




Ben Franklin Elementary  
2016-2017  
Grade Span PK-03

21-2580-070  
MERCER  
LAWRENCE TWP  
2939 PRINCETON PIKE  
LAWRENCEVILLE, NJ 08648-3224

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

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

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



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**Enrollment Trends by Grade**

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK       | 31      | 33      | 24      |
| KG       | 90      | 89      | 89      |
| 1        | 87      | 84      | 92      |
| 2        | 103     | 82      | 80      |
| 3        | 116     | 96      | 88      |
| Ungraded | 19      | 30      | 22      |
| Total    | 446     | 414     | 395     |

**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%     | 47%     |
| Male                                | 51%     | 51%     | 53%     |
| Economically Disadvantaged Students | 18%     | 16%     | 13%     |
| Students with Disabilities          | 14%     | 18%     | 18%     |
| English Learners                    | 3%      | 4%      | 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                               | 40.5%         |
| Asian                               | 31.9%         |
| Black or African American           | 12.2%         |
| Hispanic                            | 10.4%         |
| American Indian or Alaska Native    | 0.5%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 4.6%          |

**PreK and K - Full Day and Half Day**

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

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 32      | 33      | 24      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 86      | 89      | 89      |

**Enrollment by Home Language**

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 66.3%         |
| Spanish       | 5.1%          |
| Tamil         | 4.6%          |
| Urdu          | 3.5%          |
| Telugu        | 3.3%          |
| Other         | 17.6%         |



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

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 81           | 94.5                      | 71.60  | 62.70  | 54.90   | 71.6  | 50.8                  | Met Target                |
| White                                       | 35           | 92.3                      | 74.30  | 70.00  | 63.90   | 72  | 48.7                  | Met Target                |
| Hispanic                                    | 11           | 91.7                      | 72.70  | *  | 39.80   | 70.2  | **                    | **                        |
| Black or African American                   | *            | *                         | *  | *  | 35.20   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 23           | 96.3                      | 82.60  | 79.70  | 80.70   | 82.6  | 67.4                  | Met Goal                  |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 42           | 95.7                      | 76.20  | 70.40  | 62.20   | 76.2  |                       |                           |
| Male  | 39           | 93.2                      | 66.60  | 55.50  | 48.10   | 66.6  |                       |                           |
| Economically Disadvantaged Students         | *            | *                         | *  | *  | 36.20   | *   | **                    | **                        |
| Non-Economically Disadvantaged Students     | *            | *                         | *  | *  | 65.80   | *   |                       |                           |
| Students with Disabilities                  | *            | *                         | *  | *  | 20.50   | *   | **                    | **                        |
| Students without Disabilities               | *            | *                         | *  | *  | 61.90   | *   |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 25.20   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 57.40   | *   |                       |                           |
| Homeless Students                           | N            | N                         | N  | 23.10  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | 33.30  | 24.80   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 85           | 765              | 757                       | 749                    | *  | *                                     | 19%                                | 65%                         | *                                | 72%                                     | 50%   |
| White                                       | 36           | 765              | 763                       | 759                    | 0%                                       | *                                     | *                                  | 69%                         | *                                | 75%                                     | 61%   |
| Hispanic                                    | 11           | 767              | *                         | 734                    | 0%                                       | 0%                                    | *                                  | *                           | 0%                               | 73%                                     | 35%   |
| Black or African American                   | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 26           | 770              | *                         | 775                    | *  | *                                     | *                                  | 62%                         | *                                | 77%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Female                                      | 45           | 768              | 761                       | 754                    | *  | *                                     | *                                  | 64%                         | *                                | 73%                                     | 55%   |
| Male  | 40           | 762              | 752                       | 745                    | *  | *                                     | *                                  | 65%                         | *                                | 70%                                     | 46%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 63%   |
| Students with Disabilities                  | *            | *                | *                         | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| English Learners                            | *            | *                | *                         | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Non-English Learners                        | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Homeless Students                           | N            | N                | N                         | 720                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |
| Students in Foster Care                     | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 26%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 49%   |
| Migrant Students                            | N            | N                | N                         | 734                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |

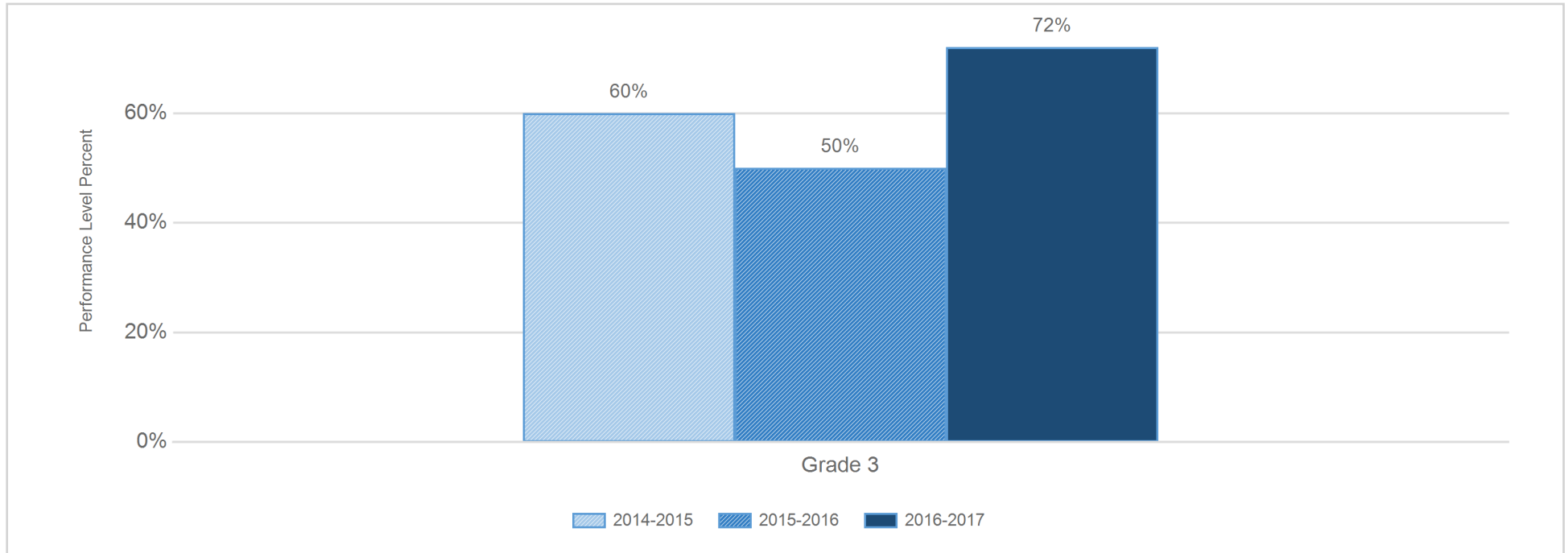


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 81           | 93.5                      | 60.50  | 47.70  | 43.50   | 60.5  | 66.8                  | Met Target†               |
| White                                       | 35           | 92.3                      | 57.20  | 53.80  | 52.40   | 55.5  | 69.8                  | Not Met                   |
| Hispanic                                    | 11           | 84.6                      | 36.40  | *  | 27.60   | 35.1  | **                    | **                        |
| Black or African American                   | *            | *                         | *  | *  | 21.70   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 23           | 96.3                      | 86.90  | 73.50  | 75.60   | 86.9  | 80                    | Met Goal                  |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 42.50   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 44.90   | *   | **                    | **                        |
| Female                                      | 42           | 95.7                      | 59.50  | 48.70  | 44.10   | 59.5  |                       |                           |
| Male  | 39           | 91.1                      | 61.60  | 46.70  | 42.90   | 61.6  |                       |                           |
| Economically Disadvantaged Students         | *            | *                         | *  | *  | 25.10   | *   | **                    | **                        |
| Non-Economically Disadvantaged Students     | *            | *                         | *  | *  | 54.30   | *   |                       |                           |
| Students with Disabilities                  | *            | *                         | *  | *  | 16.50   | *   | **                    | **                        |
| Students without Disabilities               | *            | *                         | *  | *  | 48.80   | *   |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 23.30   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 45.20   | *   |                       |                           |
| Homeless Students                           | N            | N                         | N  | *  | 16.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | *  | 15.10   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 39.90   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 18.20   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 85           | 761              | 757                       | 751                    | *  | *                                     | 28%                                | 41%                         | 20%                              | 61%                                     | 53%   |
| White                                       | 36           | 758              | 759                       | 759                    | *  | *                                     | 33%                                | 44%                         | *                                | 58%                                     | 63%   |
| Hispanic                                    | 11           | 743              | *                         | 738                    | 0%                                       | *                                     | *                                  | *                           | 0%                               | 36%                                     | 37%   |
| Black or African American                   | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 26           | 778              | *                         | 779                    | 0%                                       | *                                     | *                                  | 42%                         | 42%                              | 85%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Female                                      | 45           | 760              | 757                       | 751                    | *  | *                                     | *                                  | 33%                         | *                                | 58%                                     | 52%   |
| Male  | 40           | 763              | 756                       | 751                    | *  | *                                     | *                                  | 50%                         | *                                | 65%                                     | 53%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 736                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 761                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 65%   |
| Students with Disabilities                  | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 57%   |
| English Learners                            | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| Homeless Students                           | N            | N                | N                         | 724                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Migrant Students                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 35%   |

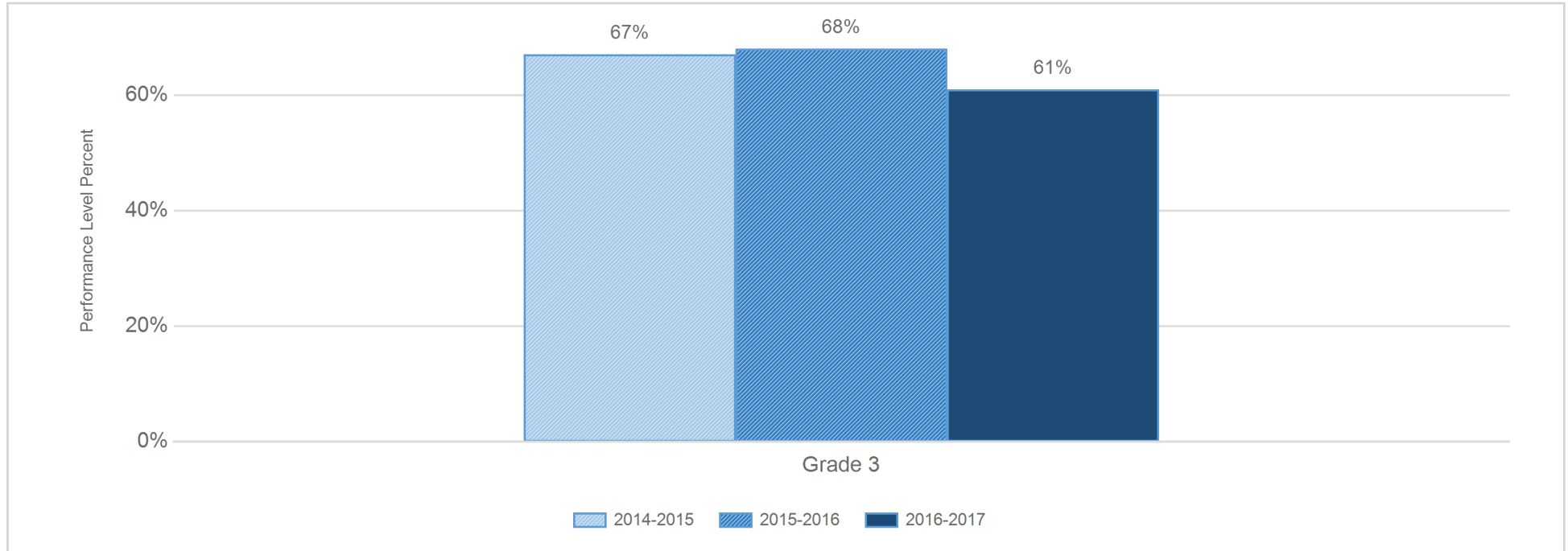


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1                 | 18                | *                                       | *  |
| 2                 | *                 | *                                       | *  |
| 3                 | N                 | N                                       | N  |
| 4                 | N                 | N                                       | N  |
| 5+                | N                 | N                                       | N  |



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

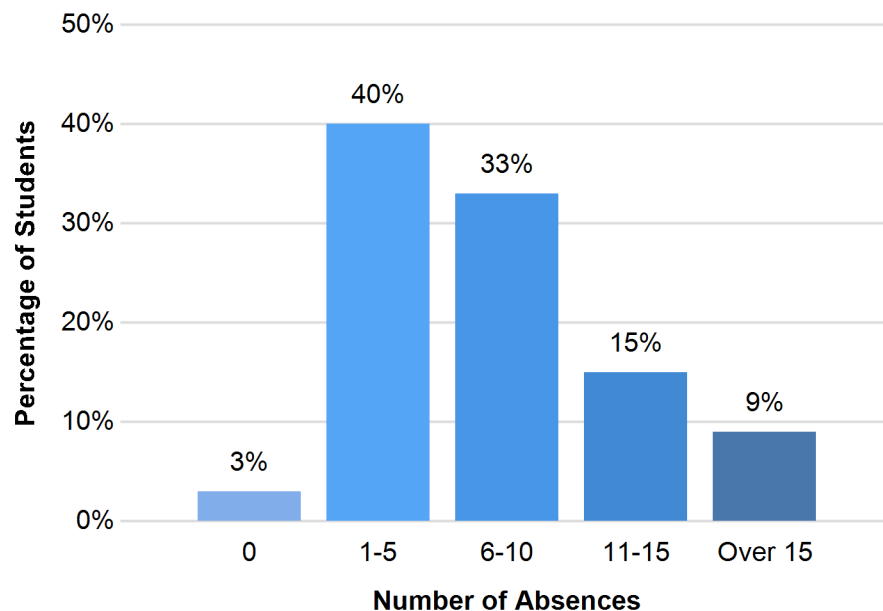
**Chronic Absenteeism**

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

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 5.50                 | 9.10           | Met Target         |
| White                                       | 5.20                 | 9.10           | Met Target         |
| Hispanic                                    | 0                    | 9.10           | Met Target         |
| Black or African American                   | 4.50                 | 9.10           | Met Target         |
| Asian, Native Hawaiian, or Pacific Islander | 7.90                 | 9.10           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | 6.10                 | 9.10           | Met Target         |
| Students with Disabilities                  | 3.80                 | 9.10           | Met Target         |
| English Learners                            | N                    | **             | **                 |

**Days Absent**

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



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

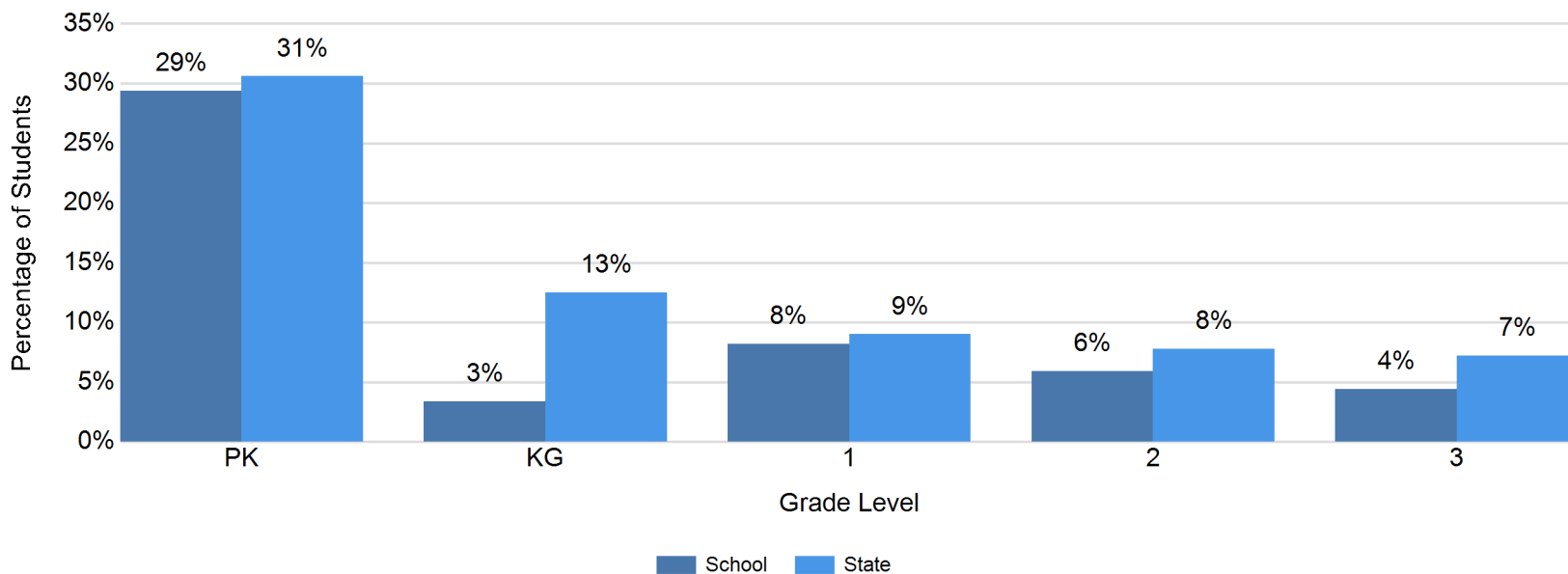


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Chronic Absenteeism by Grade

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





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**School Day**

**Violence, Vandalism, HIB, and Substance Offenses**

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.

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.

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:40AM          |
| Typical End Time                 | 3:20PM          |
| Length of School Day             | 6 Hrs 40 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 50 Mins. |
| Shared Time - Instructional Time | *               |

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 2                   |
| Vandalism                                | 0                   |
| Weapons                                  | 0                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 0                   |
| Total Unique Incidents                   | 2                   |
| Incidents Per 100 Students Enrolled      | 0.51                |

**Student Suspension Rate**

**Student Expulsions**

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.

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.

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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**Technology Readiness**

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1.6:1                   | 257.7 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

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

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$505   | \$15,058     | \$15,563 |



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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                   | 39                 | 120,724           |
| Average years experience in public schools | 10.9               | 11.8              |
| Average years experience in district       | 9.5                | 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                 | 25                 | 9,506           |
| Average years experience in public schools     | 15.2               | 15.9            |
| Average years experience in district           | 9.7                | 11.6            |
| Administrators in district for 4 or more years | 72%                | 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              | 395:1                  | 155:1                    |
| Librarian/Media Specialists |                        | 647:1                    |
| Nurses                      |                        | 431:1                    |
| Counselors                  |                        | 277:1                    |
| Child Study Team            |                        | 155:1                    |



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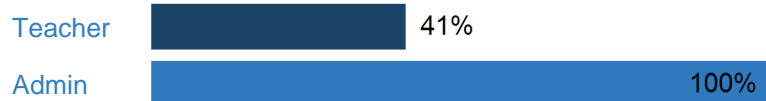
**Teachers and Administrators - Level of Education**

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       | 86%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 92%      | 88%   |

**Faculty Attendance**

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 96%            |



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**Accountability Indicator Scores and Summative Rating**

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

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

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

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



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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| White                                       | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Hispanic                                    | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Black or African American                   | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Asian, Native Hawaiian, or Pacific Islander | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| American Indian or Alaska Native            | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Two or More Races                           | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Economically Disadvantaged Students         | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Students with Disabilities                  | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| English Learners                            | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |

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

† Target was met within a confidence interval.



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School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Mr. Meurer  | <b>Email Address:</b> | <a href="mailto:wmeurer@ltps.org">wmeurer@ltps.org</a>  |
| <b>Address:</b>   | 2939 PRINCETON PIKE<br>LAWRENCEVILLE, NJ 08648-3224 | <b>Website:</b>       | <a href="https://www.ltps.org/Domain/11">https://www.ltps.org/Domain/11</a>   |
| <b>Phone:</b>     | (609)671-5540                                       | <b>Facebook:</b>      | <a href="https://www.facebook.com/Ben-Franklin-Elementary-School-1061038223946729/">https://www.facebook.com/Ben-Franklin-Elementary-School-1061038223946729/</a> |
|                   |   | <b>Twitter:</b>       | <a href="https://twitter.com/bfes_ltps">https://twitter.com/bfes_ltps</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.

|  |   |
|--|---|
|  <p><b>Highlights:</b></p>                            | <ul style="list-style-type: none"> <li>• Excellent and creative instructional strategies and award winning programs that support kids and their learning</li> <li>• Caring and supportive staff and families that build nurturing community for both academic and social-emotional learning</li> <li>• The Friendly School that Takes Care engages in a wide variety of service learning projects every month of the year!</li> </ul>   |
|  <p><b>Mission, Vision, Theme:</b></p>               | <p>The mission of the Lawrence Township Public Schools is to foster a community that: * values academic excellence, critical thinking skills, and lifelong learning; * challenges each student to become a responsible citizen of a global society; and * respects different learning styles and adapts instruction accordingly. Ben Franklin Elementary School is a preschool through third grade school known as the Friendly School that Takes Care!</p>   |
|  <p><b>Awards, Recognition, Accomplishments:</b></p> | <p>Lawrence Township Public Schools is a National District of Character and Ben Franklin has been recognized as a State School of Character. The school is home to a previous New Jersey Governor’s Teacher of the Year winner and has been recognized for excellent instructional practices, social-emotional learning, and service learning opportunities. In 2017, Ben Franklin achieved bronze certification from Sustainable Jersey for Schools for the many ways it teaches and practices sustainability.</p> |






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|  |   |
|--|---|
|  <p><b>Courses, Curriculum, Instruction:</b></p> | <p>Ben Franklin utilizes Readers' and Writers' Workshop models for literacy instruction and adapts mathematics lessons to a workshop model as well. Responsive Classroom techniques and strategies are integrated throughout the day as students and staff focus on both academic and social-emotional learning. Science and social studies units focus on big ideas that link cross-curricular concepts and skills, and service learning opportunities are imbedded into the daily life of school.</p> |
|  <p><b>Clubs and Activities:</b></p>             | <p>Our PTO runs an active selection of after school clubs. Students can choose from clubs such as tennis, lacrosse, cheerleading, and science. These are run by outside organizations that partner with the PTO. The PTO also sponsors after school clubs led by teachers such as cake decorating, stream keepers, walking, recycled art, and maker space classes. Clubs run roughly 6 to 8 weeks in length, and different clubs are available throughout the year.</p>                                 |
|  <p><b>Before and After School Programs:</b></p> | <p>Destinations is an after school program available to students who need additional assistance in mathematics and/or language arts who are in second and third grade. The Eagles program is an after school program available to English Language Learners at the school.</p>  |







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|  |  |
|--|--|
|  <p><b>Staff and Professional Learning:</b></p>    | <p>Teachers and staff are engaged in a wide variety of professional learning opportunities including after school, job-embedded, off site, and digital learning. Some recent professional learning has focused on topics such as Responsive Classroom, Trauma-informed classrooms, Kinesthetic Classrooms, Guided Reading, Next Generation Science Standards, Dyslexia, Using Formative Assessment to Drive Learning, Flexible Learning Spaces, and much more.</p>   |
|  <p><b>Student Supports and Services:</b></p>      | <p>Ben Franklin provides a wide variety of support services for students. Academic support is provided in both reading and mathematics classes. Instruction is delivered in small groups and tailored to students' needs. ESL lessons and support is provided to English Language Learners. After school programs provide additional support to these students. A wide variety of special education instructional models are used with a focus on inclusion. Staff are well trained in their disciplines.</p>        |
|  <p><b>Student Health and Wellness:</b></p>        | <p>All grades preschool through third grade receive physical education during the week with health integrated into these lessons. Students grades K-3 also receive health instruction. The school has active recesses, and even on inclement weather days there are opportunities for indoor exercising. Classes often participate in daily second recesses, and classrooms have a variety of kinesthetic equipment to support learning. Walking to school with families is also promoted in the community.</p>      |
|  <p><b>Parent and Community Involvement:</b></p> | <p>Parents are actively involved in school. The PTO meets regularly throughout the year and hosts a wide variety of family-oriented activities such as ice cream socials, picnics, bingo nights, movie nights, fall fests, and much more. Volunteer opportunities are always available. Parents can access information about their children (i.e. contact info, report cards, attendance) online through the Genesis Parent Access by going to the school's website and looking under the Parents dropdown menu.</p> |





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|  |  |
|--|--|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>A student survey completed last year on school climate provided the staff with insights into our character education programs and positive behavior supports. This led to the development of multiple initiatives including the third grade Bus Leaders program.</p>  |
|  <p>Facilities:</p>     | <p>Ben Franklin is 56 years old with an addition added in 2004. The school has a mix of air-conditioned and un-air-conditioned spaces, a gorgeous gymnasium, and unique thinker zones in the hallways. Facilities are well maintained and updated with newer ceilings, lighting, painting, and air conditioning. The central courtyard is known as the SNAP Space and contains outdoor gardens and learning areas for students. Additional gardens, streams, woods, and learning spaces are around the school grounds.</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.

