




South River Elementary School  
2016-2017  
Grade Span PK-05

23-4920-065  
MIDDLESEX  
SOUTH RIVER BORO  
81 JOHNSON PLACE  
SOUTH RIVER, NJ 08882

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	50	43	40
KG	0	0	0
1	0	0	0
2	0	0	0
3	189	148	172
4	192	170	148
5	169	194	168
Ungraded	19	32	38
Total	619	587	566

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%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	51%	18%	43%
Students with Disabilities	20%	22%	21%
English Learners	5%	6%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	53.5%
Hispanic	37.3%
Black or African American	5.7%
Asian	1.9%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	51	40	40
PK - Full Day	7	3	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	45.2%
Spanish	24.7%
Portuguese	24.2%
Polish	1.2%
Other	5.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	482	99.2	45.80	42.90	54.90	45.8	44.8	Met Target
White	262	99.6	53.10	51.20	63.90	53.1	47.6	Met Target
Hispanic	175	98.4	34.30	32.20	39.80	34.3	39.5	Met Target†
Black or African American	26	100.0	26.90	21.80	35.20	26.9	28.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.00	80.50	80.70	90	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	236	98.8	49.60	50.70	62.20	49.6		
Male	246	99.6	42.30	35.40	48.10	42.3		
Economically Disadvantaged Students	179	99.5	39.10	35.20	36.20	39.1	34.4	Met Target
Non-Economically Disadvantaged Students	303	99.0	49.80	46.90	65.80	49.8		
Students with Disabilities	90	100.0	17.70	*	20.50	17.7	18.7	Met Target†
Students without Disabilities	392	99.0	52.30	*	61.90	52.3		
English Learners	63	96.9	12.70	*	25.20	12.7	15.3	Met Target†
Non-English Learners	419	99.5	50.80	*	57.40	50.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	738	738	749	*	18%	29%	35%	*	38%	50%
White	91	742	742	759	*	17%	26%	40%	*	43%	61%
Hispanic	64	731	731	734	*	23%	28%	28%	*	31%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	86	742	742	754	*	16%	31%	34%	*	38%	55%
Male	84	734	734	745	*	20%	26%	36%	*	37%	46%
Economically Disadvantaged Students	57	740	740	731	*	*	42%	28%	*	32%	31%
Non-Economically Disadvantaged Students	113	737	737	762	*	*	22%	38%	*	41%	63%
Students with Disabilities	23	703	703	720	*	*	*	*	*	*	24%
Students without Disabilities	147	744	744	755	*	*	*	*	*	*	55%
English Learners	19	700	700	709	*	*	*	*	*	*	11%
Non-English Learners	151	743	743	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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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	148	742	742	753	14%	19%	22%	36%	9%	45%	56%
White	78	747	747	762	14%	13%	18%	42%	13%	55%	67%
Hispanic	59	736	736	740	*	29%	31%	25%	*	29%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	71	746	746	758	*	17%	21%	42%	*	52%	61%
Male	77	739	739	749	*	21%	23%	30%	*	38%	51%
Economically Disadvantaged Students	53	737	737	737	*	*	23%	28%	*	38%	36%
Non-Economically Disadvantaged Students	95	744	744	764	*	*	22%	40%	*	48%	69%
Students with Disabilities	24	714	714	725	46%	*	*	*	0%	13%	25%
Students without Disabilities	124	747	747	759	8%	*	*	*	11%	51%	62%
English Learners	11	701	701	711	*	*	*	*	*	*	10%
Non-English Learners	137	745	745	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	751	751	756	7%	14%	25%	48%	7%	54%	59%
White	93	754	754	763	*	14%	18%	57%	*	62%	69%
Hispanic	57	741	741	743	*	*	32%	39%	*	42%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	87	757	757	761	*	*	33%	47%	*	58%	66%
Male	83	744	744	750	*	*	17%	48%	*	51%	53%
Economically Disadvantaged Students	67	741	741	740	*	16%	25%	45%	*	46%	40%
Non-Economically Disadvantaged Students	103	757	757	765	*	12%	25%	50%	*	59%	71%
Students with Disabilities	33	724	724	725	*	*	*	*	*	24%	22%
Students without Disabilities	137	757	757	762	*	*	*	*	*	61%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

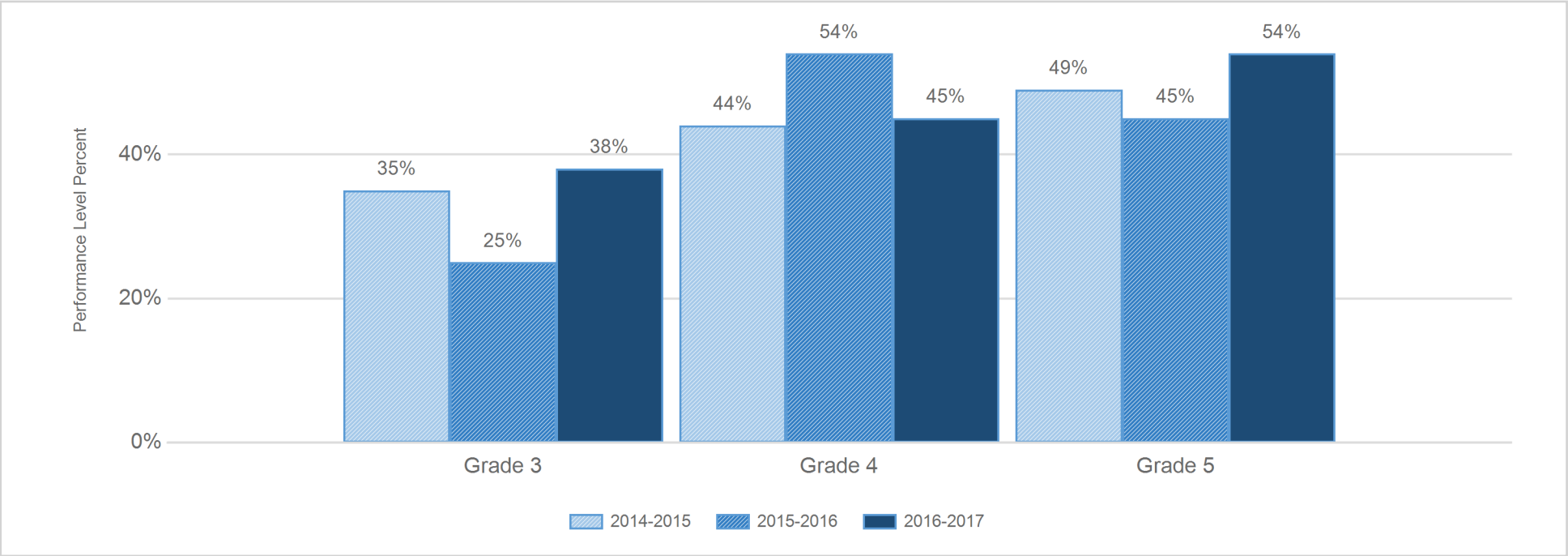


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English Language Arts/Literacy Assessment - Performance Trends

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







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Mathematics Assessment - Participation and Performance

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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	484	99.4	40.70	32.60	43.50	40.7	44.6	Not Met
White	262	99.6	47.30	38.50	52.40	47.3	49.9	Met Target†
Hispanic	177	99.0	28.80	24.40	27.60	28.8	38.2	Not Met
Black or African American	26	100.0	34.60	*	21.70	34.6	17.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.00	65.80	75.60	90	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	237	99.2	35.50	33.50	44.10	35.5		
Male	247	99.6	45.80	31.80	42.90	45.8		
Economically Disadvantaged Students	181	100.0	33.20	26.50	25.10	33.2	34.9	Met Target†
Non-Economically Disadvantaged Students	303	99.1	45.30	35.90	54.30	45.3		
Students with Disabilities	90	100.0	23.40	12.70	16.50	23.4	19.7	Met Target
Students without Disabilities	394	99.3	44.70	36.70	48.80	44.7		
English Learners	64	97.4	15.60	10.40	23.30	15.6	26.6	Not Met
Non-English Learners	420	99.8	44.50	35.10	45.20	44.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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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>	176	741	741	751	*	19%	36%	34%	*	38%	53%
White	96	744	744	759	*	15%	35%	40%	*	43%	63%
Hispanic	65	735	735	738	*	25%	39%	23%	*	28%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	88	742	742	751	*	19%	42%	31%	*	34%	52%
Male	88	740	740	751	*	18%	30%	36%	*	41%	53%
Economically Disadvantaged Students	57	742	742	736	*	19%	44%	37%	*	37%	34%
Non-Economically Disadvantaged Students	119	740	740	761	*	19%	32%	32%	*	38%	65%
Students with Disabilities	23	726	726	729	*	*	*	*	*	22%	29%
Students without Disabilities	153	743	743	755	*	*	*	*	*	40%	57%
English Learners	25	711	711	724	*	*	*	*	*	*	21%
Non-English Learners	151	746	746	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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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	152	737	737	747	*	29%	39%	25%	*	27%	47%
White	79	741	741	755	*	27%	37%	30%	*	33%	59%
Hispanic	62	733	733	734	*	29%	45%	18%	*	19%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	72	733	733	747	*	32%	46%	17%	*	18%	47%
Male	80	740	740	747	*	26%	33%	33%	*	35%	48%
Economically Disadvantaged Students	54	734	734	732	*	26%	39%	22%	*	26%	27%
Non-Economically Disadvantaged Students	98	738	738	757	*	31%	39%	27%	*	28%	61%
Students with Disabilities	24	719	719	724	*	50%	*	*	*	17%	22%
Students without Disabilities	128	740	740	751	*	25%	*	*	*	29%	52%
English Learners	15	716	716	716	*	*	*	*	*	*	12%
Non-English Learners	137	739	739	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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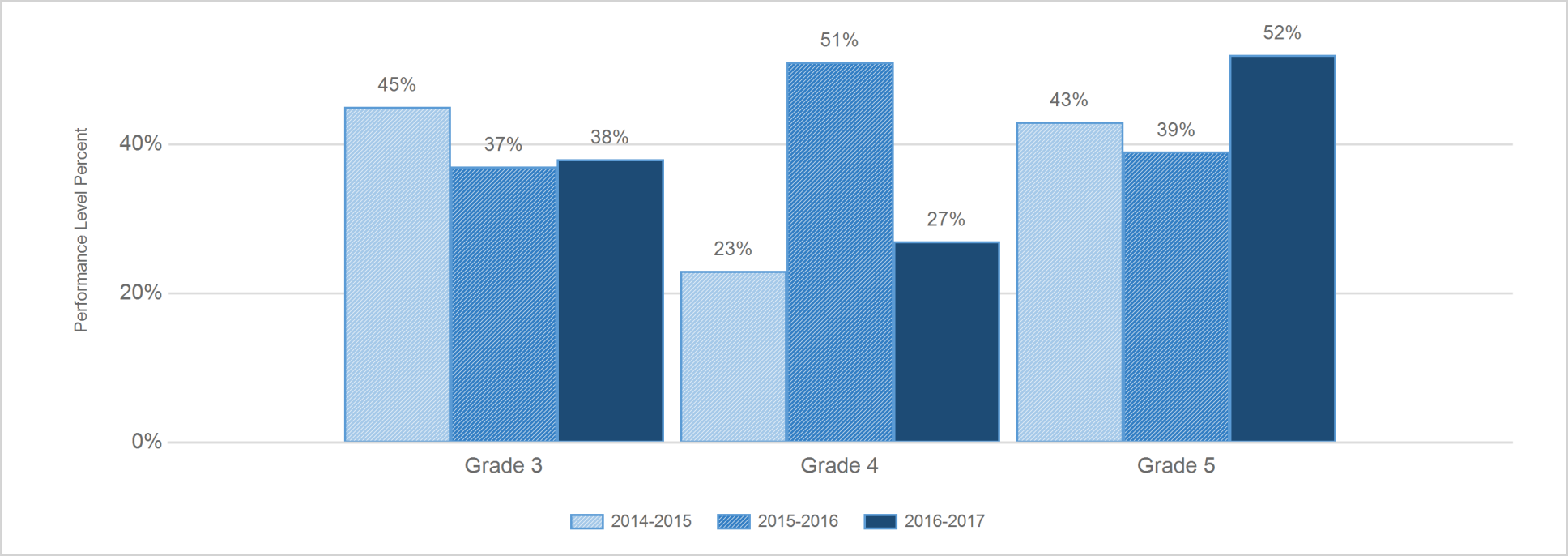
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	174	749	749	747	*	15%	31%	44%	*	52%	46%
White	95	753	753	754	*	13%	24%	52%	*	61%	57%
Hispanic	59	741	741	735	*	19%	42%	32%	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	89	749	749	747	*	14%	36%	38%	*	48%	47%
Male	85	750	750	746	*	17%	26%	49%	*	55%	46%
Economically Disadvantaged Students	69	739	739	732	*	*	44%	35%	*	35%	27%
Non-Economically Disadvantaged Students	105	756	756	756	*	*	23%	50%	*	63%	59%
Students with Disabilities	33	728	728	725	*	36%	*	*	*	24%	19%
Students without Disabilities	141	754	754	751	*	10%	*	*	*	58%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	14	*	*
2	*	*	*
3	*	*	*
4	11	*	*
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.

