	*	18.2	Not Met
Students without Disabilities	258	100.0	*	*	48.80	*		
English Learners	24	100.0	*	13.70	23.30	*	13.5	Met Target†
Non-English Learners	295	99.7	*	20.00	45.20	*		
Homeless Students	20	100.0	10.00	15.60	16.40	10		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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† 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
Schoolwide	160	730	730	747	16%	26%	34%	24%	0%	24%	47%
White	48	737	737	755	*	*	42%	29%	0%	29%	59%
Hispanic	50	730	730	734	20%	20%	32%	28%	0%	28%	30%
Black or African American	60	722	722	729	*	40%	30%	*	0%	15%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	78	728	728	747	*	26%	30%	23%	*	23%	47%
Male	82	731	731	747	*	27%	39%	24%	*	24%	48%
Economically Disadvantaged Students	121	727	727	732	*	*	31%	22%	0%	22%	27%
Non-Economically Disadvantaged Students	39	738	738	757	*	*	44%	31%	0%	31%	61%
Students with Disabilities	28	712	712	724	*	*	*	*	*	*	22%
Students without Disabilities	132	733	733	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	10	716	716	723	*	*	*	*	0%	10%	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	732	732	747	*	31%	42%	20%	*	20%	46%
White	45	739	739	754	*	22%	31%	38%	*	38%	57%
Hispanic	62	726	726	735	*	37%	44%	*	0%	11%	30%
Black or African American	60	731	731	729	*	30%	50%	*	0%	15%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	80	736	736	747	*	23%	46%	25%	*	26%	47%
Male	89	727	727	746	*	38%	38%	15%	*	15%	46%
Economically Disadvantaged Students	123	730	730	732	*	33%	43%	16%	*	17%	27%
Non-Economically Disadvantaged Students	46	735	735	756	*	26%	39%	28%	*	28%	59%
Students with Disabilities	35	718	718	725	*	*	*	*	*	*	19%
Students without Disabilities	134	735	735	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	10	737	737	724	0%	*	*	*	0%	10%	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

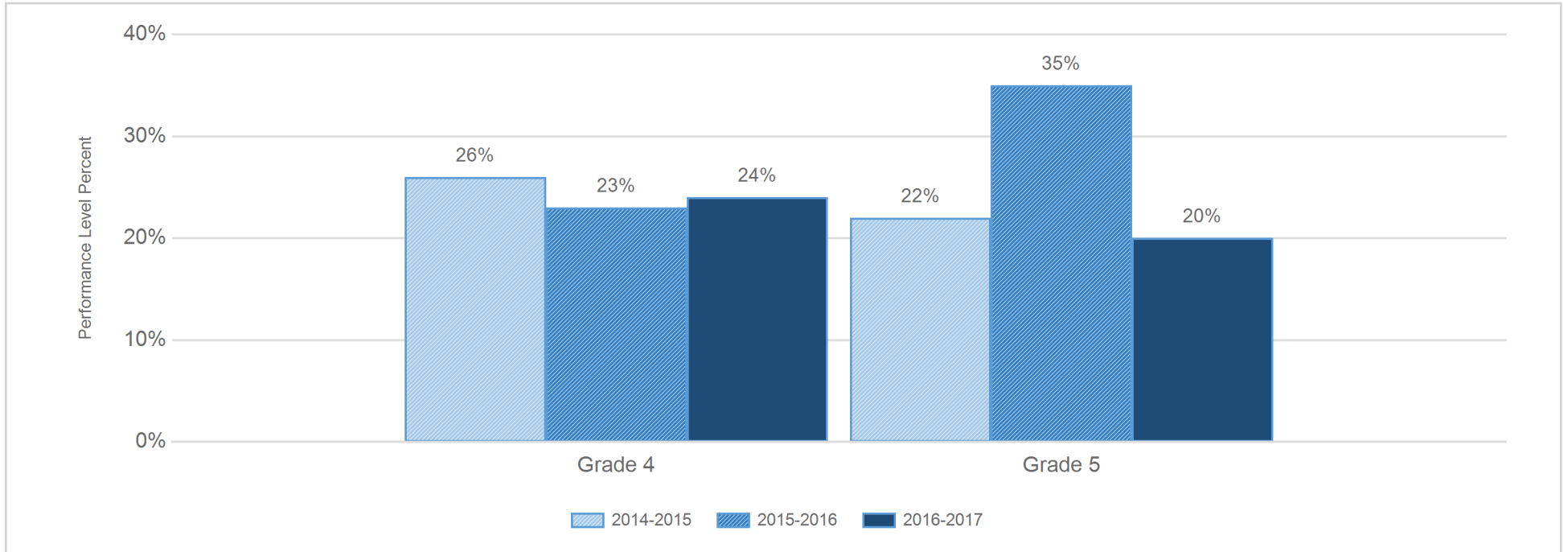


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	*	*

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

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

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



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

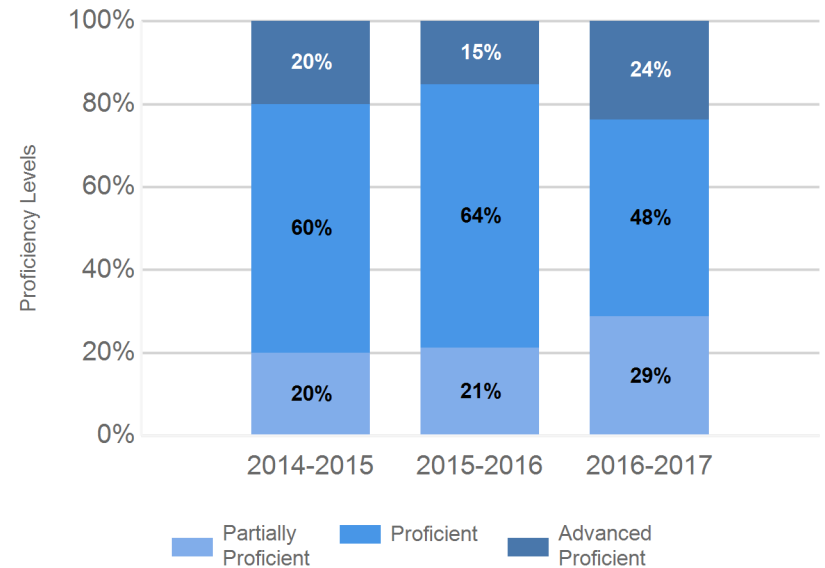
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	24%	48%	29%
White	*	*	17%
Hispanic	22%	52%	26%
Black or African American	13%	45%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	47%	34%
Students with Disabilities	12%	54%	35%
English Learners	N	*	*

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

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





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

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43.5	36	50	Met Target	41	36	50	Met Target
White	48	41	50	Met Target	45.5	38	52	Met Target
Hispanic	45	35	49	Met Target	37	36	47	Not Met
Black or African American	38.5	*	45	Not Met	41	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43	35	47	Met Target	40	36	46	Met Target
Students with Disabilities	39	31	41	Not Met	45	39	43	Met Target
English Learners	28	30	53	Not Met	30	30	51	Not Met

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



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

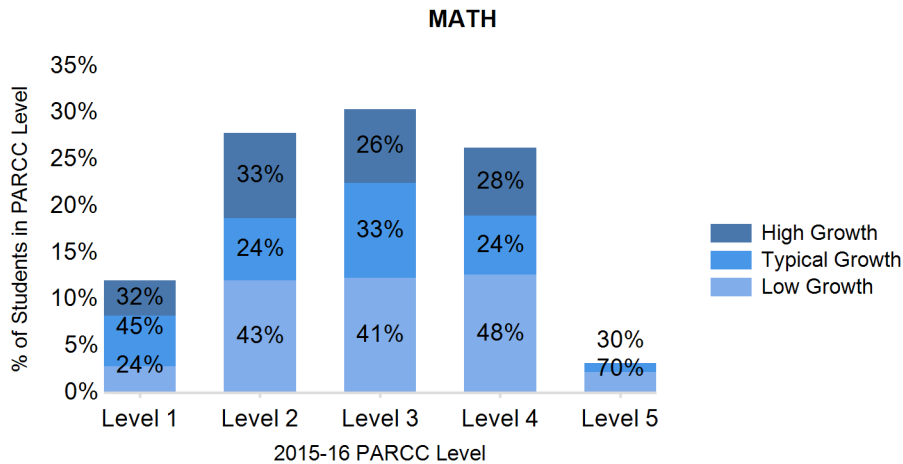
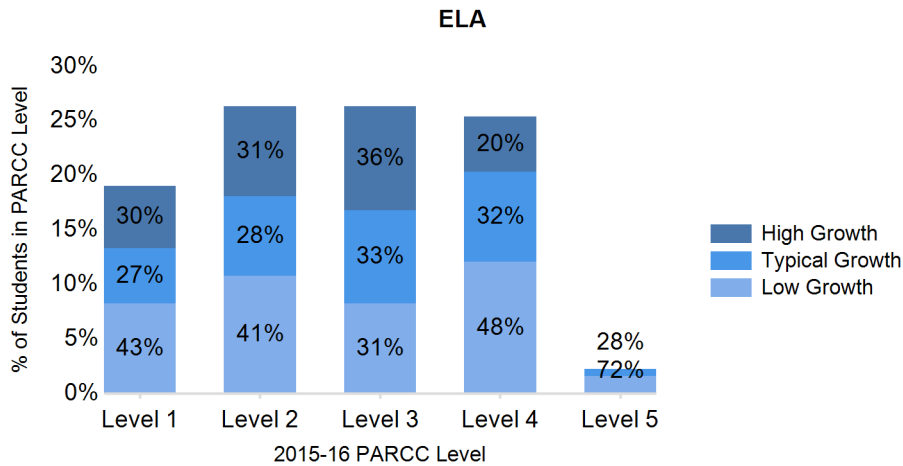
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