Follow Ben Franklin Elementary School on Twitter and Facebook to see all of the fun and creative learning opportunities at the school! Visual and performing arts play a significant role in the school and bring the school together around common projects, productions, and activities. The staff at Ben Franklin are consistently pursuing professional learning opportunities that bring the latest research and best practices to our classrooms and students. Families are supportive and our school-wide events and activities seek to build community and bring families together. Join us at Ben Franklin - the Friendly School that Takes Care.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK       | 0       | 0       | 0       |
| KG       | 63      | 56      | 52      |
| 1        | 65      | 62      | 51      |
| 2        | 83      | 66      | 66      |
| 3        | 55      | 85      | 64      |
| Ungraded | 7       | 10      | 7       |
| Total    | 273     | 279     | 240     |

**Enrollment Trends by Student Group**

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 49%     | 51%     | 51%     |
| Male                                | 51%     | 50%     | 49%     |
| Economically Disadvantaged Students | 30%     | 29%     | 33%     |
| Students with Disabilities          | 11%     | 17%     | 14%     |
| English Learners                    | 5%      | 6%      | 11%     |
| 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                               | 47.5%         |
| Hispanic                            | 24.6%         |
| Black or African American           | 8.8%          |
| Asian                               | 8.3%          |
| American Indian or Alaska Native    | 0.0%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 10.8%         |

**PreK and K - Full Day and Half Day**

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

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 0       | 0       | 0       |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 66      | 56      | 52      |

**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       | 68.3%         |
| Spanish       | 17.9%         |
| Polish        | 5.4%          |
| Russian       | 2.1%          |
| Chinese       | 1.7%          |
| Other         | 4.4%          |



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

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 63           | 100.0                     | 52.40  | 62.70  | 54.90   | 52.4  | 38.1                  | Met Target                |
| White                                       | 22           | 100.0                     | 54.50  | 70.00  | 63.90   | 54.5  | 47.5                  | Met Target                |
| Hispanic                                    | 19           | 100.0                     | 36.80  | *  | 39.80   | 36.8  | N                     | N                         |
| Black or African American                   | *            | *                         | *  | *  | 35.20   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *  | *  | 80.70   | *   | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 32           | 100.0                     | 59.40  | 70.40  | 62.20   | 59.4  |                       |                           |
| Male  | 31           | 100.0                     | 45.20  | 55.50  | 48.10   | 45.2  |                       |                           |
| Economically Disadvantaged Students         | 25           | 100.0                     | 40.00  | *  | 36.20   | 40  | 22                    | Met Target                |
| Non-Economically Disadvantaged Students     | 38           | 100.0                     | 60.60  | *  | 65.80   | 60.6  |                       |                           |
| Students with Disabilities                  | 11           | 100.0                     | 27.30  | 15.20  | 20.50   | 27.3  | **                    | **                        |
| Students without Disabilities               | 52           | 100.0                     | 57.60  | 71.20  | 61.90   | 57.6  |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 25.20   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 57.40   | *   |                       |                           |
| Homeless Students                           | N            | N                         | N  | 23.10  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 24.80   | *   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 67           | 753              | 757                       | 749                    | *  | 21%                                   | 25%                                | 48%                         | *                                | 51%                                     | 50%   |
| White                                       | 22           | 762              | 763                       | 759                    | 0%                                       | *                                     | *                                  | 55%                         | 0%                               | 55%                                     | 61%   |
| Hispanic                                    | 20           | 741              | *                         | 734                    | 0%                                       | *                                     | *                                  | *                           | 0%                               | 35%                                     | 35%   |
| Black or African American                   | 10           | 742              | 739                       | 731                    | 0%                                       | *                                     | *                                  | *                           | 0%                               | 40%                                     | 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                           | 10           | 753              | 757                       | 751                    | *  | *                                     | *                                  | *                           | *                                | 60%                                     | 52%   |
| Female                                      | 35           | 755              | 761                       | 754                    | *  | *                                     | *                                  | 57%                         | *                                | 57%                                     | 55%   |
| Male  | 32           | 750              | 752                       | 745                    | *  | *                                     | *                                  | 38%                         | *                                | 44%                                     | 46%   |
| Economically Disadvantaged Students         | 27           | 735              | *                         | 731                    | *  | *                                     | *                                  | 37%                         | *                                | 37%                                     | 31%   |
| Non-Economically Disadvantaged Students     | 40           | 764              | *                         | 762                    | *  | *                                     | *                                  | 55%                         | *                                | 60%                                     | 63%   |
| Students with Disabilities                  | 11           | 730              | 715                       | 720                    | *  | *                                     | *                                  | *                           | *                                | 27%                                     | 24%   |
| Students without Disabilities               | 56           | 757              | 763                       | 755                    | *  | *                                     | *                                  | *                           | *                                | 55%                                     | 55%   |
| English Learners                            | N            | N                | N                         | 709                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 11%   |
| Non-English Learners                        | 67           | 753              | 757                       | 752                    | *  | 21%                                   | 25%                                | 48%                         | *                                | 51%                                     | 53%   |
| Homeless Students                           | *            | *                | *                         | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Students in Foster Care                     | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 26%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 49%   |
| Migrant Students                            | N            | N                | N                         | 734                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |

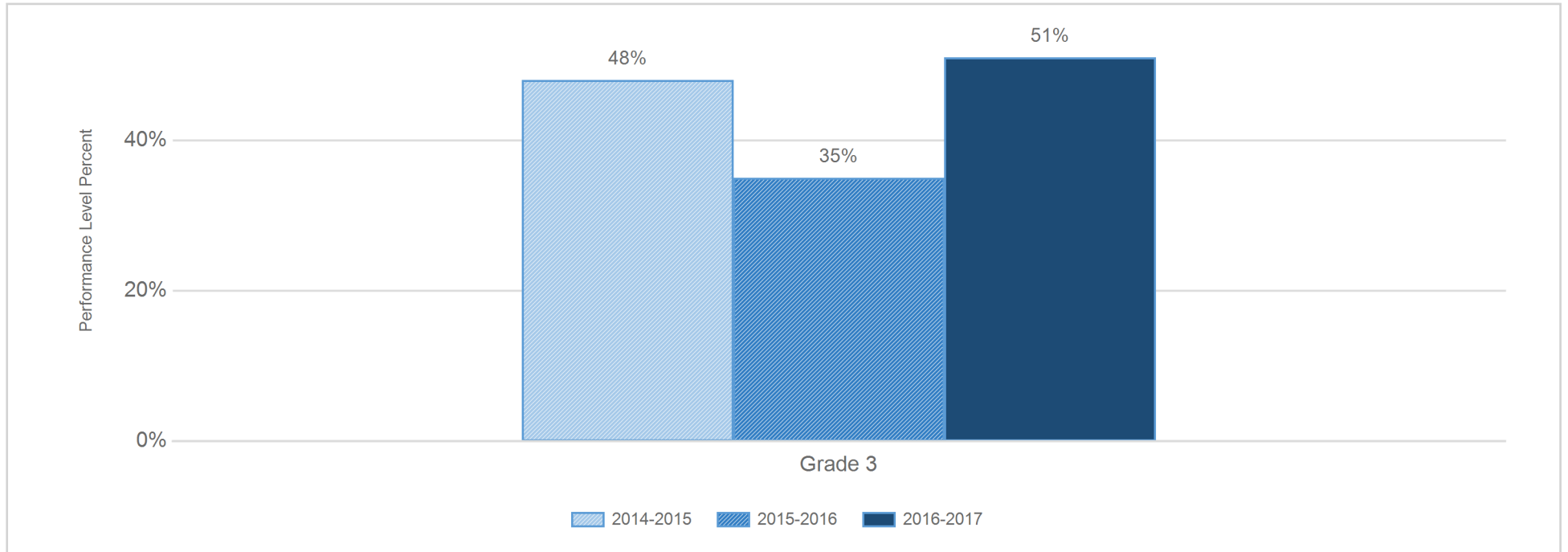


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### English Language Arts/Literacy Assessment - Performance Trends

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





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**Mathematics Assessment - Participation and Performance**

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 63           | 100.0                     | 55.60  | 47.70  | 43.50   | 55.6  | 45.1                  | Met Target                |
| White                                       | 22           | 100.0                     | 77.30  | 53.80  | 52.40   | 77.3  | 51.8                  | Met Target                |
| Hispanic                                    | 19           | 100.0                     | 36.90  | *  | 27.60   | 36.9  | N                     | N                         |
| Black or African American                   | *            | *                         | *  | *  | 21.70   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *  | *  | 75.60   | *   | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 42.50   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 44.90   | *   | **                    | **                        |
| Female                                      | 32           | 100.0                     | 56.30  | 48.70  | 44.10   | 56.3  |                       |                           |
| Male  | 31           | 100.0                     | 54.80  | 46.70  | 42.90   | 54.8  |                       |                           |
| Economically Disadvantaged Students         | 25           | 100.0                     | 32.00  | *  | 25.10   | 32  | 40.2                  | Met Target†               |
| Non-Economically Disadvantaged Students     | 38           | 100.0                     | 71.10  | *  | 54.30   | 71.1  |                       |                           |
| Students with Disabilities                  | 11           | 100.0                     | 27.30  | 11.60  | 16.50   | 27.3  | **                    | **                        |
| Students without Disabilities               | 52           | 100.0                     | 61.50  | 54.30  | 48.80   | 61.5  |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 23.30   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 45.20   | *   |                       |                           |
| Homeless Students                           | N            | N                         | N  | *  | 16.40   | N   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 15.10   | *   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 39.90   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 18.20   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 67           | 759              | 757                       | 751                    | *  | *                                     | 33%                                | 37%                         | 18%                              | 55%                                     | 53%   |
| White                                       | 22           | 763              | 759                       | 759                    | *  | 0%                                    | *                                  | 59%                         | *                                | 77%                                     | 63%   |
| Hispanic                                    | 20           | 751              | *                         | 738                    | 0%                                       | *                                     | *                                  | *                           | *                                | 35%                                     | 37%   |
| Black or African American                   | 10           | 749              | 736                       | 733                    | 0%                                       | *                                     | *                                  | *                           | *                                | 30%                                     | 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                           | 10           | 761              | 765                       | 751                    | 0%                                       | *                                     | *                                  | *                           | *                                | 60%                                     | 53%   |
| Female                                      | 35           | 756              | 757                       | 751                    | *  | *                                     | 31%                                | *                           | *                                | 57%                                     | 52%   |
| Male  | 32           | 762              | 756                       | 751                    | *  | *                                     | 34%                                | *                           | *                                | 53%                                     | 53%   |
| Economically Disadvantaged Students         | 27           | 747              | *                         | 736                    | *  | *                                     | 41%                                | *                           | *                                | 33%                                     | 34%   |
| Non-Economically Disadvantaged Students     | 40           | 766              | *                         | 761                    | *  | *                                     | 28%                                | *                           | *                                | 70%                                     | 65%   |
| Students with Disabilities                  | 11           | 734              | 731                       | 729                    | *  | *                                     | *                                  | *                           | *                                | 27%                                     | 29%   |
| Students without Disabilities               | 56           | 763              | 761                       | 755                    | *  | *                                     | *                                  | *                           | *                                | 61%                                     | 57%   |
| English Learners                            | N            | N                | N                         | 724                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |
| Non-English Learners                        | 67           | 759              | 758                       | 753                    | *  | *                                     | 33%                                | 37%                         | 18%                              | 55%                                     | 55%   |
| Homeless Students                           | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students in Foster Care                     | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Migrant Students                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 35%   |

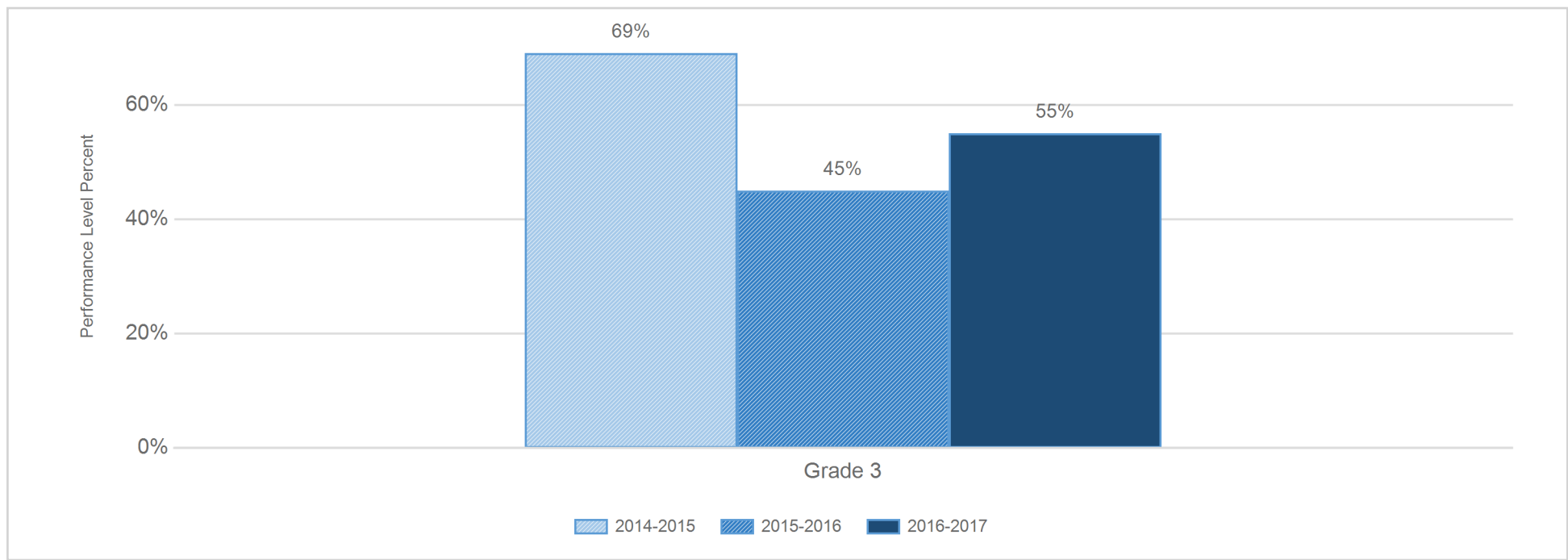


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### Mathematics Assessment – Performance Trends

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





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**Alternate Assessments - Participation**

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |

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

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

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



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

**Chronic Absenteeism**

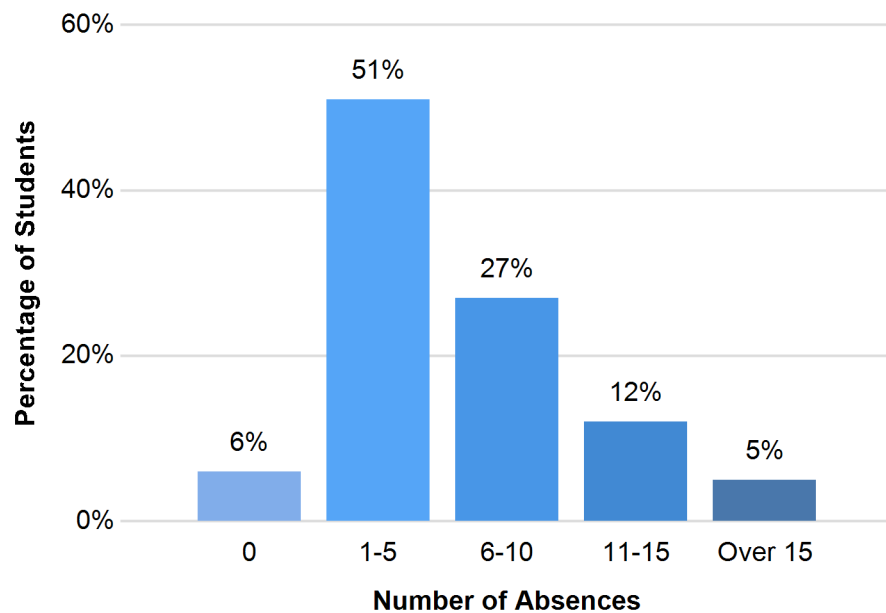
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 2.90                 | 9.10           | Met Target         |
| White                                       | 0.90                 | 9.10           | Met Target         |
| Hispanic                                    | 3.30                 | 9.10           | Met Target         |
| Black or African American                   | 4.80                 | 9.10           | Met Target         |
| Asian, Native Hawaiian, or Pacific Islander | 5.00                 | 9.10           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 7.70                 | 9.10           | Met Target         |
| Economically Disadvantaged Students         | 6.30                 | 9.10           | Met Target         |
| Students with Disabilities                  | 8.30                 | 9.10           | Met Target         |
| English Learners                            | N                    | **             | **                 |

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

**Days Absent**

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



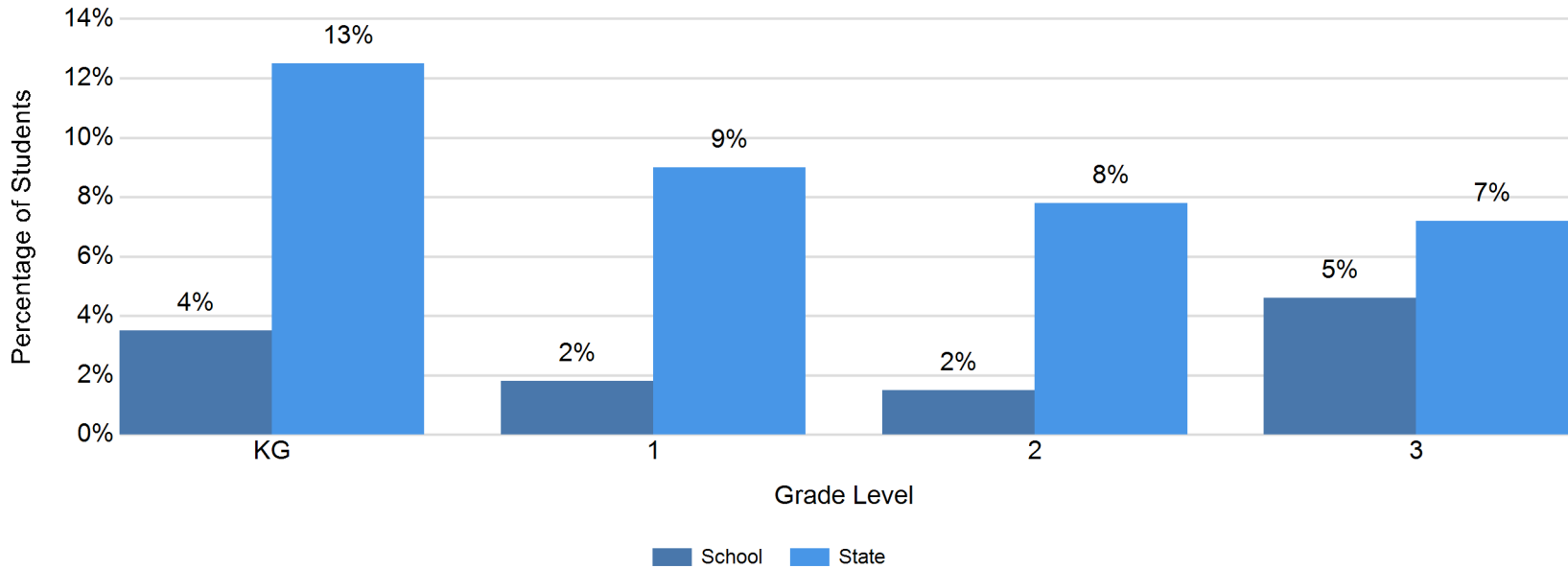


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### Chronic Absenteeism by Grade

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:00AM          |
| Typical End Time                 | 2:40PM          |
| Length of School Day             | 6 Hrs 40 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 50 Mins. |
| Shared Time - Instructional Time | *               |

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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**Technology Readiness**

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1.3:1                   | 257.7 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

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

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$505   | \$15,058     | \$15,563 |



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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                   | 24                 | 120,724           |
| Average years experience in public schools | 15.5               | 11.8              |
| Average years experience in district       | 12.5               | 10.5              |
| Teachers in district for 4 or more years   | 88%                | 74%               |

**Administrators – Experience (District Level)**

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 25                 | 9,506           |
| Average years experience in public schools     | 15.2               | 15.9            |
| Average years experience in district           | 9.7                | 11.6            |
| Administrators in district for 4 or more years | 72%                | 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              | 240:1                  | 155:1                    |
| Librarian/Media Specialists |                        | 647:1                    |
| Nurses                      |                        | 431:1                    |
| Counselors                  |                        | 277:1                    |
| Child Study Team            |                        | 155:1                    |



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

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

**Teachers:** All classroom teachers

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

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

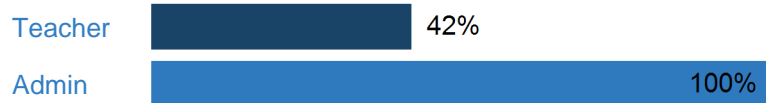
**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 86%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 92%      | 88%   |

**Faculty Attendance**

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 96%            |



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### Accountability Indicator Scores and Summative Rating

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

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

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

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



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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| White                                       | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Hispanic                                    | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Black or African American                   | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Asian, Native Hawaiian, or Pacific Islander | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| American Indian or Alaska Native            | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Two or More Races                           | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Economically Disadvantaged Students         | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Students with Disabilities                  | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| English Learners                            | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |

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

† Target was met within a confidence interval.



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School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Mrs. Robbins                                | <b>Email Address:</b> | <a href="mailto:krobbins@ltps.org">krobbins@ltps.org</a>  |
| <b>Address:</b>   | 55 LAWN PARK AVE<br>LAWRENCEVILLE, NJ 08648 | <b>Website:</b>       | <a href="https://www.ltps.org/Domain/12">https://www.ltps.org/Domain/12</a>   |
| <b>Phone:</b>     | (609)671-5560                               | <b>Facebook:</b>      | <a href="https://www.facebook.com/pages/Eldridge-Park-School/718857338201312?ref=ts">https://www.facebook.com/pages/Eldridge-Park-School/718857338201312?ref=ts</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.

|  |  |
|--|--|
|  <p><b>Highlights:</b></p>                            | <ul style="list-style-type: none"> <li>• Eldridge Park School has been re-certified as a National School of Character and a New Jersey of Character.</li> <li>• Responsive Classroom allows students to develop strong social and academic skills in a safe and inclusive environment.</li> <li>• Students benefit from grants that are awarded by LTEF which enhance the curriculum, stimulate innovation and creativity.</li> </ul>  |
|  <p><b>Mission, Vision, Theme:</b></p>               | <p>The mission of the Lawrence Township Public Schools is to foster a community that: • values academic excellence, critical thinking skills, and lifelong learning; • challenges each student to become a responsible citizen of a global society; and • respects different learning styles and adapts instruction accordingly. Eldridge Park School is a kindergarten through 3rd grade school where students understand that everything is possible and together we can make a difference in the world.</p> |
|  <p><b>Awards, Recognition, Accomplishments:</b></p> | <p>Eldridge Park School has been granted the distinguished honor of twice being named a National School of Character and a New Jersey School of Character. Additionally, EPS has been selected for a National Profile in Character award and has been chosen for a Best Practices honor for the Latinos Unidos family program. We are proud that our school district has been given the distinction of being named a National District of Character.</p>   |






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**School Narrative**

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|  |   |
|--|---|
|  <p><b>Courses, Curriculum, Instruction:</b></p> | <p>Reader’s Workshop model and Guided reading strategies are used which incorporate reading fluency, comprehension, vocabulary, phonemic awareness and independent reading. The Writer’s Workshop model is integrated into the daily writing lessons. Science and math instruction are hands-on, inquiry-based and focused on higher level thinking skills. Students in all grade levels reason, compute and problem-solve in math journals. Enrichment lessons are provided to all students.</p> |
|  <p><b>Clubs and Activities:</b></p>             | <p>The Eldridge Park PTO currently sponsors two after school clubs led by teachers, yoga and art, which run for 6 weeks. Mad Science partners with the PTO to offer an after school science program.</p>  |
|  <p><b>Before and After School Programs:</b></p> | <p>Explorations is an after school program that provides additional math and language arts assistance to first grade students. Second and third grade students needing additional academic assistance attend the Destinations after school program. The Eagles after school program is designed to help English Language Learners.</p>  |







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**School Narrative**

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|  |  |
|--|--|
|  <p><b>Staff and Professional Learning:</b></p>    | <p>Eldridge Park staff members receive on-going staff development to keep current and remain proficient in the most effective instructional practices. Teachers meet and work collaboratively to provide outstanding academic programs for students. Recent professional learning opportunities include Responsive Classroom, Higher Order Thinking and Questioning, Next Generation Science Standards, Dyslexia, Using Formative Assessment to Drive Learning, Intrinsic vs. Extrinsic Motivation, and much more.</p> |
|  <p><b>Student Supports and Services:</b></p>      | <p>Eldridge Park provides a wide variety of support services for students. Academic support is provided in reading, language arts and mathematics classes. Instruction is also delivered in small groups and tailored to students' needs. ESL lessons and support is provided to English Language Learners. A wide variety of special education instructional models are used with following students' IEPs. After school programs provide additional support to these students.</p>                                   |
|  <p><b>Student Health and Wellness:</b></p>        | <p>Eldridge Park provides a before school breakfast program. All grades kindergarten through third grade receive physical education during the week with health integrated into these lessons. Students grades K-3 also receive health instruction. Classes have active recesses, and on inclement weather days there are opportunities for indoor exercising. Walking and biking to school with families is also promoted in the community.</p>   |
|  <p><b>Parent and Community Involvement:</b></p> | <p>A partnership exists among parents, teachers, and the community. All work together enabling students to work to their fullest potential. The PTO provides funding to enhance programs and provide for a variety of classroom and school projects. They host a wide variety of activities which provide time for families to get together. They include movie nights, ice cream socials, and fall fun fest and assist with school activities. Parents have the opportunity to volunteer in classrooms.</p>           |





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School Narrative

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|  |  |
|--|--|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents</p> <p>A survey was conducted last year for students, staff and families. The results were used to assess school climate and evaluate areas of success and need. The results indicated that 90% or more of those surveyed indicated that they felt safe, welcomed and comfortable at Eldridge Park School.</p>  |
|  <p>Facilities:</p>     | <p>Eldridge Park School was built in 1913. It was expanded in 1916 by raising the roof. A new addition was added in 1955. The school has a mix of air-conditioned and un-air-conditioned spaces, an outdoor classroom, and thinker zones in the hallways. Facilities are well maintained and updated with newer ceilings, lighting, painting, and air conditioning. The Lawrence Nature Center is within walking distance of the school.</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.