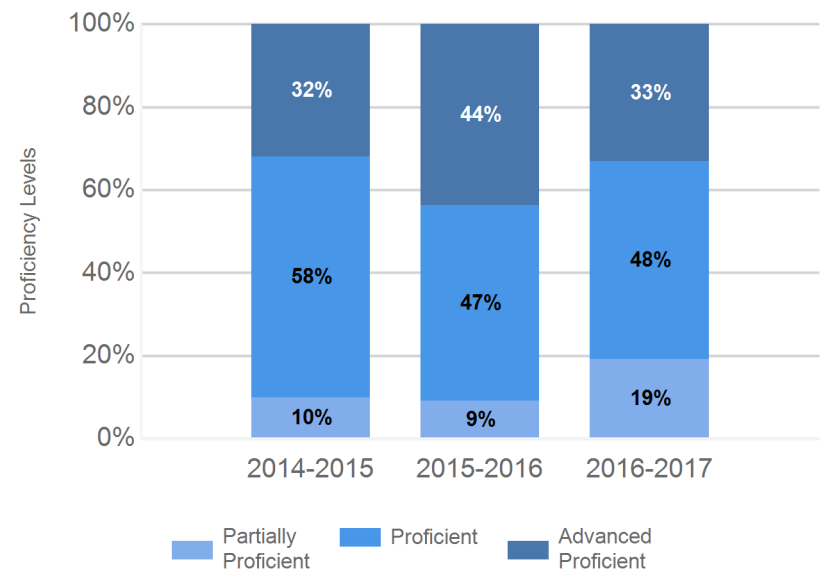
**NJASK Science Assessment Performance: Grade 4**

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	33%	48%	19%
White	43%	43%	14%
Hispanic	20%	56%	24%
Black or African American	10%	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	23%	53%	25%
Students with Disabilities	13%	44%	44%
English Learners	N	33%	67%

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

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	39	50	Met Target	51	47	50	Met Target
White	52	40.5	50	Met Target	51	47	52	Met Target
Hispanic	47.5	39	49	Met Target	50	46	47	Met Target
Black or African American	44.5	22.5	45	**	52	52	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	44.5	52	**
Economically Disadvantaged	48	38	47	Met Target	51	46	46	Met Target
Students with Disabilities	50.5	34	41	Met Target	45	39	43	Met Target
English Learners	47	43.5	53	Met Target	45	44	51	Met Target

\*\* 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:

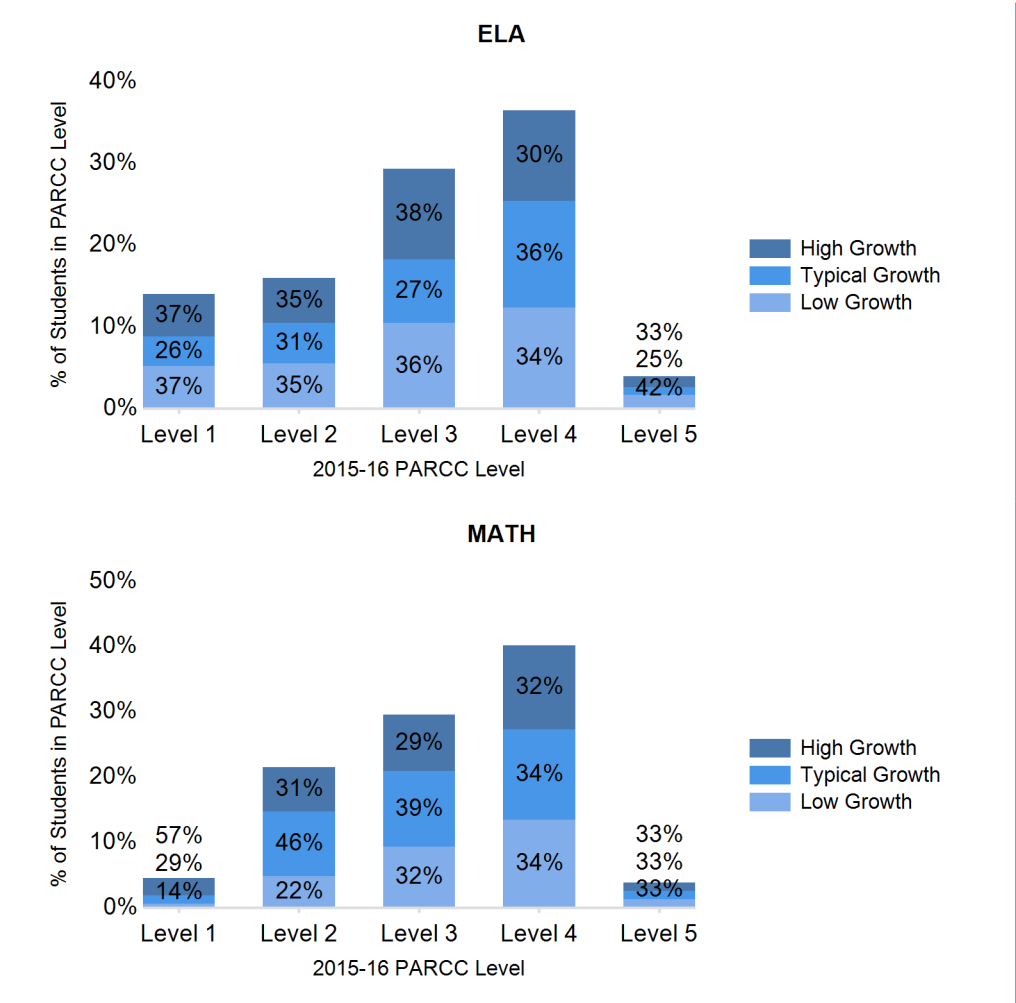
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

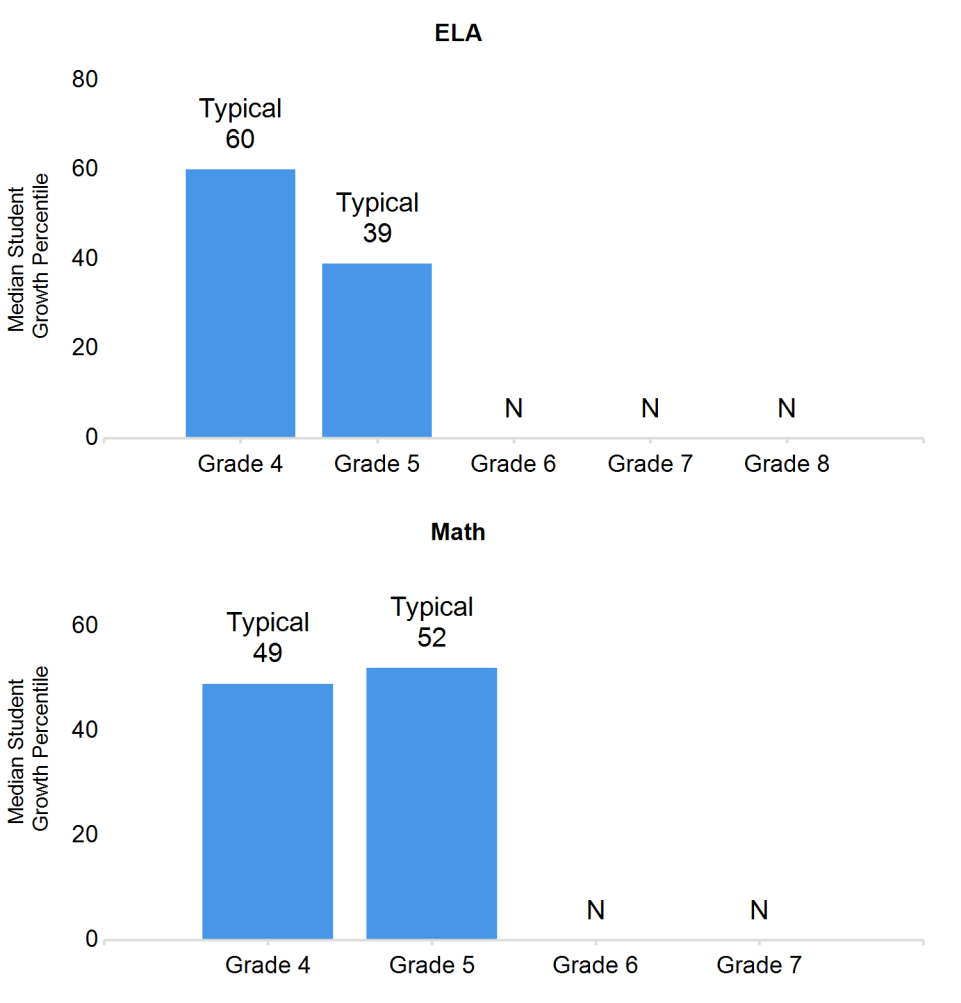
Student Growth by Performance Level

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

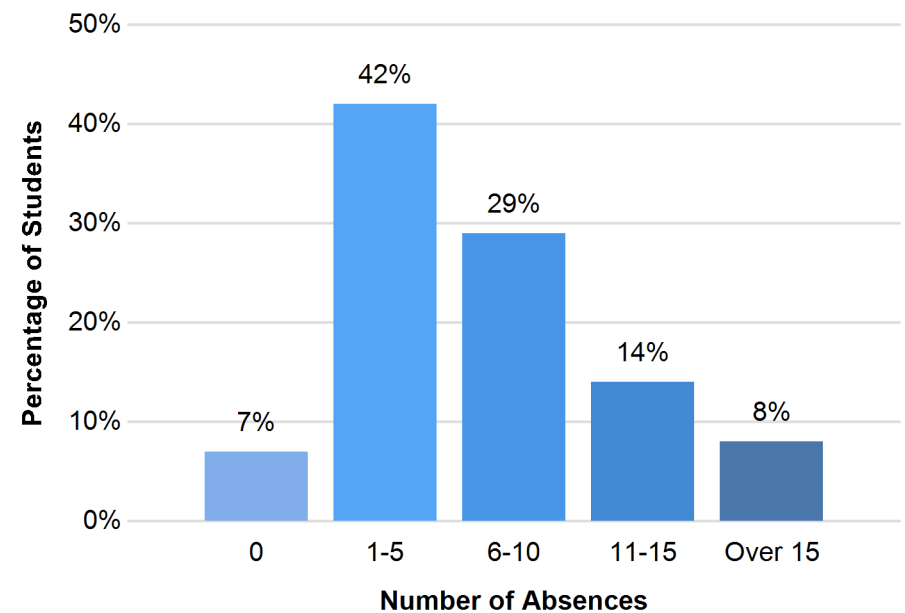
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	7.00	Met Target
White	2.50	7.00	Met Target
Hispanic	6.80	7.00	Met Target
Black or African American	14.30	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.60	7.00	Not Met
Students with Disabilities	8.60	7.00	Not Met
English Learners	8.70	7.00	Not Met

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

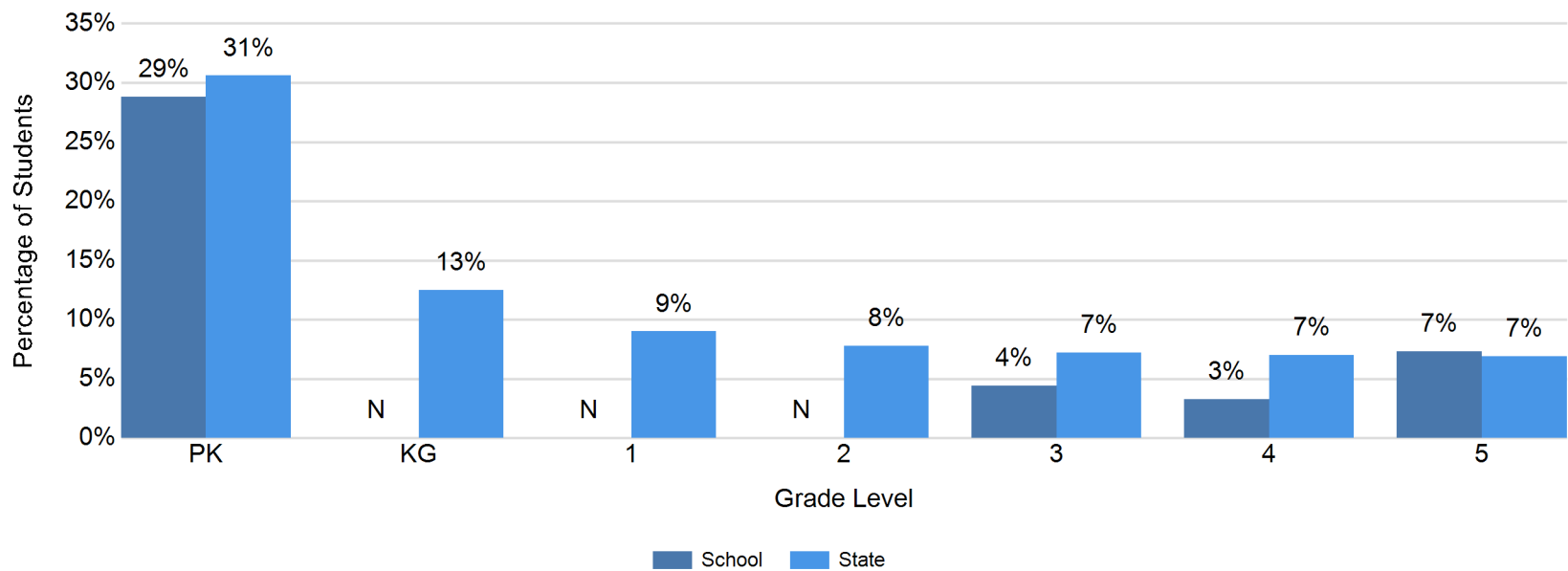
Days Absent

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



### 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	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.71

### 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	2.1%
Any Suspension	2.1%

### 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	2.9:1	90.6 kbps	100 kbps	No	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)	\$656	\$11,251	\$11,907



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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	53	120,724
Average years experience in public schools	10.0	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	72%	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	15	9,506
Average years experience in public schools	23.7	15.9
Average years experience in district	18.9	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	113:1	147:1
Librarian/Media Specialists		1104:1
Nurses		736:1
Counselors		315:1
Child Study Team		245:1