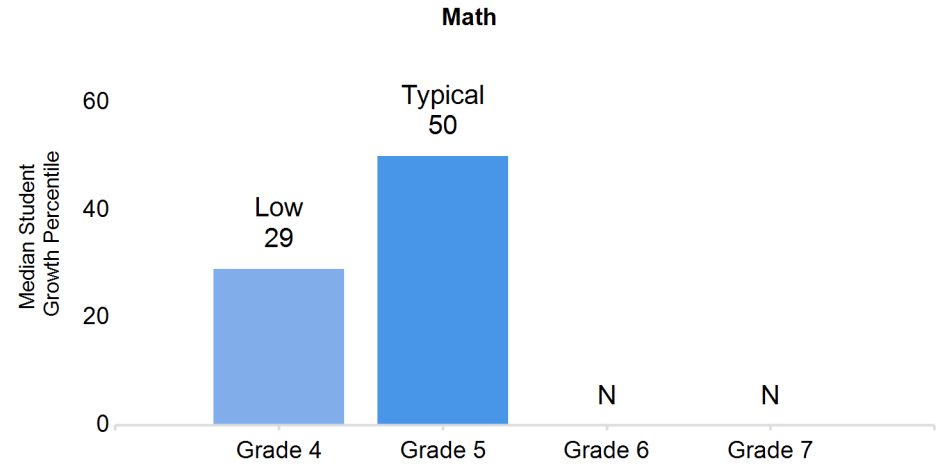
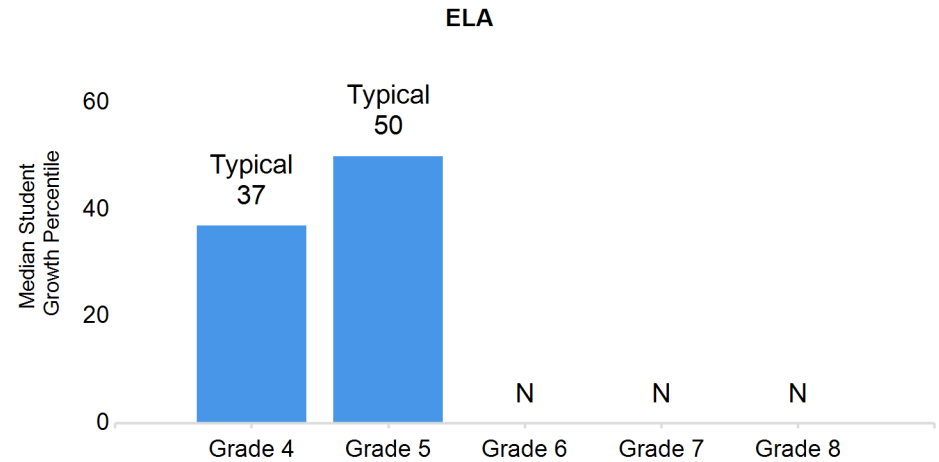
### Student Growth by Performance Level

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



### Student Growth by Grade

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





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This section shows 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

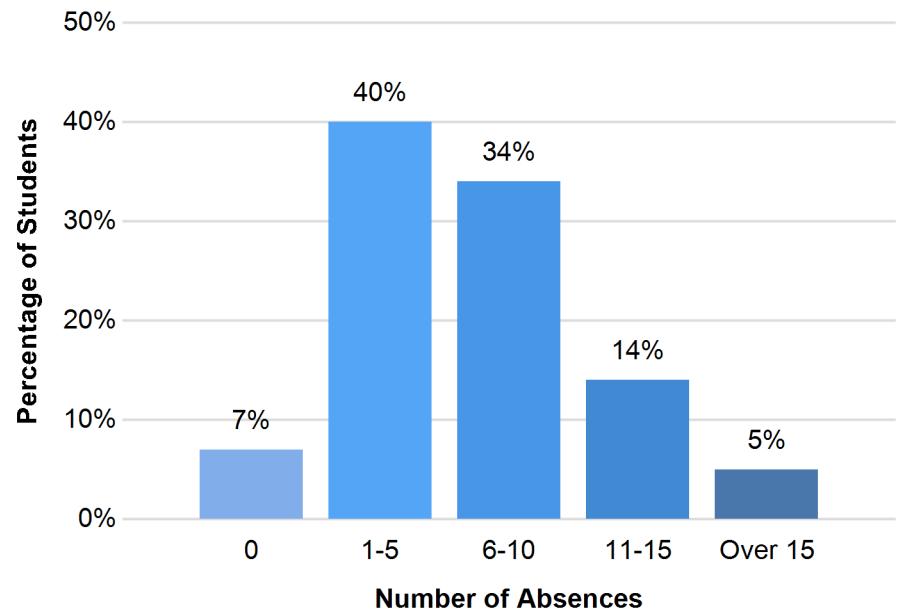
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.10	7.00	Met Target
White	3.20	7.00	Met Target
Hispanic	0.90	7.00	Met Target
Black or African American	5.10	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	2.70	7.00	Met Target
Students with Disabilities	3.20	7.00	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.





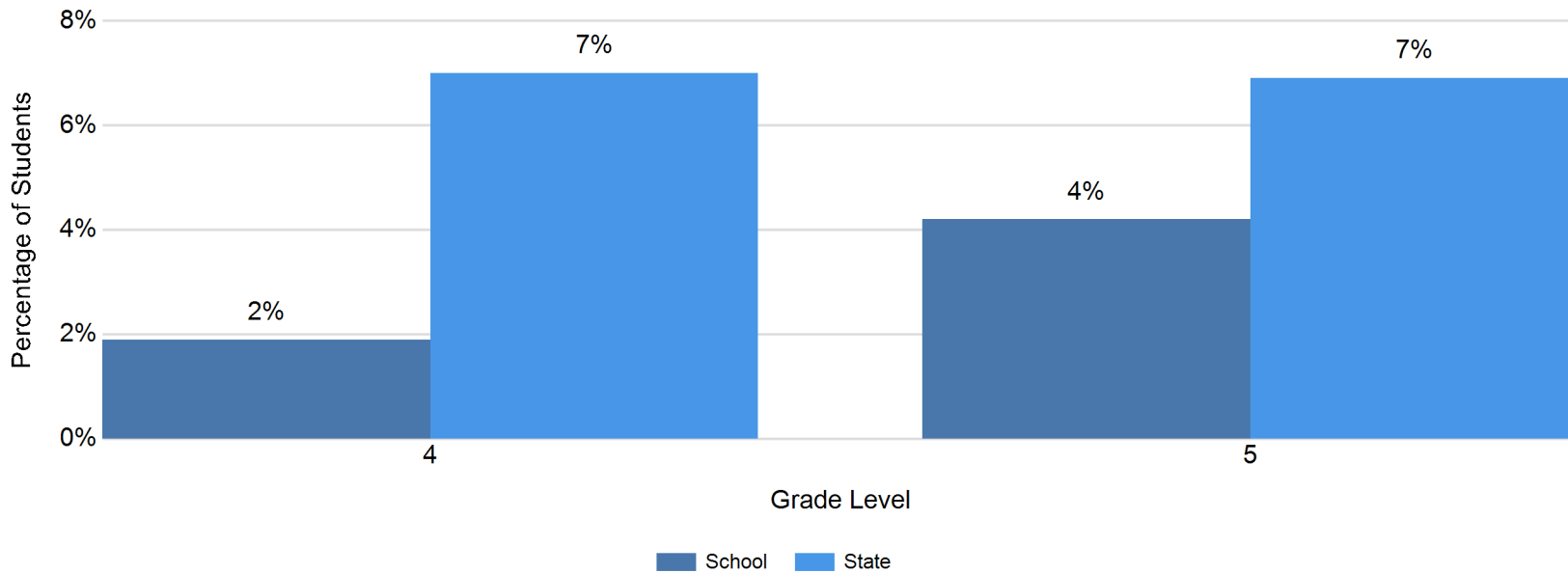
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### Chronic Absenteeism by Grade

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	8:15AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	13.9%
Any Suspension	13.9%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.2:1	488.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,053	\$13,228	\$14,281



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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	16.2	11.8
Average years experience in district	13.9	10.5
Teachers in district for 4 or more years	89%	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	16	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	50%	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	324:1	128:1
Librarian/Media Specialists		683:1
Nurses		512:1
Counselors		228:1
Child Study Team		341:1



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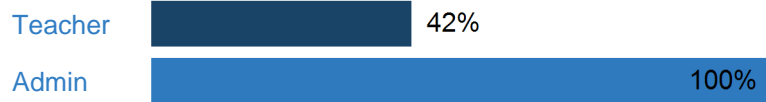
### Teachers and Administrators - Level of Education

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	94%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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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	12.1	17.5%
Mathematics Proficiency	11.8	17.5%
English Language Arts Growth	21.8	25.0%
Mathematics Growth	20.9	25.0%
Chronic Absenteeism	93.6	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		28.9
<b>Summative Rating:</b> Percentile rank of Summative Score		18.5
<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	28.9	11.9	Targeted	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	31.7	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	33.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Black or African American	42.3	11.9	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.6	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	45.0	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
English Learners	4.9	11.9	Targeted	N	Met Target†	**	Not Met	Not Met	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Baynes	<b>Email Address:</b>	<a href="mailto:cbaynes@pennsgrove.k12.nj.us">cbaynes@pennsgrove.k12.nj.us</a>
<b>Address:</b>	251 MAPLE AVENUE PENNS GROVE, NJ 08069-1369	<b>Website:</b>	<a href="http://pgcpschools.org/pgcp/Carleton/">http://pgcpschools.org/pgcp/Carleton/</a>
<b>Phone:</b>	(856)299-1706		

### 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>• Exciting and engaging curriculum offerings includes EnvisionMath, National Geographic and Strategies For Writers</li> <li>• Professional Development Partnerships- South Jersey Math Ambassadors, Standards Solutions</li> <li>• Instructional strategies- 21st Century Skills Literature Circles, Project Based Learning</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>P.W. Carleton Elementary School's mission is to empower students with 21st Century Skills that will serve as the foundation for future success in college and career. We seek to do this by providing a safe, nurturing learning environment that is predicated on Data Driven Instruction Differentiated Learning opportunities that meet the needs of all students Providing a rigorous, intellectually engaging and socially relevant curriculum.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Festival, 5 P. W. Carleton students were selected for the South Jersey Elementary Honors Band , 6 P.W. Carleton students placed ( 3 First and 3 Second) in the Salem County PSEG Math Showcase, 3 students won awards in the American Legion Art/Coloring contest.</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.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>P.W. Carleton has new curriculum offerings that focus on student attainment of 21st Century Skills, those offerings include the Envisions Math Program, the National Geographic Science Curriculum and Strategies for Writers. Additionally for our Mentally Gifted students they get to participate in a program that emphasizes providing students with (inquiry) project based learning opportunities.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Clubs for students include Safety Patrol and Chess Club. Students at P.W.Carleton have a wide range of activities and programs to choose from: Reach Out In Plain English(Mentoring Program), All Star Program Positive Behavior Program ( Strive for 5), Nut Days, Career Week, Read Across America and SACC. All programs focus on social responsibility and community responsiveness.</p>







**Paul W Carleton**  
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**Grade Span 04-05**

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**PENNS GRV-CARNEY'S PT REG**  
**251 MAPLE AVENUE**  
**PENNS GROVE, NJ 08069-1369**