Eldridge Park Elementary School is committed to providing a quality education that focuses on the talents of all students and ensures academic excellence. Students are taught by dedicated, professional and highly qualified, experienced teachers who provide a caring, nurturing, and secure classroom environment. Student-centered learning is reinforced while the love for learning increases and self-esteem and respect for one another blossoms. In this environment, students are active learners with many opportunities for success. A state of the art technology program exists for all students. Classrooms have computer stations, printers, cameras, TV moni



Other Information:



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### Footnotes

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

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



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### Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9        | 328     | 260     | 285     |
| 10       | 291     | 315     | 259     |
| 11       | 275     | 249     | 302     |
| 12       | 291     | 256     | 255     |
| Ungraded | 0       | 26      | 25      |
| Total    | 1185    | 1106    | 1126    |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 50%     | 48%     | 46%     |
| Male                                | 50%     | 52%     | 54%     |
| Economically Disadvantaged Students | 24%     | 24%     | 21%     |
| Students with Disabilities          | 17%     | 16%     | 16%     |
| English Learners                    | 3%      | 3%      | 2%      |
| 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                               | 44.4%         |
| Hispanic                            | 18.1%         |
| Black or African American           | 17.0%         |
| Asian                               | 16.6%         |
| American Indian or Alaska Native    | 0.0%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 4.0%          |

### Enrollment Trends by Full and Shared Time

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

| Enrollment Status    | 2016-17 |
|----------------------|---------|
| Full Time Students   | 1106    |
| Shared Time Students | 39      |
| Full Time Equivalent | 1126    |

### Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 70.7%         |
| Spanish       | 10.2%         |
| Polish        | 4.7%          |
| Hindi         | 1.7%          |
| Gujarati      | 1.7%          |
| Other         | 11.3%         |



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

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 506          | 98.3                      | 64.40  | 62.70  | 54.90   | 64.4  | 56.3                  | Met Target                |
| White                                       | 216          | 96.6                      | 72.20  | 70.00  | 63.90   | 72.2  | 63.6                  | Met Target                |
| Hispanic                                    | 84           | 99.1                      | 57.20  | *  | 39.80   | 57.2  | 41.5                  | Met Target                |
| Black or African American                   | 86           | 100.0                     | 32.60  | 39.20  | 35.20   | 32.6  | 35.3                  | Met Target†               |
| Asian, Native Hawaiian, or Pacific Islander | 98           | 99.1                      | 79.60  | 79.70  | 80.70   | 79.6  | 68.7                  | Met Target                |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | 22           | 100.0                     | 72.80  | 67.00  | 54.90   | 72.8  | 67.4                  | Met Target                |
| Female                                      | 224          | 98.4                      | 68.80  | 70.40  | 62.20   | 68.8  |                       |                           |
| Male  | 282          | 98.1                      | 61.00  | 55.50  | 48.10   | 61  |                       |                           |
| Economically Disadvantaged Students         | 113          | 99.2                      | 41.60  | *  | 36.20   | 41.6  | 39.8                  | Met Target                |
| Non-Economically Disadvantaged Students     | 393          | 98.0                      | 71.00  | *  | 65.80   | 71  |                       |                           |
| Students with Disabilities                  | 89           | 93.9                      | 15.70  | 15.20  | 20.50   | 15.5  | 10.4                  | Met Target                |
| Students without Disabilities               | 417          | 99.2                      | 74.80  | 71.20  | 61.90   | 74.8  |                       |                           |
| English Learners                            | 13           | 100.0                     | 15.40  | 35.80  | 25.20   | 15.4  | N                     | N                         |
| Non-English Learners                        | 493          | 98.2                      | 65.80  | 64.60  | 57.40   | 65.8  |                       |                           |
| Homeless Students                           | *            | *                         | *  | *  | 26.40   | *   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 24.80   | *   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | 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>                           | 296          | 764              | 764                       | 749                    | 6%                                       | 6%                                    | 21%                                | 43%                         | 24%                              | 67%                                     | 52%   |
| White                                       | 116          | 774              | 774                       | 757                    | *  | *                                     | 16%                                | 45%                         | 32%                              | 77%                                     | 62%   |
| Hispanic                                    | 56           | 756              | 756                       | 733                    | *  | *                                     | 25%                                | 55%                         | *                                | 64%                                     | 35%   |
| Black or African American                   | 52           | 732              | 732                       | 730                    | 23%                                      | *                                     | 35%                                | 27%                         | *                                | 29%                                     | 30%   |
| Asian, Native Hawaiian, or Pacific Islander | 66           | 777              | 777                       | 777                    | *  | *                                     | 17%                                | 41%                         | 39%                              | 80%                                     | 80%   |
| American Indian or Alaska Native            | N            | N                | N                         | 745                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 49%   |
| Two or More Races                           | *            | *                | *                         | 746                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Female                                      | 130          | 771              | 771                       | 756                    | *  | *                                     | 19%                                | 39%                         | 33%                              | 72%                                     | 60%   |
| Male  | 166          | 759              | 759                       | 741                    | *  | *                                     | 23%                                | 46%                         | 17%                              | 63%                                     | 43%   |
| Economically Disadvantaged Students         | 68           | 742              | 742                       | 731                    | *  | *                                     | 37%                                | 31%                         | *                                | 40%                                     | 32%   |
| Non-Economically Disadvantaged Students     | 228          | 770              | 770                       | 758                    | *  | *                                     | 17%                                | 47%                         | *                                | 75%                                     | 62%   |
| Students with Disabilities                  | 46           | 719              | 719                       | 714                    | *  | *                                     | 30%                                | *                           | *                                | 17%                                     | 13%   |
| Students without Disabilities               | 250          | 772              | 772                       | 754                    | *  | *                                     | 20%                                | *                           | *                                | 76%                                     | 58%   |
| English Learners                            | *            | *                | *                         | 690                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Students in Foster Care                     | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Military-Connected Students                 | N            | N                | N                         | 746                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 45%   |
| Migrant Students                            | N            | N                | N                         | 705                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 264          | 757              | 757                       | 743                    | 14%                                      | 10%                                   | 17%                                | 35%                         | 24%                              | 59%                                     | 46%   |
| White                                       | 110          | 769              | 769                       | 749                    | *  | *                                     | 18%                                | 40%                         | 27%                              | 67%                                     | 52%   |
| Hispanic                                    | 50           | 738              | 738                       | 728                    | 26%                                      | *                                     | *                                  | 26%                         | *                                | 42%                                     | 34%   |
| Black or African American                   | 43           | 730              | 730                       | 725                    | 26%                                      | *                                     | *                                  | 35%                         | *                                | 40%                                     | 31%   |
| Asian, Native Hawaiian, or Pacific Islander | 43           | 775              | 775                       | 774                    | *  | *                                     | *                                  | 33%                         | 40%                              | 72%                                     | 74%   |
| American Indian or Alaska Native            | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | 18           | 766              | 766                       | 737                    | *  | 0%                                    | *                                  | *                           | *                                | 67%                                     | 42%   |
| Female                                      | 120          | 764              | 764                       | 752                    | 11%                                      | 8%                                    | 17%                                | 36%                         | 28%                              | 64%                                     | 54%   |
| Male  | 144          | 752              | 752                       | 734                    | 17%                                      | 12%                                   | 17%                                | 35%                         | 19%                              | 54%                                     | 39%   |
| Economically Disadvantaged Students         | 61           | 736              | 736                       | 726                    | 25%                                      | *                                     | 21%                                | 31%                         | *                                | 41%                                     | 32%   |
| Non-Economically Disadvantaged Students     | 203          | 764              | 764                       | 751                    | 11%                                      | *                                     | 16%                                | 37%                         | *                                | 64%                                     | 54%   |
| Students with Disabilities                  | 43           | 707              | 707                       | 704                    | 44%                                      | *                                     | *                                  | *                           | 0%                               | 14%                                     | 12%   |
| Students without Disabilities               | 221          | 767              | 767                       | 749                    | 8%                                       | *                                     | *                                  | *                           | 28%                              | 67%                                     | 52%   |
| English Learners                            | *            | *                | *                         | 681                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 715                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Students in Foster Care                     | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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                                       | *   |

An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 248          | 743              | 743                       | 736                    | 14%                                      | 18%                                   | 24%                                | 36%                         | 9%                               | 44%                                     | 38%   |
| White                                       | 117          | 750              | 750                       | 738                    | 9%                                       | 16%                                   | 26%                                | 37%                         | 13%                              | 50%                                     | 40%   |
| Hispanic                                    | 53           | 735              | 735                       | 731                    | *  | *                                     | 23%                                | 32%                         | *                                | 36%                                     | 34%   |
| Black or African American                   | 47           | 729              | 729                       | 728                    | 23%                                      | *                                     | 28%                                | 26%                         | *                                | 30%                                     | 30%   |
| Asian, Native Hawaiian, or Pacific Islander | 22           | 739              | 739                       | 756                    | *  | *                                     | *                                  | 50%                         | 0%                               | 50%                                     | 58%   |
| American Indian or Alaska Native            | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Two or More Races                           | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Female                                      | 114          | 750              | 750                       | 744                    | *  | 14%                                   | 25%                                | 45%                         | *                                | 54%                                     | 46%   |
| Male  | 134          | 736              | 736                       | 729                    | *  | 21%                                   | 24%                                | 28%                         | *                                | 36%                                     | 31%   |
| Economically Disadvantaged Students         | 68           | 733              | 733                       | 729                    | 22%                                      | *                                     | 25%                                | 32%                         | *                                | 35%                                     | 32%   |
| Non-Economically Disadvantaged Students     | 180          | 746              | 746                       | 740                    | 11%                                      | *                                     | 24%                                | 37%                         | *                                | 47%                                     | 42%   |
| Students with Disabilities                  | 43           | 706              | 706                       | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Students without Disabilities               | 205          | 750              | 750                       | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 43%   |
| English Learners                            | N            | N                | N                         | 699                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 248          | 743              | 743                       | 737                    | 14%                                      | 18%                                   | 24%                                | 36%                         | 9%                               | 44%                                     | *   |
| Homeless Students                           | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Students in Foster Care                     | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 19%   |
| Military-Connected Students                 | N            | N                | N                         | 723                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 24%   |
| Migrant Students                            | 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.

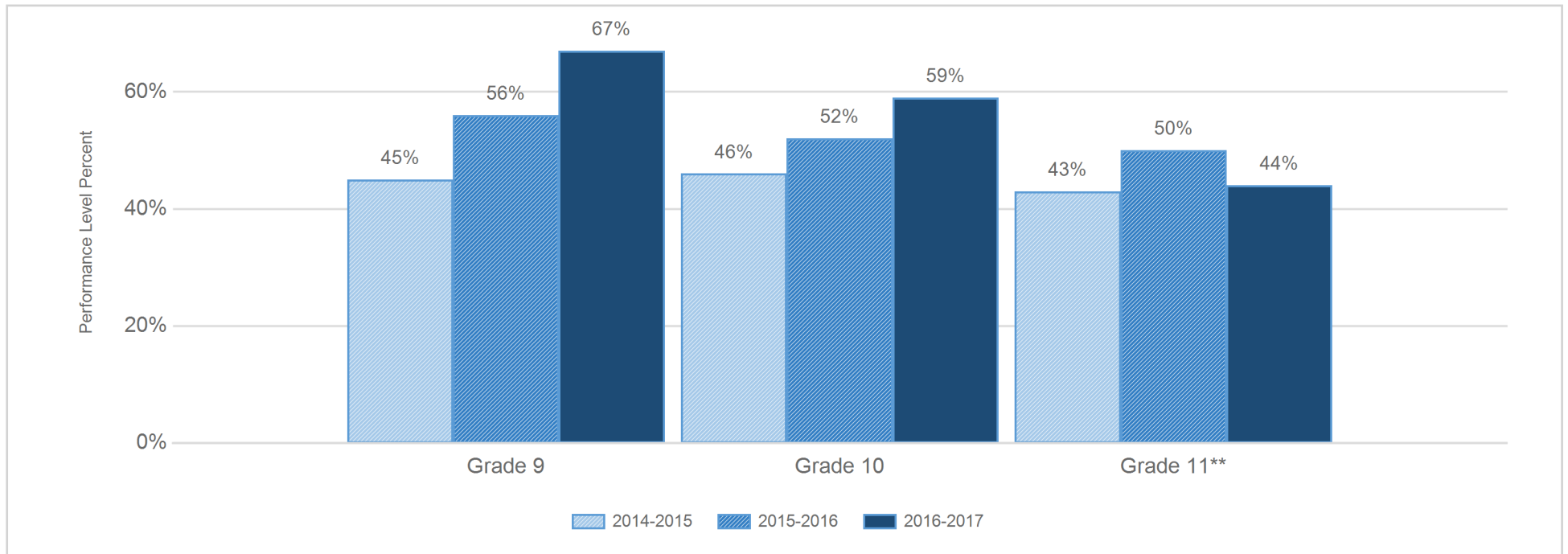


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**English Language Arts/Literacy Assessment - Performance Trends**

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/CELS exam and their performance may not be reflected in the results.



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**Mathematics Assessment - Participation and Performance**

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 450          | 97.1                      | 27.40  | 47.70  | 43.50   | 27.4  | 23.4                  | Met Target                |
| White                                       | 185          | 95.1                      | 31.40  | 53.80  | 52.40   | 31.4  | 25.8                  | Met Target                |
| Hispanic                                    | 80           | 98.1                      | 16.30  | *  | 27.60   | 16.3  | 10                    | Met Target                |
| Black or African American                   | 86           | 99.0                      | *  | 22.60  | 21.70   | *   | 10.7                  | Met Target†               |
| Asian, Native Hawaiian, or Pacific Islander | 79           | 97.8                      | 48.10  | 73.50  | 75.60   | 48.1  | 48.7                  | Met Target†               |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 42.50   | N   | **                    | **                        |
| Two or More Races                           | 20           | 100.0                     | 35.00  | 47.50  | 44.90   | 35  | 36.8                  | Met Target†               |
| Female                                      | 199          | 97.4                      | 26.10  | 48.70  | 44.10   | 26.1  |                       |                           |
| Male  | 251          | 96.9                      | 28.30  | 46.70  | 42.90   | 28.3  |                       |                           |
| Economically Disadvantaged Students         | 111          | 98.5                      | 12.60  | *  | 25.10   | 12.6  | 12.1                  | Met Target                |
| Non-Economically Disadvantaged Students     | 339          | 96.7                      | 32.20  | *  | 54.30   | 32.2  |                       |                           |
| Students with Disabilities                  | 86           | 89.8                      | *  | 11.60  | 16.50   | *   | 8.3                   | Not Met                   |
| Students without Disabilities               | 364          | 98.8                      | *  | 54.30  | 48.80   | *   |                       |                           |
| English Learners                            | 14           | 100.0                     | *  | 33.60  | 23.30   | *   | N                     | N                         |
| Non-English Learners                        | 436          | 97.0                      | *  | 48.70  | 45.20   | *   |                       |                           |
| Homeless Students                           | *            | *                         | *  | *  | 16.40   | *   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 15.10   | *   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 39.90   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | 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>                           | 176          | 728              | 751                       | 743                    | 11%                                      | 38%                                   | 35%                                | 17%                         | 0%                               | 17%                                     | 42%   |
| White                                       | 56           | 735              | 759                       | 751                    | *  | 32%                                   | 38%                                | 27%                         | *                                | 27%                                     | 52%   |
| Hispanic                                    | 48           | 728              | *                         | 728                    | *  | 42%                                   | 38%                                | *                           | 0%                               | 15%                                     | 24%   |
| Black or African American                   | 48           | 713              | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | 21           | 738              | 777                       | 774                    | *  | *                                     | 52%                                | *                           | 0%                               | 24%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Two or More Races                           | *            | *                | *                         | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 41%   |
| Female                                      | 72           | 729              | 755                       | 744                    | *  | 29%                                   | 44%                                | 15%                         | *                                | 15%                                     | 43%   |
| Male  | 104          | 727              | 747                       | 741                    | *  | 43%                                   | 28%                                | 18%                         | *                                | 18%                                     | 40%   |
| Economically Disadvantaged Students         | 53           | 718              | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Non-Economically Disadvantaged Students     | 123          | 732              | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Students with Disabilities                  | 40           | 712              | *                         | 714                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Students without Disabilities               | 136          | 732              | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| English Learners                            | *            | *                | *                         | 708                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Students in Foster Care                     | *            | *                | *                         | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| 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>                           | 204          | 729              | 729                       | 734                    | 8%                                       | 34%                                   | 37%                                | 20%                         | 0%                               | 20%                                     | 30%   |
| White                                       | 78           | 734              | 734                       | 740                    | *  | 26%                                   | 49%                                | 21%                         | *                                | 21%                                     | 38%   |
| Hispanic                                    | 44           | 723              | 723                       | 722                    | *  | 36%                                   | 41%                                | *                           | 0%                               | 11%                                     | 14%   |
| Black or African American                   | 36           | 714              | 714                       | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Asian, Native Hawaiian, or Pacific Islander | 33           | 743              | 743                       | 758                    | *  | *                                     | 33%                                | 46%                         | 0%                               | 46%                                     | 65%   |
| American Indian or Alaska Native            | N            | N                | N                         | 730                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |
| Two or More Races                           | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Female                                      | 93           | 729              | 729                       | 735                    | *  | 33%                                   | 36%                                | 22%                         | *                                | 22%                                     | 31%   |
| Male  | 111          | 729              | 729                       | 733                    | *  | 35%                                   | 39%                                | 19%                         | *                                | 19%                                     | 30%   |
| Economically Disadvantaged Students         | 57           | 723              | 723                       | 721                    | *  | 39%                                   | 35%                                | *                           | *                                | 12%                                     | 13%   |
| Non-Economically Disadvantaged Students     | 147          | 732              | 732                       | 740                    | *  | 33%                                   | 38%                                | *                           | *                                | 23%                                     | 39%   |
| Students with Disabilities                  | 45           | 714              | 714                       | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | 159          | 733              | 733                       | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students in Foster Care                     | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |
| Migrant Students                            | 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>                           | 289          | 719              | 719                       | 725                    | 39%                                      | 22%                                   | *                                  | 21%                         | *                                | 24%                                     | 28%   |
| White                                       | 120          | 723              | 723                       | 731                    | 34%                                      | 26%                                   | *                                  | 23%                         | *                                | 27%                                     | 33%   |
| Hispanic                                    | 50           | 704              | 704                       | 710                    | 50%                                      | 28%                                   | *                                  | *                           | 0%                               | 12%                                     | 14%   |
| Black or African American                   | 57           | 699              | *                         | 703                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Asian, Native Hawaiian, or Pacific Islander | 47           | 750              | 750                       | 761                    | *  | *                                     | 28%                                | 40%                         | *                                | 47%                                     | 62%   |
| American Indian or Alaska Native            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |
| Two or More Races                           | 15           | 712              | 712                       | 718                    | *  | *                                     | 0%                                 | *                           | 0%                               | 27%                                     | 25%   |
| Female                                      | 130          | 720              | 720                       | 725                    | 42%                                      | 19%                                   | *                                  | 19%                         | *                                | 22%                                     | 27%   |
| Male  | 159          | 718              | *                         | 725                    | 37%                                      | 25%                                   | *                                  | 23%                         | *                                | 25%                                     | 29%   |
| Economically Disadvantaged Students         | 71           | 700              | 700                       | 708                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Non-Economically Disadvantaged Students     | 218          | 725              | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Students with Disabilities                  | 39           | 684              | 684                       | 692                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | 250          | 724              | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | N            | N                | N                         | 692                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 289          | 719              | *                         | 726                    | 39%                                      | 22%                                   | *                                  | 21%                         | *                                | 24%                                     | *   |
| Homeless Students                           | *            | *                | *                         | 702                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students in Foster Care                     | N            | N                | N                         | 692                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Migrant Students                            | N            | N                | N                         | 702                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |

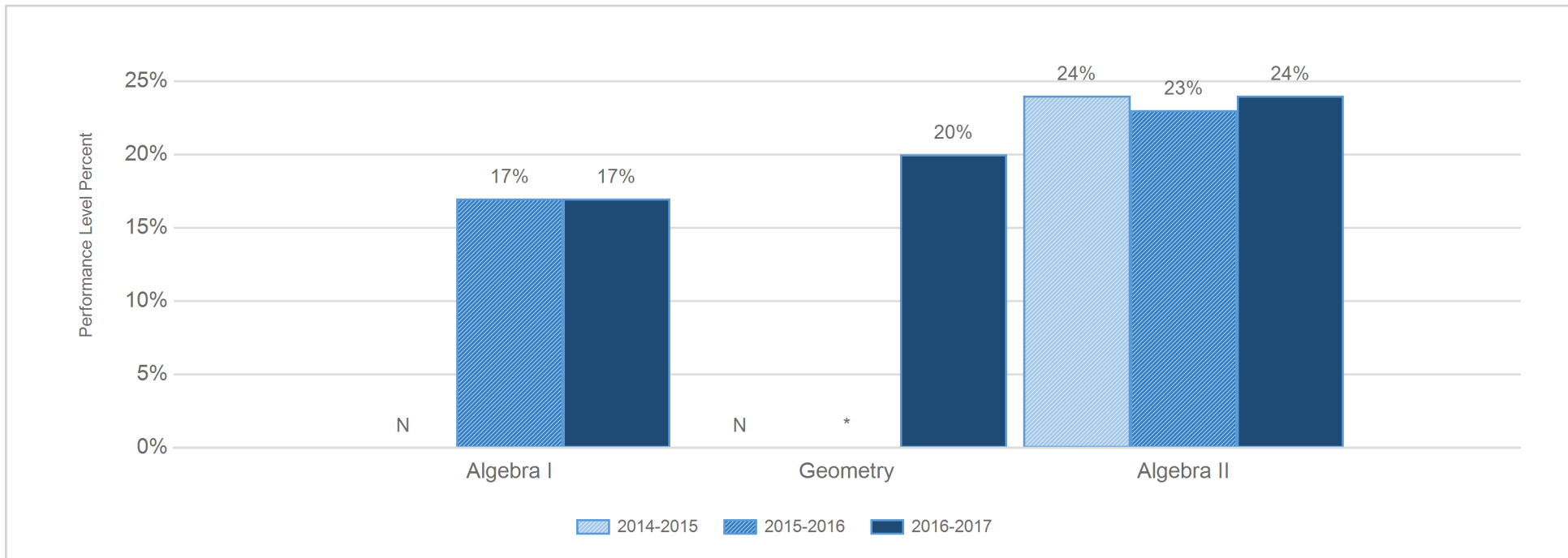


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**Mathematics Assessment – Performance Trends**

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:<br># Students Tested | Math:<br># 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                 | 11                | *                                       | *  |
| 2                 | *                 | *                                       | *  |
| 3                 | *                 | *                                       | *  |
| 4                 | *                 | *                                       | *  |
| 5+                | N                 | N                                       | N  |



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

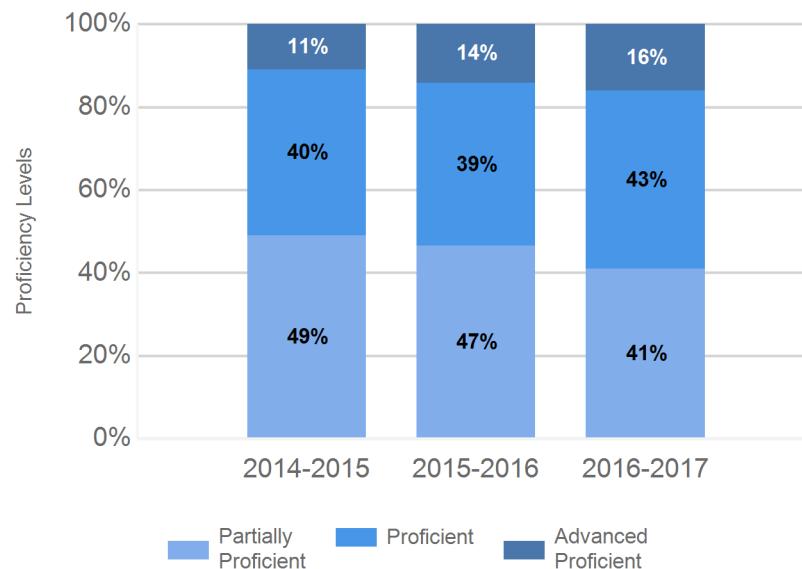
**Biology Assessment - Performance**

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

| Student Group                               | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide                                   | 16%                   | 42%          | 42%                    |
| Schoolwide                                  | 16%                   | 43%          | 41%                    |
| White                                       | 24%                   | 50%          | 26%                    |
| Hispanic                                    | *                     | 34%          | 59%                    |
| Black or African American                   | N                     | *            | *                      |
| Asian, Native Hawaiian, or Pacific Islander | 23%                   | 52%          | 25%                    |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | *                     | *            | *                      |
| Economically Disadvantaged Students         | 9%                    | 28%          | 63%                    |
| Students with Disabilities                  | N                     | 25%          | 75%                    |
| English Learners                            | N                     | *            | *                      |

**Biology Assessment - Proficiency Trends**

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





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

**PSAT/SAT/ACT - Participation**

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

| Test                                   | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 100.0%                  | 89.4%                  |
| Percentage of students taking the SAT  | 93.3%                   | 70.0%                  |
| Percentage of students taking the ACT  | 36.5%                   | 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 | 482                  | 481                 | Varies By Grade              | 68%  | 67%   |
| PSAT - Math                | 481                  | 483                 | Varies By Grade              | 51%  | 49%   |
| SAT - Reading and Writing  | 579                  | 551                 | 480                          | 89%  | 77%   |
| SAT - Math                 | 575                  | 552                 | 530                          | 66%  | 58%   |
| ACT - Reading              | 24                   | 24                  | 22                           | 63%  | 65%   |
| ACT - English              | 24                   | 24                  | 18                           | 78%  | 79%   |
| ACT - Math                 | 23                   | 24                  | 22                           | 57%  | 65%   |
| ACT - Science              | 23                   | 23                  | 23                           | 51%  | 54%   |



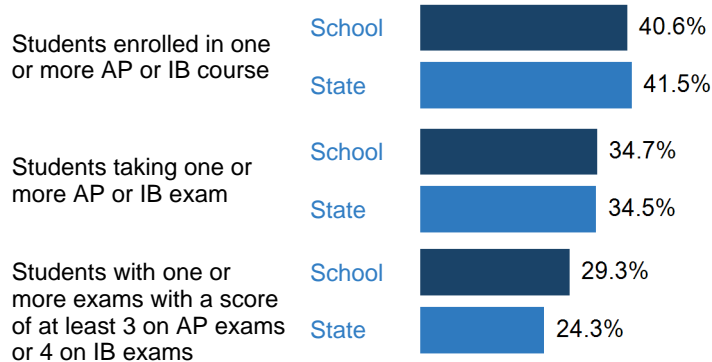
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

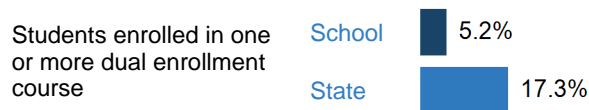
AP/IB Coursework – Participation and Performance

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                              | 44                | 36              |
| AP Calculus AB                          | 56                | 52              |
| AP Calculus BC                          | 17                | 15              |
| AP Chemistry                            | 25                | 18              |
| AP Chinese Language and Culture         | 0                 | 6               |
| AP Comparative Government and Politics  | 0                 | 1               |
| AP Computer Science A                   | 0                 | 2               |
| AP English Language and Composition     | 1                 | 46              |
| AP English Literature and Composition   | 9                 | 8               |
| AP Environmental Science                | 72                | 38              |
| AP European History                     | 18                | 16              |
| AP French Language and Culture          | 11                | 8               |
| AP Government                           | 31                | 0               |
| AP Japanese Language and Culture        | 0                 | 1               |
| AP Macroeconomics                       | 25                | 20              |
| AP Microeconomics                       | 25                | 20              |
| AP Physics C: Electricity and Magnetism | 10                | 7               |
| AP Physics C: Mechanics                 | 29                | 19              |
| AP Psychology                           | 1                 | 0               |
| AP Spanish Language                     | 17                | 8               |