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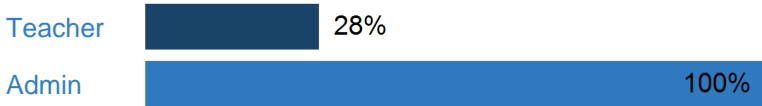
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	26.3	17.5%
Mathematics Proficiency	41.5	17.5%
English Language Arts Growth	47.7	25.0%
Mathematics Growth	50.9	25.0%
Chronic Absenteeism	62.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.9
Summative Rating: Percentile rank of Summative Score		43.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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





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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.9	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	46.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	48.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target	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	60.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	63.2	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	30.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Wargo	<b>Email Address:</b>	<a href="mailto:lwargo@srivernj.org">lwargo@srivernj.org</a>
<b>Address:</b>	81 JOHNSON PLACE SOUTH RIVER, NJ 08882	<b>Website:</b>	<a href="http://www.srivernj.org">www.srivernj.org</a>
<b>Phone:</b>	(732)613-4073	<b>Facebook:</b>	<a href="https://www.facebook.com/SRivernj">https://www.facebook.com/SRivernj</a>




School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Student Kindness Club promotes school climate and culture.</li> <li>• Students perform in choral and band concerts.</li> <li>• The annual Drama Club production is performed before large, appreciative crowds.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>At South River Elementary School, our mission is to promote strong academics, outstanding student discipline, and to encourage excellent home and school communication.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Annually, the artwork of our students has earned awards by local and state organizations. Teachers and support staff have garnered state recognition. The school was recognized as a National Fast ForWord School of Excellence.</p>

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

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>The students have access to an after-school gifted and talented program. Students have daily access to laptops and Chromebooks. SMART Boards are present in every classroom. Students have access to online support materials in support of their math curriculum. Parents have access to up-to-the-minute information regarding their children's grades and progress in all courses.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Students participate in the Drama Club, talent show, Kindness Club, chorus, band, and the Battle of the Books.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Tutoring in math and English language arts is offered before school. A reading interventionist works with students in small groups to remediate reading deficiencies. Students can receive instrumental and choral instruction before school as well.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	Teachers received continuous professional development in differentiated instruction, collaboration, and data analysis.
 <b>Student Supports and Services:</b>	Students with special needs have access to in-class support, in-class resource or self-contained instruction. ELL students receive daily instruction. A specialized reading program using Wilson and Orton-Gillingham Reading protocols is offered. Students with reading deficiencies have daily access to the Fast ForWord program. Speech, language and occupational/physical therapy related services are provided.
 <b>Student Health and Wellness:</b>	All students have access to a healthy breakfast served in their classroom each day. Physical Education classes are offered weekly. A daily recess period is offered for all students.
 <b>Parent and Community Involvement:</b>	The Elementary School enjoys a wonderful relationship with its PTA which sponsors a number of assemblies, field days, school spirit events, and evening programs. The local police department provides top-notch LEAD (Law Enforcement Against Drugs) instruction along with programs focusing on Halloween and bicycle safety.





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School Narrative

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

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A yearly survey of all stakeholders is utilized to influence our school practices. It was provided via an online site, translated into four languages. Translators were also made available to assist in the survey process.</p>
<div>Facilities:</div>	<p>The Elementary School is a modern facility that has had recent renovations to its exterior and had an update to its security system. It contains a media center, gym, full cafeteria, two computer labs, science classroom, and an art room.</p>



South River Elementary School  
2016-2017

Grade Span PK-05

23-4920-065  
MIDDLESEX  
SOUTH RIVER BORO  
81 JOHNSON PLACE  
SOUTH RIVER, NJ 08882

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:

Our students are enriched with a variety of programs to provide a well-rounded education such as vocal and instrumental music, art, library, physical education, computer lab, Spanish, guidance, and a Gifted and Talented Program. The Science Specialist enhances the district’s science curriculum with hands-on instruction. Our Special Education Program consists of two self-contained classes and an extensive inclusion model. Pull-out resource room assistance is offered as well. We also operate a full-day Verbal Behavior Program, two half-day Integrated Preschool Programs, and a half-day Bilingual Education preschool class. In addition, the Elementary School offers programs for speech and English as a second language. The fifth grade students receive LEAD (Law Enforcement Against Drugs) training from our local police department. The third grade observes Government Day by participating in a walk through town, stopping at various township offices and sites of interest where they learn about township agencies, speak to elected local and state officials, and experience the rich history of South River. The entire school participates in enjoyable activities throughout the school year such as Spirit Days, Read Across America Day, a Halloween parade, assemblies, a Science Fair, a district-wide art show, instrumental band and choral concerts. The talents of our students are showcased in a yearly Drama Club production and a talent show. The enjoyment of reading is reinforced via a robust Battle of the Books program.




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

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

### Navigating through the reports:

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

### Other Resources:

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



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**2016-2017**  
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**23-4920-050**  
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**SOUTH RIVER, NJ 08882**

### **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	161	183	168
10	138	141	180
11	146	143	153
12	143	121	128
Ungraded	15	24	11
Total	602	612	640

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	45%	45%
Male	56%	55%	55%
Economically Disadvantaged Students	40%	11%	40%
Students with Disabilities	13%	13%	12%
English Learners	3%	5%	5%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	54.5%
Hispanic	32.2%
Black or African American	7.7%
Asian	4.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.6%

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	640
Shared Time Students	0
Full Time Equivalent	640

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	53.8%
Spanish	20.6%
Portuguese	19.1%
Polish	1.1%
Other	5.9%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	329	97.2	44.70	42.90	54.90	44.7	56	Not Met
White	182	96.9	56.10	51.20	63.90	56.1	67	Not Met
Hispanic	97	97.2	28.90	32.20	39.80	28.9	38.4	Not Met
Black or African American	24	100.0	20.90	21.80	35.20	20.9	N	N
Asian, Native Hawaiian, or Pacific Islander	15	100.0	80.00	80.50	80.70	80	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	11	91.7	*	25.80	54.90	*	**	**
Female	152	97.5	57.20	50.70	62.20	57.2		
Male	177	96.9	33.90	35.40	48.10	33.9		
Economically Disadvantaged Students	98	98.2	29.60	35.20	36.20	29.6	45.6	Not Met
Non-Economically Disadvantaged Students	231	96.7	51.10	46.90	65.80	51.1		
Students with Disabilities	39	93.0	10.30	*	20.50	10.3	20.5	Not Met
Students without Disabilities	290	97.7	49.30	*	61.90	49.3		
English Learners	30	94.6	*	*	25.20	*	8	Met Target†
Non-English Learners	299	97.5	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	50.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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>	171	740	740	749	15%	19%	26%	32%	8%	40%	52%
White	91	748	748	757	*	15%	25%	42%	*	52%	62%
Hispanic	47	725	725	733	26%	26%	28%	*	*	21%	35%
Black or African American	16	729	729	730	*	*	*	*	*	25%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	80	751	751	756	*	*	26%	41%	*	54%	60%
Male	91	730	730	741	*	*	25%	24%	*	29%	43%
Economically Disadvantaged Students	51	727	727	731	26%	*	28%	*	*	26%	32%
Non-Economically Disadvantaged Students	120	745	745	758	10%	*	25%	*	*	47%	62%
Students with Disabilities	17	702	702	714	*	*	*	*	*	*	13%
Students without Disabilities	154	744	744	754	*	*	*	*	*	*	58%
English Learners	12	685	685	690	*	*	*	*	*	*	*
Non-English Learners	159	744	744	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	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
Schoolwide	169	741	741	743	16%	17%	18%	43%	6%	49%	46%
White	95	752	752	749	*	19%	13%	51%	*	60%	52%
Hispanic	55	726	726	728	26%	*	26%	29%	*	31%	34%
Black or African American	*	*	*	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	77	752	752	752	*	14%	*	51%	*	58%	54%
Male	92	731	731	734	*	20%	*	36%	*	40%	39%
Economically Disadvantaged Students	54	732	732	726	*	*	24%	32%	*	35%	32%
Non-Economically Disadvantaged Students	115	745	745	751	*	*	16%	48%	*	55%	54%
Students with Disabilities	19	715	715	704	*	*	*	*	0%	16%	12%
Students without Disabilities	150	744	744	749	*	*	*	*	7%	53%	52%
English Learners	17	673	673	681	*	*	*	*	*	*	*
Non-English Learners	152	749	749	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	740	740	736	18%	*	24%	42%	*	46%	38%
White	65	744	744	738	17%	*	22%	43%	*	49%	40%
Hispanic	51	737	737	731	*	*	31%	37%	*	41%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	57	756	756	744	*	*	*	58%	*	65%	46%
Male	79	730	730	729	*	*	*	30%	*	33%	31%
Economically Disadvantaged Students	38	740	740	729	*	*	26%	45%	*	47%	32%
Non-Economically Disadvantaged Students	98	740	740	740	*	*	24%	41%	*	46%	42%
Students with Disabilities	18	706	706	709	*	*	*	*	*	11%	12%
Students without Disabilities	118	746	746	741	*	*	*	*	*	52%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	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	N	N	N	713	N	N	N	N	N	N	26%

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

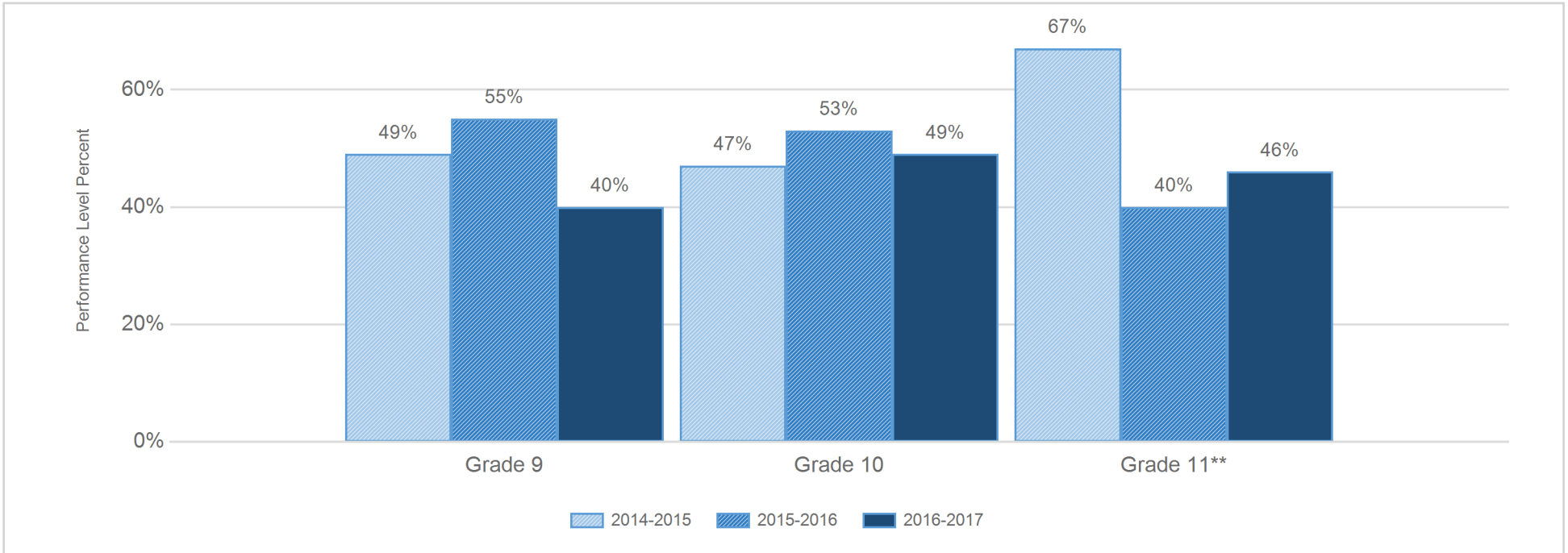


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English Language Arts/Literacy Assessment - Performance Trends

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



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA 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	332	97.8	22.60	32.60	43.50	22.6	28	Not Met
White	184	97.4	27.70	38.50	52.40	27.7	34.2	Not Met
Hispanic	95	98.1	15.80	24.40	27.60	15.8	16.4	Met Target†
Black or African American	25	100.0	*	*	21.70	*	N	N
Asian, Native Hawaiian, or Pacific Islander	15	100.0	46.70	65.80	75.60	46.7	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	13	92.9	*	21.20	44.90	*	**	**
Female	153	98.1	27.50	33.50	44.10	27.5		
Male	179	97.4	18.50	31.80	42.90	18.5		
Economically Disadvantaged Students	101	98.2	13.90	26.50	25.10	13.9	19.9	Not Met
Non-Economically Disadvantaged Students	231	97.5	26.40	35.90	54.30	26.4		
Students with Disabilities	36	94.9	*	12.70	16.50	*	6.1	Not Met
Students without Disabilities	296	98.1	*	36.70	48.80	*		
English Learners	30	97.3	*	10.40	23.30	*	11.6	Not Met
Non-English Learners	302	97.8	*	35.10	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.