**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Instructors, through partnership with Rowan University, have been participating in the South Jersey Math Ambassadors Program which emphasizes best practices in math instruction. Additionally, instructors have been participating in the Standards Solutions Professional Development series which identifies the organizational and instructional practices most responsible for student achievement.</p>
 <p><b>Student Supports and Services:</b></p>	<p>P.W. Carleton students receive various supports aimed at improving both academic and social outcomes. These services include Targeted Assistance, ESL, Student Counseling, Intensive Tutoring Program in ELA and Math, CST, Intervention and Referral Services. All of these services/programs look to meet the specific needs of specific students in a holistic manner.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>For student health and wellness Carleton encourages students to participate in "Jump Rope For Heart" Day. On this day students jump rope for fitness but more importantly raise funds for the American Heart Association. Students also participate in " Field Day", which emphasizes the importance of community and living a healthy and active lifestyle.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Activities and programs that focus on parent and community involvement include Safety Patrol Induction, Book Fair, Career week, TA Breakfast, TA Pizza Bingo, Police Appreciation, Grandparents Day, PTO, Read Across America, Transitional Orientation Program, D.A.R.E. , Winter and Spring Concerts. In each of these activities parents are invited in to participate and partnership with the school community.</p>




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

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

#### **Navigating through the reports:**

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

#### **Other Resources:**

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



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### Footnotes

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	173	135	117
10	148	103	86
11	129	104	83
12	120	119	85
Ungraded	1	26	81
Total	570	487	452

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	45%
Male	53%	53%	56%
Economically Disadvantaged Students	67%	67%	70%
Students with Disabilities	26%	24%	28%
English Learners	4%	3%	3%
Homeless Students			6%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			1%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	40.7%
Hispanic	33.0%
White	26.3%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### 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	435
Shared Time Students	31
Full Time Equivalent	451

### 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	74.1%
Spanish	24.6%
Other	1.2%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	239	91.0	22.20	25.50	54.90	21.2	20.9	Met Target
White	73	96.2	32.90	38.90	63.90	32.9	34.9	Met Target†
Hispanic	75	89.4	21.30	20.50	39.80	19.8	15.9	Met Target
Black or African American	78	87.4	11.50	18.40	35.20	10.6	11.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	11	100.0	18.20	25.00	54.90	18.2	**	**
Female	105	89.8	21.90	30.50	62.20	20.8		
Male	134	92.0	22.40	20.90	48.10	21.5		
Economically Disadvantaged Students	149	89.8	16.10	20.90	36.20	*	15.4	Met Target†
Non-Economically Disadvantaged Students	90	93.2	32.20	36.70	65.80	*		
Students with Disabilities	65	88.6	*	*	20.50	*	12.4	Not Met
Students without Disabilities	174	91.9	*	*	61.90	*		
English Learners	15	100.0	*	*	25.20	*	N	N
Non-English Learners	224	90.4	*	*	57.40	*		
Homeless Students	13	84.2	*	15.40	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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**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>	157	723	723	749	31%	*	26%	26%	*	27%	52%
White	42	736	736	757	*	*	26%	36%	*	38%	62%
Hispanic	52	716	716	733	40%	*	21%	27%	*	27%	35%
Black or African American	54	716	716	730	33%	24%	24%	19%	0%	19%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	68	727	727	756	27%	*	29%	28%	*	28%	60%
Male	89	719	719	741	35%	*	23%	25%	*	26%	43%
Economically Disadvantaged Students	106	716	716	731	36%	*	26%	21%	*	21%	32%
Non-Economically Disadvantaged Students	51	736	736	758	22%	*	26%	37%	*	39%	62%
Students with Disabilities	45	689	689	714	*	*	*	*	*	*	13%
Students without Disabilities	112	736	736	754	*	*	*	*	*	*	58%
English Learners	11	674	674	690	*	*	*	*	*	*	*
Non-English Learners	146	726	726	752	*	*	*	*	*	*	*
Homeless Students	13	703	703	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	106	714	714	743	42%	24%	17%	*	*	18%	46%
White	35	735	735	749	31%	*	*	*	*	34%	52%
Hispanic	31	699	699	728	58%	*	*	*	0%	13%	34%
Black or African American	36	705	705	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	47	722	722	752	34%	23%	*	*	*	21%	54%
Male	59	709	709	734	48%	24%	*	*	*	15%	39%
Economically Disadvantaged Students	61	706	706	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	45	727	727	751	*	*	*	*	*	*	54%
Students with Disabilities	24	680	680	704	*	*	*	*	*	*	12%
Students without Disabilities	82	724	724	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	694	*	*	*	*	*	*	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	91	707	707	736	*	*	*	*	*	*	38%
White	27	708	708	738	37%	37%	*	*	*	11%	40%
Hispanic	31	705	705	731	*	*	*	*	*	*	34%
Black or African American	31	707	707	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	41	708	708	744	*	*	*	*	*	*	46%
Male	50	706	706	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	54	706	706	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	37	707	707	740	*	*	*	*	*	*	42%
Students with Disabilities	28	689	689	709	*	*	*	*	*	*	12%
Students without Disabilities	63	715	715	741	*	*	*	*	*	*	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	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	*	*	*	713	*	*	*	*	*	*	26%

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

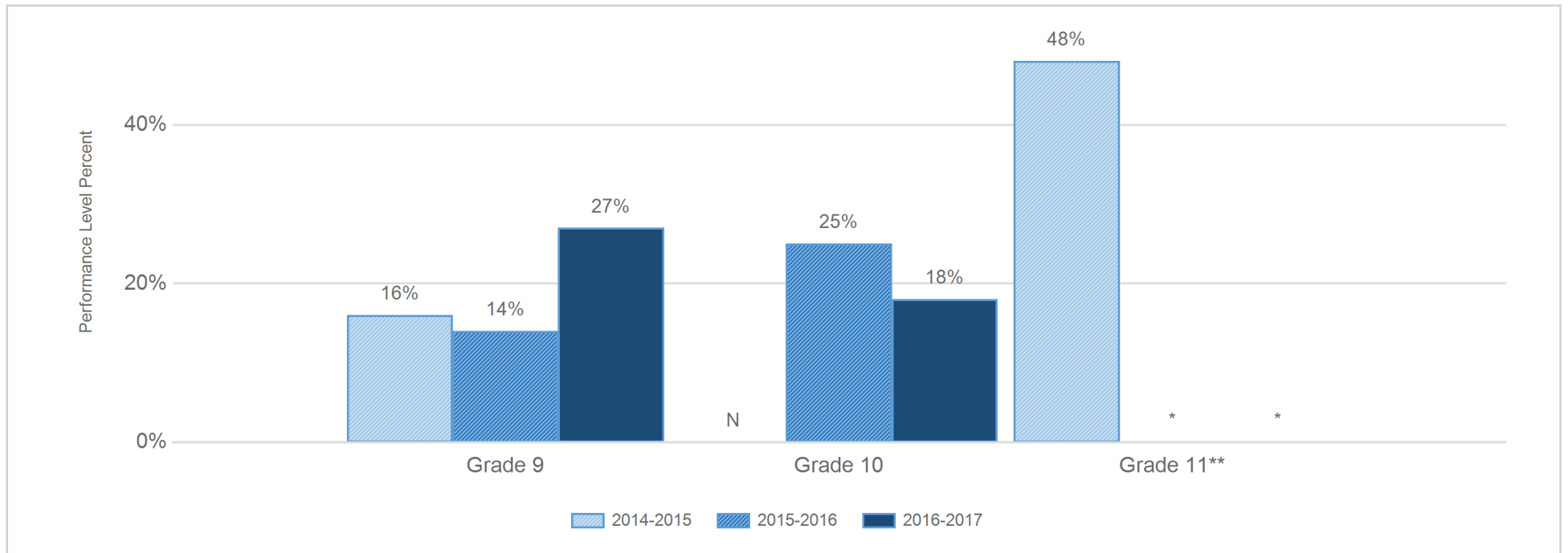


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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



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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	246	93.1	*	19.50	43.50	*	9.3	Met Target†
White	72	97.4	18.10	31.40	52.40	18.1	19	Met Target†
Hispanic	81	91.8	*	*	27.60	*	6.6	Met Target
Black or African American	82	90.5	*	12.10	21.70	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	107	91.3	*	*	44.10	*		
Male	139	94.5	*	*	42.90	*		
Economically Disadvantaged Students	160	91.3	*	*	25.10	*	7.3	Not Met
Non-Economically Disadvantaged Students	86	96.8	*	*	54.30	*		
Students with Disabilities	67	93.5	*	*	16.50	*	N	N
Students without Disabilities	179	93.0	*	*	48.80	*		
English Learners	14	100.0	*	13.70	23.30	*	**	**
Non-English Learners	232	92.6	*	20.00	45.20	*		
Homeless Students	13	80.0	*	15.60	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by 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>	186	712	712	743	35%	37%	14%	*	*	14%	42%
White	49	726	726	751	25%	33%	*	29%	*	31%	52%
Hispanic	60	710	710	728	30%	48%	*	*	0%	10%	24%
Black or African American	69	705	705	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	72	713	713	744	32%	39%	*	*	*	13%	43%
Male	114	712	712	741	37%	36%	*	*	*	15%	40%
Economically Disadvantaged Students	127	708	708	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	59	721	721	751	*	*	*	*	*	*	52%
Students with Disabilities	54	700	700	714	*	*	*	*	*	*	10%
Students without Disabilities	132	717	717	747	*	*	*	*	*	*	47%
English Learners	11	690	690	708	*	*	*	*	*	*	*
Non-English Learners	175	713	713	745	*	*	*	*	*	*	*
Homeless Students	13	697	697	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	*	*	*	715	*	*	*	*	*	*	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>	79	711	711	734	*	*	*	*	*	*	30%
White	22	714	714	740	*	*	*	*	*	*	38%
Hispanic	27	709	709	722	*	*	*	*	*	*	14%
Black or African American	29	709	709	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	39	713	713	735	*	*	*	*	*	*	31%
Male	40	708	708	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	57	709	709	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	22	715	715	740	*	*	*	*	*	*	39%
Students with Disabilities	19	706	706	711	*	*	*	*	*	*	*
Students without Disabilities	60	713	713	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
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	*	*	*	704	*	*	*	*	*	*	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	702	702	725	*	*	*	*	*	*	28%
White	23	716	716	731	*	*	*	*	0%	13%	33%
Hispanic	18	691	691	710	*	*	*	*	*	*	14%
Black or African American	16	691	691	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	31	700	700	725	*	*	*	*	*	*	27%
Male	28	704	704	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	26	696	696	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	33	707	707	733	*	*	*	*	*	*	35%
Students with Disabilities	24	681	681	692	*	*	*	*	*	*	*
Students without Disabilities	35	717	717	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	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	*	*	*	702	*	*	*	*	*	*	14%