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| AP/IB Course   | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Statistics  | 56                | 35              |
| AP Studio Art—Drawing Portfolio                              | 0                 | 3               |
| AP Studio Art—Two-Dimensional                                | 12                | 3               |
| AP U.S. Government and Politics                              | 0                 | 12              |
| AP U.S. History  | 54                | 53              |
| Total Exams Taken  |                   | 427             |
| Exams with scores of at least 3 on AP exams or 4 on IB exams |                   | 342             |



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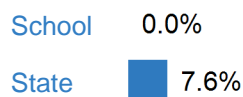
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

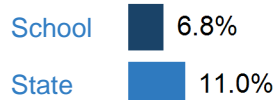
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

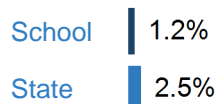
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

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

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

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



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

### Mathematics - Course Participation

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

| Grade                    | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9                        | 156       | 78       | 52         | 2            | 0        | 0          | 9          |
| 10                       | 8         | 136      | 80         | 54           | 6        | 4          | 2          |
| 11                       | 1         | 6        | 162        | 38           | 78       | 16         | 40         |
| 12                       | 0         | 1        | 10         | 31           | 54       | 75         | 83         |
| Schoolwide               | 165       | 221      | 304        | 125          | 138      | 95         | 134        |
| Enrolled in AP/IB Course |           |          |            |              | 72       | 56         | 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                        | 287     | 4         | 0                       | 3                     | 0       | 0             |
| 10                       | 17      | 242       | 0                       | 6                     | 2       | 0             |
| 11                       | 39      | 38        | 0                       | 127                   | 155     | 53            |
| 12                       | 99      | 9         | 0                       | 74                    | 47      | 60            |
| Schoolwide               | 442     | 293       | 0                       | 210                   | 204     | 113           |
| Enrolled in AP/IB Course | 44      | 25        |                         | 72                    | 32      | 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                        | 283           | 3                 | 57        | 1          | 0         | 6                               |
| 10                       | 6             | 256               | 36        | 8          | 0         | 10                              |
| 11                       | 2             | 295               | 20        | 48         | 34        | 21                              |
| 12                       | 0             | 19                | 29        | 51         | 34        | 155                             |
| Schoolwide               | 291           | 573               | 142       | 108        | 68        | 192                             |
| Enrolled in AP/IB Course | 0             | 54                | 25        | 0          | 0         | 44                              |

**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                             | 134     | 54     | 35      | 34    | 0      | 22      | 0               |
| 10                            | 98      | 46     | 36      | 35    | 0      | 23      | 0               |
| 11                            | 77      | 32     | 49      | 17    | 0      | 16      | 0               |
| 12                            | 29      | 14     | 25      | 6     | 0      | 7       | 0               |
| Schoolwide                    | 338     | 146    | 145     | 92    | 0      | 68      | 0               |
| Enrolled in AP/IB Course      | 17      | 11     | 0       | 0     | 0      | 0       | 0               |
| Enrolled in Level 3 or Higher | 97      | 46     | 65      | 13    | 0      | 34      | 0               |
| Earned Seal of Biliteracy     | *       | 0      | 0       | 0     | 0      | 0       | *               |



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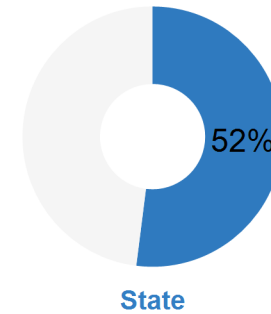
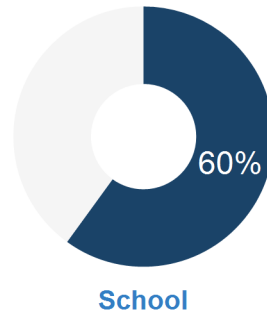
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### Visual and Performing Arts – Course Participation

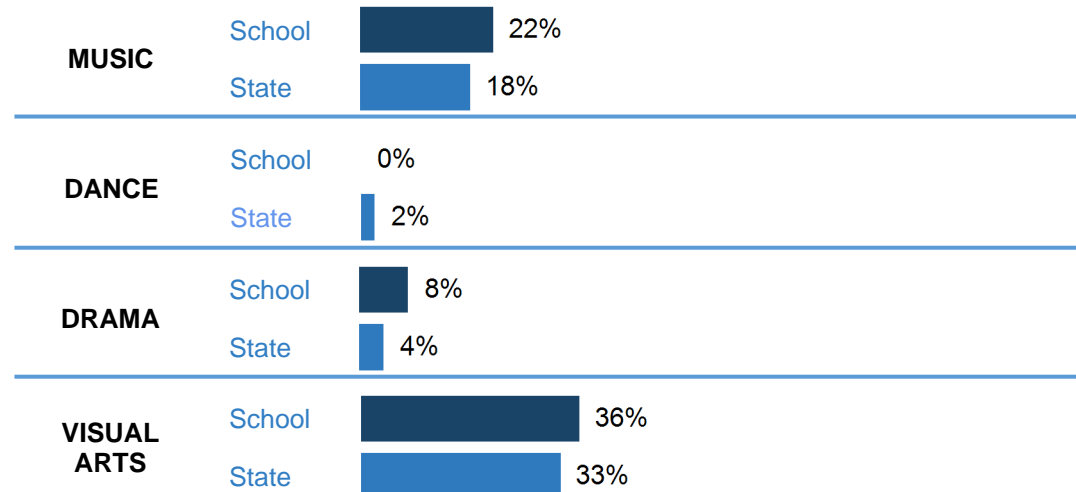
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

**Graduation Rates**

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

| Student Group                              | School - Class of 2017: 4 Year Rate | State - Class of 2017: 4 Year Rate | School - Class of 2016: 5 Year Rate | State - Class of 2016: 5 Year Rate | Class of 2016: 4 Year Rate | Class of 2016: 4 Year Target | Met Target? | Class of 2015: 5 Year Rate | Class of 2015: 5 Year Target | Met Target? |
|--|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|----------------------------|------------------------------|-------------|----------------------------|------------------------------|-------------|
| Schoolwide                                 | 94.4%                               | 90.5%                              | 97.2%                               | 91.8%                              | 95.1%                      | N                            | Met Goal    | 97.4%                      | N                            | Met Goal    |
| White                                      | 93.8%                               | 94.5%                              | 97.6%                               | 95.1%                              | 94.5%                      | 95.0%                        | Not Met     | 97.9%                      | N                            | Met Goal    |
| Hispanic                                   | 95.7%                               | 84.3%                              | 95.8%                               | 86.3%                              | 93.8%                      | 95.0%                        | Not Met     | 98.1%                      | N                            | Met Goal    |
| Black or African American                  | *                                   | 83.4%                              | 96.7%                               | 85.3%                              | 96.7%                      | N                            | Met Goal    | 94.9%                      | 93.6%                        | Met Target  |
| Asian, Native Hawaiian or Pacific Islander | 97.6%                               | 96.6%                              | 100.0%                              | 97.5%                              | 97.1%                      | N                            | Met Goal    | 100.0%                     | N                            | Met Goal    |
| American Indian or Alaska Native           | N                                   | 92.3%                              | N                                   | 86.6%                              | N                          | N                            | N           | N                          | N                            | N           |
| Two or More Races                          | *                                   | 91.9%                              | 94.1%                               | 93.7%                              | 94.1%                      | **                           | **          | 92.3%                      | **                           | **          |
| Economically Disadvantaged Students        | 88.3%                               | 83.9%                              | 95.0%                               | 85.6%                              | 95.0%                      | N                            | Met Goal    | 94.2%                      | 93.4%                        | Met Target  |
| Students with Disabilities                 | 85.1%                               | 78.8%                              | 95.9%                               | 82.1%                              | 91.8%                      | 87.9%                        | Met Target  | 94.6%                      | 75.4%                        | Met Target  |
| English Learners                           | 81.8%                               | 76.1%                              | *                                   | 79.7%                              | *                          | **                           | **          | 100.0%                     | **                           | **          |
| Homeless Students                          | N                                   | 73.2%                              | *                                   | 74.4%                              | *                          | *                            | 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     | 94.4%       | -           |
| 2016     | 95.1%       | 97.2%       |
| 2015     | 95.1%       | 97.4%       |

**Dropout Rate Trends**

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017   | 0.4%        | 1.1%       |
| 2015-2016   | 0.1%        | 1.1%       |
| 2014-2015   | 0.2%        | 1.1%       |

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



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

**Postsecondary Enrollment Rates: Fall**

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

| Student Group                               | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide                                   | 71.1%                         | 29.5%                            | 70.5%                            |
| Schoolwide                                  | 78.1%                         | 33.2%                            | 66.8%                            |
| White                                       | 82.6%                         | 27%                              | 73%                              |
| Hispanic                                    | 69.1%                         | 58.6%                            | 41.4%                            |
| Black or African American                   | *                             | *                                | *                                |
| Asian, Native Hawaiian, or Pacific Islander | 87.8%                         | 25%                              | 75%                              |
| American Indian or Alaska Native            | N                             | N                                | N                                |
| Two or More Races                           | *                             | *                                | *                                |
| Economically Disadvantaged Students         | 61.8%                         | 52.4%                            | 47.6%                            |
| Students with Disabilities                  | 61.8%                         | 52.4%                            | 47.6%                            |
| English Learners                            | *                             | *                                | 0%                               |

**Postsecondary Enrollment Rates: 16 month**

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

| Student Group                               | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide                                   | 76.1%                         | 33.6%                            | 66.5%                            | 73.6%                            | 26.4%                             | 65.5%                              | 34.6%                                  |
| Schoolwide                                  | 84.5%                         | 33.8%                            | 66.2%                            | 71.8%                            | 28.2%                             | 63.4%                              | 36.6%                                  |
| White                                       | 91.2%                         | 30.8%                            | 69.2%                            | 67.3%                            | 32.7%                             | 58.7%                              | 41.4%                                  |
| Hispanic                                    | 73.7%                         | 39.3%                            | 60.7%                            | 85.7%                            | 14.3%                             | 75%                                | 25%                                    |
| Black or African American                   | 78.9%                         | 53.7%                            | 46.3%                            | 75.6%                            | 24.4%                             | 68.3%                              | 31.7%                                  |
| Asian, Native Hawaiian, or Pacific Islander | 91.2%                         | 12.9%                            | 87.1%                            | 71%                              | 29%                               | 58.1%                              | 41.9%                                  |
| American Indian or Alaska Native            | N                             | N                                | N                                | N                                | N                                 | N                                  | N                                      |
| Two or More Races                           | 64.3%                         | 33.3%                            | 66.7%                            | 66.7%                            | 33.3%                             | 77.8%                              | 22.2%                                  |
| Economically Disadvantaged Students         | 80%                           | 47.7%                            | 52.3%                            | 77.3%                            | 22.7%                             | 75%                                | 25%                                    |
| Students with Disabilities                  | 85.3%                         | 65.5%                            | 34.5%                            | 75.9%                            | 24.1%                             | 89.7%                              | 10.3%                                  |
| English Learners                            | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |

An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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**

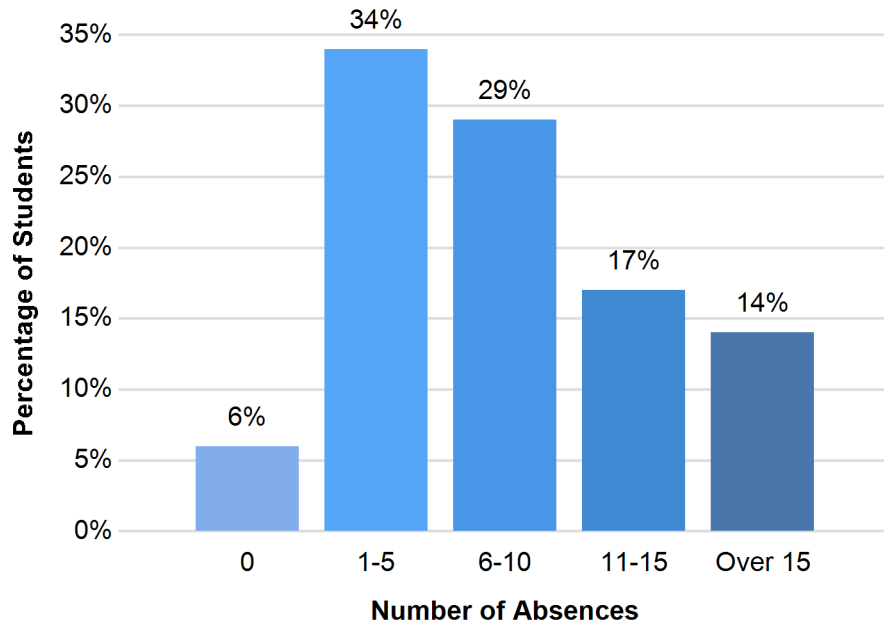
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 9.60                 | 14.30          | Met Target         |
| White                                       | 7.70                 | 14.30          | Met Target         |
| Hispanic                                    | 16.90                | 14.30          | Not Met            |
| Black or African American                   | 10.10                | 14.30          | Met Target         |
| Asian, Native Hawaiian, or Pacific Islander | 5.80                 | 14.30          | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 10.90                | 14.30          | Met Target         |
| Economically Disadvantaged Students         | 14.70                | 14.30          | Not Met            |
| Students with Disabilities                  | 18.80                | 14.30          | Not Met            |
| English Learners                            | N                    | **             | **                 |

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

**Days Absent**

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



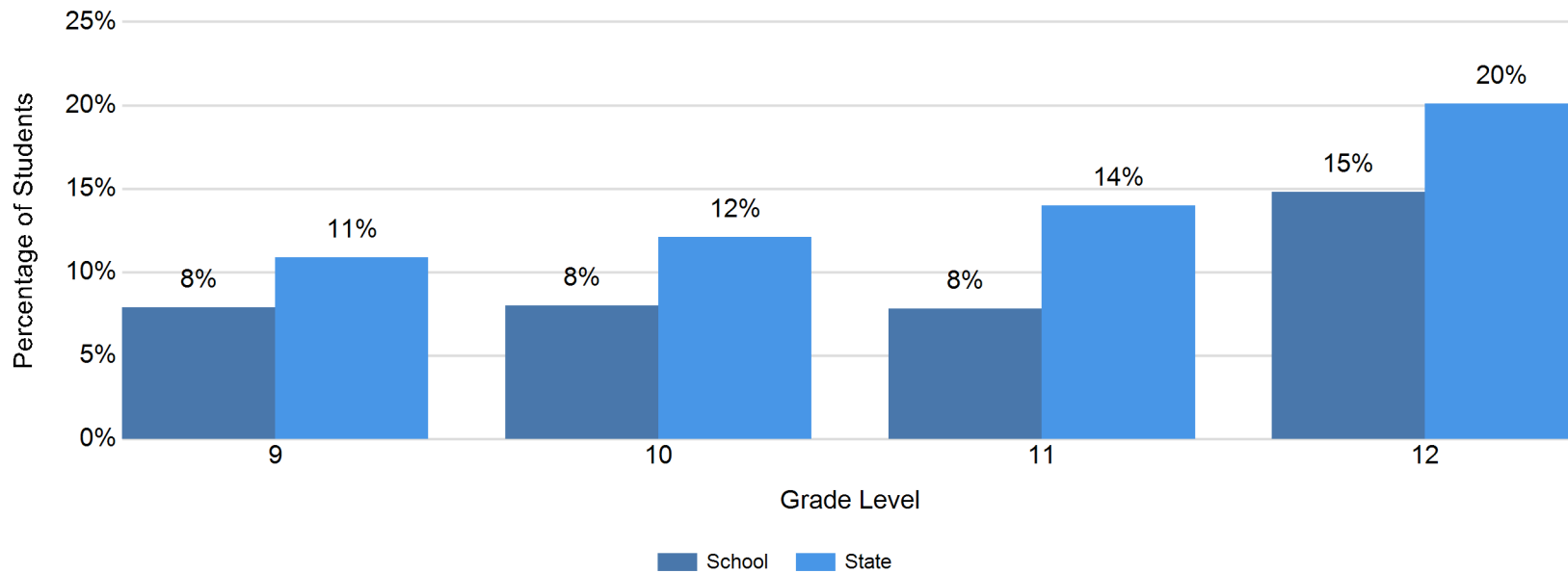


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### Chronic Absenteeism by Grade

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





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## School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 7:45AM          |
| Typical End Time                 | 2:45PM          |
| Length of School Day             | 7 Hrs 0 Mins    |
| Full Time - Instructional Time   | 5 Hrs. 36 Mins. |
| Shared Time - Instructional Time | 3 Hrs. 12 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                                 | 13                  |
| Vandalism                                | 2                   |
| Weapons                                  | 0                   |
| Substances                               | 11                  |
| Harassment, Intimidation, Bullying (HIB) | 5                   |
| Total Unique Incidents                   | 31                  |
| Incidents Per 100 Students Enrolled      | 2.75                |

## 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     | 15.4%         |
| Out-of-School Suspensions | 5.3%          |
| Any Suspension            | 15.8%         |

## Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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**Technology Readiness**

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1:1                     | 257.7 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

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

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$505   | \$15,058     | \$15,563 |



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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                   | 97                 | 120,724           |
| Average years experience in public schools | 11.4               | 11.8              |
| Average years experience in district       | 10.1               | 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                 | 25                 | 9,506           |
| Average years experience in public schools     | 15.2               | 15.9            |
| Average years experience in district           | 9.7                | 11.6            |
| Administrators in district for 4 or more years | 72%                | 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              | 225:1                  | 155:1                    |
| Librarian/Media Specialists |                        | 647:1                    |
| Nurses                      |                        | 431:1                    |
| Counselors                  |                        | 277:1                    |
| Child Study Team            |                        | 155:1                    |



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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 86%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 92%      | 88%   |

**Faculty Attendance**

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 97%            |



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**Accountability Indicator Scores and Summative Rating**

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

| Accountability Indicator  | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency   | 76.2            | 17.5%            |
| Mathematics Proficiency   | 42.8            | 17.5%            |
| Graduation - 4-Year   | 68.2            | 25.0%            |
| Graduation - 5-Year   | 82.2            | 25.0%            |
| Chronic Absenteeism   | 59.3            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 67.3             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 69.3             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |
| <b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%         |                 | No               |

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

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



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**Accountability Summary by Student Group**

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide                                  | 67.3            | 6.2  | No  | Met Target                        | Met Target              | Met Target          | Met Goal                 | Met Goal                 | No   |
| White                                       | 61.9            | 6.2  | No  | Met Target                        | Met Target              | Met Target          | Not Met                  | Met Goal                 | No   |
| Hispanic                                    | 71.0            | 6.2  | No  | Met Target                        | Met Target              | Not Met             | Not Met                  | Met Goal                 | No   |
| Black or African American                   | 70.2            | 6.2  | No  | Met Target†                       | Met Target†             | Met Target          | Met Goal                 | Met Target               | No   |
| Asian, Native Hawaiian, or Pacific Islander | 51.3            | 6.2  | No  | Met Target                        | Met Target†             | Met Target          | Met Goal                 | Met Goal                 | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | N                        | N                        | No   |
| Two or More Races                           | **              | **   | No  | Met Target                        | Met Target†             | Met Target          | **                       | **                       | No   |
| Economically Disadvantaged Students         | 72.5            | 6.2  | No  | Met Target                        | Met Target              | Not Met             | Met Goal                 | Met Target               | No   |
| Students with Disabilities                  | 69.8            | 6.2  | No  | Met Target                        | Not Met                 | Not Met             | Met Target               | Met Target               | No   |
| English Learners                            | **              | **   | No  | N                                 | N                       | **                  | **                       | **                       | No   |

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

† Target was met within a confidence interval.



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School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Mr. Adam  | <b>Email Address:</b> | <a href="mailto:dadam@ltps.org">dadam@ltps.org</a>  |
| <b>Address:</b>   | 2525 PRINCETON PIKE<br>LAWRENCEVILLE, NJ 08648-3631 | <b>Website:</b>       | <a href="http://www.ltps.org">www.ltps.org</a>  |
| <b>Phone:</b>     | (609)671-5510                                       | <b>Facebook:</b>      | <a href="https://www.facebook.com/LawrenceHighSchoolNJ/">https://www.facebook.com/LawrenceHighSchoolNJ/</a> |
|                   |   | <b>Twitter:</b>       | <a href="https://twitter.com/dadamltps">https://twitter.com/dadamltps</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.

|  |  |
|--|--|
|  <p><b>Highlights:</b></p>                            | <ul style="list-style-type: none"> <li>• Highly competitive academic curriculum for all students focusing on critical thinking supported by 1:1 Chromebook</li> <li>• Personalized educational experience for all students to maximize achievement; fostering a culture of respect &amp; equity</li> <li>• Multiple Varsity sports; performance clubs; community service clubs, leadership clubs, &amp; all our academic academies</li> </ul>  |
|  <p><b>Mission, Vision, Theme:</b></p>               | <p>The mission of the Lawrence Township Public Schools is to foster a community that: *- values academic excellence, critical thinking skills, and lifelong learning; *- challenges each student to become a responsible citizen of a global society; and *- respects different learning styles and adapts instruction accordingly.</p>  |
|  <p><b>Awards, Recognition, Accomplishments:</b></p> | <p>The Lawrence Township Public School District was awarded the National District of Character recognition in 2015, LHS was awarded a NJ School of Character recognition in 2014, LHS was awarded a Bronze level of distinction as a "Green School" by Sustainable NJ in 2017, LHS celebrated our 50th anniversary of our school in 2016-2017, named National AP Honor Roll, multiple A.P. Scholars and National Merit Scholars; LHS successfully met all requirements for the NJ HIB Self Assessment.</p> |







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|  |  |
|--|--|
|  <p><b>Courses, Curriculum, Instruction:</b></p>   | <p>LHS offers multiple Honors(18 courses) and A.P.(21 courses) programs; College Prep and structured Academic Support Instruction programs in core subjects; 21st century learning through 1:1 Chromebooks for all students and courses in Computer Science; a 9th grade academy, 10th grade academy, and 3 career academies for students in grades 11 &amp; 12 in Arts &amp; Humanities, Business &amp; International Studies, and S.T.E.M.; dual enrollment with local colleges and universities</p>   |
|  <p><b>Sports and Athletics:</b></p>               | <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Diving (Co-ed), Field Hockey (Girls), Football (Co-ed), Golf (Co-ed), Ice Hockey (Co-ed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Co-ed)</p> <p>LHS offers Fall and Winter cheerleading that competes at the county level; 2016-2017 division champs in Ice Hockey, Boys and Girls swimming, and Girls Lacrosse.</p> |
|  <p><b>Clubs and Activities:</b></p>             | <p>LHS offers over 30 co-curricular and extracurricular clubs that meet before and afterschool, classified as Community Service(12), Leadership(8); Performance based(6), and Competitive(6); each year new clubs are created and established stemming from interest from the students.</p>  |
|  <p><b>Before and After School Programs:</b></p> | <p>LHS offers academic support opportunities for students instructed by teachers in our Destinations Program and LHS Homework Club; peer-tutoring opportunities through the "Cardinal Nest" arranged by National Honor Society students.</p>   |








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|  |  |
|--|--|
|  <p><b>Staff and Professional Learning:</b></p>    | <p>LHS proudly serves our students with 117 highly qualified teachers from 13 departments, 12 CST &amp; Counselors, and 54 support staff members. There are 5, full-day district professional development planned days organized by a collaborative process between staff and administration. Staff may also attend their professional learning through a variety of opportunities beyond the walls of our district in person or on-line.</p>  |
|  <p><b>Postsecondary Information:</b></p>          | <p>LHS seniors consistently have over a 95% HS graduation rate with nearly 90% attending a post-secondary education institution locally and nationally (34% 2 year college; 56% 4 year college). Annually we have about 2% of students enter the military service while 6% enter directly into the job force stemming from vocational and technical school learning facilitated through Mercer County Vo-Tech schools. All 10th and 11th grade LHS students take the PSAT on campus for free each October.</p> |
|  <p><b>Student Supports and Services:</b></p>      | <p>LHS has a 3% English Language Learner population with a dedicated teacher and classroom assistant; 16% Special Education population with 20 highly qualified Special Education teachers and 13 classroom assistants dedicated to the academic needs of special education students, along with 2 job coaches focused solely on transitions programs to prepare students for life after HS.</p>   |
|  <p><b>Student Health and Wellness:</b></p>      | <p>The LHS Health and PE curriculum is focused upon lifetime wellness and mindfulness. In addition to Varsity sports teams, students can join the Safe Driving Club or Weight training/Fitness club, and our Red &amp; White monthly activities that include fitness and sports themed activities. LHS has a 22% Economically Disadvantaged population and provides Breakfast and Lunch programs for students. There are Wellness &amp; Mindfulness themed P.D. for staff during the year.</p>                 |
|  <p><b>Parent and Community Involvement:</b></p> | <p>LHS is fortunate to have an involved parent community through an active PTO, Athletic Booster Club, Special Education Parent Advisor Counsel, Lawrence Integrated Music Booster Organization (performing arts parents), and Project Graduation. Parents have access to this information through the district website. We also partner with the Lawrence Boys and Girls Club.</p>  |



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## School Narrative

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## Facilities:

LHS is 50 years old, with the most recent major renovation completed in 2007 including a complete energy efficiency program and solar panels. The building is almost completely air conditioned. In 2016 we opened a brand new turf field along with stadium upgrades and lights; in 2017 we opened a second turf field utilized by physical education classes along with fall and spring sports.



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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.

LHS offers a preschool education course for high school students named "Toddler Town" and annually sends students to the "Urban Teacher Educator" program through TCNJ; selected LHS students attend courses at Princeton University through the "High School Princeton University Program"; selected students also attend the Princeton University Preparatory Program (P.U.P.P.) that supports student population diversity; in addition to various other programatic opportunites with local post-secondary education universities and colleges. Lawrence High School encourages students to respect different ideas and to devleop an awareness of their own abilities and appreication of the the talents of others. The strength of our school reflects the cultural diversity of each and every student in our school community.