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**Mathematics Assessment - Performance by 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>	163	729	737	743	17%	28%	29%	26%	0%	26%	42%
White	83	735	742	751	*	24%	36%	30%	*	30%	52%
Hispanic	56	723	*	728	29%	27%	20%	25%	0%	25%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	69	737	745	744	*	23%	28%	39%	*	39%	43%
Male	94	723	730	741	*	31%	31%	16%	*	16%	40%
Economically Disadvantaged Students	58	723	*	727	21%	35%	22%	22%	0%	22%	23%
Non-Economically Disadvantaged Students	105	733	*	751	15%	24%	33%	28%	0%	28%	52%
Students with Disabilities	18	708	708	714	*	*	*	*	*	*	10%
Students without Disabilities	145	732	740	747	*	*	*	*	*	*	47%
English Learners	22	694	694	708	*	*	*	*	*	*	*
Non-English Learners	141	735	742	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	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	N	N	N	715	N	N	N	N	N	N	21%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	170	727	727	734	13%	31%	44%	*	*	13%	30%
White	89	730	730	740	*	27%	49%	16%	*	16%	38%
Hispanic	50	720	720	722	*	*	*	*	*	*	14%
Black or African American	14	710	710	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	749	749	758	0%	*	*	*	*	42%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	78	728	728	735	*	35%	46%	*	*	12%	31%
Male	92	726	726	733	*	27%	41%	*	*	14%	30%
Economically Disadvantaged Students	48	724	724	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	122	728	728	740	*	*	*	*	*	*	39%
Students with Disabilities	23	704	704	711	*	*	*	*	*	*	*
Students without Disabilities	147	730	730	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	131	712	712	725	41%	27%	17%	*	*	16%	28%
White	68	720	720	731	32%	27%	19%	*	*	22%	33%
Hispanic	50	700	700	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	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	*	*	*	718	*	*	*	*	*	*	25%
Female	60	713	713	725	43%	18%	20%	*	*	18%	27%
Male	71	712	712	725	38%	34%	14%	*	*	14%	29%
Economically Disadvantaged Students	44	707	707	708	48%	25%	*	*	*	16%	13%
Non-Economically Disadvantaged Students	87	715	715	733	37%	28%	*	*	*	16%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
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	N	N	N	702	N	N	N	N	N	N	14%

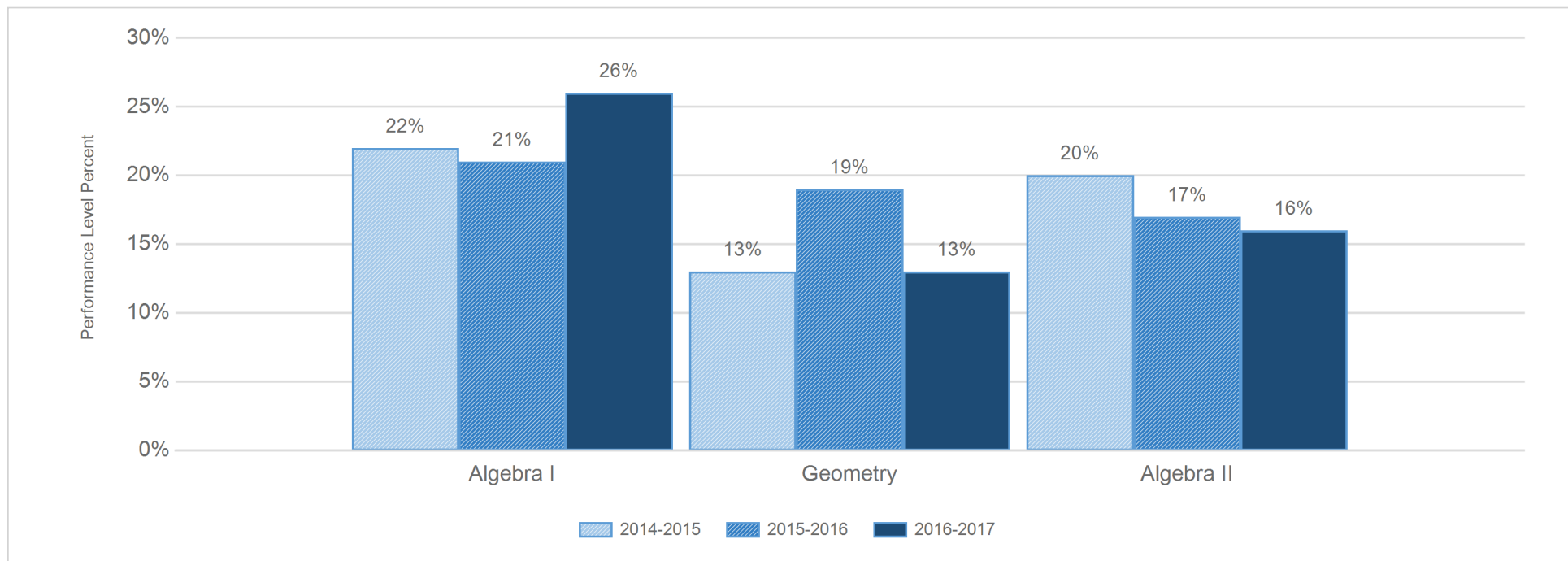


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**Mathematics Assessment – Performance Trends**

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	14	*	*
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.

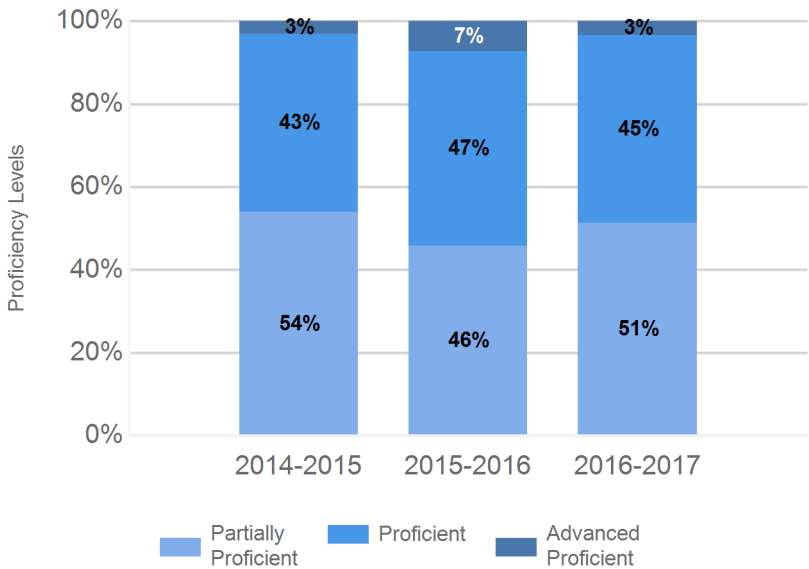
Biology Assessment - Performance

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	3%	45%	51%
White	2%	53%	45%
Hispanic	4%	36%	60%
Black or African American	N	37%	63%
Asian, Native Hawaiian, or Pacific Islander	27%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	4%	40%	56%
Students with Disabilities	N	16%	84%
English Learners	7%	19%	74%

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	98.8%	89.4%
Percentage of students taking the SAT	90.6%	70.0%
Percentage of students taking the ACT	16.4%	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	456	481	Varies By Grade	60%	67%
PSAT - Math	458	483	Varies By Grade	37%	49%
SAT - Reading and Writing	516	551	480	74%	77%
SAT - Math	509	552	530	41%	58%
ACT - Reading	22	24	22	57%	65%
ACT - English	21	24	18	71%	79%
ACT - Math	21	24	22	48%	65%
ACT - Science	20	23	23	19%	54%



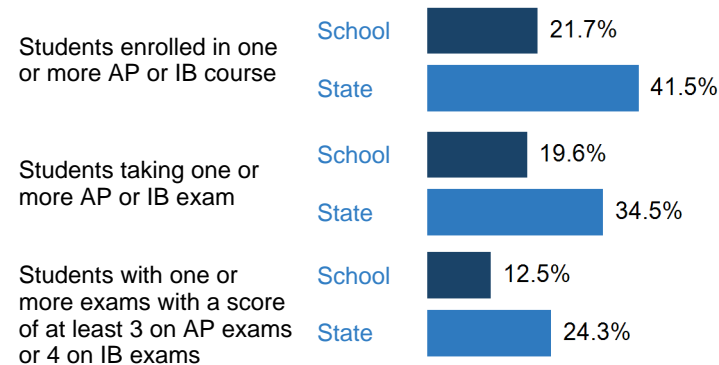
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

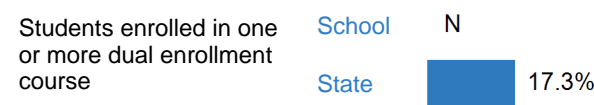
AP/IB Coursework – Participation and Performance

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.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	11	6
AP Calculus AB	12	4
AP Chemistry	11	9
AP English Language and Composition	18	0
AP English Literature and Composition	0	13
AP Studio Art—Two-Dimensional	0	6
AP U.S. Government and Politics	12	6
AP U.S. History	16	16
AP World History	16	14
Total Exams Taken		74
Exams with scores of at least 3 on AP exams or 4 on IB exams		44



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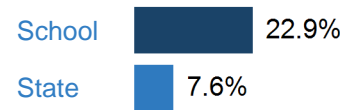
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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)



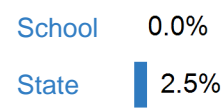
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Business Management & Administration	19	19
Total non-duplicated number of students**	19	
Total number of credentials earned in all clusters		19

\*\*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	142	23	1	0	0	0	13
10	16	60	36	0	0	0	4
11	2	9	99	29	0	0	15
12	0	0	12	60	16	15	5
Schoolwide	160	92	148	89	16	15	37
Enrolled in AP/IB Course					12	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	173	0	1	0	0	0
10	113	65	2	0	0	3
11	13	105	20	0	10	3
12	7	5	56	0	22	0
Schoolwide	306	175	79	0	32	6
Enrolled in AP/IB Course	11	11		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	161	5	2	0	2	8
10	0	177	30	15	28	3
11	1	144	8	5	10	4
12	0	7	3	1	13	57
Schoolwide	162	333	43	21	53	72
Enrolled in AP/IB Course	16	16	0	0	0	12

### 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.

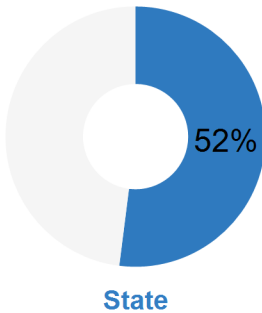
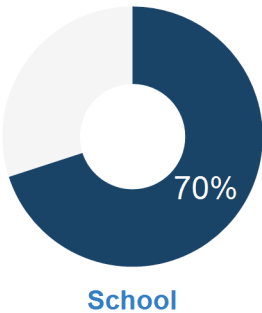
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	81	49	0	0	27	0	0
10	84	34	0	0	32	0	0
11	51	25	0	0	12	0	0
12	31	10	0	0	3	0	0
Schoolwide	247	118	0	0	74	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	64	26	0	0	14	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

### Visual and Performing Arts – Course Participation

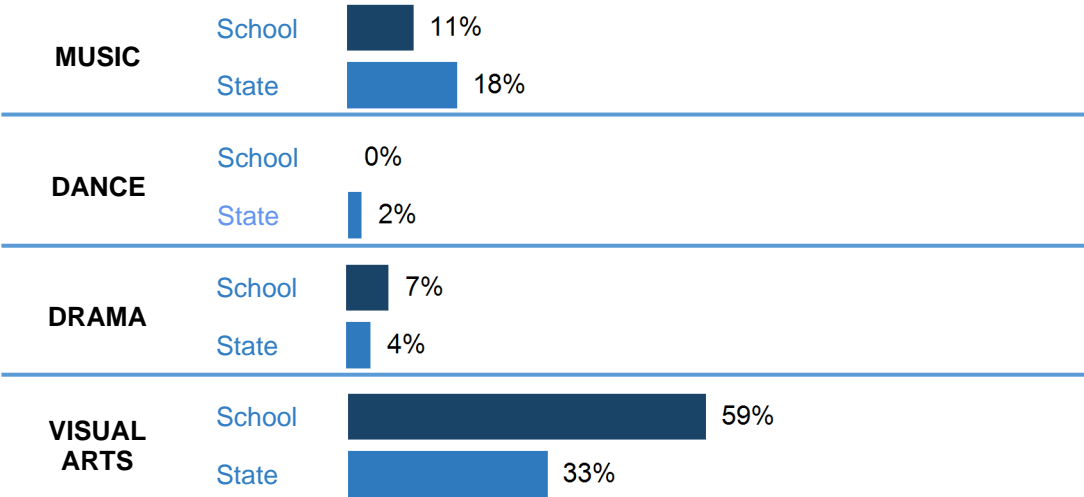
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

### Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	86.5%	90.5%	88.4%	91.8%	88.4%	92.2%	Not Met	93.2%	91.5%	Met Target
White	90.8%	94.5%	91.4%	95.1%	91.4%	94.3%	Not Met	95.3%	N	Met Goal
Hispanic	83.0%	84.3%	80.5%	86.3%	80.5%	86.8%	Not Met	88.6%	87.6%	Met Target
Black or African American	*	83.4%	93.8%	85.3%	93.8%	**	**	89.5%	**	**
Asian, Native Hawaiian or Pacific Islander	*	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	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	83.6%	83.9%	90.2%	85.6%	90.2%	95.0%	Not Met	97.0%	N	Met Goal
Students with Disabilities	67.9%	78.8%	68.4%	82.1%	68.4%	**	**	81.8%	95.5%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	*	74.4%	*	*	N	N		

### 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	86.5%	-
2016	88.4%	88.4%
2015	92.0%	93.2%

### 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	1.7%	1.1%
2015-2016	2%	1.1%
2014-2015	0.7%	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.