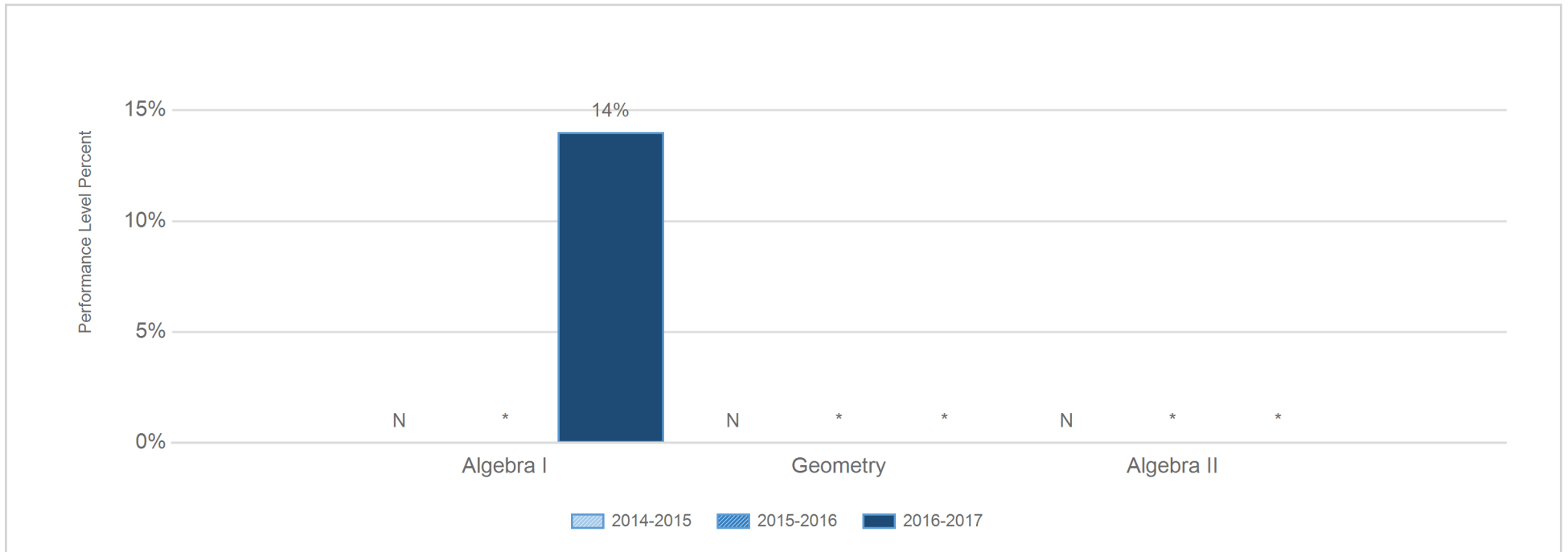


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**Mathematics Assessment – Performance Trends**

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





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### Alternate Assessments - Participation

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

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

### English Language Proficiency Test - Participation and Performance

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

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



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This section shows 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.

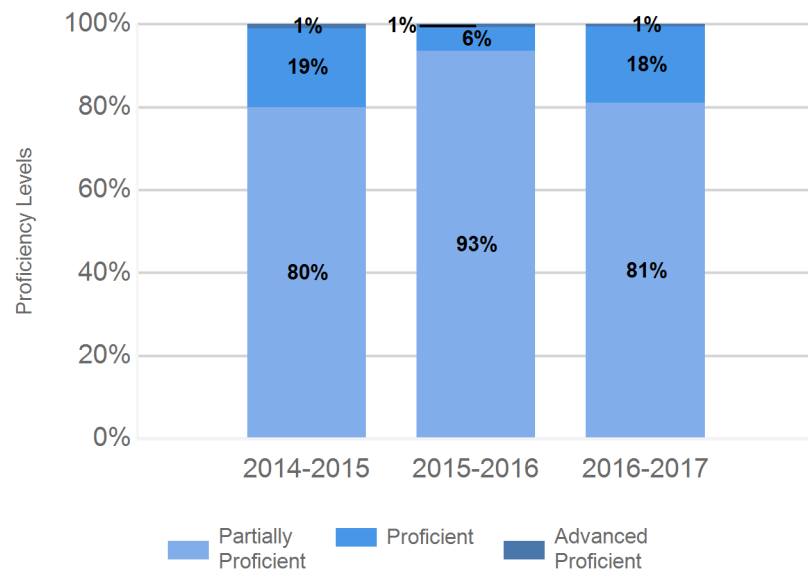
**Biology Assessment - Performance**

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	1%	18%	81%
White	2%	30%	68%
Hispanic	N	15%	85%
Black or African American	N	12%	88%
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	1%	13%	86%
Students with Disabilities	N	*	*
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	97.6%	70.0%
Percentage of students taking the ACT	*	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	419	481	Varies By Grade	47%	67%
PSAT - Math	414	483	Varies By Grade	17%	49%
SAT - Reading and Writing	512	551	480	67%	77%
SAT - Math	502	552	530	37%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



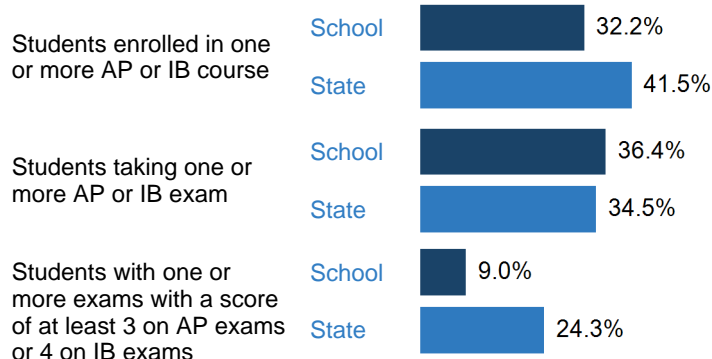
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



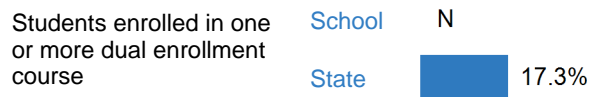
**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	19	12
AP Calculus BC	0	27
AP Chemistry	1	9
AP English Language and Composition	25	29
AP English Literature and Composition	6	5
AP U.S. History	9	14
Total Exams Taken		96
Exams with scores of at least 3 on AP exams or 4 on IB exams		18

**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.





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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.

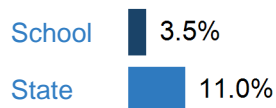
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

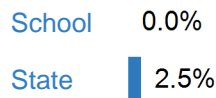
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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
Human Services	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

\*\*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	145	15	1	1	0	0	45
10	23	66	10	2	0	0	39
11	7	7	27	4	0	3	38
12	5	1	5	4	0	15	41
Schoolwide	180	89	43	11	0	18	163
Enrolled in AP/IB Course					N	N	N

**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	95	12	0	1	1	11
10	19	74	0	6	3	7
11	12	18	0	22	39	2
12	15	10	0	11	8	4
Schoolwide	141	114	0	40	51	24
Enrolled in AP/IB Course	19	1		0	0	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	84	20	0	0	0	8
10	4	103	0	0	0	6
11	3	97	0	0	0	14
12	1	18	0	0	0	27
Schoolwide	92	238	0	0	0	55
Enrolled in AP/IB Course	0	9	0	0	0	0

**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	89	31	0	0	0	0	0
10	59	13	0	0	0	0	0
11	31	7	0	0	0	0	0
12	22	14	0	0	0	0	0
Schoolwide	201	65	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	17	0	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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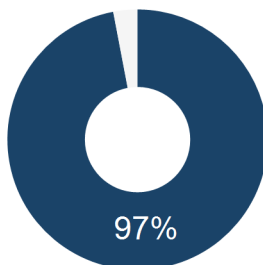
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**Visual and Performing Arts – Course Participation**

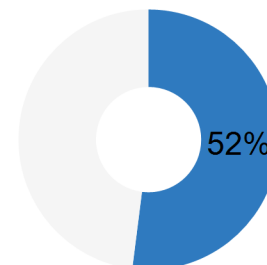
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 9-12:**

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

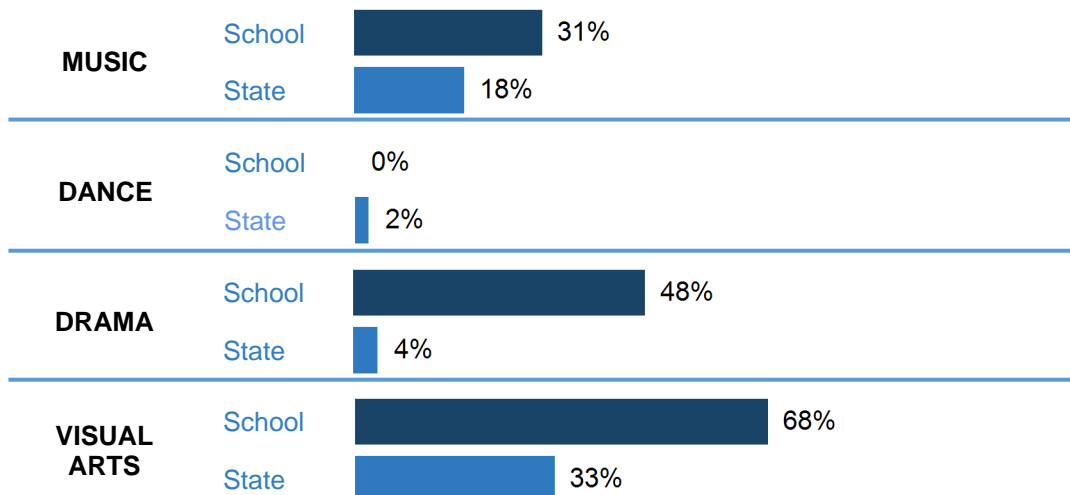


School



State

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	57.6%	90.5%	78.9%	91.8%	72.2%	75.1%	Not Met	81.0%	82.8%	Not Met
White	65.0%	94.5%	76.1%	95.1%	67.4%	75.4%	Not Met	81.4%	85.5%	Not Met
Hispanic	*	84.3%	71.1%	86.3%	65.8%	72.3%	Not Met	83.8%	72.6%	Met Target
Black or African American	58.2%	83.4%	84.0%	85.3%	77.6%	77.3%	Met Target	*	85.3%	Not Met
Asian, Native Hawaiian or Pacific Islander	N	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	53.3%	83.9%	77.6%	85.6%	72.2%	70.1%	Met Target	76.1%	78.9%	Not Met
Students with Disabilities	27.3%	78.8%	69.6%	82.1%	65.2%	69.7%	Not Met	76.3%	80.8%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	64.3%	74.4%	50.0%	*	N	76.9%		