Other Information:



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)



Lawrence Intermediate School  
2016-2017  
Grade Span 04-06

21-2580-085  
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66 EGGERTS CROSSING ROAD  
LAWRENCEVILLE, NJ 08648-2804

**Footnotes**

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 4        | 281     | 302     | 303     |
| 5        | 285     | 279     | 298     |
| 6        | 291     | 297     | 282     |
| Ungraded | 36      | 36      | 33      |
| Total    | 893     | 914     | 916     |

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 47%     | 47%     | 51%     |
| Male                                | 53%     | 53%     | 49%     |
| Economically Disadvantaged Students | 25%     | 26%     | 26%     |
| Students with Disabilities          | 14%     | 14%     | 16%     |
| English Learners                    | 2%      | 3%      | 2%      |
| Homeless Students                   |         |         | 1%      |
| Students in Foster Care             |         |         | 0%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 44.9%         |
| Hispanic                            | 19.5%         |
| Asian                               | 16.4%         |
| Black or African American           | 14.8%         |
| Native Hawaiian or Pacific Islander | 0.1%          |
| American Indian or Alaska Native    | 0.0%          |
| Two or More Races                   | 4.3%          |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 67.8%         |
| Spanish       | 10.3%         |
| Polish        | 5.9%          |
| Chinese       | 1.6%          |
| Hindi         | 1.6%          |
| Other         | 12.4%         |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 814          | 94.8                      | 58.60  | 62.70  | 54.90   | 58.5  | 60.6                  | Met Target†               |
| White                                       | 381          | 95.2                      | 65.10  | 70.00  | 63.90   | 65.1  | 67.1                  | Met Target†               |
| Hispanic                                    | 139          | 91.0                      | 39.50  | *  | 39.80   | 37.6  | 39.2                  | Met Target†               |
| Black or African American                   | 117          | 93.5                      | 39.30  | 39.20  | 35.20   | 39  | 38.4                  | Met Target                |
| Asian, Native Hawaiian, or Pacific Islander | 142          | 98.7                      | 74.60  | 79.70  | 80.70   | 74.6  | 80                    | Met Target†               |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | 35           | 97.4                      | 62.80  | 67.00  | 54.90   | 62.8  | 64.7                  | Met Target†               |
| Female                                      | 414          | 94.7                      | 67.00  | 70.40  | 62.20   | 66.7  |                       |                           |
| Male  | 400          | 94.9                      | 50.00  | 55.50  | 48.10   | 50  |                       |                           |
| Economically Disadvantaged Students         | 195          | 92.5                      | 31.80  | *  | 36.20   | 30.9  | 33.1                  | Met Target†               |
| Non-Economically Disadvantaged Students     | 619          | 95.6                      | 67.10  | *  | 65.80   | 67.1  |                       |                           |
| Students with Disabilities                  | 121          | 91.5                      | 14.00  | 15.20  | 20.50   | 13.4  | 17.8                  | Met Target†               |
| Students without Disabilities               | 693          | 95.4                      | 66.40  | 71.20  | 61.90   | 66.4  |                       |                           |
| English Learners                            | 69           | 97.4                      | 36.20  | 35.80  | 25.20   | 36.2  | 32.3                  | Met Target                |
| Non-English Learners                        | 745          | 94.5                      | 60.70  | 64.60  | 57.40   | 60.4  |                       |                           |
| Homeless Students                           | *            | *                         | *  | *  | 26.40   | *   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | 33.30  | 24.80   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 306          | 751              | 751                       | 753                    | 5%                                       | 15%                                   | 26%                                | 44%                         | 10%                              | 54%                                     | 56%   |
| White                                       | 149          | 757              | 757                       | 762                    | *  | *                                     | 26%                                | 51%                         | 11%                              | 62%                                     | 67%   |
| Hispanic                                    | 55           | 738              | 738                       | 740                    | *  | 24%                                   | 29%                                | 31%                         | *                                | 38%                                     | 40%   |
| Black or African American                   | 39           | 736              | 736                       | 737                    | *  | 28%                                   | 31%                                | 26%                         | *                                | 31%                                     | 36%   |
| Asian, Native Hawaiian, or Pacific Islander | 47           | 758              | 758                       | 777                    | *  | *                                     | 21%                                | 51%                         | *                                | 64%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | 16           | 754              | 754                       | 755                    | 0%                                       | *                                     | *                                  | *                           | *                                | 56%                                     | 56%   |
| Female                                      | 168          | 756              | 756                       | 758                    | *  | *                                     | 23%                                | 49%                         | *                                | 61%                                     | 61%   |
| Male  | 138          | 745              | 745                       | 749                    | *  | *                                     | 30%                                | 38%                         | *                                | 46%                                     | 51%   |
| Economically Disadvantaged Students         | 76           | 735              | 735                       | 737                    | *  | *                                     | 33%                                | 29%                         | *                                | 33%                                     | 36%   |
| Non-Economically Disadvantaged Students     | 230          | 756              | 756                       | 764                    | *  | *                                     | 24%                                | 49%                         | *                                | 61%                                     | 69%   |
| Students with Disabilities                  | 45           | 716              | 716                       | 725                    | *  | 29%                                   | 22%                                | *                           | *                                | 18%                                     | 25%   |
| Students without Disabilities               | 261          | 757              | 757                       | 759                    | *  | 12%                                   | 27%                                | *                           | *                                | 60%                                     | 62%   |
| English Learners                            | *            | *                | *                         | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Non-English Learners                        | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| Homeless Students                           | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Students in Foster Care                     | N            | N                | N                         | 728                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |
| Military-Connected Students                 | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 60%   |
| Migrant Students                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met / Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|--|---|
| <b>Schoolwide</b>                           | 298          | 756              | 756                       | 756                    | 5%                                       | 10%                                   | 25%                                | 53%                         | 7%                               | 60%                                      | 59%   |
| White                                       | 137          | 760              | 760                       | 763                    | *  | *                                     | 24%                                | 58%                         | 8%                               | 66%                                      | 69%   |
| Hispanic                                    | 46           | 739              | 739                       | 743                    | *  | *                                     | 30%                                | 35%                         | *                                | 39%                                      | 44%   |
| Black or African American                   | 46           | 743              | 743                       | 740                    | *  | 26%                                   | 37%                                | 33%                         | *                                | 35%                                      | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 54           | 767              | 767                       | 779                    | *  | 0%                                    | *                                  | 67%                         | *                                | 80%                                      | 84%   |
| American Indian or Alaska Native            | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N  | 56%   |
| Two or More Races                           | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *  | 60%   |
| Female                                      | 145          | 763              | 763                       | 761                    | *  | *                                     | 20%                                | 56%                         | *                                | 68%                                      | 66%   |
| Male  | 153          | 749              | 749                       | 750                    | *  | *                                     | 29%                                | 50%                         | *                                | 52%                                      | 53%   |
| Economically Disadvantaged Students         | 82           | 735              | 735                       | 740                    | *  | *                                     | 37%                                | 28%                         | *                                | 32%                                      | 40%   |
| Non-Economically Disadvantaged Students     | 216          | 763              | 763                       | 765                    | *  | *                                     | 20%                                | 62%                         | *                                | 71%                                      | 71%   |
| Students with Disabilities                  | 41           | 718              | 718                       | 725                    | *  | *                                     | 34%                                | *                           | *                                | 12%                                      | 22%   |
| Students without Disabilities               | 257          | 762              | 762                       | 762                    | *  | *                                     | 23%                                | *                           | *                                | 68%                                      | 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 by Grade: Grade 6

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 265          | 754              | 754                       | 752                    | 7%                                       | 16%                                   | 19%                                | 46%                         | 13%                              | 59%                                     | 54%   |
| White                                       | 105          | 759              | 759                       | 758                    | *  | *                                     | 16%                                | 57%                         | 11%                              | 69%                                     | 63%   |
| Hispanic                                    | 59           | 738              | 738                       | 740                    | *  | 32%                                   | 27%                                | 34%                         | *                                | 36%                                     | 38%   |
| Black or African American                   | 43           | 744              | 744                       | 736                    | *  | *                                     | 26%                                | 30%                         | *                                | 44%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 51           | 767              | 767                       | 776                    | *  | *                                     | *                                  | 51%                         | 26%                              | 77%                                     | 81%   |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Female                                      | 133          | 763              | 763                       | 758                    | *  | *                                     | 19%                                | 51%                         | 17%                              | 68%                                     | 61%   |
| Male  | 132          | 744              | 744                       | 746                    | *  | *                                     | 19%                                | 41%                         | 8%                               | 49%                                     | 46%   |
| Economically Disadvantaged Students         | 58           | 732              | 732                       | 737                    | *  | 33%                                   | 22%                                | 29%                         | *                                | 31%                                     | 34%   |
| Non-Economically Disadvantaged Students     | 207          | 760              | 760                       | 761                    | *  | 11%                                   | 18%                                | 51%                         | *                                | 66%                                     | 65%   |
| Students with Disabilities                  | 38           | 715              | 715                       | 722                    | *  | *                                     | *                                  | *                           | 0%                               | 11%                                     | 17%   |
| Students without Disabilities               | 227          | 760              | 760                       | 758                    | *  | *                                     | *                                  | *                           | 15%                              | 67%                                     | 61%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 23%   |
| Military-Connected Students                 | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 55%   |
| Migrant Students                            | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |

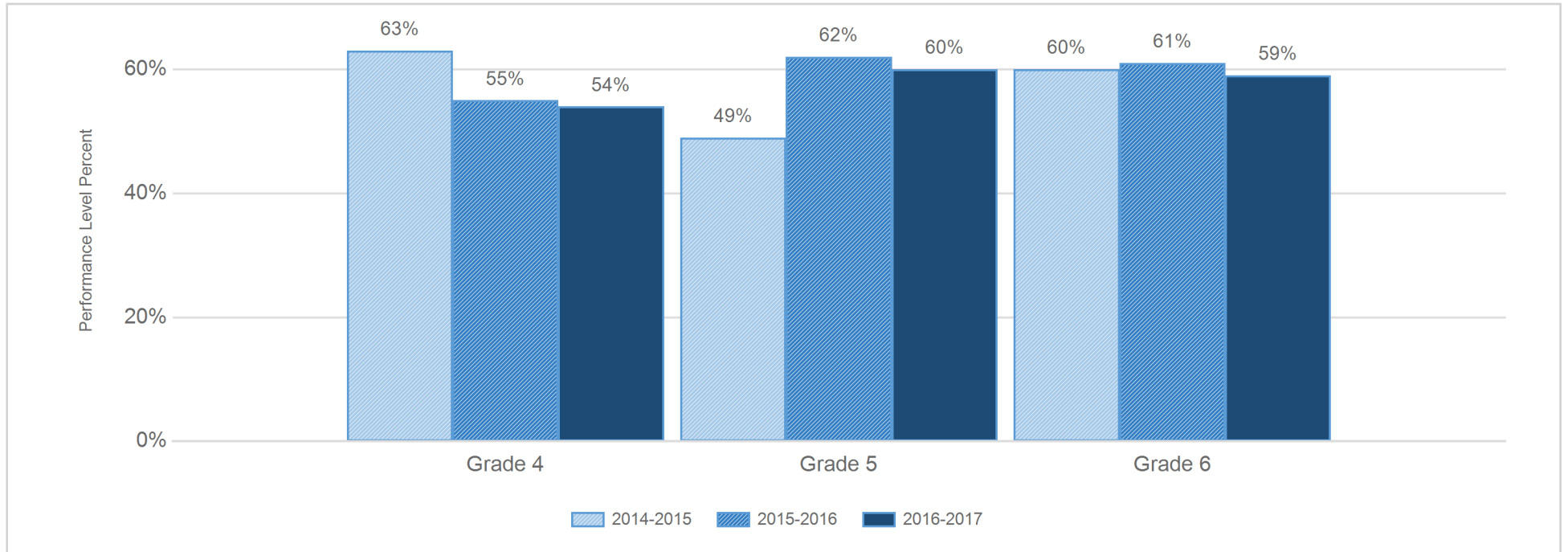


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**English Language Arts/Literacy Assessment - Performance Trends**

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                                  | 815          | 94.7                      | 51.20  | 47.70  | 43.50   | 51.2  | 52.3                  | Met Target†               |
| White                                       | 382          | 95.2                      | 56.10  | 53.80  | 52.40   | 56.1  | 57.5                  | Met Target†               |
| Hispanic                                    | 139          | 89.9                      | 28.10  | *  | 27.60   | 26.6  | 28.4                  | Met Target†               |
| Black or African American                   | 117          | 94.2                      | 35.10  | 22.60  | 21.70   | 35.1  | 28.7                  | Met Target                |
| Asian, Native Hawaiian, or Pacific Islander | 142          | 98.7                      | 76.70  | 73.50  | 75.60   | 76.7  | 76.7                  | Met Target                |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 42.50   | N   | **                    | **                        |
| Two or More Races                           | 35           | 97.4                      | 40.00  | 47.50  | 44.90   | 40  | 62                    | Not Met                   |
| Female                                      | 414          | 94.7                      | 52.40  | 48.70  | 44.10   | 52.3  |                       |                           |
| Male  | 401          | 94.7                      | 49.90  | 46.70  | 42.90   | 49.9  |                       |                           |
| Economically Disadvantaged Students         | 195          | 92.1                      | 26.70  | *  | 25.10   | 25.9  | 26.2                  | Met Target†               |
| Non-Economically Disadvantaged Students     | 620          | 95.6                      | 58.90  | *  | 54.30   | 58.9  |                       |                           |
| Students with Disabilities                  | 122          | 91.5                      | 11.50  | 11.60  | 16.50   | 11  | 22.4                  | Not Met                   |
| Students without Disabilities               | 693          | 95.3                      | 58.20  | 54.30  | 48.80   | 58.2  |                       |                           |
| English Learners                            | 69           | 97.6                      | 33.30  | 33.60  | 23.30   | 33.3  | 32.3                  | Met Target                |
| Non-English Learners                        | 746          | 94.4                      | 52.80  | 48.70  | 45.20   | 52.7  |                       |                           |
| Homeless Students                           | *            | *                         | *  | *  | 16.40   | *   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | *  | 15.10   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 39.90   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 18.20   | N   |                       |                           |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 308          | 746              | 746                       | 747                    | 6%                                       | 22%                                   | 28%                                | 40%                         | 4%                               | 44%                                     | 47%   |
| White                                       | 150          | 752              | 752                       | 755                    | *  | 14%                                   | 33%                                | 44%                         | *                                | 50%                                     | 59%   |
| Hispanic                                    | 54           | 733              | 733                       | 734                    | *  | 33%                                   | 30%                                | 22%                         | *                                | 24%                                     | 30%   |
| Black or African American                   | 39           | 725              | 725                       | 729                    | *  | 44%                                   | *                                  | 26%                         | 0%                               | 26%                                     | 25%   |
| Asian, Native Hawaiian, or Pacific Islander | 49           | 758              | 758                       | 774                    | 0%                                       | 20%                                   | *                                  | 59%                         | *                                | 65%                                     | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | 16           | 740              | 740                       | 747                    | *  | *                                     | *                                  | *                           | 0%                               | 31%                                     | 48%   |
| Female                                      | 168          | 744              | 744                       | 747                    | *  | 21%                                   | 33%                                | 36%                         | *                                | 40%                                     | 47%   |
| Male  | 140          | 747              | 747                       | 747                    | *  | 24%                                   | 21%                                | 44%                         | *                                | 49%                                     | 48%   |
| Economically Disadvantaged Students         | 75           | 733              | 733                       | 732                    | *  | 29%                                   | 35%                                | 21%                         | *                                | 24%                                     | 27%   |
| Non-Economically Disadvantaged Students     | 233          | 750              | 750                       | 757                    | *  | 20%                                   | 25%                                | 46%                         | *                                | 50%                                     | 61%   |
| Students with Disabilities                  | 46           | 718              | 718                       | 724                    | *  | 46%                                   | *                                  | *                           | *                                | 13%                                     | 22%   |
| Students without Disabilities               | 262          | 750              | 750                       | 751                    | *  | 18%                                   | *                                  | *                           | *                                | 49%                                     | 52%   |
| English Learners                            | *            | *                | *                         | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 49%   |
| Homeless Students                           | *            | *                | *                         | 723                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Students in Foster Care                     | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 18%   |
| Military-Connected Students                 | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 50%   |
| Migrant Students                            | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 299          | 749              | 749                       | 747                    | 3%                                       | 17%                                   | 33%                                | 37%                         | 9%                               | 46%                                     | 46%   |
| White                                       | 137          | 755              | 755                       | 754                    | *  | 12%                                   | 35%                                | 41%                         | *                                | 52%                                     | 57%   |
| Hispanic                                    | 46           | 730              | 730                       | 735                    | *  | 35%                                   | 37%                                | *                           | 0%                               | 20%                                     | 30%   |
| Black or African American                   | 46           | 733              | 733                       | 729                    | *  | 30%                                   | 41%                                | 24%                         | *                                | 24%                                     | 22%   |
| Asian, Native Hawaiian, or Pacific Islander | 55           | 763              | 763                       | 774                    | *  | *                                     | 22%                                | 49%                         | 20%                              | 69%                                     | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 745                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| Female                                      | 145          | 751              | 751                       | 747                    | *  | 16%                                   | 32%                                | 39%                         | *                                | 49%                                     | 47%   |
| Male  | 154          | 747              | 747                       | 746                    | *  | 19%                                   | 34%                                | 34%                         | *                                | 43%                                     | 46%   |
| Economically Disadvantaged Students         | 82           | 731              | 731                       | 732                    | *  | *                                     | 37%                                | 18%                         | *                                | 20%                                     | 27%   |
| Non-Economically Disadvantaged Students     | 217          | 756              | 756                       | 756                    | *  | *                                     | 32%                                | 44%                         | *                                | 56%                                     | 59%   |
| Students with Disabilities                  | 41           | 722              | 722                       | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Students without Disabilities               | 258          | 753              | 753                       | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 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%   |



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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>                           | 267          | 759              | 759                       | 743                    | 6%                                       | 12%                                   | 19%                                | 45%                         | 18%                              | 63%                                     | 44%   |
| White                                       | 106          | 765              | 765                       | 751                    | *  | *                                     | 20%                                | 52%                         | 20%                              | 72%                                     | 54%   |
| Hispanic                                    | 59           | 739              | 739                       | 731                    | *  | 32%                                   | 20%                                | 34%                         | *                                | 39%                                     | 27%   |
| Black or African American                   | 44           | 746              | 746                       | 724                    | *  | *                                     | 25%                                | 43%                         | *                                | 50%                                     | 20%   |
| Asian, Native Hawaiian, or Pacific Islander | 51           | 779              | 779                       | 771                    | *  | *                                     | *                                  | 47%                         | 35%                              | 82%                                     | 77%   |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Female                                      | 135          | 761              | 761                       | 745                    | *  | *                                     | 19%                                | 49%                         | 18%                              | 67%                                     | 45%   |
| Male  | 132          | 756              | 756                       | 742                    | *  | *                                     | 19%                                | 41%                         | 17%                              | 58%                                     | 43%   |
| Economically Disadvantaged Students         | 58           | 739              | 739                       | 728                    | *  | 29%                                   | 22%                                | 33%                         | *                                | 40%                                     | 24%   |
| Non-Economically Disadvantaged Students     | 209          | 764              | 764                       | 752                    | *  | 8%                                    | 18%                                | 48%                         | *                                | 69%                                     | 56%   |
| Students with Disabilities                  | 38           | 724              | 724                       | 717                    | *  | *                                     | 34%                                | *                           | 0%                               | 13%                                     | 13%   |
| Students without Disabilities               | 229          | 764              | 764                       | 748                    | *  | *                                     | 17%                                | *                           | 21%                              | 71%                                     | 50%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 14%   |
| Students in Foster Care                     | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Military-Connected Students                 | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |

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

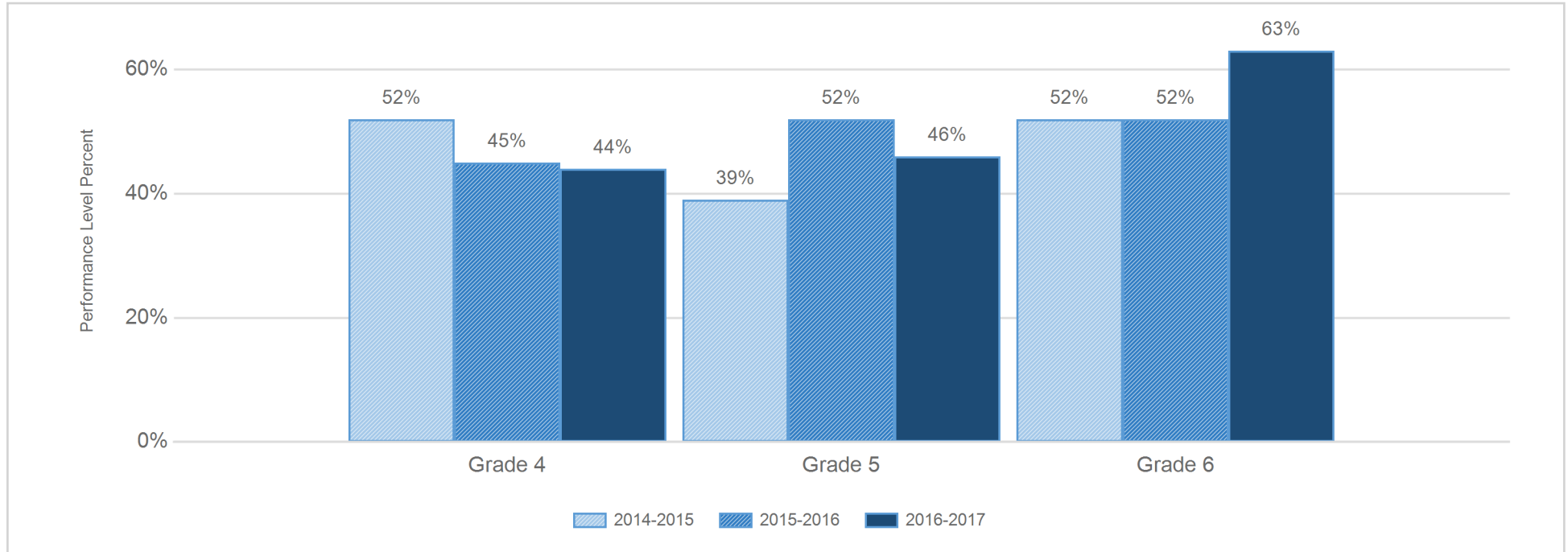


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 4     | *                         | *                          |
| 5     | *                         | *                          |
| 6     | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

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



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

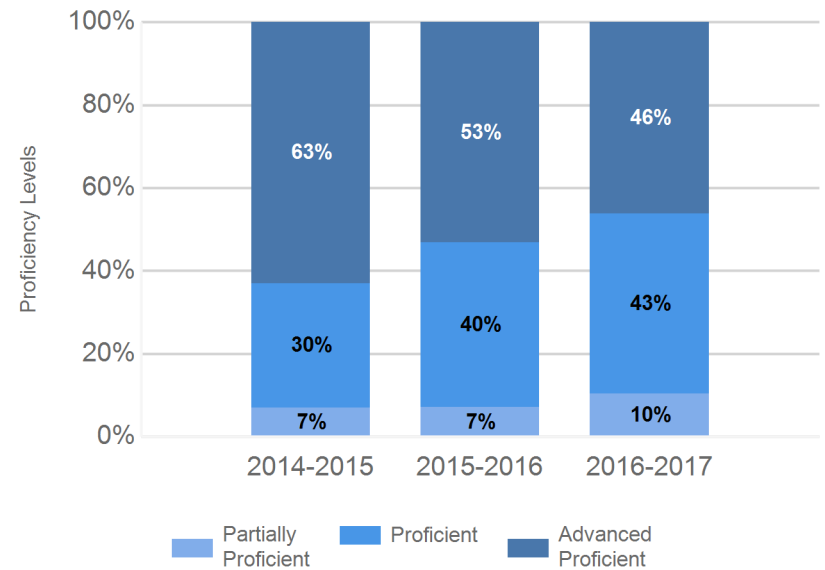
**NJASK Science Assessment Performance: Grade 4**

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                                  | 46%                   | 43%          | 10%                    |
| White                                       | 56%                   | 38%          | 7%                     |
| Hispanic                                    | 29%                   | 57%          | 14%                    |
| Black or African American                   | 20%                   | 59%          | 22%                    |
| Asian, Native Hawaiian, or Pacific Islander | 55%                   | 36%          | 9%                     |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | 56%                   | 31%          | 13%                    |
| Economically Disadvantaged Students         | 24%                   | 59%          | 17%                    |
| Students with Disabilities                  | 22%                   | 45%          | 33%                    |
| English Learners                            | *                     | *            | *                      |

**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                                  | 46                 | 50                   | 50                    | Met Target            | 54                  | 55                    | 50                     | Met Target             |
| White                                       | 42.5               | 50                   | 50                    | Met Target            | 55                  | 55                    | 52                     | Met Target             |
| Hispanic                                    | 45                 | 43                   | 49                    | Met Target            | 49                  | 49.5                  | 47                     | Met Target             |
| Black or African American                   | 44                 | 47                   | 45                    | Met Target            | 55.5                | 55                    | 43                     | Met Target             |
| Asian, Native Hawaiian, or Pacific Islander | 50.5               | 55                   | 60                    | Met Target            | 59                  | 60                    | 59                     | Met Target             |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | 63                 | 55.5                 | 51                    | Exceeds Target        | 48                  | 48                    | 52                     | Met Target             |
| Economically Disadvantaged                  | 39.5               | 45                   | 47                    | Not Met               | 50.5                | 55                    | 46                     | Met Target             |
| Students with Disabilities                  | 35                 | 38.5                 | 41                    | Not Met               | 37                  | 33                    | 43                     | Not Met                |
| English Learners                            | 44.5               | 54                   | 53                    | Met Target            | 49.5                | 55                    | 51                     | Met Target             |