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
Statewide	71.1%	29.5%	70.5%
Schoolwide	70.5%	44.1%	55.9%
White	72.4%	41.8%	58.2%
Hispanic	69.8%	53.3%	46.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	62.2%	42.9%	57.1%
Students with Disabilities	37.5%	66.7%	33.3%
English Learners	0%	0%	0%

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	73.5%	42%	58%	82%	18%	84%	16%
White	73.2%	41.7%	58.3%	80%	20%	80%	20%
Hispanic	70.6%	45.8%	54.2%	91.7%	8.3%	91.7%	8.3%
Black or African American	73.3%	36.4%	63.6%	72.7%	27.3%	81.8%	18.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	69.2%	55.6%	44.4%	66.7%	33.3%	55.6%	44.4%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

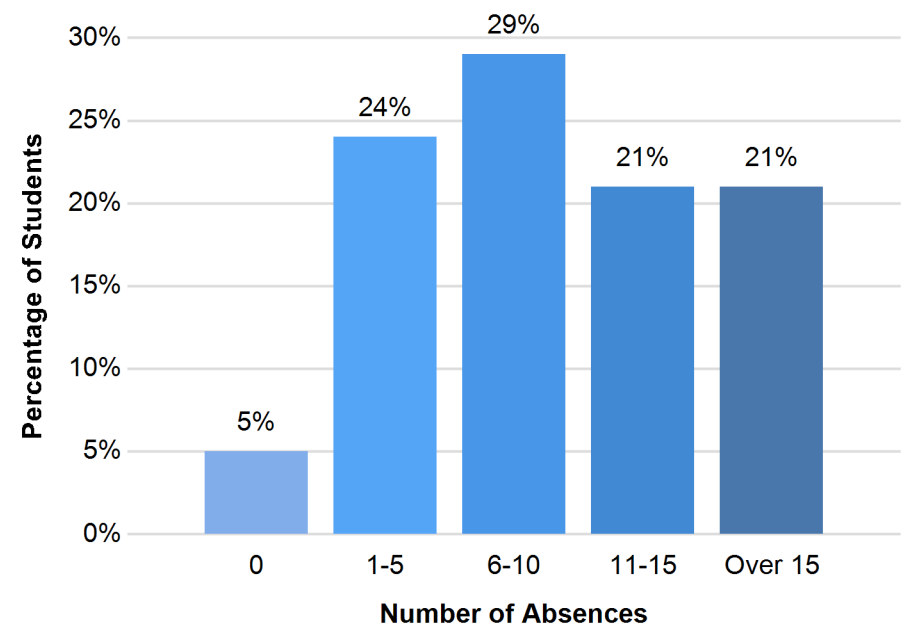
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.30	14.30	Not Met
White	15.20	14.30	Not Met
Hispanic	17.50	14.30	Not Met
Black or African American	19.60	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	11.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.80	14.30	Not Met
Students with Disabilities	28.90	14.30	Not Met
English Learners	18.20	14.30	Not Met

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

Days Absent

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



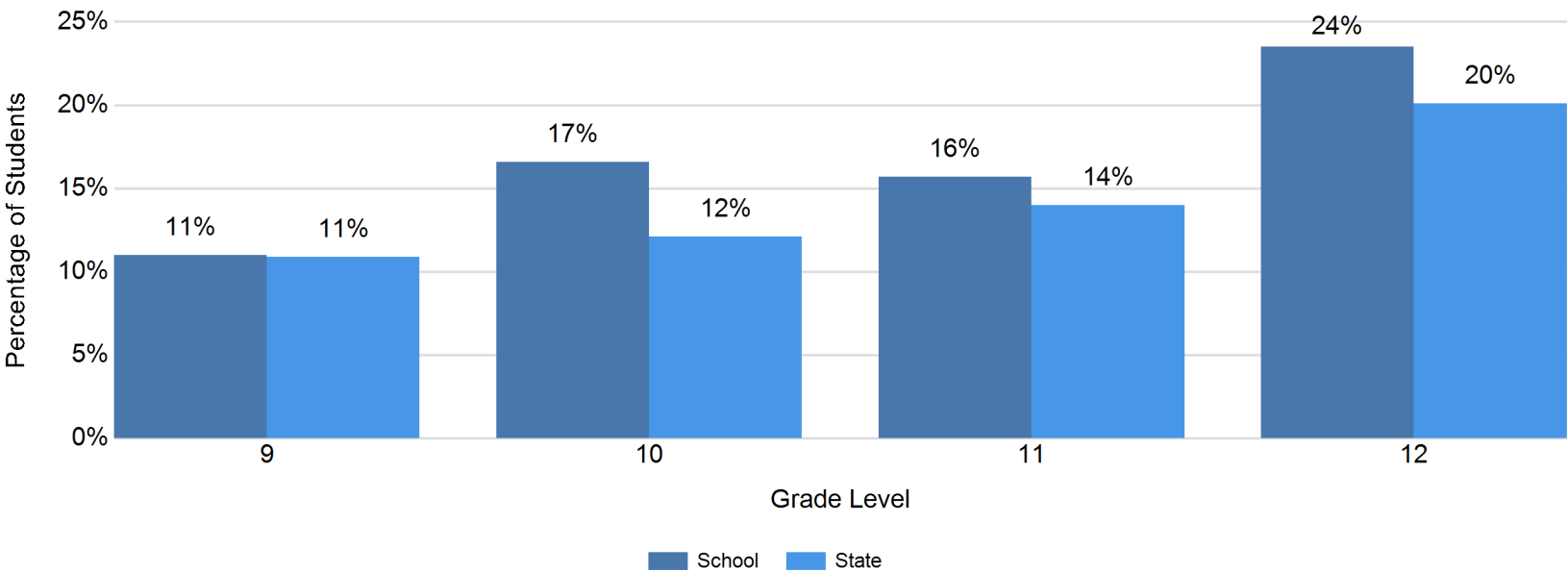


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	2 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	14
Vandalism	2
Weapons	1
Substances	7
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.75

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	21.7%
Out-of-School Suspensions	8.0%
Any Suspension	29.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0





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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	90.6 kbps	100 kbps	No	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)	\$656	\$11,251	\$11,907



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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	55	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	9.3	10.5
Teachers in district for 4 or more years	71%	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	15	9,506
Average years experience in public schools	23.7	15.9
Average years experience in district	18.9	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	91:1	147:1
Librarian/Media Specialists		1104:1
Nurses		736:1
Counselors		315:1
Child Study Team		245:1



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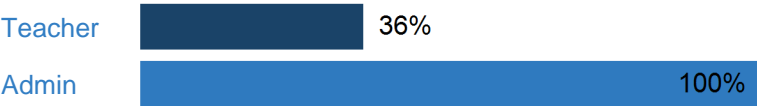
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	93%	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	40.2	17.5%
Mathematics Proficiency	31.0	17.5%
Graduation - 4-Year	27.3	25.0%
Graduation - 5-Year	46.0	25.0%
Chronic Absenteeism	30.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.3
Summative Rating: Percentile rank of Summative Score		29.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 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	35.3	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
White	35.2	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Goal	No
Hispanic	35.1	6.2	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	61.8	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Goal	No
Students with Disabilities	29.1	6.2	No	Not Met	Not Met	Not Met	**	Not Met	At Risk
English Learners	**	**	No	Met Target†	Not Met	Not Met	**	**	No

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† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Sherman	<b>Email Address:</b>	<a href="mailto:wsherman@srivernj.org">wsherman@srivernj.org</a>
<b>Address:</b>	11 MONTGOMERY STREET SOUTH RIVER, NJ 08882	<b>Website:</b>	<a href="http://www.srivernj.org">www.srivernj.org</a>
<b>Phone:</b>	(732)613-4014	<b>Facebook:</b>	<a href="https://www.facebook.com/SRivernj">https://www.facebook.com/SRivernj</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Robust Future Healthcare Professionals Club explored career pathways in the health sciences on site and offsite.</li> <li>• English Language Arts Department fostered real life connections and opportunities for growth.</li> <li>• Frequent connections with the community inspire and guide students to success.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>South River School District coordinates the available resources of home, school, and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically, and socially in society. We will strive to help students learn to use their minds well so that they will be prepared for responsible citizenship, further learning, and productive employment in our modern economy.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Varsity letter awards were provided to select Robotics Club members for extraordinary contributions. Life Skills Program students enhanced skills on job sites as well as school based placements. Student artwork was featured at a state sponsored exhibit and art educator illustrated a piece for cross curricular, pro-female, history driven, coloring book. Four students represented our school and the State of New Jersey at the Congress of Future Medical Leaders in Boston, Massachusetts.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>The school offered eight advanced placement courses as well as dual enrollment options with two higher learning institutions. Acceptance/tolerance teaching/learning included actual historical recounts via a Holocaust survivor, supporting literature, and a visit to the New York Holocaust Museum by all grade twelve students. State approved Tomorrow's Teachers Program was implemented. Special Needs Programs included in class support, in class resource, resource, and life skills.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Football (Boys), Golf (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Two basketball players achieved 1000 points. Three coaches recorded their 100th career wins. One coach recorded his 200th career win and one coach became the school's all time career leader. Girls' basketball, softball, and cross country all won division championships. Autism Awareness Campaign was sponsored by the baseball team.</p>
 <b>Clubs and Activities:</b>	<p>Adopt-A-Family Club, Art Club, Band, Drama Club, E.A.R.T.H. Club, Future Business Leaders of America, Future Healthcare Professionals, German Club, Interact Club, National Honor Society, RAM Newspaper, Robotics Club, Student Athletic Trainers, Student Council, TV 36, Yearbook Club.</p>
 <b>Before and After School Programs:</b>	<p>After school academic support services were made available to all students in the areas of mathematics and English language arts. In addition, customized support was made available to the school's immigrant students during after school hours.</p>








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**School Narrative**

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

 <b>Staff and Professional Learning:</b>	<p>Staff and administration were offered as well as participated in professional development both on and off site. Professional learning topics were aligned with district and school goals. In addition, staff participated in local professional learning communities as well as collaborated during established common planning times. Math Department collaborated with local non-public school.</p>
 <b>Postsecondary Information:</b>	<p>Eighty six percent of students in Class of 2017 planned to continue their education in a two or four year post secondary institution while 11% chose to pursue the military/workforce; 3% went on to certificated training programs. Student and family support was provided in the area of post secondary planning and financial aid.</p>
 <b>Student Supports and Services:</b>	<p>Preventive ATOD (Alcohol, Tobacco and Other Drugs) services were offered to all high school students and intervention based support services were offered for ATOD, behavioral, emotional, and social support via counselors and student behavior support specialist. Post secondary planning services were provided via counselors. Academic support instruction was provided to struggling students during the school day. Special needs students and staff received support from Child Study Team members.</p>
 <b>Student Health and Wellness:</b>	<p>Initiatives in substance abuse prevention were implemented with support and collaboration from Wellspring Center; student assemblies as well as student peer leaders promoted a drug free environment. The Future Healthcare Professionals Club organized and delivered heart health awareness campaigns and fundraised for the American Cancer Society. Screenings were conducted as necessary. All students received CPR training.</p>
 <b>Parent and Community Involvement:</b>	<p>South River High School had an active Parent/Teacher/Student Association which provided support to students and staff. District student data management system housed a parent portal which provided updated student academic progress data. Local police department officer delivered the LEAD Program, a substance abuse prevention program. Website and email notification system was utilized to disseminate information, highlight events, and recognize accomplishments.</p>





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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The building has central air conditioning. Computer lab was furnished during the 16/17 school year. Additional security cameras were installed; comprehensive video access was available. Supported the local community by providing adequate access to school building and grounds for a variety of events and functions which include political candidate evenings, the summer recreation program, the Police Department's local bike rodeo, summer fireworks, and community sponsored meetings.</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	170	172
7	176	142	171
8	184	168	150
Ungraded	35	36	41
Total	552	516	534

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	48%	15%	45%
Students with Disabilities	17%	16%	18%
English Learners	3%	3%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	49.4%
Hispanic	36.7%
Black or African American	8.3%
Asian	3.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.4%

Enrollment by Home Language

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

Home Language	% of Students
English	50.2%
Spanish	26.1%
Portuguese	17.5%
Polish	1.7%
Other	4.8%



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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	510	99.1	38.80	42.90	54.90	38.8	48.6	Not Met
White	253	98.5	45.80	51.20	63.90	45.8	52.9	Not Met
Hispanic	187	100.0	32.00	32.20	39.80	32	38.3	Not Met
Black or African American	42	97.7	19.00	21.80	35.20	19	40.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.10	80.50	80.70	75.1	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	12	100.0	16.70	25.80	54.90	16.7	**	**
Female	255	100.0	47.80	50.70	62.20	47.8		
Male	255	98.1	29.90	35.40	48.10	29.9		
Economically Disadvantaged Students	184	100.0	34.30	35.20	36.20	34.3	41	Not Met
Non-Economically Disadvantaged Students	326	98.5	41.40	46.90	65.80	41.4		
Students with Disabilities	96	97.1	*	*	20.50	*	19	Not Met
Students without Disabilities	414	99.5	*	*	61.90	*		
English Learners	39	100.0	10.20	*	25.20	10.2	N	N
Non-English Learners	471	99.0	41.20	*	57.40	41.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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### English Language Arts/Literacy Assessment - Performance by Grade: Grade 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>	189	737	737	752	*	20%	35%	31%	*	33%	54%
White	92	740	740	758	*	13%	38%	35%	*	38%	63%
Hispanic	71	733	733	740	*	28%	32%	27%	*	28%	38%
Black or African American	18	728	728	736	*	*	*	*	0%	22%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	91	744	744	758	*	20%	36%	35%	*	41%	61%
Male	98	730	730	746	*	20%	35%	27%	*	27%	46%
Economically Disadvantaged Students	68	734	734	737	*	21%	31%	25%	*	31%	34%
Non-Economically Disadvantaged Students	121	739	739	761	*	20%	38%	34%	*	35%	65%
Students with Disabilities	32	707	707	722	*	*	*	*	*	*	17%
Students without Disabilities	157	743	743	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	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	737	737	756	19%	17%	22%	34%	8%	42%	59%
White	85	745	745	764	*	15%	19%	44%	*	53%	69%
Hispanic	60	728	728	742	27%	*	22%	23%	*	32%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	93	745	745	764	16%	*	17%	42%	*	54%	68%
Male	79	728	728	749	23%	*	27%	25%	*	29%	51%
Economically Disadvantaged Students	70	736	736	739	19%	*	*	31%	*	39%	40%
Non-Economically Disadvantaged Students	102	738	738	766	20%	*	*	36%	*	45%	70%
Students with Disabilities	27	695	695	719	*	*	*	*	*	*	19%
Students without Disabilities	145	745	745	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	744	744	757	10%	20%	29%	33%	8%	40%	59%
White	81	748	748	764	*	16%	26%	40%	*	47%	68%
Hispanic	59	734	734	742	*	29%	29%	29%	*	32%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	76	752	752	766	*	15%	28%	37%	*	50%	68%
Male	81	736	736	749	*	26%	31%	28%	*	31%	50%
Economically Disadvantaged Students	43	737	737	739	*	*	40%	*	*	26%	40%
Non-Economically Disadvantaged Students	114	746	746	766	*	*	25%	*	*	46%	69%
Students with Disabilities	31	709	709	718	*	*	*	*	*	*	18%
Students without Disabilities	126	752	752	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	N	N	N	721	N	N	N	N	N	N	21%