### 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	57.6%	-
2016	72.2%	78.9%
2015	74.1%	81.0%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	1.1%	1.1%
2015-2016	3.2%	1.1%
2014-2015	2.6%	1.1%

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



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	53.3%	58.5%	41.5%
White	76%	63.2%	36.8%
Hispanic	57.1%	66.7%	33.3%
Black or African American	32.3%	40%	60%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	51.1%	62.5%	37.5%
Students with Disabilities	*	*	*
English Learners	0%	0%	0%

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	49%	37.3%	62.8%	80.4%	19.6%	56.9%	43.1%
White	42.9%	33.3%	66.7%	91.7%	8.3%	75%	25%
Hispanic	*	*	*	*	*	*	*
Black or African American	61.5%	37.5%	62.5%	78.1%	21.9%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	44.3%	40.7%	59.3%	81.5%	18.5%	51.9%	48.2%
Students with Disabilities	27.3%	33.3%	66.7%	66.7%	33.3%	33.3%	66.7%
English Learners	*	*	*	*	*	*	*



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

**Chronic Absenteeism**

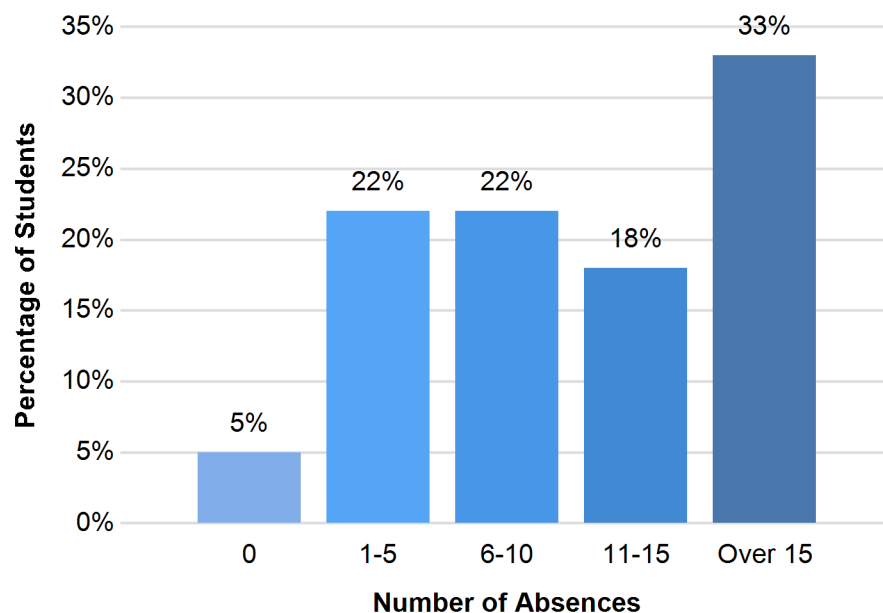
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	29.90	14.30	Not Met
White	29.30	14.30	Not Met
Hispanic	25.70	14.30	Not Met
Black or African American	33.70	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	34.50	14.30	Not Met
Students with Disabilities	31.60	14.30	Not Met
English Learners	N	**	**

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

**Days Absent**

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



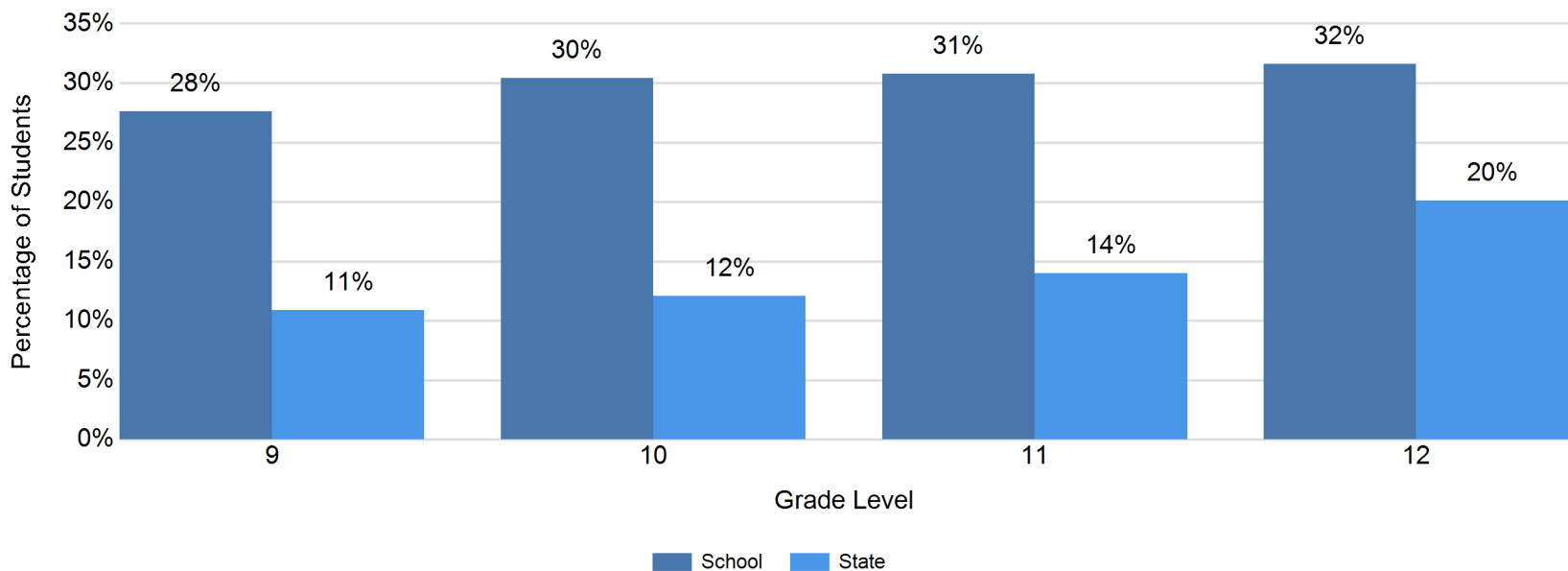


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	7:30AM
Typical End Time	2:40PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs. 0 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

**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	29.0%
Any Suspension	29.0%

**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	2.2:1	488.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,053	\$13,228	\$14,281



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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	51	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	63%	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	16	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	50%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	150:1	128:1
Librarian/Media Specialists		683:1
Nurses		512:1
Counselors		228:1
Child Study Team		341:1



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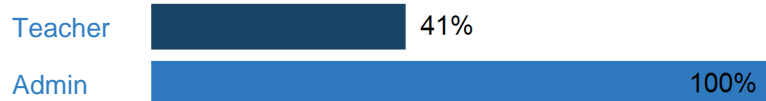
**Teachers and Administrators - Level of Education**

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	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	92%



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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	11.1	17.5%
Mathematics Proficiency	14.1	17.5%
Graduation - 4-Year	4.2	25.0%
Graduation - 5-Year	8.8	25.0%
Chronic Absenteeism	7.6	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		8.8
<b>Summative Rating:</b> Percentile rank of Summative Score		5.1
<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	8.8	6.2	Targeted	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
White	5.1	6.2	Targeted	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Hispanic	14.7	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Black or African American	17.5	6.2	No	Met Target†	N	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	9.7	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	15.5	6.2	No	Not Met	N	Not Met	Not Met	Not Met	At Risk
English Learners	**	**	No	N	**	**	**	**	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. O'Brien	<b>Email Address:</b>	<a href="mailto:lobrien@pennsgrove.k12.nj.us">lobrien@pennsgrove.k12.nj.us</a>
<b>Address:</b>	334 HARDING HIGHWAY CARNEYS POINT, NJ 08069-1369	<b>Website:</b>	<a href="http://pgcpschools.org/pgcp/PGHS/">http://pgcpschools.org/pgcp/PGHS/</a>
<b>Phone:</b>	(856)299-6300		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Students receive an innovative curriculum based on NJ Student Learning and Next Generation Science Standards.</li> <li>• Students participate in a variety of clubs, service organizations and award winning performing arts programs.</li> <li>• PGHS is the recipient of the Tri-County Sportsmanship Award in 2017.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>PGHS is committed to the mission of building a school community of leaders and achievers. Our Vision includes causing community and family partnerships in developing responsible and productive citizens, who are prepared for college and career opportunities. Our daily school theme is Fired Up to Be Leaders and Achievers, who grow in respect, responsibility and integrity.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>PGHS athletics was awarded the Sportsmanship award for the 2016-17 school year. Our school developed tier one of the Positive Behavior Supports program for students and staff in conjunction with Rutgers University and the NJDOE. Our athletic programs of track and field, wrestling and football have qualified and played in championship meets. Our performing bands have qualified, competed, and won first place titles.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>PGHS offers an extensive list of AP and honors courses, as well as courses for our Chemical Engineering Academy. Our elective courses range from French and Spanish courses to business, audio technology, art and theatre courses.</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), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>Penns Grove High School is the home of the reigning back to back boys and girls Group I state championship track and field team (2014) and the boys' track and field team in 2015. The football team earned the Group I state championship (2013) and qualified for the state playoffs in 2016. PGHS qualified and place in state championships for Wrestling in 2016-17. PGHS earned the sportsmanship award also for 2016-17.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students participate in a variety of clubs, service organizations, chorus, theater, instrumental and marching bands and academic competitions. An enthusiastic student body and team of advisers support the extensive co-curricular and sports programs.</p>
 <p><b>Before and After School Programs:</b></p>	<p>PGHS offers an extensive group of athletic programs, clubs and before and after school tutoring in Math and English.</p>






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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Monthly and regular professional development opportunities are afforded to teachers to develop effective teaching and learning strategies, to advance curricular components and to review and consider student data. Professional development goals are aligned with building and district goals.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The counseling department at PGHS provides students with academic, career, social and personal counseling. Counselors work closely with parents, students, teachers and School Based Youth Services and local social agencies to support students in college and career readiness.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PGHS performing arts department offers community events displaying student talents, theatre, chorus, band performances and regional competitions. Our School Based Youth Services and Guidance Department host family events for College readiness and social time.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Students, Parents and Staff are surveyed via the NJDOE Climate and Culture surveys annually. The data from these surveys is utilized to revise school processes and to develop the School Improvement Plan.</p>
 <p>Facilities:</p>	<p>PGHS is a comprehensive facility with three computer labs, a library media center, a gymnasium, cafeteria and three main wings of classrooms. All classrooms were renovated with updated HVAC units in summer of 2017.</p>