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



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

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

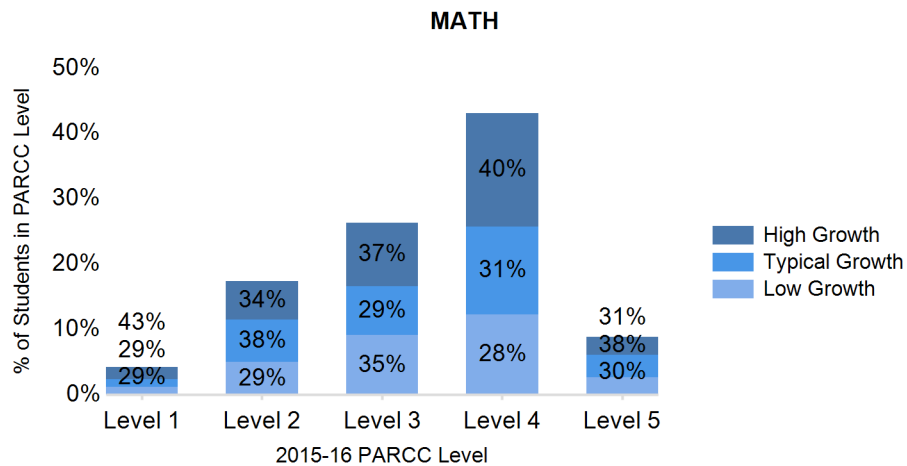
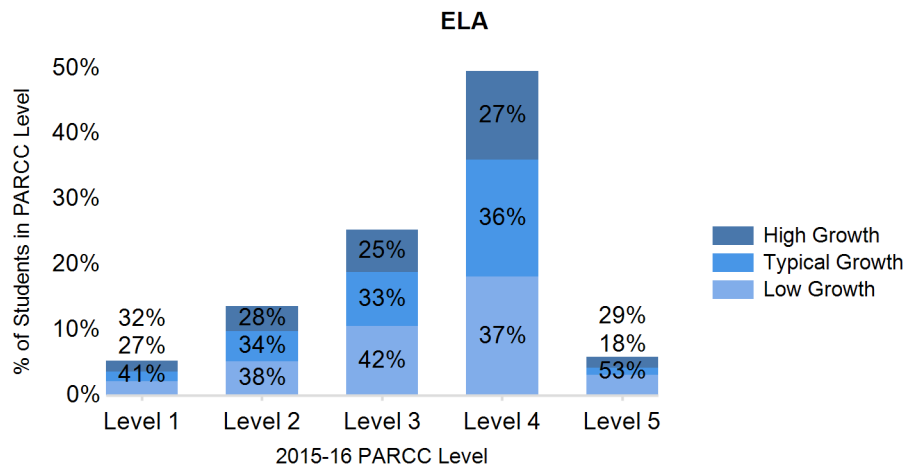
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

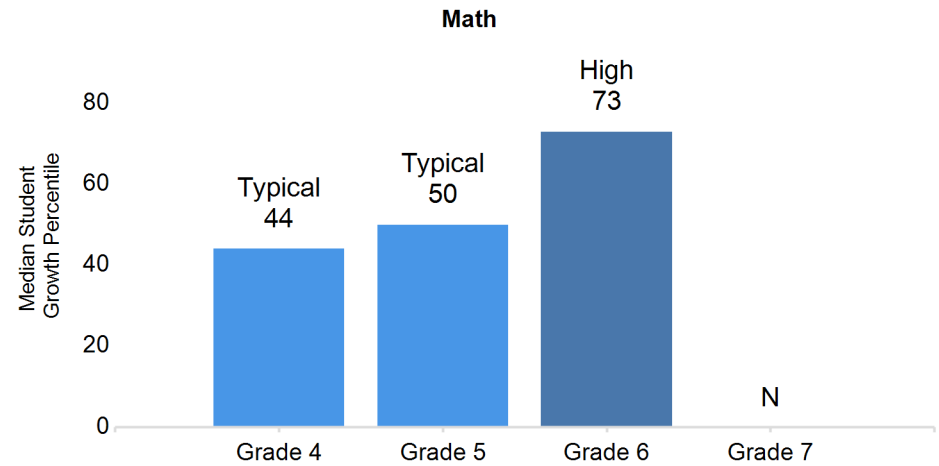
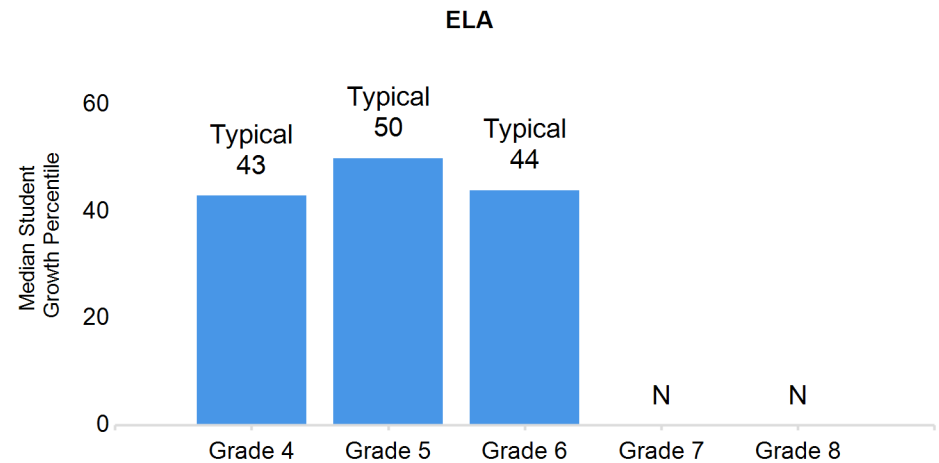
Student Growth by Performance Level

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



Student Growth by Grade

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





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

**Chronic Absenteeism**

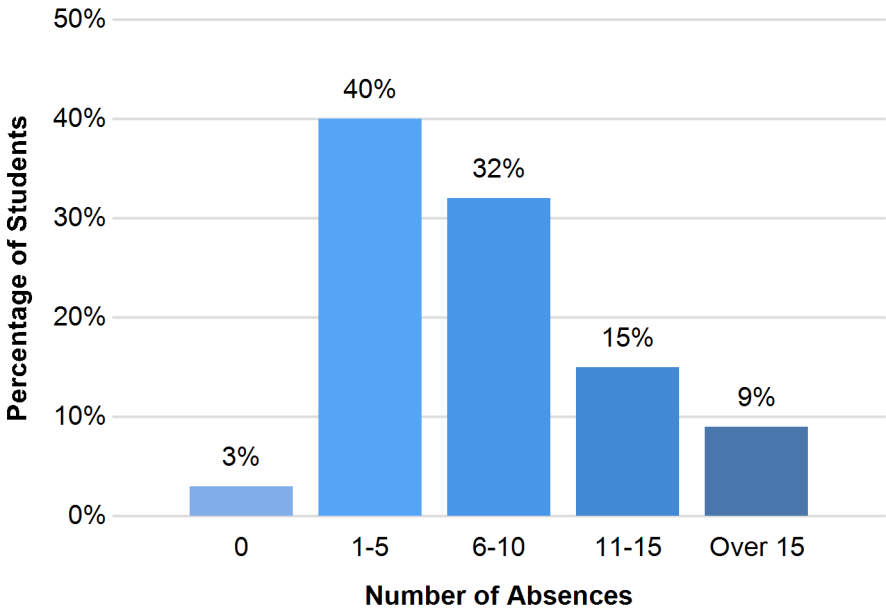
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 6.00                 | 7.30           | Met Target         |
| White                                       | 6.10                 | 7.30           | Met Target         |
| Hispanic                                    | 7.30                 | 7.30           | Met Target         |
| Black or African American                   | 5.80                 | 7.30           | Met Target         |
| Asian, Native Hawaiian, or Pacific Islander | 4.60                 | 7.30           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 5.10                 | 7.30           | Met Target         |
| Economically Disadvantaged Students         | 9.30                 | 7.30           | Not Met            |
| Students with Disabilities                  | 11.80                | 7.30           | Not Met            |
| English Learners                            | N                    | **             | **                 |

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

**Days Absent**

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



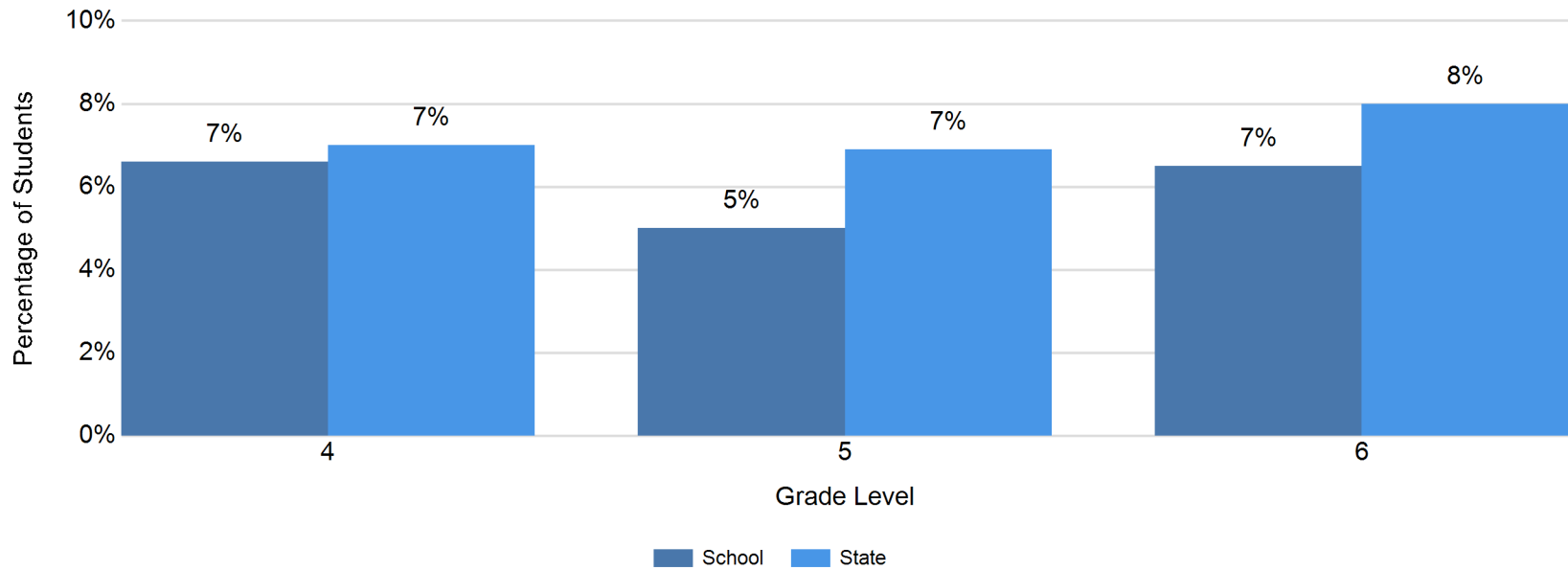


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Chronic Absenteeism by Grade

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





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School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:40AM          |
| Typical End Time                 | 3:30PM          |
| Length of School Day             | 6 Hrs 50 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 50 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                                 | 5                   |
| Vandalism                                | 0                   |
| Weapons                                  | 0                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 18                  |
| Total Unique Incidents                   | 23                  |
| Incidents Per 100 Students Enrolled      | 2.51                |

Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 1.4%          |
| Out-of-School Suspensions | 1.9%          |
| Any Suspension            | 3.2%          |

Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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**Technology Readiness**

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1:1                     | 257.7 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

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

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$505   | \$15,058     | \$15,563 |



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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                   | 76                 | 120,724           |
| Average years experience in public schools | 11.1               | 11.8              |
| Average years experience in district       | 10.1               | 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                 | 25                 | 9,506           |
| Average years experience in public schools     | 15.2               | 15.9            |
| Average years experience in district           | 9.7                | 11.6            |
| Administrators in district for 4 or more years | 72%                | 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              | 458:1                  | 155:1                    |
| Librarian/Media Specialists |                        | 647:1                    |
| Nurses                      |                        | 431:1                    |
| Counselors                  |                        | 277:1                    |
| Child Study Team            |                        | 155:1                    |



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

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

**Teachers:** All classroom teachers

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

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

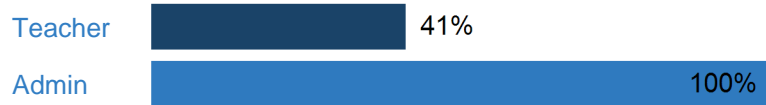
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 86%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 92%      | 88%   |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 96%            |



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator  | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency   | 45.7            | 17.5%            |
| Mathematics Proficiency   | 49.7            | 17.5%            |
| English Language Arts Growth  | 31.7            | 25.0%            |
| Mathematics Growth  | 58.0            | 25.0%            |
| Chronic Absenteeism   | 56.8            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 47.6             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 45.8             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | 47.6            | 11.9   | No  | Met Target†                       | Met Target†             | Met Target          | Met Target                           | Met Target                 | No   |
| White                                       | 43.8            | 11.9   | No  | Met Target†                       | Met Target†             | Met Target          | Met Target                           | Met Target                 | No   |
| Hispanic                                    | 44.3            | 11.9   | No  | Met Target†                       | Met Target†             | Met Target          | Met Target                           | Met Target                 | No   |
| Black or African American                   | 70.1            | 11.9   | No  | Met Target                        | Met Target              | Met Target          | Met Target                           | Met Target                 | No   |
| Asian, Native Hawaiian, or Pacific Islander | 31.2            | 11.9   | No  | Met Target†                       | Met Target              | Met Target          | Met Target                           | Met Target                 | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | 55.3            | 11.9   | No  | Met Target†                       | Not Met                 | Met Target          | Exceeds Target                       | Met Target                 | No   |
| Economically Disadvantaged Students         | 43.2            | 11.9   | No  | Met Target†                       | Met Target†             | Not Met             | Not Met                              | Met Target                 | No   |
| Students with Disabilities                  | 33.6            | 11.9   | No  | Met Target†                       | Not Met                 | Not Met             | Not Met                              | Not Met                    | No   |
| English Learners                            | 51.2            | 11.9   | No  | Met Target                        | Met Target              | **                  | Met Target                           | Met Target                 | No   |

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

† Target was met within a confidence interval.



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School General Info

|                   |  |                       |   |
|-------------------|--|-----------------------|---|
| <b>Principal:</b> | Ms. Westhead   | <b>Email Address:</b> | <a href="mailto:cwesthead@ltps.org">cwesthead@ltps.org</a>                  |
| <b>Address:</b>   | 66 EGGERTS CROSSING ROAD<br>LAWRENCEVILLE, NJ 08648-2804 | <b>Website:</b>       | <a href="https://www.ltps.org/Domain/10">https://www.ltps.org/Domain/10</a> |
| <b>Phone:</b>     | (609)671-5530  |                       |   |

School Narrative

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

|   |  |
|---|--|
| <p><b>Highlights:</b></p>                           | <ul style="list-style-type: none"> <li>• We focus on student social/emotional growth which is woven through our school with events that create a cohesive program</li> <li>• Our music and arts program exposes our students to individual and group opportunities which are diverse and enriching.</li> <li>• Our school boasts a LAUNCH lab where students are involved in the process of the design and creation of unique projects.</li> </ul> |
| <p><b>Mission, Vision, Theme:</b></p>               | <p>At L.I.S., it is our vision that every student will make a positive impact in their school and community. Our slogan is, "At L.I.S., we let it shine by leading the way every day." Each member of our building, every staff member and every student, is valued as an integral part of an environment where the future leaders of America are being cultivated.</p>  |
| <p><b>Awards, Recognition, Accomplishments:</b></p> | <p>LIS is proud to be recognized as a National District of Character. This year we have also earned the National Music Educators Award and County Teacher of the Year Award. We have received recognition for participation in the Math Bee and the American Heart Association Hoops/Jump Rope for Heart.</p>  |







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**School Narrative**

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|  |   |
|--|---|
|  <p><b>Courses, Curriculum, Instruction:</b></p>   | <p>At LIS, instruction is our focus. Students receive rigorous programs in L.A., math, science, and social studies. Reading, writing and math workshop models are utilized. Next Generation Science Standards are being met through updated Foss kits for all grades. Accelerated math is offered in 6th grade. 70% of our classrooms utilize a co-teaching model. Academic support programs are available in both L.A. and math. G&amp;T students are identified and their needs are met by a certified G&amp;T teacher.</p> |
|  <p><b>Sports and Athletics:</b></p>               | <p>Throughout the year, many athletic clubs are sponsored for student participation, like flag football, lacrosse, and yoga. Students can also participate in Why Try, an early morning basketball incentive program. Efforts are made to give students a chance for exercise and productive play on the playground every day. Every class at L.I.S. is scheduled for an extra outdoor recess period each week to increase student exercise and movement.</p>   |
|  <p><b>Clubs and Activities:</b></p>             | <p>At LIS we aim to nurture the whole child through before and after-school P.T.O clubs, Leadership Clubs, chorus, LIS band, orchestra, honors band, and jazz band, and handchimes. Students can also participate in the school musical, the Newspaper Club, student government, and a school garden.</p>   |
|  <p><b>Before and After School Programs:</b></p> | <p>Students have opportunities to receive academic support from certified teachers both before and after school through our Destinations Program, our Eagles Program as well as the district run Help Tutoring program.</p>   |







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**School Narrative**

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|  |  |
|--|--|
|  <p><b>Staff and Professional Learning:</b></p>    | <p>At LIS, improving instruction is a collaborative effort. Through curricular, team, and PLC meetings teachers collaborate to meet the needs of all learners. Teachers and leaders conduct book studies to promote professional reading. Teachers are given opportunities at faculty meetings to turnkey train teachers. Faculty meetings support teachers in instructional initiatives. Out of district consultants spend time in classrooms. Teachers spend time in other teacher’s classrooms.</p> |
|  <p><b>Student Supports and Services:</b></p>      | <p>To meet the social and emotional needs of our students, we have a mentoring program in place. Students who are identified as disaffected are matched with staff members who dedicate time each week to help support their individual needs. Emphasis is placed on self-esteem building, listening and understanding, and providing strategies to improve student lives. Guidance counselors also provide lunch groups to help students who struggle with social issues.</p>                         |
|  <p><b>Student Health and Wellness:</b></p>        | <p>We are committed to the physical and emotional welfare of all its students. Our Health and Physical Education programs engage students in activities ranging from team sports to individual fitness goals. We have a mentoring program where struggling students are matched with supportive teachers. Guidance counselors offer lunch groups for students struggling with social issues. Nurses conduct monthly fundraisers to meet the special needs of students in poverty.</p>                  |
|  <p><b>Parent and Community Involvement:</b></p> | <p>We believe the relationship between home and school is integral to student success. Parent volunteers enhance the school culture at L.I.S by coordinating our Scholastic book Fair, the Science Fair, school picnics, the Yearbook, L.I.S. spirit gear sales and booster sales, school directories, grade level Harvest Fests, and Dining Night Out. We can thank our P.T.A. for our rock garden, new bushes, a sundial, new books in our classrooms, and frames for hallway art, and more.</p>     |



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School Narrative

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Facilities:

We have a strong relationship with our facilities department. There is effective communication between our custodial, maintenance, grounds and admintistration that meets the needs of our building. Annually, student learning space is audited to appropriately meet the needs of our students and staff.



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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.

We have a 1-to-1 chromebooks for 6th grade. 4th and 5th grades have access to chromebooks 50% of the time. All students experience an 8 week rotation in our new Maker Space Lab. Every student at L.I.S. is instructed in Chess by our G&T teacher. Students participate in chess tournaments throughout the year. Nurses and teachers coordinate a monthly fundraiser to meet the special needs of students of poverty in which they provide school supplies, warm coats, snacks, clothing, and shoes.



Other Information:



Lawrence Middle School

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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    |
|--------------|------------|------------|------------|
| 7            | 298        | 295        | 302        |
| 8            | 271        | 299        | 303        |
| Ungraded     | 0          | 0          | 0          |
| <b>Total</b> | <b>569</b> | <b>594</b> | <b>605</b> |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 47%     | 46%     | 48%     |
| Male                                | 53%     | 54%     | 52%     |
| Economically Disadvantaged Students | 25%     | 23%     | 23%     |
| Students with Disabilities          | 14%     | 14%     | 13%     |
| English Learners                    | 2%      | 2%      | 3%      |
| 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                               | 42.6%         |
| Asian                               | 20.3%         |
| Hispanic                            | 16.7%         |
| Black or African American           | 16.5%         |
| American Indian or Alaska Native    | 0.0%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| <i>Two or More Races</i>            | 3.8%          |

### 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       | 67.4%         |
| Spanish       | 8.8%          |
| Polish        | 4.5%          |
| Chinese       | 2.3%          |
| Hindi         | 2.3%          |
| <i>Other</i>  | 14.9%         |



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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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 573          | 98.7                      | 68.20   | 62.70   | 54.90  | 68.2  | 67.7                     | Met Target                   |
| White                                       | 247          | 97.7                      | 77.80   | 70.00   | 63.90  | 77.8  | 74.7                     | Met Target                   |
| Hispanic                                    | 96           | 100.0                     | 46.90   | *   | 39.80  | 46.9  | 49.2                     | Met Target†                  |
| Black or African American                   | 94           | 98.1                      | 45.80   | 39.20   | 35.20  | 45.8  | 42                       | Met Target                   |
| Asian, Native Hawaiian, or Pacific Islander | 112          | 100.0                     | 84.00   | 79.70   | 80.70  | 84  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | N            | N                         | N   | N   | 53.70  | N   | **                       | **                           |
| Two or More Races                           | 24           | 100.0                     | 70.80   | 67.00   | 54.90  | 70.8  | 80                       | Met Target†                  |
| Female                                      | 266          | 99.0                      | 79.70   | 70.40   | 62.20  | 79.7  |                          |                              |
| Male  | 307          | 98.4                      | 58.30   | 55.50   | 48.10  | 58.3  |                          |                              |
| Economically Disadvantaged Students         | 135          | 98.6                      | 46.70   | *   | 36.20  | 46.7  | 43.8                     | Met Target                   |
| Non-Economically Disadvantaged Students     | 438          | 98.7                      | 74.90   | *   | 65.80  | 74.9  |                          |                              |
| Students with Disabilities                  | 79           | 97.6                      | 15.20   | 15.20   | 20.50  | 15.2  | 20.5                     | Met Target†                  |
| Students without Disabilities               | 494          | 98.9                      | 76.70   | 71.20   | 61.90  | 76.7  |                          |                              |
| English Learners                            | 29           | 100.0                     | 37.90   | 35.80   | 25.20  | 37.9  | N                        | N                            |
| Non-English Learners                        | 544          | 98.6                      | 69.80   | 64.60   | 57.40  | 69.8  |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 26.40  | *   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | 33.30   | 24.80  | N   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | N   | 53.50  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 23.00  | N   |                          |                              |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 297          | 764              | 764                       | 756                    | *  | *                                     | 21%                                | 42%                         | 26%                              | 68%                                     | 59%   |
| White                                       | 125          | 768              | 768                       | 764                    | *  | *                                     | 18%                                | 47%                         | 27%                              | 74%                                     | 69%   |
| Hispanic                                    | 52           | 746              | 746                       | 742                    | *  | 21%                                   | 25%                                | 37%                         | *                                | 48%                                     | 44%   |
| Black or African American                   | 47           | 746              | 746                       | 737                    | *  | *                                     | 36%                                | 47%                         | *                                | 49%                                     | 38%   |
| Asian, Native Hawaiian, or Pacific Islander | 60           | 783              | 783                       | 784                    | 0%                                       | *                                     | *                                  | 30%                         | 55%                              | 85%                                     | 85%   |
| American Indian or Alaska Native            | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 59%   |
| Two or More Races                           | 13           | 773              | 773                       | 757                    | 0%                                       | *                                     | *                                  | *                           | *                                | 85%                                     | 59%   |
| Female                                      | 135          | 771              | 771                       | 764                    | *  | *                                     | 16%                                | 46%                         | 32%                              | 78%                                     | 68%   |
| Male  | 162          | 757              | 757                       | 749                    | *  | *                                     | 25%                                | 39%                         | 22%                              | 61%                                     | 51%   |
| Economically Disadvantaged Students         | 72           | 750              | 750                       | 739                    | *  | *                                     | 28%                                | 39%                         | *                                | 51%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 225          | 768              | 768                       | 766                    | *  | *                                     | 18%                                | 43%                         | *                                | 74%                                     | 70%   |
| Students with Disabilities                  | 33           | 714              | 714                       | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Students without Disabilities               | 264          | 770              | 770                       | 763                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 67%   |
| English Learners                            | *            | *                | *                         | 701                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 64%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 299          | 769              | 769                       | 757                    | 5%                                       | 7%                                    | 21%                                | 39%                         | 28%                              | 67%                                     | 59%   |
| White                                       | 126          | 780              | 780                       | 764                    | *  | *                                     | 18%                                | 47%                         | 33%                              | 80%                                     | 68%   |
| Hispanic                                    | 47           | 745              | 745                       | 742                    | *  | *                                     | 34%                                | 38%                         | *                                | 45%                                     | 44%   |
| Black or African American                   | 54           | 744              | 744                       | 738                    | *  | 20%                                   | 28%                                | 32%                         | *                                | 41%                                     | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 59           | 790              | 790                       | 786                    | *  | *                                     | *                                  | 31%                         | 54%                              | 85%                                     | 86%   |
| American Indian or Alaska Native            | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | 13           | 754              | 754                       | 758                    | *  | *                                     | *                                  | *                           | *                                | 54%                                     | 60%   |
| Female                                      | 150          | 778              | 778                       | 766                    | *  | *                                     | 13%                                | 41%                         | 38%                              | 79%                                     | 68%   |
| Male  | 149          | 759              | 759                       | 749                    | *  | *                                     | 29%                                | 38%                         | 18%                              | 56%                                     | 50%   |
| Economically Disadvantaged Students         | 66           | 742              | 742                       | 739                    | *  | *                                     | 33%                                | 38%                         | *                                | 42%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 233          | 776              | 776                       | 766                    | *  | *                                     | 18%                                | 40%                         | *                                | 74%                                     | 69%   |
| Students with Disabilities                  | 44           | 722              | 722                       | 718                    | 32%                                      | 23%                                   | 25%                                | *                           | *                                | 21%                                     | 18%   |
| Students without Disabilities               | 255          | 777              | 777                       | 764                    | 0%                                       | 4%                                    | 20%                                | *                           | *                                | 75%                                     | 67%   |
| English Learners                            | *            | *                | *                         | 701                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| Students in Foster Care                     | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 61%   |
| Migrant Students                            | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |