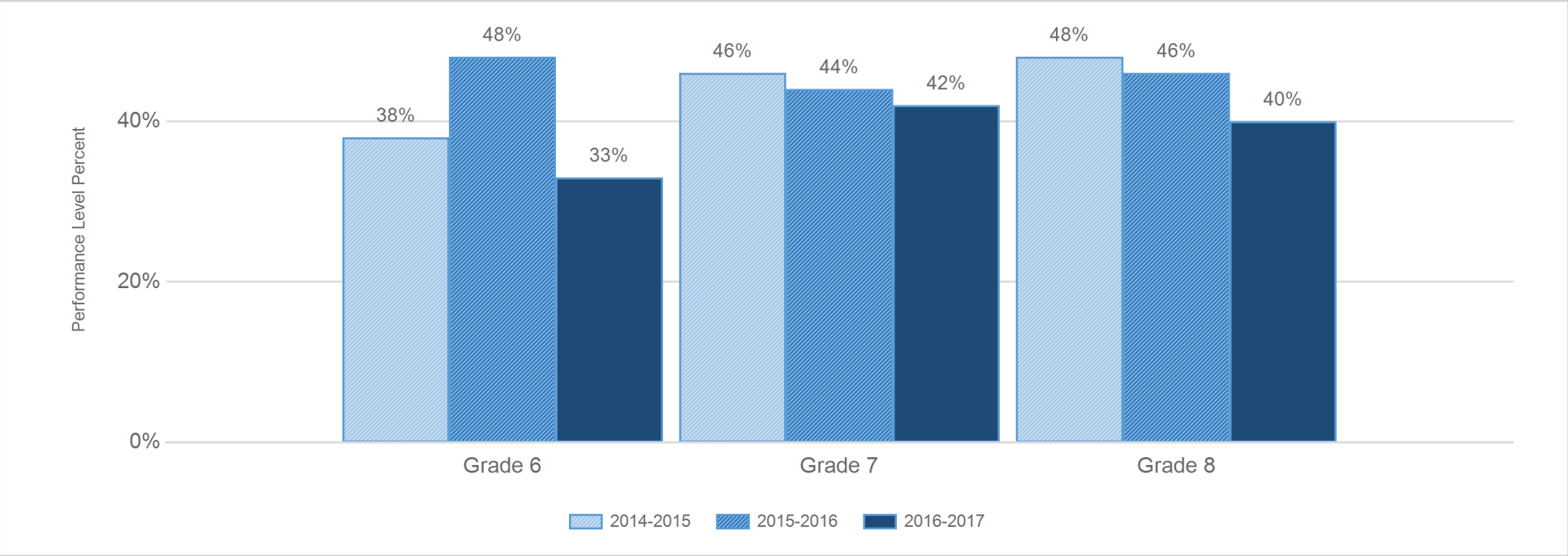


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	511	98.7	31.50	32.60	43.50	31.5	38.9	Not Met
White	253	97.7	37.20	38.50	52.40	37.2	44.3	Not Met
Hispanic	188	100.0	24.50	24.40	27.60	24.5	29.5	Met Target†
Black or African American	42	97.7	19.00	*	21.70	19	16.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.80	65.80	75.60	68.8	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	12	100.0	16.70	21.20	44.90	16.7	**	**
Female	255	99.6	35.30	33.50	44.10	35.3		
Male	256	97.8	27.80	31.80	42.90	27.8		
Economically Disadvantaged Students	185	99.5	27.10	26.50	25.10	27.1	32.7	Not Met
Non-Economically Disadvantaged Students	326	98.3	34.00	35.90	54.30	34		
Students with Disabilities	95	96.1	*	12.70	16.50	*	14	Not Met
Students without Disabilities	416	99.3	*	36.70	48.80	*		
English Learners	41	100.0	*	10.40	23.30	*	N	N
Non-English Learners	470	98.6	*	35.10	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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### Mathematics Assessment - Performance by Grade: Grade 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>	192	733	733	743	*	28%	36%	23%	*	26%	44%
White	92	738	738	751	*	26%	38%	28%	*	32%	54%
Hispanic	74	725	725	731	19%	28%	35%	18%	0%	18%	27%
Black or African American	18	731	731	724	*	*	*	*	0%	17%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	91	737	737	745	*	25%	40%	28%	*	29%	45%
Male	101	729	729	742	*	31%	33%	20%	*	23%	43%
Economically Disadvantaged Students	68	732	732	728	*	28%	40%	18%	*	19%	24%
Non-Economically Disadvantaged Students	124	734	734	752	*	28%	34%	27%	*	29%	56%
Students with Disabilities	32	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	160	738	738	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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

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	176	738	738	741	*	22%	37%	32%	*	34%	40%
White	87	741	741	748	*	18%	36%	39%	*	40%	49%
Hispanic	62	735	735	730	*	19%	44%	21%	*	26%	23%
Black or African American	*	*	*	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	*	*	*	740	*	*	*	*	*	*	39%
Female	94	740	740	743	*	19%	32%	37%	*	40%	41%
Male	82	736	736	740	*	26%	43%	26%	*	27%	38%
Economically Disadvantaged Students	73	736	736	729	*	23%	37%	29%	*	33%	22%
Non-Economically Disadvantaged Students	103	739	739	749	*	21%	37%	34%	*	35%	50%
Students with Disabilities	28	712	712	716	*	*	*	*	*	*	11%
Students without Disabilities	148	743	743	746	*	*	*	*	*	*	45%
English Learners	11	710	710	712	*	*	*	*	*	*	*
Non-English Learners	165	740	740	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	726	726	728	24%	21%	33%	22%	0%	22%	28%
White	60	728	728	736	25%	20%	27%	28%	0%	28%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	57	725	725	730	30%	*	33%	25%	*	25%	30%
Male	69	727	727	725	19%	*	32%	20%	*	20%	26%
Economically Disadvantaged Students	37	722	722	719	*	30%	27%	*	0%	19%	19%
Non-Economically Disadvantaged Students	89	727	727	734	*	18%	35%	*	0%	24%	34%
Students with Disabilities	30	703	703	705	47%	37%	*	*	0%	10%	*
Students without Disabilities	96	733	733	734	17%	17%	*	*	0%	26%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	776	737	743	0%	*	*	81%	*	90%	42%
White	19	770	742	751	0%	*	*	74%	*	84%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	19	773	745	744	0%	*	*	68%	*	84%	43%
Male	12	779	730	741	0%	*	*	100%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	31	776	740	747	0%	*	*	81%	*	90%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	31	776	742	745	0%	*	*	81%	*	90%	*
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%

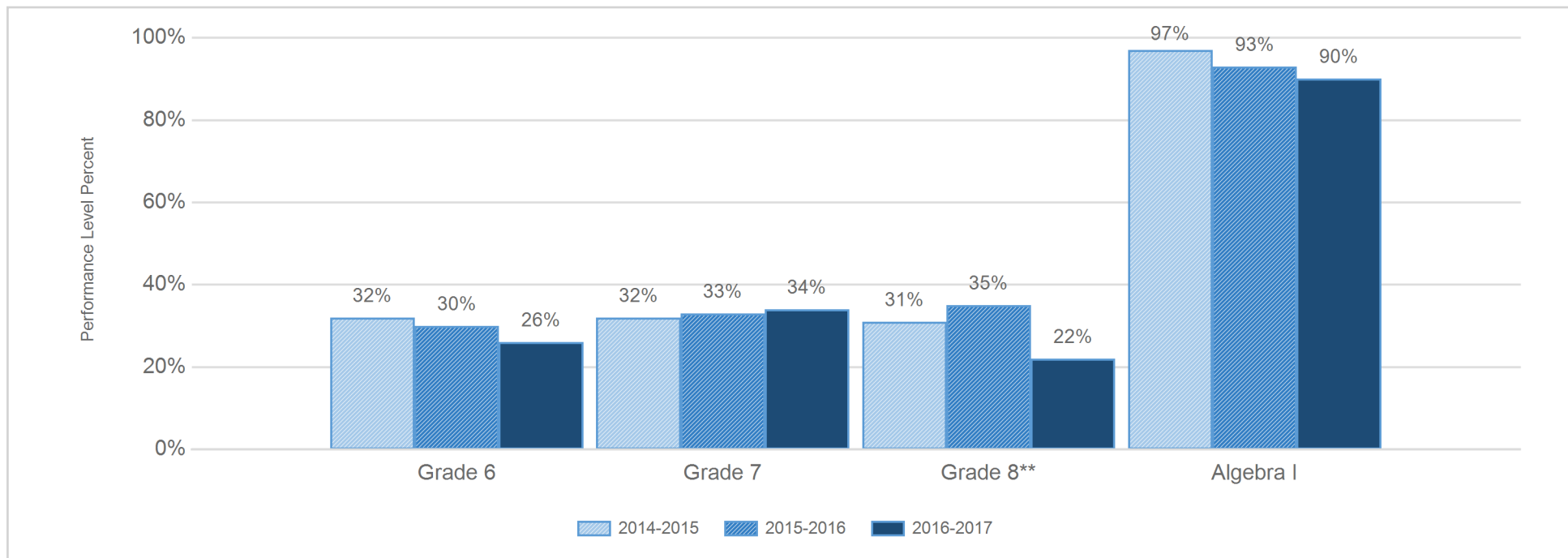


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Mathematics Assessment – Performance Trends

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	*	*
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	11	*	*
3	*	*	*
4	*	*	*
5+	*	*	*





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

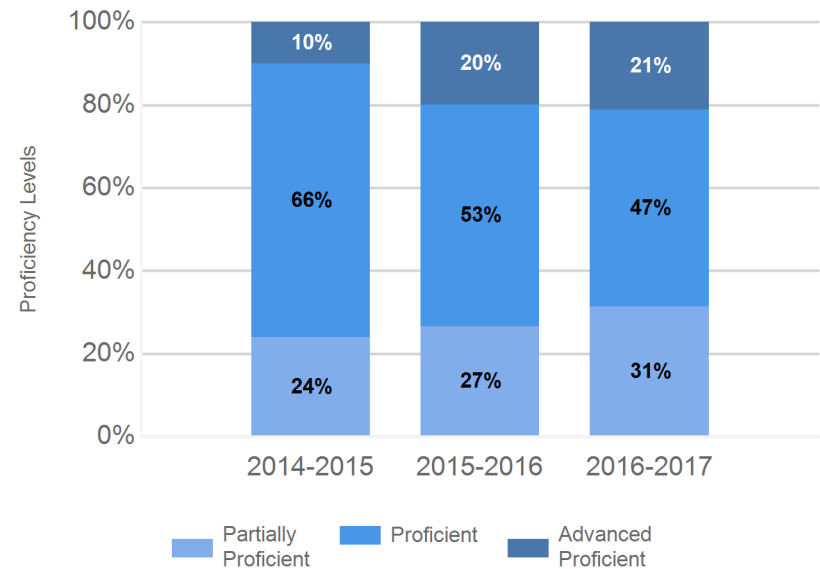
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	21%	47%	31%
White	26%	48%	26%
Hispanic	12%	47%	41%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	*	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	9%	49%	42%
Students with Disabilities	3%	28%	69%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	34	39	50	Not Met	43	47	50	Met Target
White	35.5	40.5	50	Not Met	44.5	47	52	Met Target
Hispanic	33	39	49	Not Met	42	46	47	Met Target
Black or African American	16.5	22.5	45	Not Met	46	52	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	58	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	22	*	51	**	*	44.5	52	**
Economically Disadvantaged	32	38	47	Not Met	42	46	46	Met Target
Students with Disabilities	27	34	41	Not Met	37	39	43	Not Met
English Learners	31	43.5	53	Not Met	33	44	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

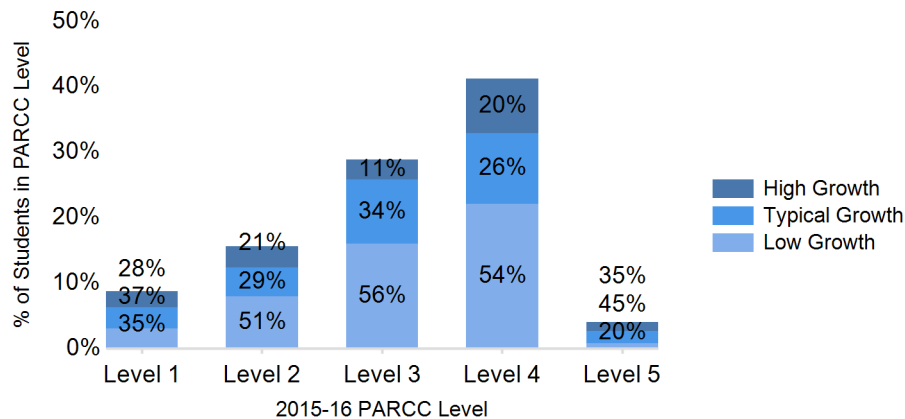
Typical Growth: Between 35 and 65

High Growth: Greater than 65

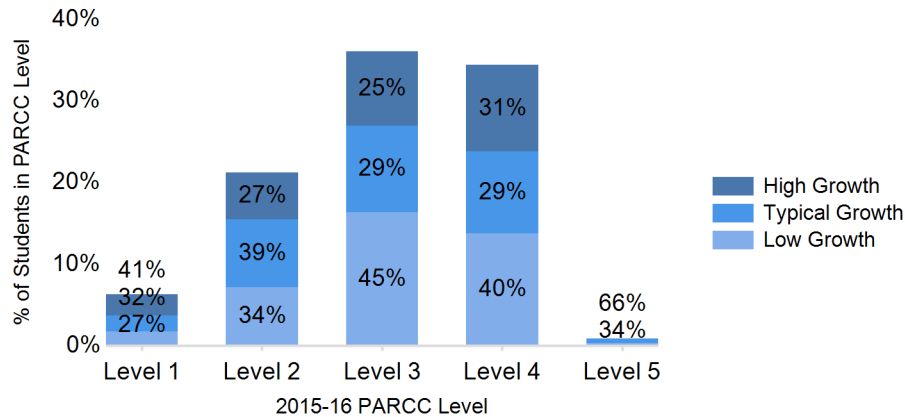
Student Growth by Performance Level

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.