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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## Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	157	130	138
7	176	140	125
8	158	134	133
Ungraded	0	53	56
<b>Total</b>	<b>491</b>	<b>457</b>	<b>452</b>

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	48%	48%
Male	54%	52%	52%
Economically Disadvantaged Students	72%	72%	73%
Students with Disabilities	24%	21%	17%
English Learners	3%	3%	4%
Homeless Students			7%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	36.5%
Black or African American	33.2%
White	30.1%
Asian	0.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

## Enrollment by Home Language

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

Home Language	% of Students
English	70.4%
Spanish	28.3%
<i>Other</i>	1.3%



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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	412	98.2	21.10	25.50	54.90	21.1	22.6	Met Target†
White	122	96.4	33.60	38.90	63.90	33.6	27	Met Target
Hispanic	151	98.8	17.30	20.50	39.80	17.3	24.4	Not Met
Black or African American	138	99.4	13.70	18.40	35.20	13.7	17.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	25.00	54.90	N	**	**
Female	194	98.1	28.80	30.50	62.20	28.8		
Male	218	98.3	14.20	20.90	48.10	14.2		
Economically Disadvantaged Students	282	97.4	16.00	20.90	36.20	16	19.7	Not Met
Non-Economically Disadvantaged Students	130	100.0	32.30	36.70	65.80	32.3		
Students with Disabilities	82	96.7	*	*	20.50	*	10	Not Met
Students without Disabilities	330	98.6	*	*	61.90	*		
English Learners	23	100.0	*	*	25.20	*	N	N
Non-English Learners	389	98.1	*	*	57.40	*		
Homeless Students	24	91.2	12.50	15.40	26.40	12.1		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	155	725	725	752	19%	32%	30%	*	*	19%	54%
White	51	734	734	758	*	28%	33%	20%	*	28%	63%
Hispanic	59	724	724	740	19%	34%	29%	19%	0%	19%	38%
Black or African American	45	717	717	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	73	730	730	758	*	34%	33%	16%	*	22%	61%
Male	82	721	721	746	*	31%	28%	16%	*	16%	46%
Economically Disadvantaged Students	104	722	722	737	*	36%	27%	*	*	17%	34%
Non-Economically Disadvantaged Students	51	731	731	761	*	26%	37%	*	*	22%	65%
Students with Disabilities	26	707	707	722	*	*	*	*	*	*	17%
Students without Disabilities	129	729	729	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	139	716	716	756	34%	25%	25%	*	*	17%	59%
White	38	735	735	764	*	*	32%	*	*	34%	69%
Hispanic	48	707	707	742	*	*	*	*	*	*	44%
Black or African American	52	708	708	737	42%	25%	21%	*	*	12%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	66	725	725	764	26%	*	33%	*	*	23%	68%
Male	73	707	707	749	41%	*	16%	*	*	12%	51%
Economically Disadvantaged Students	91	707	707	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	48	732	732	766	*	*	*	*	*	*	70%
Students with Disabilities	26	698	698	719	*	*	*	*	*	*	19%
Students without Disabilities	113	720	720	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	13	704	704	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	149	725	725	757	26%	26%	*	24%	*	26%	59%
White	43	736	736	764	*	*	23%	33%	*	37%	68%
Hispanic	51	727	727	742	*	26%	29%	*	*	24%	44%
Black or African American	54	713	713	738	35%	30%	*	*	*	19%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	72	737	737	766	*	28%	25%	*	*	36%	68%
Male	77	714	714	749	*	23%	21%	*	*	17%	50%
Economically Disadvantaged Students	102	721	721	739	*	26%	23%	*	*	23%	40%
Non-Economically Disadvantaged Students	47	733	733	766	*	26%	23%	*	*	34%	69%
Students with Disabilities	30	697	697	718	*	*	*	*	*	*	18%
Students without Disabilities	119	732	732	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	*	*	*	721	*	*	*	*	*	*	21%

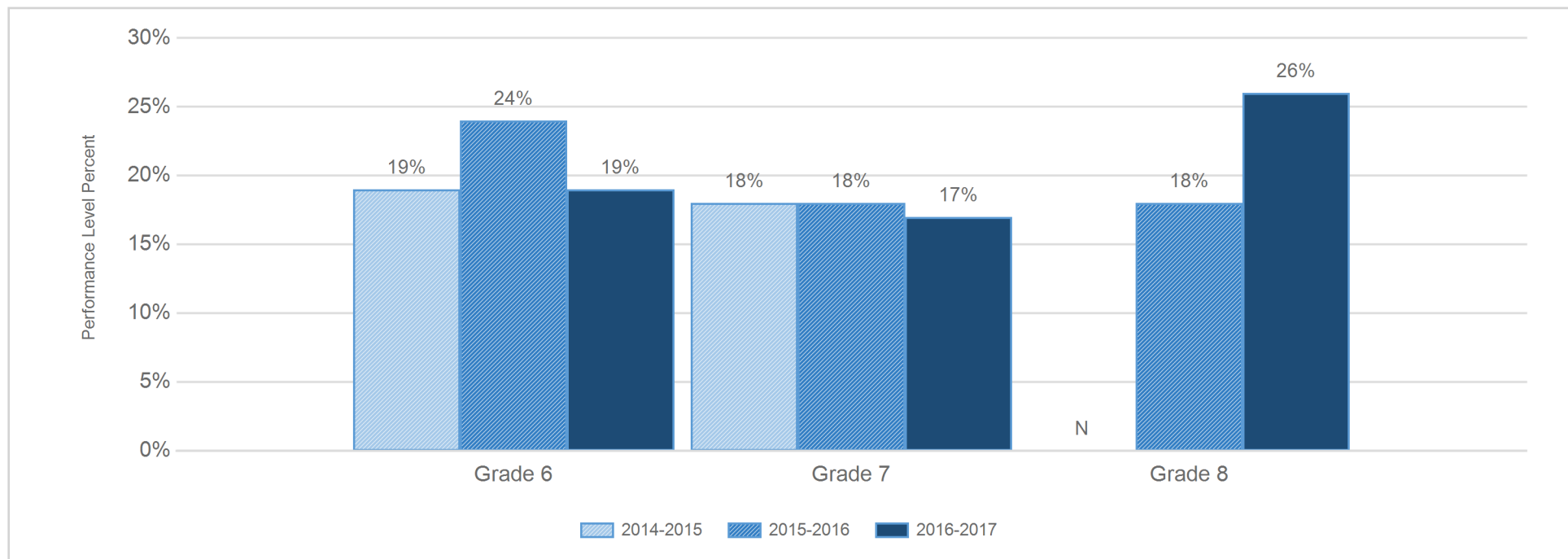


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### English Language Arts/Literacy Assessment - Performance Trends

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





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## Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	412	98.3	19.60	19.50	43.50	19.6	19.2	Met Target
White	122	96.4	32.80	31.40	52.40	32.8	26.2	Met Target
Hispanic	151	98.8	17.90	*	27.60	17.9	21	Met Target†
Black or African American	138	99.4	*	12.10	21.70	*	11.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	194	98.2	23.20	*	44.10	23.2		
Male	218	98.3	16.60	*	42.90	16.6		
Economically Disadvantaged Students	282	97.4	14.90	*	25.10	14.9	15.9	Met Target†
Non-Economically Disadvantaged Students	130	100.0	30.00	*	54.30	30		
Students with Disabilities	82	96.7	*	*	16.50	*	8.9	Met Target†
Students without Disabilities	330	98.7	*	*	48.80	*		
English Learners	23	100.0	*	13.70	23.30	*	N	N
Non-English Learners	389	98.1	*	20.00	45.20	*		
Homeless Students	24	91.4	25.00	15.60	16.40	24.3		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by 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>	156	722	722	743	19%	39%	28%	15%	0%	15%	44%
White	51	732	732	751	*	24%	37%	29%	*	29%	54%
Hispanic	60	720	720	731	22%	40%	28%	*	*	10%	27%
Black or African American	45	714	714	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	73	723	723	745	15%	44%	26%	15%	0%	15%	45%
Male	83	721	721	742	22%	34%	30%	15%	0%	15%	43%
Economically Disadvantaged Students	105	718	718	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	51	731	731	752	*	*	*	*	*	*	56%
Students with Disabilities	26	715	715	717	*	*	*	*	0%	12%	13%
Students without Disabilities	130	724	724	748	*	*	*	*	0%	15%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	142	722	722	741	19%	41%	25%	*	*	15%	40%
White	38	736	736	748	*	37%	26%	32%	*	34%	49%
Hispanic	51	717	717	730	*	*	*	*	*	*	23%
Black or African American	52	716	716	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	68	723	723	743	19%	41%	24%	*	*	16%	41%
Male	74	722	722	740	19%	41%	27%	*	*	14%	38%
Economically Disadvantaged Students	93	718	718	729	*	44%	22%	*	*	11%	22%
Non-Economically Disadvantaged Students	49	729	729	749	*	35%	33%	*	*	22%	50%
Students with Disabilities	26	713	713	716	*	*	*	*	*	*	11%
Students without Disabilities	116	724	724	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	14	711	711	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	150	727	727	728	*	24%	26%	25%	*	27%	28%
White	43	736	736	736	*	*	37%	30%	0%	30%	35%
Hispanic	52	730	730	721	*	*	25%	31%	*	33%	21%
Black or African American	54	717	717	715	32%	33%	19%	*	*	17%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	73	733	733	730	21%	*	27%	30%	*	33%	30%
Male	77	722	722	725	26%	*	25%	21%	*	21%	26%
Economically Disadvantaged Students	102	723	723	719	*	26%	27%	23%	*	23%	19%
Non-Economically Disadvantaged Students	48	735	735	734	*	21%	25%	31%	*	35%	34%
Students with Disabilities	30	706	706	705	*	*	*	*	*	*	*
Students without Disabilities	120	733	733	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	713	*	*	*	*	*	*	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