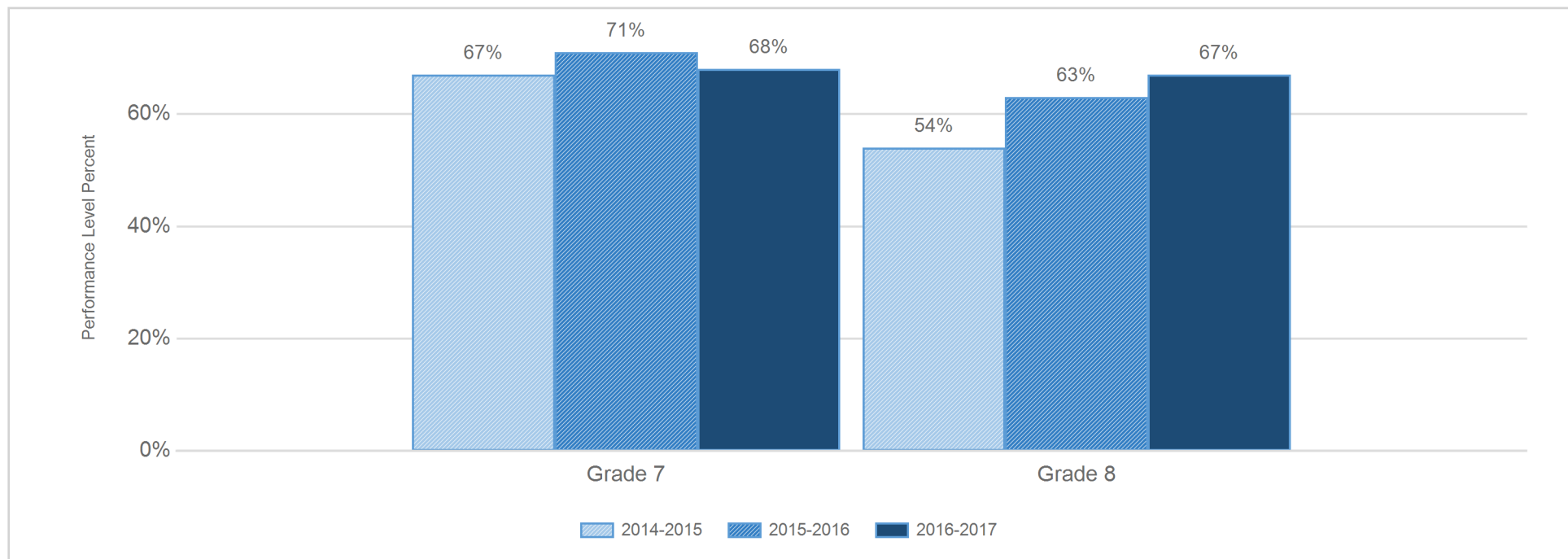


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### English Language Arts/Literacy Assessment - Performance Trends

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:<br>% of Testers Met/Exceeded Expectations | District:<br>% of Testers Met/Exceeded Expectations | State:<br>% of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide                                  | 574          | 99.0                      | 53.60   | 47.70   | 43.50  | 53.6  | 55.9                  | Met Target†               |
| White                                       | 248          | 98.5                      | 62.90   | 53.80   | 52.40  | 62.9  | 62                    | Met Target                |
| Hispanic                                    | 96           | 100.0                     | 31.30   | *   | 27.60  | 31.3  | 39.1                  | Met Target†               |
| Black or African American                   | 94           | 98.1                      | 19.20   | 22.60   | 21.70  | 19.2  | 23                    | Met Target†               |
| Asian, Native Hawaiian, or Pacific Islander | 112          | 100.0                     | 81.20   | 73.50   | 75.60  | 81.2  | 80                    | Met Goal                  |
| American Indian or Alaska Native            | N            | N                         | N   | N   | 42.50  | N   | **                    | **                        |
| Two or More Races                           | 24           | 100.0                     | 54.10   | 47.50   | 44.90  | 54.1  | 54                    | Met Target                |
| Female                                      | 266          | 99.0                      | 55.30   | 48.70   | 44.10  | 55.3  |                       |                           |
| Male  | 308          | 99.1                      | 52.30   | 46.70   | 42.90  | 52.3  |                       |                           |
| Economically Disadvantaged Students         | 136          | 99.3                      | 25.70   | *   | 25.10  | 25.7  | 31.5                  | Met Target†               |
| Non-Economically Disadvantaged Students     | 438          | 98.9                      | 62.30   | *   | 54.30  | 62.3  |                       |                           |
| Students with Disabilities                  | 79           | 97.6                      | 10.20   | 11.60   | 16.50  | 10.2  | 16.1                  | Not Met                   |
| Students without Disabilities               | 495          | 99.2                      | 60.60   | 54.30   | 48.80  | 60.6  |                       |                           |
| English Learners                            | 29           | 100.0                     | 37.90   | 33.60   | 23.30  | 37.9  | N                     | N                         |
| Non-English Learners                        | 545          | 99.0                      | 54.50   | 48.70   | 45.20  | 54.5  |                       |                           |
| Homeless Students                           | *            | *                         | *   | *   | 16.40  | *   |                       |                           |
| Students In Foster Care                     | N            | N                         | N   | *   | 15.10  | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N   | N   | 39.90  | N   |                       |                           |
| Migrant Students                            | N            | N                         | N   | N   | 18.20  | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 301          | 753              | 753                       | 741                    | 3%                                       | 11%                                   | 34%                                | 41%                         | 11%                              | 52%                                     | 40%   |
| White                                       | 126          | 757              | 757                       | 748                    | 0%                                       | 11%                                   | 29%                                | 49%                         | 11%                              | 60%                                     | 49%   |
| Hispanic                                    | 53           | 735              | 735                       | 730                    | *  | *                                     | 45%                                | 26%                         | 0%                               | 26%                                     | 23%   |
| Black or African American                   | 47           | 733              | 733                       | 726                    | *  | 23%                                   | 51%                                | *                           | 0%                               | 19%                                     | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | 62           | 772              | 772                       | 764                    | 0%                                       | 0%                                    | 21%                                | 50%                         | 29%                              | 79%                                     | 72%   |
| American Indian or Alaska Native            | N            | N                | N                         | 741                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 45%   |
| Two or More Races                           | 13           | 763              | 763                       | 740                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 62%                                     | 39%   |
| Female                                      | 137          | 753              | 753                       | 743                    | *  | *                                     | 37%                                | 40%                         | *                                | 51%                                     | 41%   |
| Male  | 164          | 752              | 752                       | 740                    | *  | *                                     | 31%                                | 41%                         | *                                | 52%                                     | 38%   |
| Economically Disadvantaged Students         | 75           | 739              | 739                       | 729                    | *  | *                                     | 47%                                | 27%                         | *                                | 31%                                     | 22%   |
| Non-Economically Disadvantaged Students     | 226          | 757              | 757                       | 749                    | *  | *                                     | 30%                                | 45%                         | *                                | 59%                                     | 50%   |
| Students with Disabilities                  | 33           | 718              | 718                       | 716                    | *  | *                                     | *                                  | *                           | 0%                               | 15%                                     | 11%   |
| Students without Disabilities               | 268          | 757              | 757                       | 746                    | *  | *                                     | *                                  | *                           | 13%                              | 56%                                     | 45%   |
| English Learners                            | *            | *                | *                         | 712                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 742                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Students in Foster Care                     | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |
| Military-Connected Students                 | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 43%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |

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



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 209          | 735              | 735                       | 728                    | *  | *                                     | 31%                                | 35%                         | *                                | 35%                                     | 28%   |
| White                                       | 85           | 747              | 747                       | 736                    | *  | 13%                                   | 28%                                | 52%                         | *                                | 52%                                     | 35%   |
| Hispanic                                    | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Black or African American                   | 48           | 719              | 719                       | 715                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Asian, Native Hawaiian, or Pacific Islander | 22           | 742              | 742                       | 747                    | *  | *                                     | *                                  | *                           | *                                | 41%                                     | 51%   |
| American Indian or Alaska Native            | N            | N                | N                         | 728                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Two or More Races                           | *            | *                | *                         | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| Female                                      | 101          | 738              | 738                       | 730                    | 13%                                      | *                                     | 30%                                | 39%                         | *                                | 39%                                     | 30%   |
| Male  | 108          | 732              | 732                       | 725                    | 20%                                      | *                                     | 32%                                | 32%                         | *                                | 32%                                     | 26%   |
| Economically Disadvantaged Students         | 59           | 720              | 720                       | 719                    | *  | 20%                                   | 34%                                | 17%                         | *                                | 17%                                     | 19%   |
| Non-Economically Disadvantaged Students     | 150          | 741              | 741                       | 734                    | *  | 15%                                   | 30%                                | 42%                         | *                                | 43%                                     | 34%   |
| Students with Disabilities                  | 43           | 701              | 701                       | 705                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | 166          | 744              | 744                       | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | 11           | 721              | 721                       | 703                    | *  | *                                     | *                                  | *                           | *                                | 18%                                     | *   |
| Non-English Learners                        | 198          | 736              | 736                       | 729                    | *  | *                                     | *                                  | *                           | *                                | 36%                                     | *   |
| 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 95           | 793              | 751                       | 743                    | *  | *                                     | *                                  | 77%                         | 20%                              | 97%                                     | 42%   |
| White                                       | 42           | 793              | 759                       | 751                    | *  | *                                     | *                                  | 69%                         | 26%                              | 95%                                     | 52%   |
| Hispanic                                    | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Black or African American                   | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | 40           | 798              | 777                       | 774                    | *  | *                                     | *                                  | 80%                         | *                                | 100%                                    | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Two or More Races                           | *            | *                | *                         | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 41%   |
| Female                                      | 51           | 792              | 755                       | 744                    | *  | *                                     | *                                  | 73%                         | *                                | 96%                                     | 43%   |
| Male  | 44           | 794              | 747                       | 741                    | *  | *                                     | *                                  | 82%                         | *                                | 98%                                     | 40%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Students with Disabilities                  | *            | *                | *                         | 714                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Students without Disabilities               | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| English Learners                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 95           | 793              | *                         | 745                    | *  | *                                     | *                                  | 77%                         | 20%                              | 97%                                     | *   |
| Homeless Students                           | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |
| Students in Foster Care                     | N            | N                | N                         | 711                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 37%   |
| Migrant Students                            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |



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

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

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



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**Mathematics Assessment - Performance 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>                           | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| White                                       | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 33%   |
| Hispanic                                    | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Black or African American                   | *            | *                | *                         | 703                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 761                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 62%   |
| American Indian or Alaska Native            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |
| Two or More Races                           | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 25%   |
| Female                                      | N            | N                | N                         | 725                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Male  | *            | *                | *                         | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Students with Disabilities                  | N            | N                | N                         | 692                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Students without Disabilities               | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | N            | N                | N                         | 692                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| 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%   |

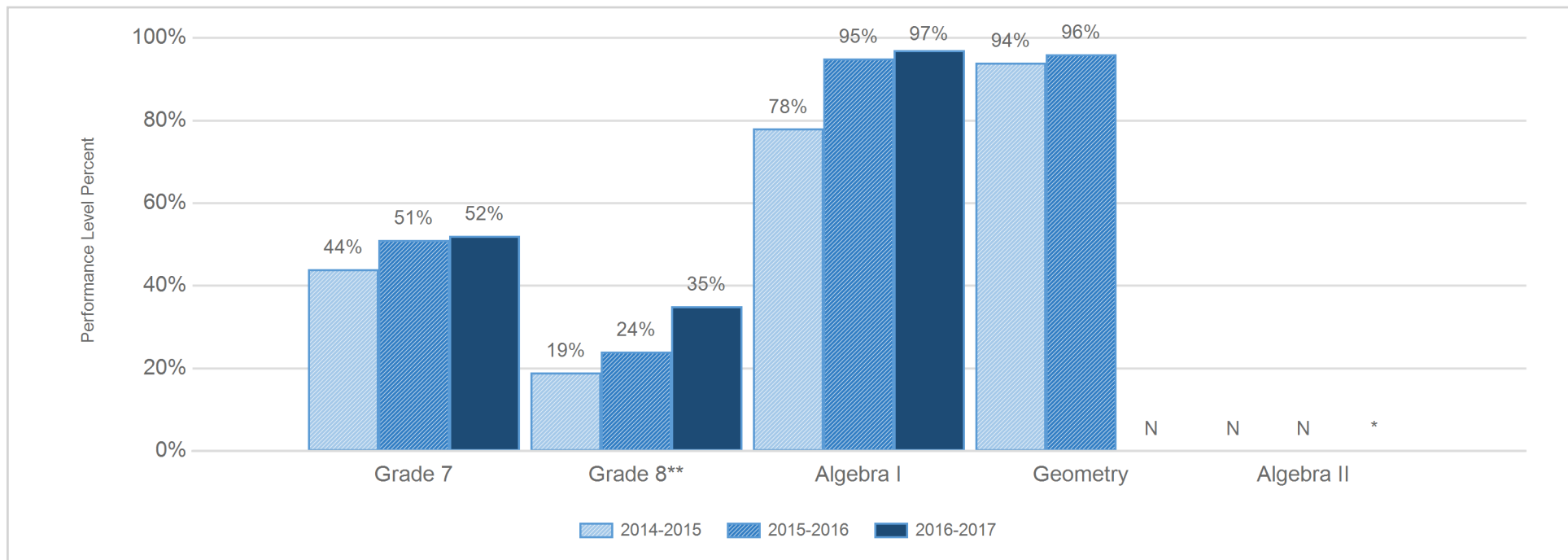


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**Mathematics Assessment – Performance Trends**

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



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



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### Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 7     | *                         | *                          |
| 8     | *                         | *                          |

### English Language Proficiency Test - Participation and Performance

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

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



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

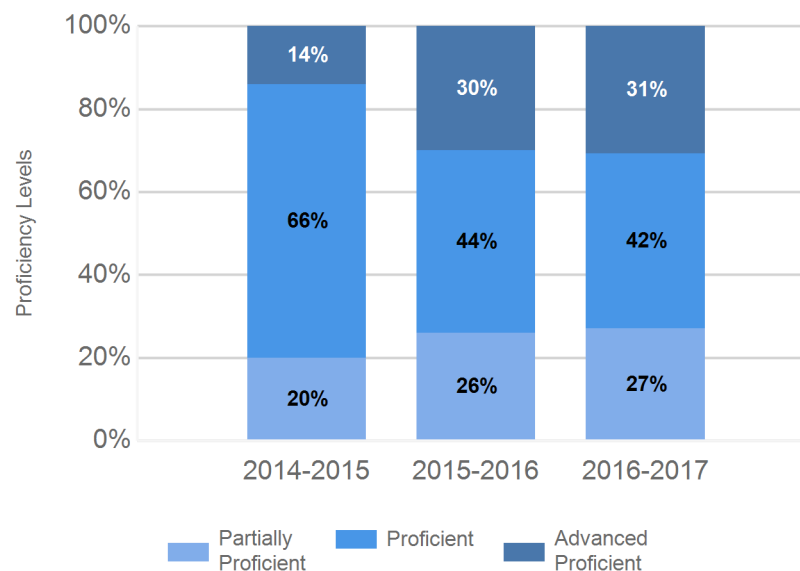
**NJASK Science Assessment Performance: Grade 8**

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

| Student Group                               | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide                                   | 27%                   | 47%          | 27%                    |
| Schoolwide                                  | 31%                   | 42%          | 27%                    |
| White                                       | 36%                   | 50%          | 14%                    |
| Hispanic                                    | 8%                    | 51%          | 41%                    |
| Black or African American                   | 15%                   | 24%          | 61%                    |
| Asian, Native Hawaiian, or Pacific Islander | 53%                   | 31%          | 16%                    |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | 25%                   | 67%          | 8%                     |
| Economically Disadvantaged Students         | 13%                   | 41%          | 47%                    |
| Students with Disabilities                  | 7%                    | 36%          | 57%                    |
| English Learners                            | N                     | 18%          | 82%                    |

**NJASK Science Assessment Performance Trends: Grade 8**

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





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

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

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

**Student Growth**

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 55                 | 50                   | 50                    | Met Target            | 55                  | 55                    | 50                     | Met Target             |
| White                                       | 60                 | 50                   | 50                    | Exceeds Target        | 57                  | 55                    | 52                     | Met Target             |
| Hispanic                                    | 40                 | 43                   | 49                    | Met Target            | 57                  | 49.5                  | 47                     | Met Target             |
| Black or African American                   | 51.5               | 47                   | 45                    | Met Target            | 54                  | 55                    | 43                     | Met Target             |
| Asian, Native Hawaiian, or Pacific Islander | 64                 | 55                   | 60                    | Exceeds Target        | 61                  | 60                    | 59                     | Exceeds Target         |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | 52                 | 55.5                 | 51                    | Met Target            | 53                  | 48                    | 52                     | **                     |
| Economically Disadvantaged                  | 53                 | 45                   | 47                    | Met Target            | 61                  | 55                    | 46                     | Exceeds Target         |
| Students with Disabilities                  | 46                 | 38.5                 | 41                    | Met Target            | 28                  | 33                    | 43                     | Not Met                |
| English Learners                            | 76                 | 54                   | 53                    | Exceeds Target        | 76                  | 55                    | 51                     | **                     |

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



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

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

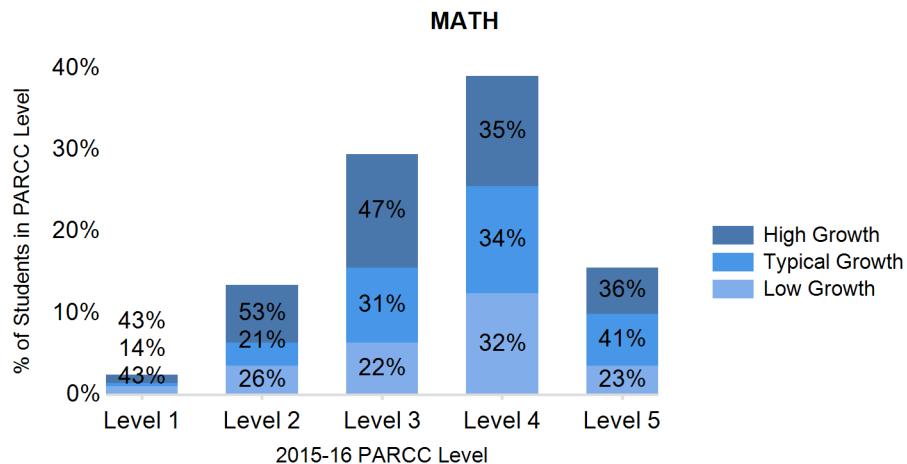
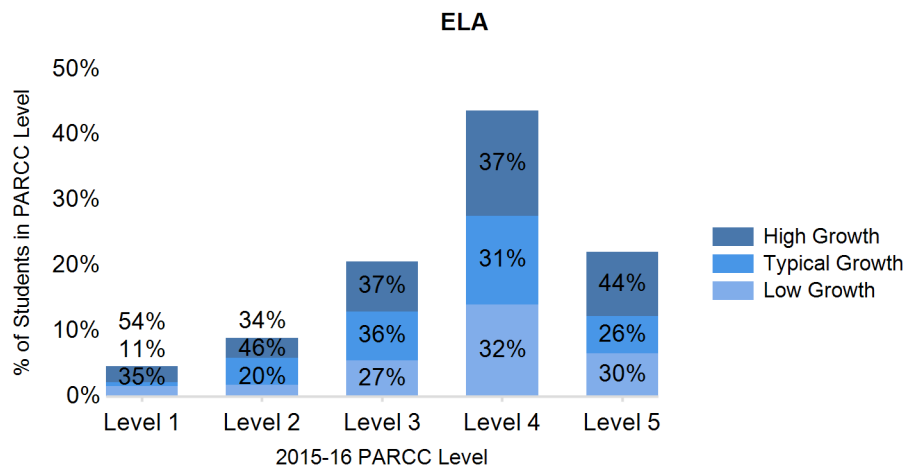
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

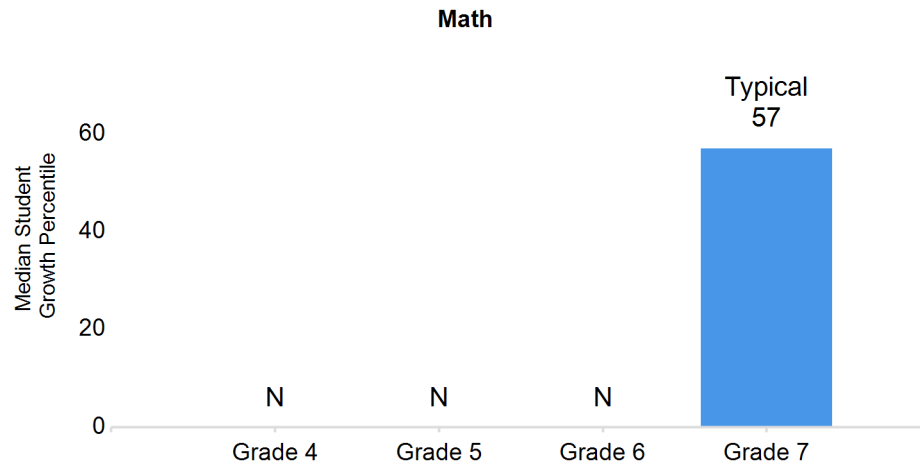
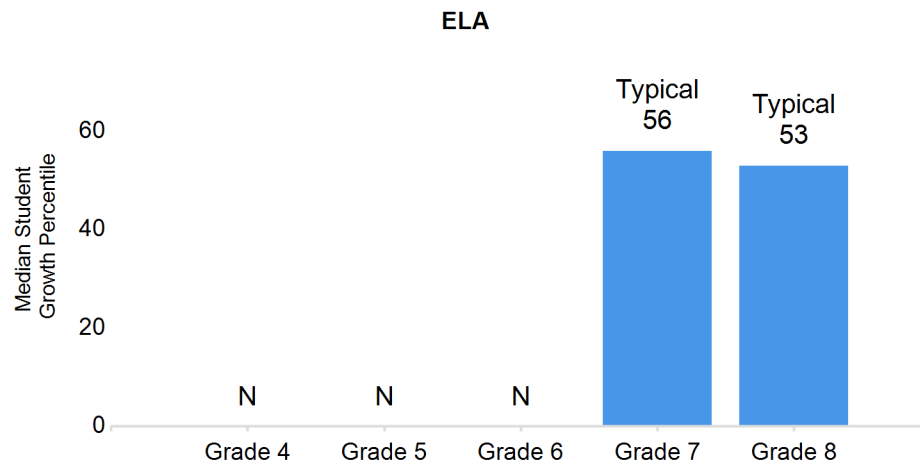
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

## Mathematics - Course Participation

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

| Grade      | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 7          | 0         | 0        | 302                        |
| 8          | 95        | 0        | 209                        |
| Schoolwide | 95        | 0        | 511                        |

## World Languages - Course Participation

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

| Grade                         | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 7                             | 0       | 0      | 0       | 0     | 0      | 0       | 227             |
| 8                             | 90      | 69     | 0       | 0     | 0      | 49      | 0               |
| Schoolwide                    | 90      | 69     | 0       | 0     | 0      | 49      | 227             |
| Enrolled in Level 3 or Higher | N       | N      | N       | N     | N      | N       | N               |



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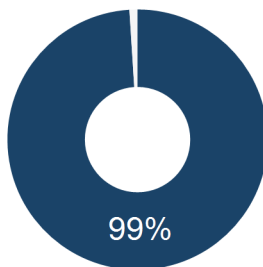
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### Visual and Performing Arts – Course Participation

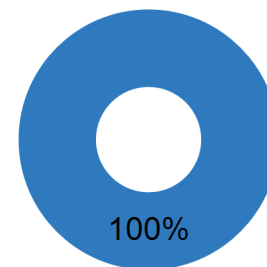
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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

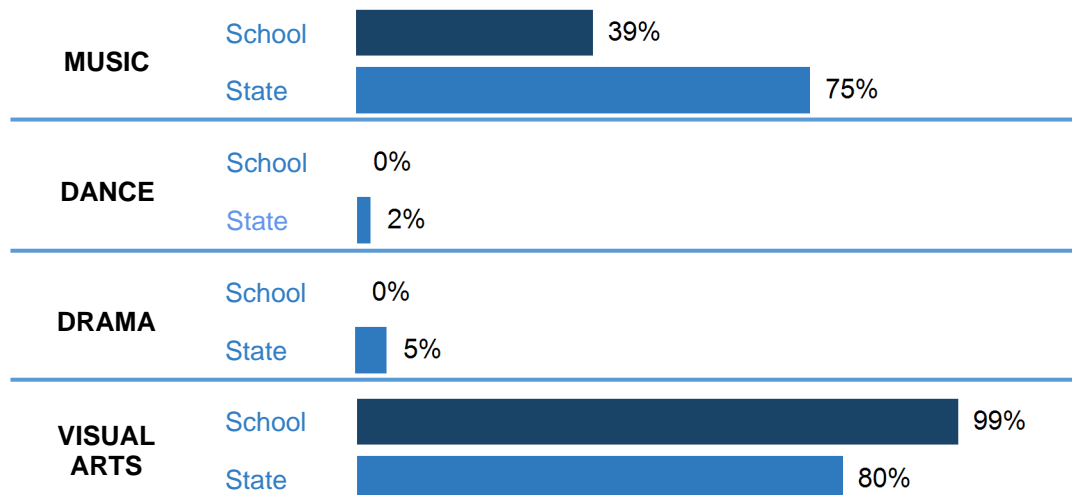


School



State

Students enrolled in one or more classes by discipline:





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

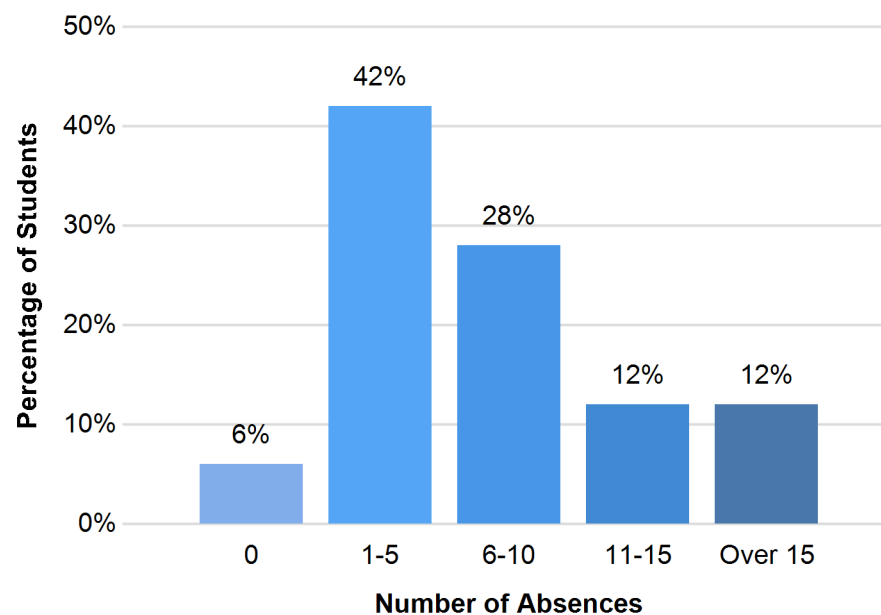
### Chronic Absenteeism

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

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 7.00                 | 9.10           | Met Target         |
| White                                       | 6.90                 | 9.10           | Met Target         |
| Hispanic                                    | 8.90                 | 9.10           | Met Target         |
| Black or African American                   | 8.70                 | 9.10           | Met Target         |
| Asian, Native Hawaiian, or Pacific Islander | 4.00                 | 9.10           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 8.00                 | 9.10           | Met Target         |
| Economically Disadvantaged Students         | 11.30                | 9.10           | Not Met            |
| Students with Disabilities                  | 15.90                | 9.10           | Not Met            |
| English Learners                            | N                    | **             | **                 |