ELA



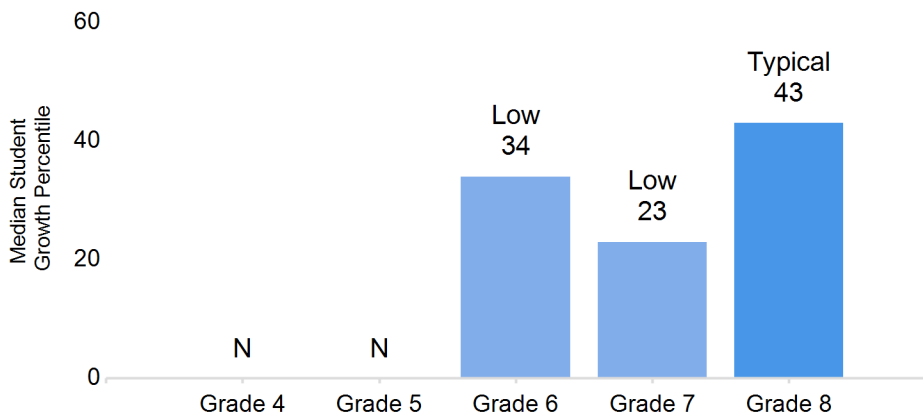
MATH



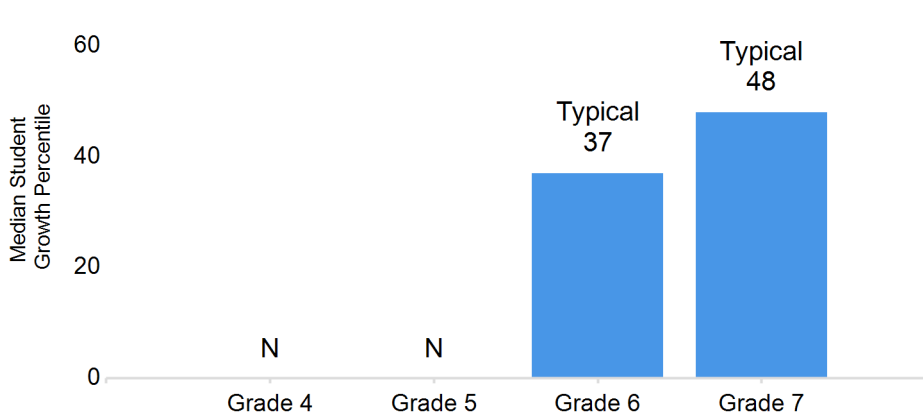
Student Growth by Grade

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

ELA



Math





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This section shows 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	195
7	0	0	180
8	31	0	128
Schoolwide	31	0	503

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).

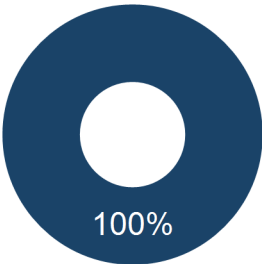
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	194
7	0	0	0	0	0	0	179
8	0	0	0	0	0	0	162
Schoolwide	0	0	0	0	0	0	535
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

### Visual and Performing Arts – Course Participation

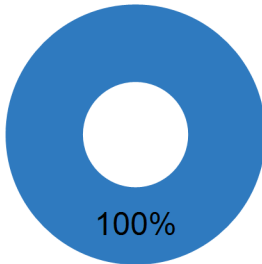
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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

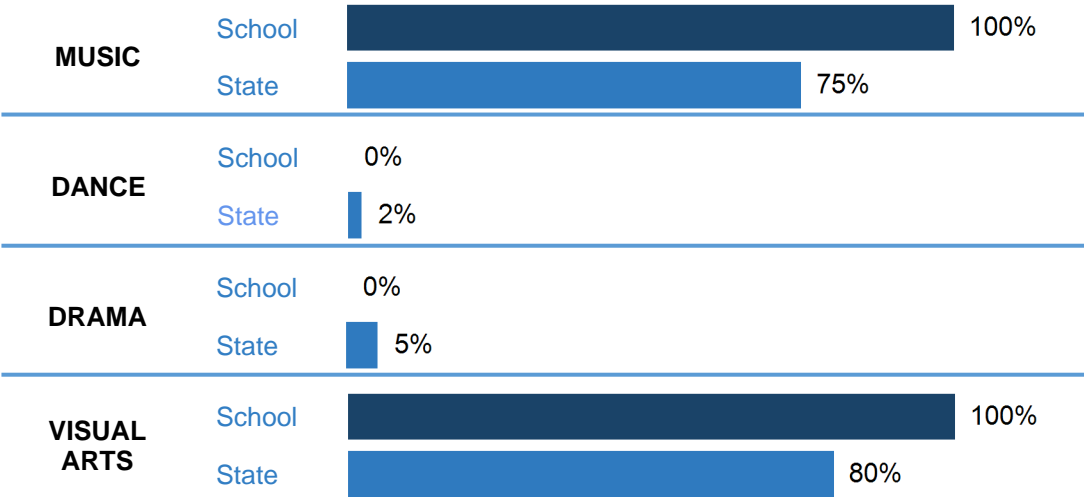


School



State

Students enrolled in one or more classes by discipline:





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

### Chronic Absenteeism

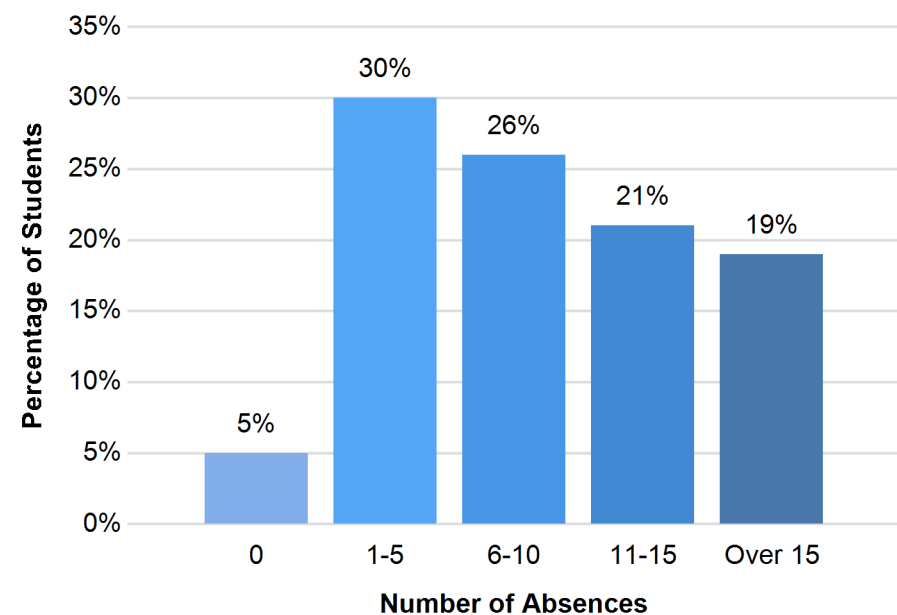
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.10	8.70	Not Met
White	16.20	8.70	Not Met
Hispanic	13.20	8.70	Not Met
Black or African American	13.60	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	19.20	8.70	Not Met
Students with Disabilities	20.60	8.70	Not Met
English Learners	12.10	8.70	Not Met

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

### Days Absent

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



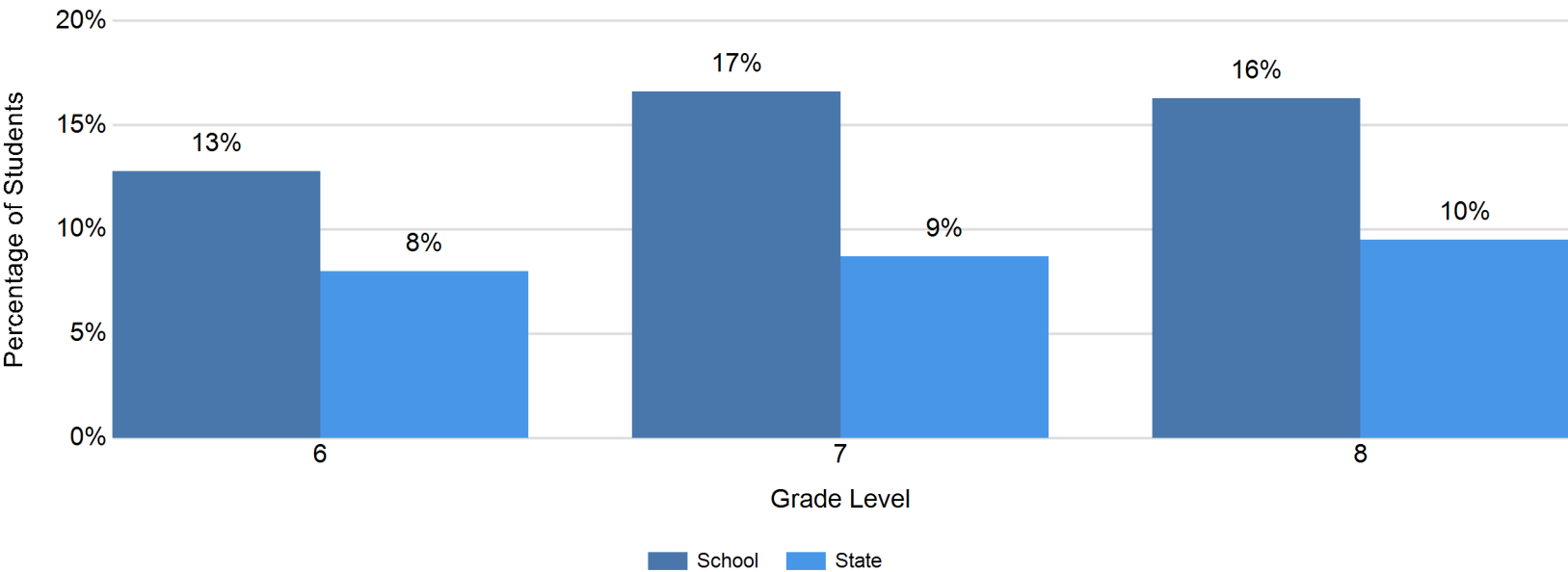


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	2 Hrs. 45 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	4
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.50

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	17.4%
Out-of-School Suspensions	8.6%
Any Suspension	26.1%

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	2.6:1	90.6 kbps	100 kbps	No	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)	\$656	\$11,251	\$11,907



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

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

**Teachers**: All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	67%	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	15	9,506
Average years experience in public schools	23.7	15.9
Average years experience in district	18.9	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	107:1	147:1
Librarian/Media Specialists		1104:1
Nurses		736:1
Counselors		315:1
Child Study Team		245:1



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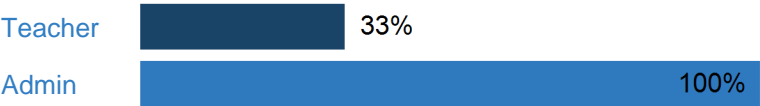
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	16.2	17.5%
Mathematics Proficiency	20.0	17.5%
English Language Arts Growth	3.4	25.0%
Mathematics Growth	25.4	25.0%
Chronic Absenteeism	10.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		15.2
Summative Rating: Percentile rank of Summative Score		5.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	15.2	11.9	Targeted	Not Met	Not Met	Not Met	Not Met	Met Target	No
White	11.7	11.9	Targeted	Not Met	Not Met	Not Met	Not Met	Met Target	No
Hispanic	22.6	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	30.7	11.9	No	Not Met	Met Target	Not Met	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	27.4	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	18.8	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	10.0	11.9	Targeted	N	N	Not Met	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>	Ms. Wargo	<b>Email Address:</b>	<a href="mailto:lwargo@srivernj.org">lwargo@srivernj.org</a>
<b>Address:</b>	3 MONTGOMERY STREET SOUTH RIVER, NJ 08882	<b>Website:</b>	<a href="http://www.srivernj.org">www.srivernj.org</a>
<b>Phone:</b>	(732)613-4073	<b>Facebook:</b>	<a href="https://www.facebook.com/SRivernj">https://www.facebook.com/SRivernj</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Accelerated English language arts classes are now offered at each grade level.</li> <li>• Science courses revamped to focus on the Next Gen Science Standards.</li> <li>• Google Classroom is used by teachers to strengthen the connection between home and school.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>We strive to help students learn to use their minds well in preparation for responsible citizenship, further learning, and productive employment in our modern economy. We take pride in our academics and efforts to maintain high expectations. Our philosophy is that all students can and will succeed. We believe every child should feel that school is vitally important to the future and that he/she becomes able to think, analyze, and synthesize in critical, higher order thinking skill capabilities.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Students are recognized for their academic performance each marking period at an Awards Ceremony. Athletes are recognized at a Sports Awards Ceremony which is held twice per year. STAR (Special, Terrific and Remarkable) students are awarded for their improvement in the classroom. Each grade level recognizes a student of the month.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>Each grade 6-8 has a team of teachers in the areas of ELA, math, science, and social studies. The schedule is a modified block, providing additional time for math and ELA. Accelerated courses are offered at each grade level in math and ELA. Students participate in quarter-year cycles, which afford students an exploratory opportunity in technology, art, Spanish and music appreciation. Physical education/health is held daily throughout the year.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Football (Girls), Soccer (Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>South River Middle School offers students a variety of athletic programs over the course of three seasons. In the fall, students can participate in soccer and cross country. Wrestling and basketball are offered during the winter. In the spring, students have a choice between baseball, softball, and track and field.</p>
 <b>Clubs and Activities:</b>	<p>Extracurricular opportunities for students include the Newspaper Club, Drama Club and the Yearbook Club. Students have the opportunity to play an instrument in the band, sing in the chorus, or join the percussion ensemble. Concerts are held in the winter and spring. A drama production is held each spring.</p>
 <b>Before and After School Programs:</b>	<p>South River Middle School provides an opportunity for students to strengthen their math and ELA skills through an after school program. This is available to students at all grade levels.</p>