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

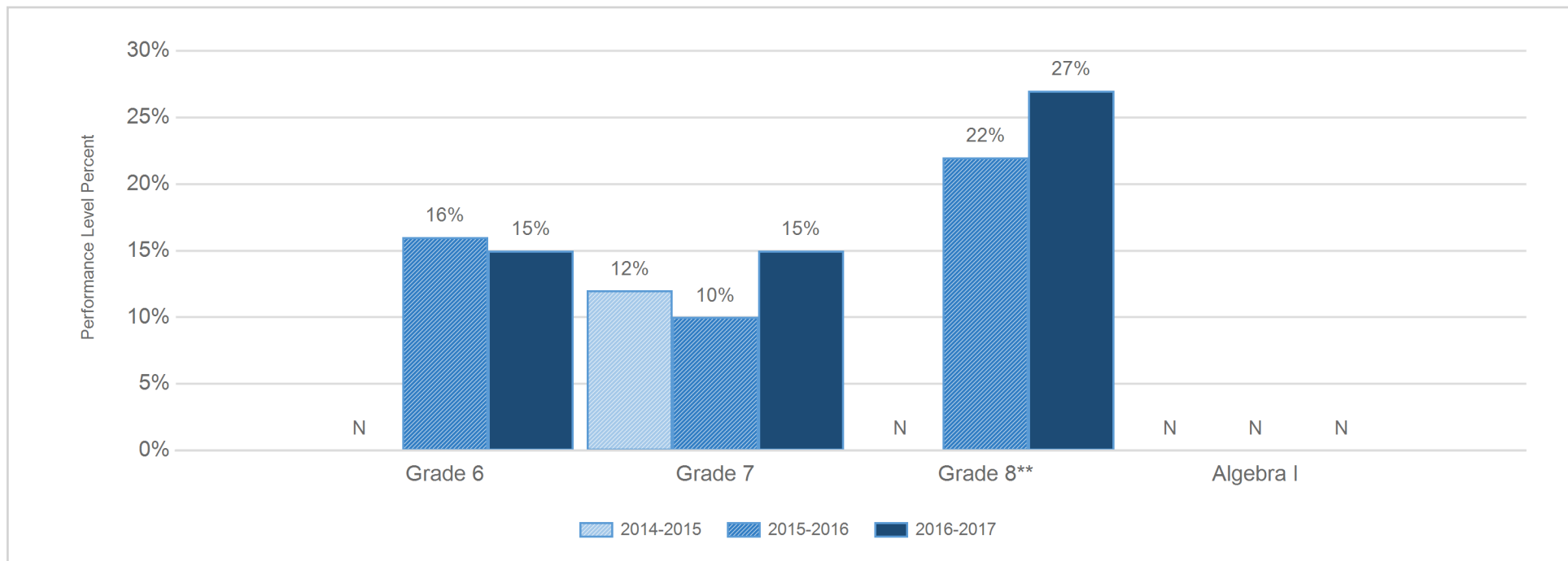


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**Mathematics Assessment – Performance Trends**

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



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



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## Alternate Assessments - Participation

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

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

## English Language Proficiency Test - Participation and Performance

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

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



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

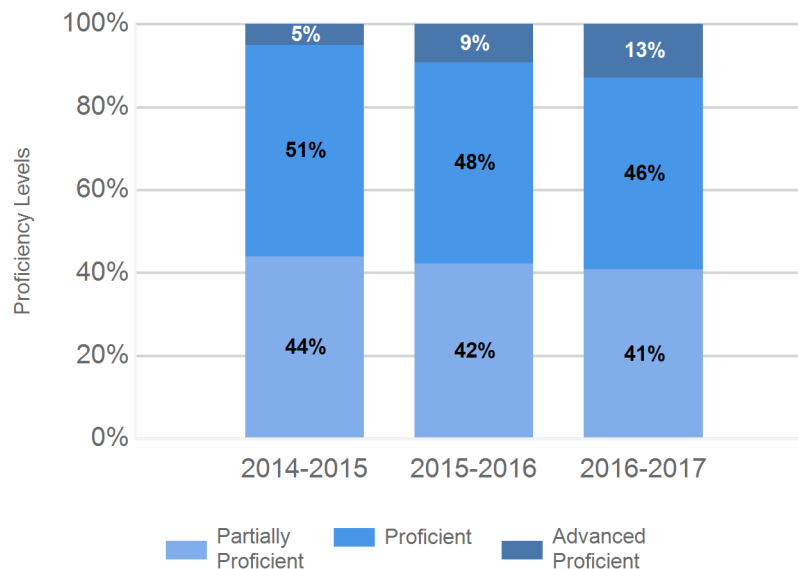
**NJASK Science Assessment Performance: Grade 8**

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	13%	46%	41%
White	21%	*	19%
Hispanic	15%	47%	38%
Black or African American	4%	33%	63%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	10%	43%	48%
Students with Disabilities	3%	38%	59%
English Learners	N	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	31	36	50	Not Met	30	36	50	Not Met
White	38	41	50	Not Met	33.5	38	52	Not Met
Hispanic	28	35	49	Not Met	31	36	47	Not Met
Black or African American	*	*	45	Not Met	*	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	29	35	47	Not Met	27.5	36	46	Not Met
Students with Disabilities	26	31	41	Not Met	36	39	43	Not Met
English Learners	36	30	53	Not Met	24	30	51	**

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



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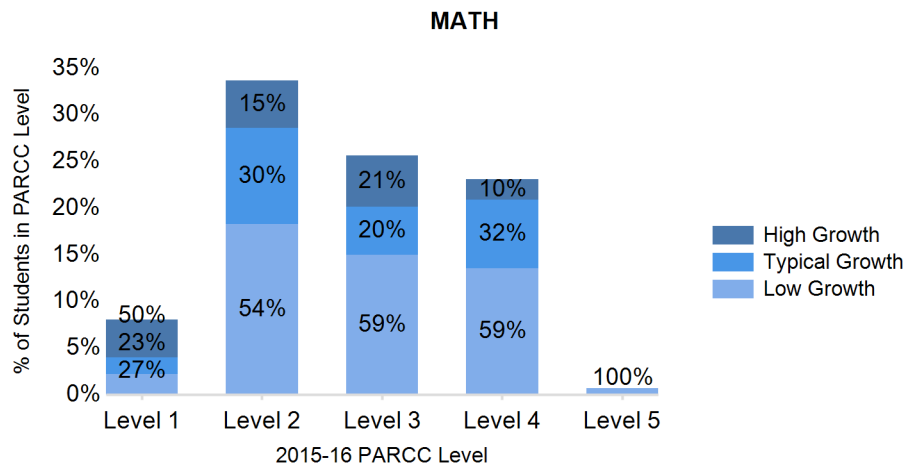
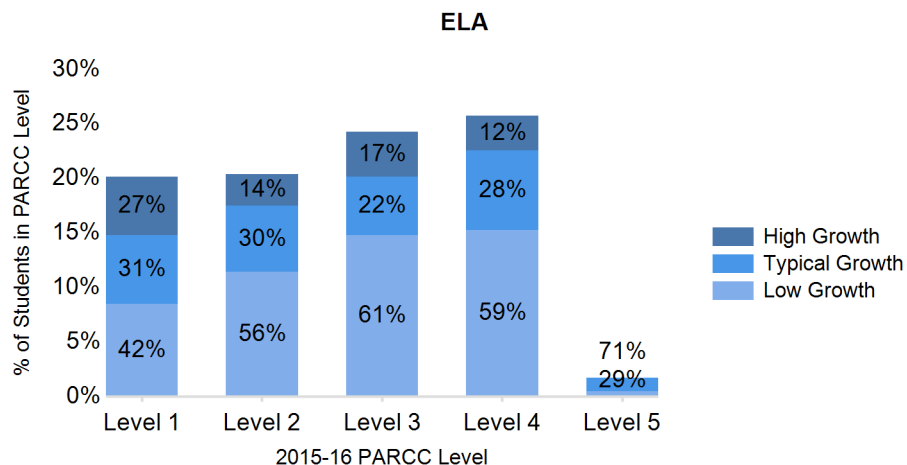
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

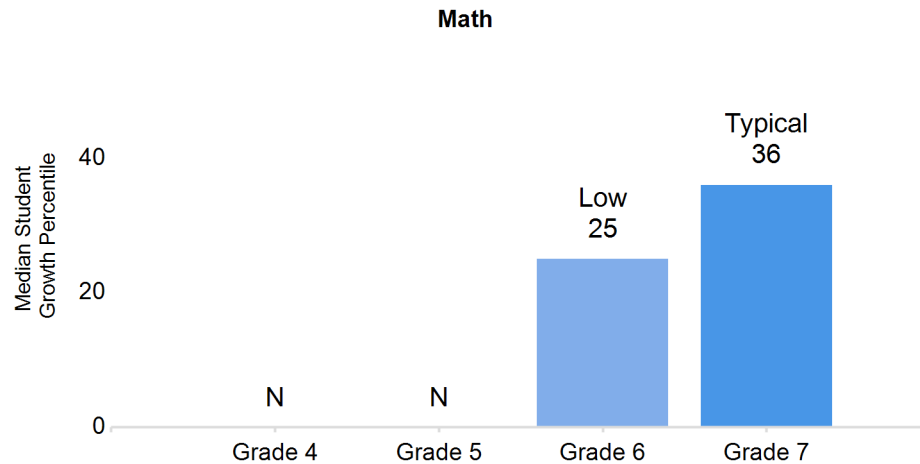
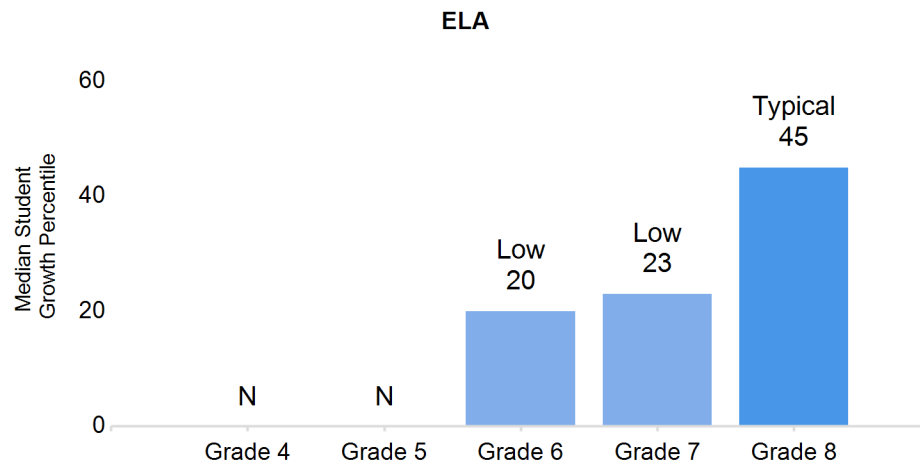
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

## Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	157
7	0	0	112
8	0	0	116
Schoolwide	0	0	385

## World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	140	0	0	0	0	0	0
7	127	0	0	0	0	0	0
8	143	0	0	0	0	0	0
Schoolwide	410	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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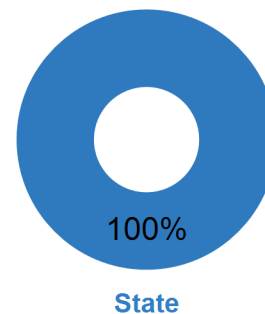
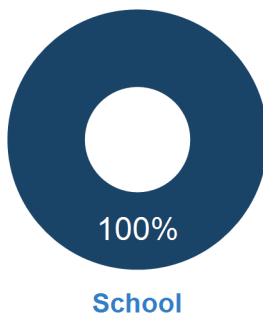
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### Visual and Performing Arts – Course Participation

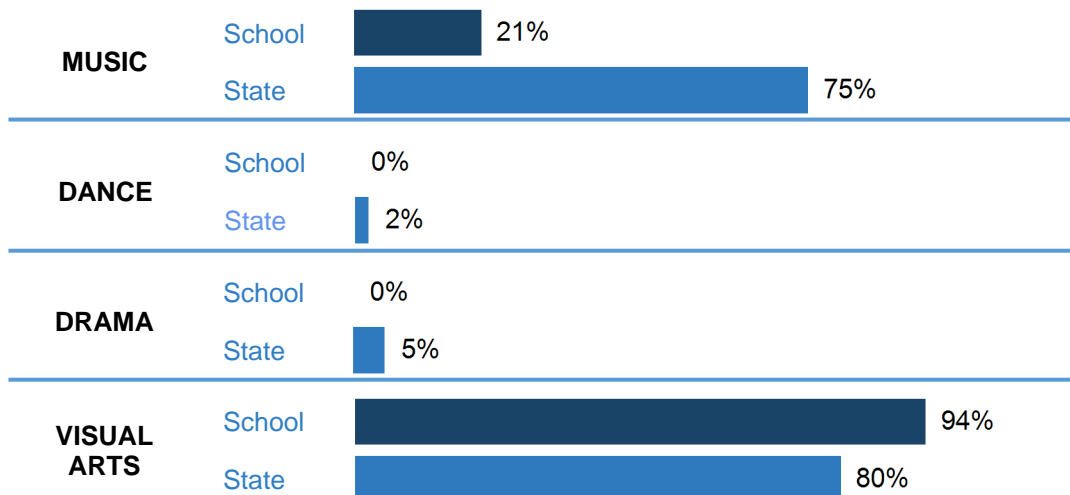
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

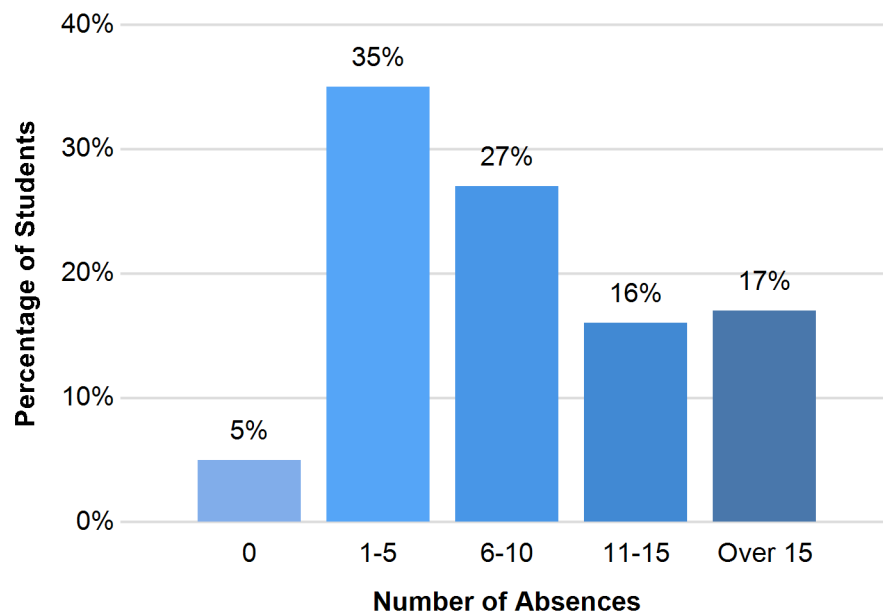
**Chronic Absenteeism**

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.20	8.70	Not Met
White	14.70	8.70	Not Met
Hispanic	11.00	8.70	Not Met
Black or African American	17.20	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.70	8.70	Not Met
Students with Disabilities	14.10	8.70	Not Met
English Learners	N	**	**

**Days Absent**

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



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

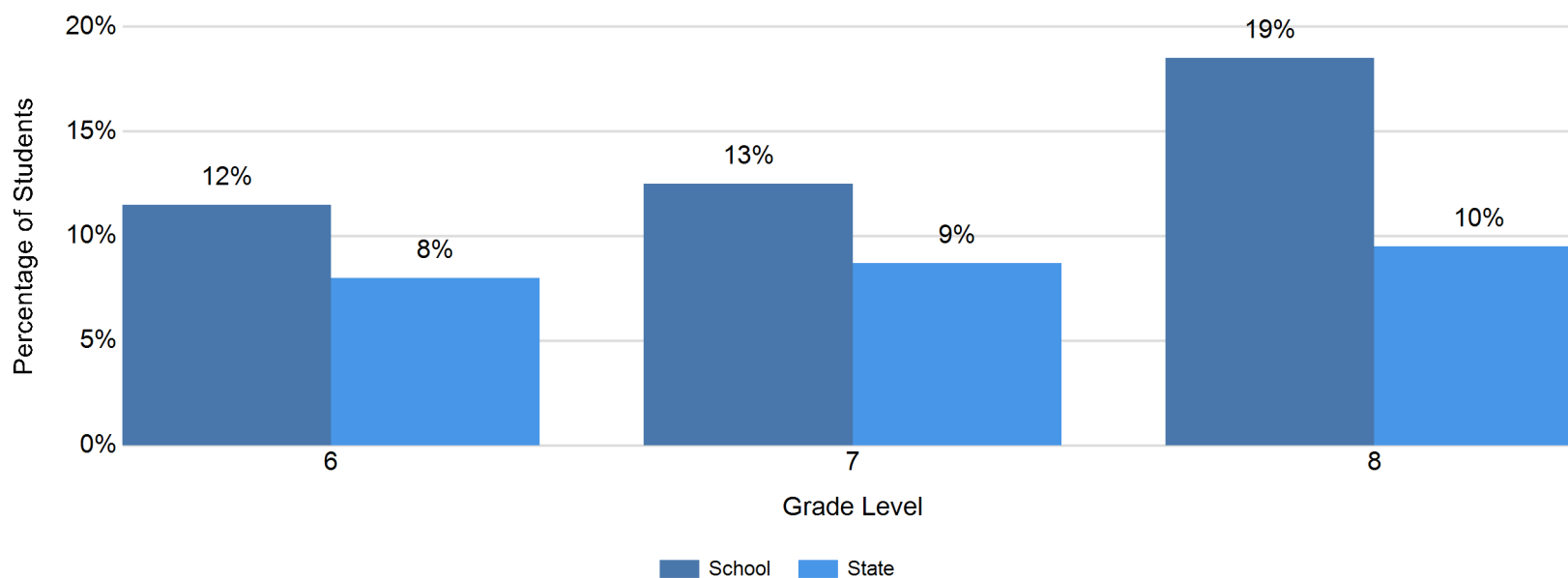


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### Chronic Absenteeism by Grade

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





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## School Day

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

Category	School
Typical Start Time	7:35AM
Typical End Time	2:40PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs. 9 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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

## 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	27.0%
Out-of-School Suspensions	20.4%
Any Suspension	34.5%

## 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	3.6:1	488.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$1,053	\$13,228	\$14,281



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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	44	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	10.5	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	16	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	50%	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	226:1	128:1
Librarian/Media Specialists		683:1
Nurses		512:1
Counselors		228:1
Child Study Team		341:1



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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	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	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	3.4	17.5%
Mathematics Proficiency	8.6	17.5%
English Language Arts Growth	3.2	25.0%
Mathematics Growth	4.9	25.0%
Chronic Absenteeism	13.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		6.1
<b>Summative Rating:</b> Percentile rank of Summative Score		1.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		Comprehensive

\*\* 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	6.1	11.9	Targeted	Met Target†	Met Target	Not Met	Not Met	Not Met	No
White	5.8	11.9	Targeted	Met Target	Met Target	Not Met	Not Met	Not Met	No
Hispanic	10.7	11.9	Targeted	Not Met	Met Target†	Not Met	Not Met	Not Met	No
Black or African American	10.7	11.9	Targeted	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	8.3	11.9	Targeted	Not Met	Met Target†	Not Met	Not Met	Not Met	No
Students with Disabilities	18.8	11.9	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
English Learners	5.4	11.9	Targeted	N	N	**	Not Met	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Amberths	<b>Email Address:</b>	<a href="mailto:lamberths@pennsgrove.k12.nj.us">lamberths@pennsgrove.k12.nj.us</a>
<b>Address:</b>	351 MAPLE AVENUE PENNS GROVE, NJ 08069-1369	<b>Website:</b>	<a href="http://pgcpschools.org/pgcp/PGMS/">http://pgcpschools.org/pgcp/PGMS/</a>
<b>Phone:</b>	(856)299-0576		

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>• Offer Honors Math and Language Arts</li> <li>• Offers Graphic Arts courses as part of curriculum</li> <li>• Participate in intermural sports program</li> </ul>
 <b>Mission, Vision, Theme:</b>	Our mission is building a School Community of Leaders & Achievers. Our vision is uniting school, family and community to create a successful future for all.
 <b>Awards, Recognition, Accomplishments:</b>	Gifted & Talented Teacher - Teacher of the Year from the State of NJ






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Honors Math, Honors Language Arts, Gifted &amp; Talented, Peer Tutoring/Mediation</p>
 <p><b>Clubs and Activities:</b></p>	<p>Honors Club, #IAM Club, ROPE, Band, Choir, Yearbook Club, Newspaper Club, Class Officers, Renaissance Club, Gifted &amp; Talented, Peer Mediation, Math Showcase, Science Fair, Mentoring</p>
 <p><b>Before and After School Programs:</b></p>	<p>After school tutoring program serves grades 6-8. This program is facilitated by PGMS staff and administration.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Standards Solution, Monthly Department Meetings, Workshops, In-service, Trainings</p>
 <p><b>Student Supports and Services:</b></p>	<p>I&amp;RS, Tutoring, CST Referrals, Section 504 Plan, Extended School Year Program, Online Summer School, ESL</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breakfast Program, daily physical education class, daily recess</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>PTO, Parental Advisory Committee, ROPE, #IAM, Parent Portal</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.



Facilities:

Windows, Roof, HVAC, Electrical Panels, Student Restrooms