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 <b>Staff and Professional Learning:</b>	Faculty members are presented ongoing opportunities to engage in meaningful, high quality, sustained, job-embedded professional learning opportunities via workshops. Staff turn-key information gleaned from attending workshops to district colleagues. Faculty members are also provided the opportunity to conduct an observation of another instructional program/school. The school's Professional Development Committee plays a role by facilitating a needs assessment and establishing goals.
 <b>Student Supports and Services:</b>	English language learners receive instruction each day in lieu of an ELA class. ELL students are also afforded the opportunity for additional support in math via our ASI (academic support instruction) program. Students with special needs have access to the least restrictive learning environment via in-class resource room classes or resource room classes. These are taught by special education teachers with content certification.
 <b>Student Health and Wellness:</b>	Students have access to a healthy breakfast option through a Grab and Go option offered as students enter the building each morning. Students and staff partner with the food services vendor through a Youth Advisory Council, providing an opportunity for input into cafeteria offerings.
 <b>Parent and Community Involvement:</b>	SRMS shares a strong partnership with its PTA which sponsors a number of programs for students. Teachers have been awarded grants from the South River Foundation for Educational Excellence, which supports our school community. Parent Access provides parents with access to their children's grades, discipline, and attendance information online. Connect Ed is a notification system that provides emergency information as well as reminders of events, another way we work to communicate with parents.





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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The current school building opened in 1997. Recent renovations include replacement of the roof, media center window system, and gutters/flashing. The media center was renovated as well, with new carpeting installed and a reconfiguration of the bookshelves to allow for additional computers to be added for student use. A security camera system was also installed as part of the renovation.</p>
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South River Middle School  
2016-2017  
Grade Span 06-08

23-4920-055  
MIDDLESEX  
SOUTH RIVER BORO  
3 MONTGOMERY STREET  
SOUTH RIVER, NJ 08882

School Narrative

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

<div>  <div>Other Information:</div> </div>	<p>Technology infusion is evident in the Middle School. In addition to a computer lab, classrooms are equipped with computers having Internet access. Mathematics and language arts instruction is supplemented with the use of programs such as iReady and Study Island. Classroom teachers are provided with access to SMART Boards, LCD projectors, Smart Response clickers, and a TI-Navigator System. The use of iPads, netbooks, Chromebooks, and laptop computers via a wireless network enhances student and staff access to the network and the Internet. We believe that our school must at all times be a safe haven for students. We have a close working relationship with our local police department and conduct carefully designed school security and fire drills. In addition, our grade 7 students receive LEAD (Law Enforcement Against Drugs) instruction via the SRPD. Bullying is not tolerated, and students are trained in the core ethical values – respect, responsibility, kindness, service, and honesty. Our Make an Imprint program recognizes students who demonstrate those core ethical values duirng the school day. Partnerships with parents and community further strengthen support for our school.</p>
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South River Primary School  
2016-2017


Grade Span KG-02

23-4920-070  
MIDDLESEX  
SOUTH RIVER BORO  
22 DAVID STREET  
SOUTH RIVER, NJ 08882

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)



**South River Primary School  
2016-2017**

**Grade Span KG-02**

**23-4920-070  
MIDDLESEX  
SOUTH RIVER BORO  
22 DAVID STREET  
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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.



**South River Primary School  
2016-2017**

**Grade Span KG-02**

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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	159	148	136
1	175	159	161
2	150	171	152
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	23	19
Total	504	501	468

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	163	148	136

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	46%
Male	51%	50%	54%
Economically Disadvantaged Students	52%	19%	50%
Students with Disabilities	15%	16%	17%
English Learners	13%	13%	19%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	49.4%
Hispanic	37.8%
Black or African American	6.4%
Asian	3.4%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.6%

### Enrollment by Home Language

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

Home Language	% of Students
English	47.4%
Spanish	25.2%
Portuguese	16.7%
Ukrainian	2.4%
Russian	1.1%
Other	6.9%



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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

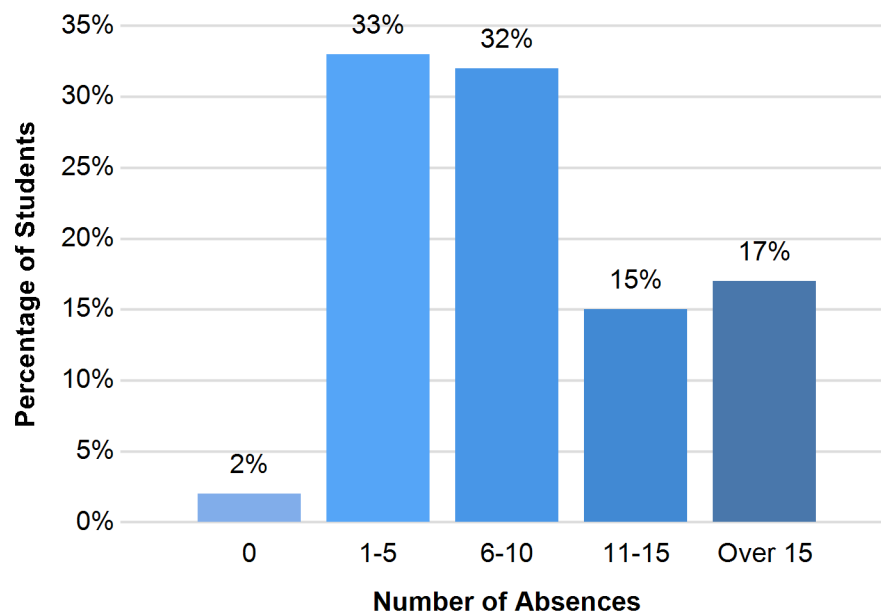
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.50	9.80	Not Met
White	13.00	9.80	Not Met
Hispanic	12.50	9.80	Not Met
Black or African American	13.30	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.60	9.80	Not Met
Students with Disabilities	22.80	9.80	Not Met
English Learners	12.50	9.80	Not Met

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

### Days Absent

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





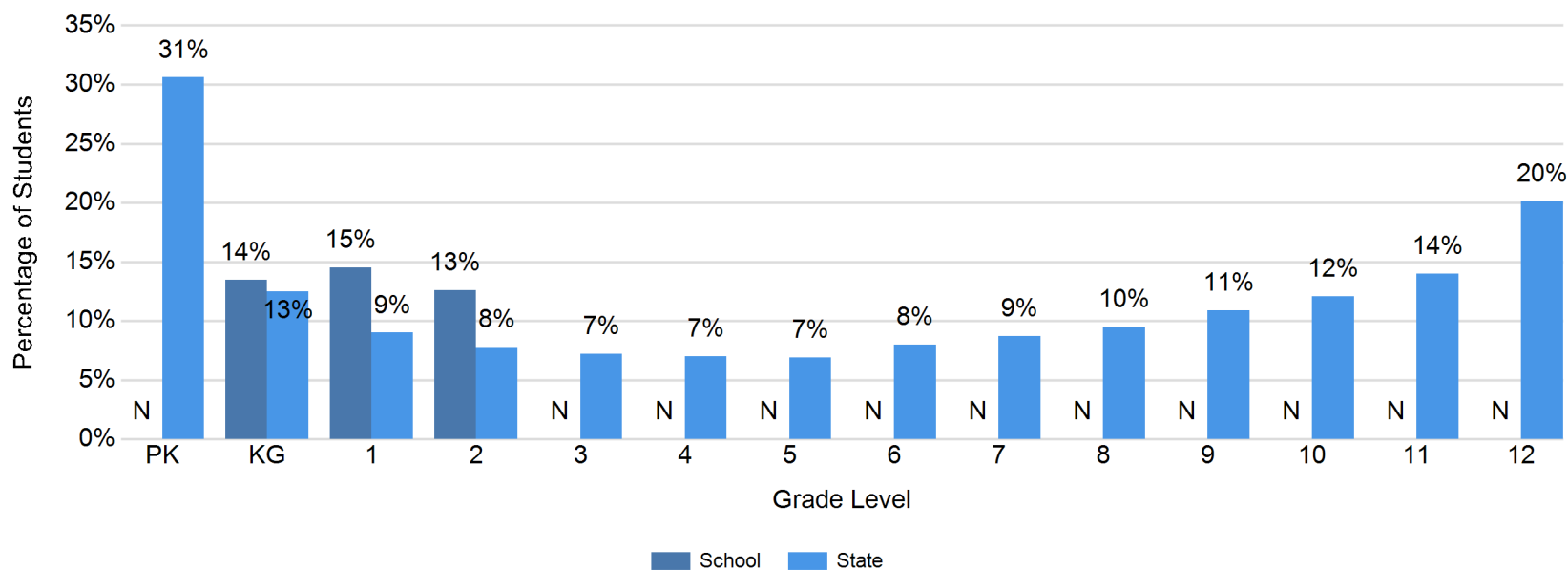
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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 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	0.9%
Any Suspension	0.9%

### 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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### 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)	\$656	\$11,251	\$11,907

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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	38	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	76%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,506
Average years experience in public schools	23.7	15.9
Average years experience in district	18.9	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	117:1	147:1
Librarian/Media Specialists		1104:1
Nurses		736:1
Counselors		315:1
Child Study Team		245:1

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	90%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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### School General Info

<b>Principal:</b>	Mr. Kidney	<b>Email Address:</b>	<a href="mailto:kkidney@srivernj.org">kkidney@srivernj.org</a>
<b>Address:</b>	22 DAVID STREET SOUTH RIVER, NJ 08882	<b>Website:</b>	<a href="http://www.srivernj.org">www.srivernj.org</a>
<b>Phone:</b>	(732)613-4006	<b>Facebook:</b>	<a href="https://www.facebook.com/SRivernj">https://www.facebook.com/SRivernj</a>

### School Narrative

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 <b>Mission, Vision, Theme:</b>	To coordinate the available resources of home, school, and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically, and socially in society. We will strive to help students to learn to use their minds well, so that they will be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
 <b>Awards, Recognition, Accomplishments:</b>	Students at the Primary School participate in the district's annual art show.



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#### Courses, Curriculum, Instruction:

Academic offerings at the Primary School are music, art, physical education, health, Spanish, mathematics, English language arts, social studies, and science. Support programs offered are: academic support instruction, special education services, speech therapy, and English as a second language. The Primary School is a modern facility with technology throughout.



#### Before and After School Programs:

Academic support instruction, gifted and talented, and English as a second language are offered before and/or after school.







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 <b>Staff and Professional Learning:</b>	<p>Professional learning at South River Primary School focuses on preparation of certificated staff to meet emergent requirements and to better align efforts with student academic outcomes. This philosophy carries through to the Professional Learning Communities.</p>
 <b>Student Supports and Services:</b>	<p>The Primary School hosts the "SIOP" program (for English language learners - one per grade level) and pull-out English as a second language classes. Students with IEP's (Individualized Education Plans) receive services as dictated by those plans. Before school remedial and accelerated programs are available. A dynamic I&amp;RS (Intervention &amp; Referral Services) program focuses on positive student academic and behavioral outcomes.</p>
 <b>Student Health and Wellness:</b>	<p>Multiple assemblies are offered throughout the year with a focus on awareness and good habits. The South River Police Department conducts assemblies focusing on student safety. Breakfast and lunch are provided and all students have 'snack time' in the afternoon. During physical education class, students are engaged in physical activities appropriate to their age. Students have an outdoor recess period, weather permitting.</p>
 <b>Parent and Community Involvement:</b>	<p>We have a PTA (Parent/Teachers Association) and a SEPTA (Special Education Parent/Teachers Association). Both are very active in the school and provide multiple opportunities and assets for the students. There are multiple orientations for all grade levels and parents are always invited to attend school functions and celebrations. All classes have 'Helper Parents.'</p>



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#### Climate Surveys:

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

The staff is surveyed regarding the performance of administration and the students are surveyed regarding the performance of their teachers. Both administrators and teachers use the results to craft their individual development plans. The School's Climate Committee also uses the results to affect changes and improvements around the school. Climate and culture at South River Primary School are exceptionally high.



#### Facilities:

Opened in 2005, South River Primary School is the newest school in the district. In addition to regular classrooms, we have an art room, media center and a cafetorium. The building is fully air conditioned, and all classrooms, with the exception of the art room are equipped with SMART Boards. The Media Center also functions as a computer lab.



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### School Narrative

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Other Information:

South River Primary School has a strong focus on making life-long learners who are motivated and happy to make school a central component of their lives. As the entrance portal to the public education system, we feel it to be our duty to ensure that the students who come, leave us as focused and productive learners who will be the future leaders of society.