### Days Absent

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



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

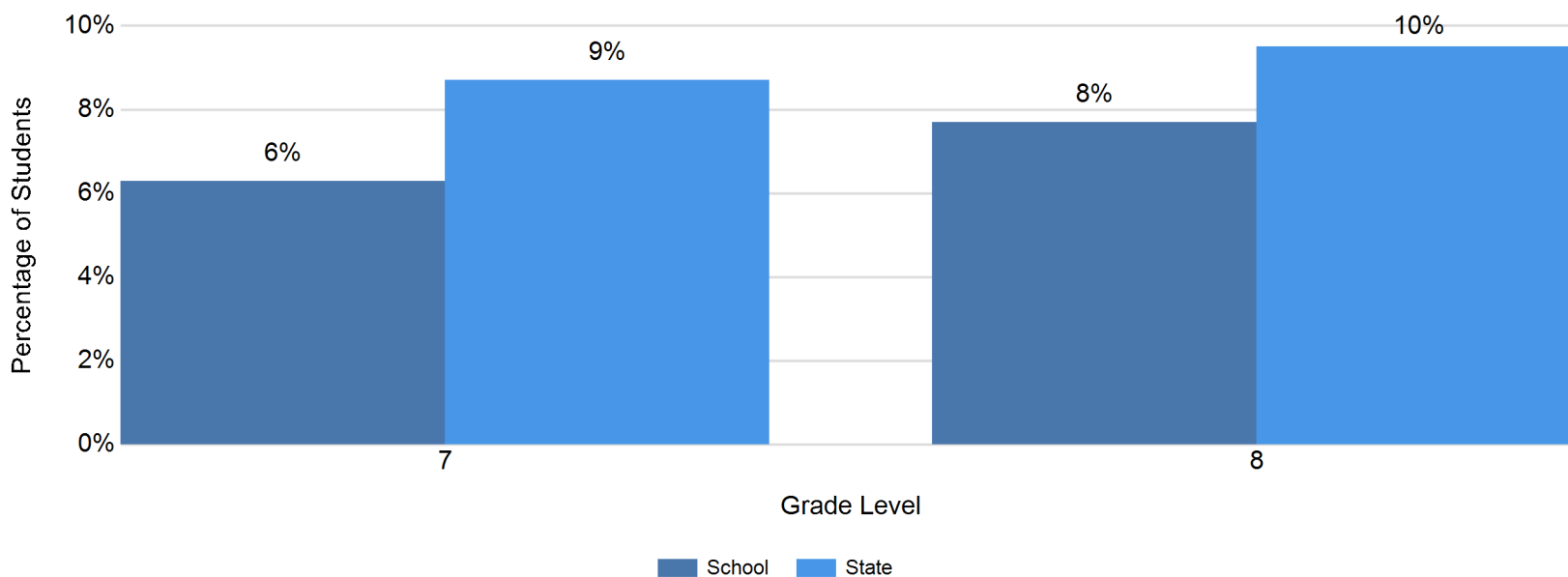


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### Chronic Absenteeism by Grade

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





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### School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 7:45AM         |
| Typical End Time                 | 2:45PM         |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 6 Hrs. 6 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                                 | 8                   |
| Vandalism                                | 2                   |
| Weapons                                  | 1                   |
| Substances                               | 5                   |
| Harassment, Intimidation, Bullying (HIB) | 7                   |
| Total Unique Incidents                   | 23                  |
| Incidents Per 100 Students Enrolled      | 3.80                |

### 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     | 13.2%         |
| Out-of-School Suspensions | 6.3%          |
| Any Suspension            | 15.2%         |

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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### Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1.0:1                   | 257.7 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/Local | Total    |
|----------------------------|---------|-------------|----------|
| District Total (2015-2016) | \$505   | \$15,058    | \$15,563 |



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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                   | 52                 | 120,724           |
| Average years experience in public schools | 10.9               | 11.8              |
| Average years experience in district       | 9.9                | 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                 | 25                 | 9,506           |
| Average years experience in public schools     | 15.2               | 15.9            |
| Average years experience in district           | 9.7                | 11.6            |
| Administrators in district for 4 or more years | 72%                | 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              | 303:1                  | 155:1                    |
| Librarian/Media Specialists |                        | 647:1                    |
| Nurses                      |                        | 431:1                    |
| Counselors                  |                        | 277:1                    |
| Child Study Team            |                        | 155:1                    |



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

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

**Teachers:** All classroom teachers

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

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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 86%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 92%      | 88%   |

**Faculty Attendance**

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 96%            |



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### Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator  | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency   | 65.8            | 17.5%            |
| Mathematics Proficiency   | 53.3            | 17.5%            |
| English Language Arts Growth  | 68.1            | 25.0%            |
| Mathematics Growth  | 65.5            | 25.0%            |
| Chronic Absenteeism   | 43.5            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 60.8             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 67.3             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



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### Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | 60.8            | 11.9   | No  | Met Target                        | Met Target†             | Met Target          | Met Target                           | Met Target                 | No   |
| White                                       | 68.0            | 11.9   | No  | Met Target                        | Met Target              | Met Target          | Exceeds Target                       | Met Target                 | No   |
| Hispanic                                    | 50.9            | 11.9   | No  | Met Target†                       | Met Target†             | Met Target          | Met Target                           | Met Target                 | No   |
| Black or African American                   | 68.4            | 11.9   | No  | Met Target                        | Met Target†             | Met Target          | Met Target                           | Met Target                 | No   |
| Asian, Native Hawaiian, or Pacific Islander | 52.8            | 11.9   | No  | Met Goal                          | Met Goal                | Met Target          | Exceeds Target                       | Exceeds Target             | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | 55.7            | 11.9   | No  | Met Target†                       | Met Target              | Met Target          | Met Target                           | **                         | No   |
| Economically Disadvantaged Students         | 67.2            | 11.9   | No  | Met Target                        | Met Target†             | Not Met             | Met Target                           | Exceeds Target             | No   |
| Students with Disabilities                  | 35.3            | 11.9   | No  | Met Target†                       | Not Met                 | Not Met             | Met Target                           | Not Met                    | No   |
| English Learners                            | 60.9            | 11.9   | No  | N                                 | N                       | **                  | Exceeds Target                       | **                         | No   |

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

† Target was met within a confidence interval.



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School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Ms. Milavsky  | <b>Email Address:</b> | <a href="mailto:mmilavsky@ltps.org">mmilavsky@ltps.org</a>                          |
| <b>Address:</b>   | 2455 PRINCETON PIKE<br>LAWRENCEVILLE, NJ 08648-3938 | <b>Website:</b>       | <a href="https://www.ltps.org/Domain/9">https://www.ltps.org/Domain/9</a>           |
| <b>Phone:</b>     | (609)671-5520                                       | <b>Facebook:</b>      | <a href="https://www.facebook.com/LMSNation">https://www.facebook.com/LMSNation</a> |
|                   |   | <b>Twitter:</b>       | <a href="https://twitter.com/LMSNation">https://twitter.com/LMSNation</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.

|  |   |
|--|---|
|  <p><b>Highlights:</b></p>                            | <ul style="list-style-type: none"> <li>• Literacy: cross-disciplinary approach to build comprehension skills, writing skills and overall communication skills</li> <li>• NJ School of Character: Focus on whole-child, service learning, social emotional learning and civic engagement</li> <li>• Technology is a part of the each school day, with all students utilizing 1:1 personal Chromebooks</li> </ul>   |
|  <p><b>Mission, Vision, Theme:</b></p>               | <p>The mission of the Lawrence Township Public Schools is to foster a community that: *- values academic excellence, critical thinking skills, and lifelong learning; *- challenges each student to become a responsible citizen of a global society; and *- respects different learning styles and adapts instruction accordingly.</p>   |
|  <p><b>Awards, Recognition, Accomplishments:</b></p> | <p>LMS, a NJ School of Character, has won many awards for Promising Practices in Character Ed. The principal was honored by the NJ School Librarian Assoc and the Music Educators of NJ as Principal of the Year. We are honored to have a special ed teacher named NJAMLE Teacher of the Year and social studies teacher named National History Day Teacher of the Year. Staff have been selected to present at local, state, and national conferences sharing their expertise and knowledge of middle level education</p> |







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### School Narrative

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|  |   |
|--|---|
|  <p><b>Courses, Curriculum, Instruction:</b></p>   | <p>Students are assigned to one of three academic houses as part of an alternating seven-period day. There is a challenging curriculum in the core areas of science, social studies, math, and language arts and the areas of technology/robotics, world language, health, PE, communications, art, and music, with a 1:1 computer ratio. Students can access their textbooks online in all core subjects. Homework is limited to 5 hours per week</p>  |
|  <p><b>Sports and Athletics:</b></p>               | <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Co-ed)</p> <p>LMS sponsors 18 teams in 13 sports as it encourages its students to embrace in a holistic education that stresses the healthy body and the healthy mind and views athletics as an extension of the classroom. Lessons such as teamwork, time management and suppression of individual desires for the betterment of the group are stressed on our sports teams, and as such middle school athletics become a part of the overall educational mission.</p> |
|  <p><b>Clubs and Activities:</b></p>             | <p>After-school and co-curricular activities include student council, yearbook, newspaper, literary magazine, Model UN, art club, a TV studio, interscholastic and intramural sports, Science Bowl, Math Olympiad and Geography Bee. Our fine arts programs include choral and instrumental groups, a festival and an annual drama production. Community service programs, peer-student orientation teams and a character development program highlight the importance of social awareness and civic responsibility</p>   |
|  <p><b>Before and After School Programs:</b></p> | <p>Our after-school and co-curricular activities include programs such as student council, yearbook, newspaper, Model UN, a school television studio, interscholastic and intramural sports, and academic contests such as the science bowl, model un, math league and geography bee. Our fine arts programs include choral groups, performing arts, orchestra, concert band, jazz band, and a fine and performing arts festival. The students perform a drama production on an annual basis.</p>   |








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**School Narrative**

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|  |  |
|--|--|
|  <p><b>Staff and Professional Learning:</b></p>    | <p>LMS has a faculty of dedicated and knowledgeable educators who pride themselves on being continuous learners. Multiple staff members have been selected to present at local, state, and national conferences and workshops sharing their expertise and extensive knowledge of middle level education among educational peers. Our staff is committed to implementing a comprehensive academic program in a supportive and nurturing environment incorporating the newest research to improve teacher practice.</p>  |
|  <p><b>Postsecondary Information:</b></p>          | <p>LMS recognizes that the road to college and career begins well before high school. Our students utilize the Naviance system to explore a career inventory identifying their own strengths and interests. The Naviance system will continue to support our students through high school by organizing and coordinating their college applications and recommendations. Our guidance staff also provides lessons to our students about career and college readiness, and organize an annual career day.</p>           |
|  <p><b>Student Supports and Services:</b></p>      | <p>There are two guidance counselors, two school psychologists and a social worker. Both Inclusion and Out-of-Class Resource is offered in all core subjects. OT and Speech therapy is available to qualifying students in our building, and the school offers a full-time ESL teacher in a small-group setting. The entire school also meets our counselors in a Week of Respect to teach respect lessons through our health classes. A community partnership with PEI kids concentrates on safety and well-being</p> |
|  <p><b>Student Health and Wellness:</b></p>      | <p>Health and wellness are vital to academic success. LMS has a full time nurse and nurse's assistant to oversee health screenings, sports physicals and concussion testing. Breakfast and lunch are served daily in our cafeteria and include vegetarian options. All students participate in Health and PE everyday. Topics discussed include nutrition, genetics, conflict resolution, alcohol, tobacco, drugs, human relationships, sexuality, puberty, mental health, wellness, individual, and team sports.</p>  |
|  <p><b>Parent and Community Involvement:</b></p> | <p>LMS recognizes the value of establishing strong community and family partnerships; the Literacy Action Committee is developing a responsive approach that includes an outreach component for our families with our bi-annual Family Book Nights. Our PTO lends support to parents and students by sponsoring activities that expand and enhance further opportunities as we highlight the importance of social awareness and civic responsibility</p>   |





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School Narrative

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|  |   |
|--|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents</p> <p>Climate surveys are sent to our students and parents in the form of open-ended questions requesting narrative responses. An example might include: What is your hope for your student for this school year? “My hope for my child is that the school year is full of success - academically, emotionally, and socially. I hope for Health, Optimism, Preparedness, and Excitement!”</p>         |
|  <p>Facilities:</p>     | <p>LMS takes great pride in its clean, safe, bright facilities, all geared to providing the proper environment to maximize learning. To that end, in addition to classrooms and offices, there is a well-maintained library, a technology lab, a stand-alone gym with a new floor and bleachers, a cafeteria and an auditorium. The gym, café, and auditorium are newly air-conditioned, and there are Field Turf athletic fields that are shared with the high school.</p> |



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#### Other Information:

The Lawrence Middle School (LMS) definition of student achievement includes academic success, social and emotional growth, student responsibility for learning and behavior that benefits a positive school environment, and the ability to use critical thinking to solve real-life situations. Our teachers and staff offer a developmentally responsive program that addresses the unique characteristics of students in early adolescence; additionally, our instruction focuses on improving literacy throughout our curriculum. Our school serves the seventh and eighth grade students throughout Lawrence Township. Critical to the success of our students are concerned parents, a supportive community, and our dedicated staff members who are sensitive to the special needs of preadolescent youth from diverse ethnic, socioeconomic, and academic backgrounds. Our students are assigned to one of three instructional houses where they develop supportive relationships with caring educators who are committed to their students and their unique instructional and social needs. We have created a seven period day that allows for flexibility with alternating days to ensure our students receive the benefits of maximizing instructional time while incorporating team-building activities, enriching assemblies, and celebrations of academic success. Our inclusive philosophy extends to all LMS students an opportunity for learning. The Lawrence Middle School staff is committed to implementing a comprehensive academic program in a supportive and nurturing environment incorporating the newest research to improve teacher practice. LMS is more than a school, we work with our community, parents, students, and staff to be one Nation—the LMS Nation (#lmsnation).




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK       | 26      | 30      | 28      |
| KG       | 67      | 72      | 89      |
| 1        | 72      | 51      | 59      |
| 2        | 79      | 67      | 48      |
| 3        | 72      | 71      | 62      |
| Ungraded | 21      | 26      | 25      |
| Total    | 337     | 317     | 311     |

Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 48%     | 45%     | 45%     |
| Male                                | 52%     | 56%     | 55%     |
| Economically Disadvantaged Students | 13%     | 16%     | 14%     |
| Students with Disabilities          | 16%     | 22%     | 19%     |
| English Learners                    | 1%      | 1%      | 3%      |
| Homeless Students                   |         |         | 0%      |
| Students in Foster Care             |         |         | 0%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 44.1%         |
| Asian                               | 22.5%         |
| Hispanic                            | 12.9%         |
| Black or African American           | 12.2%         |
| American Indian or Alaska Native    | 0.0%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 8.4%          |

PreK and K - Full Day and Half Day

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

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 30      | 30      | 28      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 65      | 72      | 89      |

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       | 75.9%         |
| Spanish       | 5.5%          |
| Hindi         | 2.6%          |
| Gujarati      | 2.3%          |
| Chinese       | 1.9%          |
| Other         | 11.7%         |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 61           | 98.5                      | 70.50  | 62.70  | 54.90   | 70.5  | 64.2                  | Met Target                |
| White                                       | 30           | 100.0                     | 73.40  | 70.00  | 63.90   | 73.4  | 70.1                  | Met Target                |
| Hispanic                                    | *            | *                         | *  | *  | 39.80   | *   | **                    | **                        |
| Black or African American                   | 11           | 92.3                      | 27.30  | 39.20  | 35.20   | 27.3  | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 100.0                     | 90.00  | 79.70  | 80.70   | 90  | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 33           | 100.0                     | 72.70  | 70.40  | 62.20   | 72.7  |                       |                           |
| Male  | 28           | 96.8                      | 67.90  | 55.50  | 48.10   | 67.9  |                       |                           |
| Economically Disadvantaged Students         | 11           | 92.3                      | 45.50  | *  | 36.20   | 45.5  | **                    | **                        |
| Non-Economically Disadvantaged Students     | 50           | 100.0                     | 76.00  | *  | 65.80   | 76  |                       |                           |
| Students with Disabilities                  | *            | *                         | *  | *  | 20.50   | *   | **                    | **                        |
| Students without Disabilities               | *            | *                         | *  | *  | 61.90   | *   |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 25.20   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 57.40   | *   |                       |                           |
| Homeless Students                           | N            | N                         | N  | 23.10  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | 33.30  | 24.80   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 64           | 763              | 757                       | 749                    | *  | *                                     | 16%                                | 58%                         | *                                | 70%                                     | 50%   |
| White                                       | 32           | 773              | 763                       | 759                    | *  | *                                     | *                                  | 53%                         | *                                | 72%                                     | 61%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Black or African American                   | 12           | 725              | 739                       | 731                    | *  | *                                     | *                                  | *                           | 0%                               | 33%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 769              | *                         | 775                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 90%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Female                                      | 35           | 772              | 761                       | 754                    | *  | *                                     | *                                  | 51%                         | *                                | 71%                                     | 55%   |
| Male  | 29           | 754              | 752                       | 745                    | *  | *                                     | *                                  | 66%                         | *                                | 69%                                     | 46%   |
| Economically Disadvantaged Students         | 11           | 729              | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | 46%                                     | 31%   |
| Non-Economically Disadvantaged Students     | 53           | 771              | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | 76%                                     | 63%   |
| Students with Disabilities                  | *            | *                | *                         | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| English Learners                            | *            | *                | *                         | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Non-English Learners                        | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Homeless Students                           | N            | N                | N                         | 720                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |
| Students in Foster Care                     | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 26%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 49%   |
| Migrant Students                            | N            | N                | N                         | 734                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |

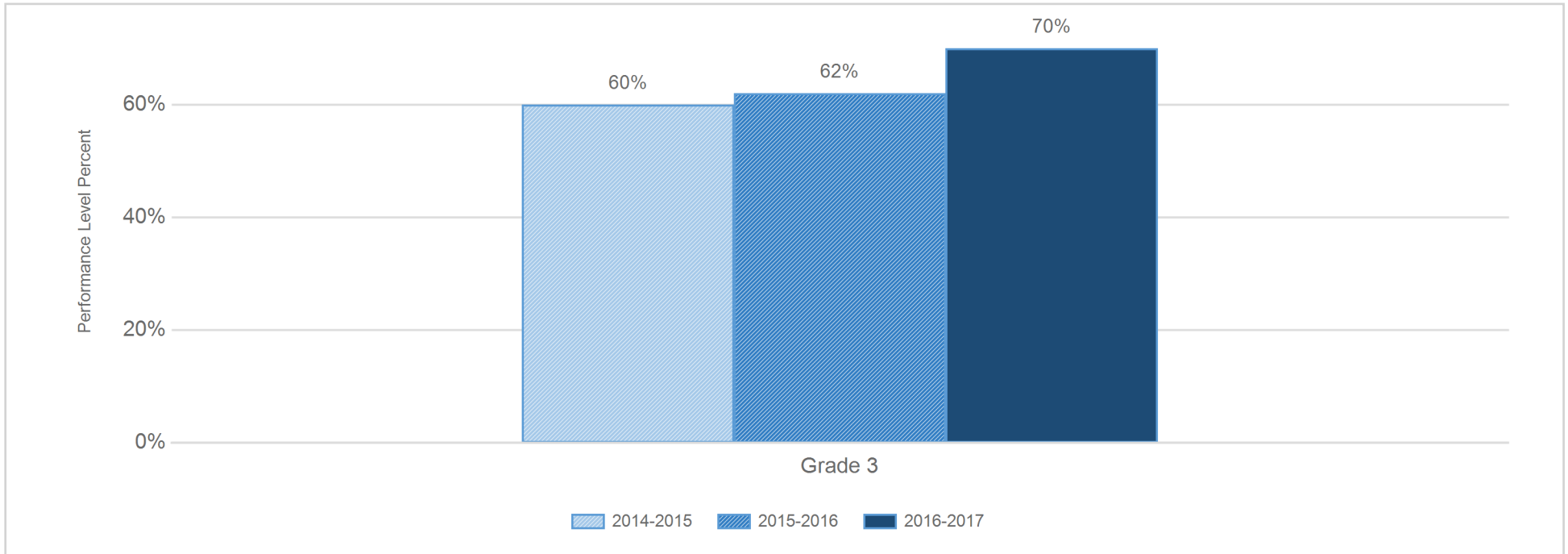


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 61           | 98.5                      | 63.90  | 47.70  | 43.50   | 63.9  | 69.2                  | Met Target†               |
| White                                       | 30           | 100.0                     | 66.70  | 53.80  | 52.40   | 66.7  | 73.6                  | Met Target†               |
| Hispanic                                    | *            | *                         | *  | *  | 27.60   | *   | **                    | **                        |
| Black or African American                   | 11           | 92.3                      | 18.20  | 22.60  | 21.70   | 18.2  | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 100.0                     | 90.00  | 73.50  | 75.60   | 90  | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 42.50   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 44.90   | *   | **                    | **                        |
| Female                                      | 33           | 100.0                     | 69.70  | 48.70  | 44.10   | 69.7  |                       |                           |
| Male  | 28           | 96.8                      | 57.20  | 46.70  | 42.90   | 57.2  |                       |                           |
| Economically Disadvantaged Students         | 11           | 92.3                      | 45.50  | *  | 25.10   | 45.5  | **                    | **                        |
| Non-Economically Disadvantaged Students     | 50           | 100.0                     | 68.00  | *  | 54.30   | 68  |                       |                           |
| Students with Disabilities                  | *            | *                         | *  | *  | 16.50   | *   | **                    | **                        |
| Students without Disabilities               | *            | *                         | *  | *  | 48.80   | *   |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 23.30   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 45.20   | *   |                       |                           |
| Homeless Students                           | N            | N                         | N  | *  | 16.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | *  | 15.10   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 39.90   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 18.20   | N   |                       |                           |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 64           | 758              | 757                       | 751                    | *  | *                                     | 23%                                | 55%                         | *                                | 63%                                     | 53%   |
| White                                       | 32           | 760              | 759                       | 759                    | 0%                                       | *                                     | *                                  | 56%                         | *                                | 66%                                     | 63%   |
| Hispanic                                    | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 37%   |
| Black or African American                   | 12           | 728              | 736                       | 733                    | *  | *                                     | *                                  | *                           | 0%                               | 17%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 773              | *                         | 779                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 90%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Female                                      | 35           | 763              | 757                       | 751                    | *  | *                                     | *                                  | 57%                         | *                                | 69%                                     | 52%   |
| Male  | 29           | 752              | 756                       | 751                    | *  | *                                     | *                                  | 52%                         | *                                | 55%                                     | 53%   |
| Economically Disadvantaged Students         | 11           | 739              | *                         | 736                    | *  | *                                     | *                                  | *                           | *                                | 36%                                     | 34%   |
| Non-Economically Disadvantaged Students     | 53           | 762              | *                         | 761                    | *  | *                                     | *                                  | *                           | *                                | 68%                                     | 65%   |
| Students with Disabilities                  | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Students without Disabilities               | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 57%   |
| English Learners                            | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| Homeless Students                           | N            | N                | N                         | 724                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Migrant Students                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 35%   |

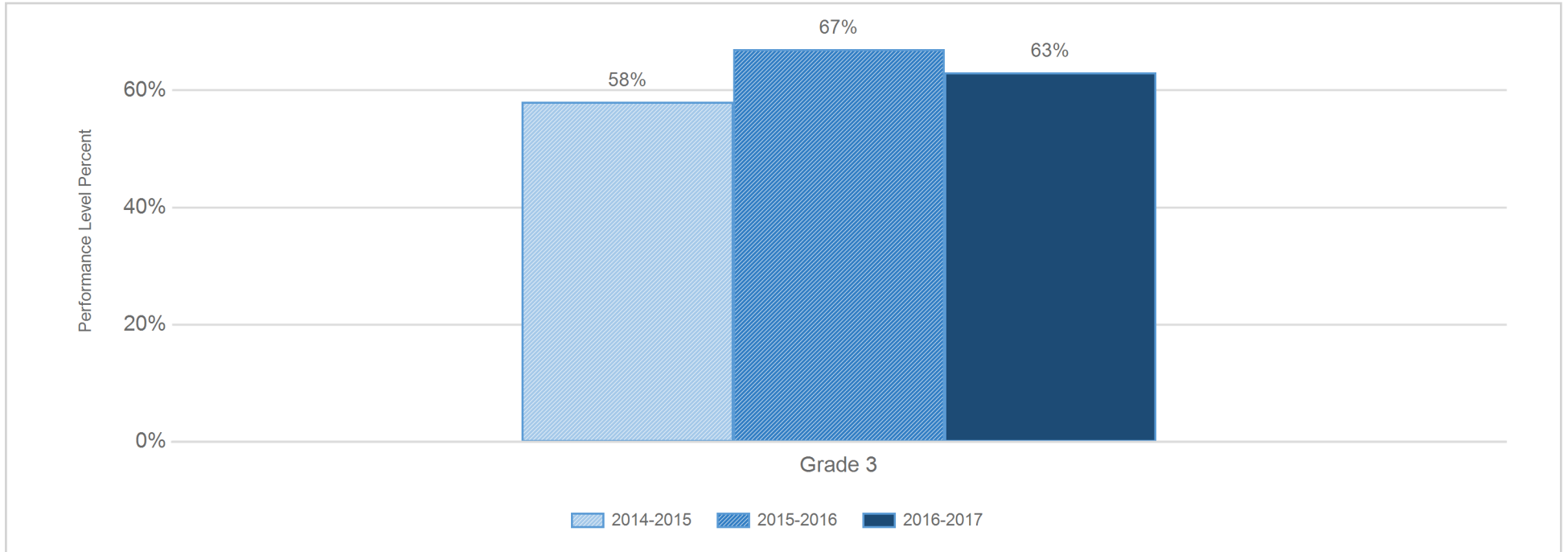


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

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

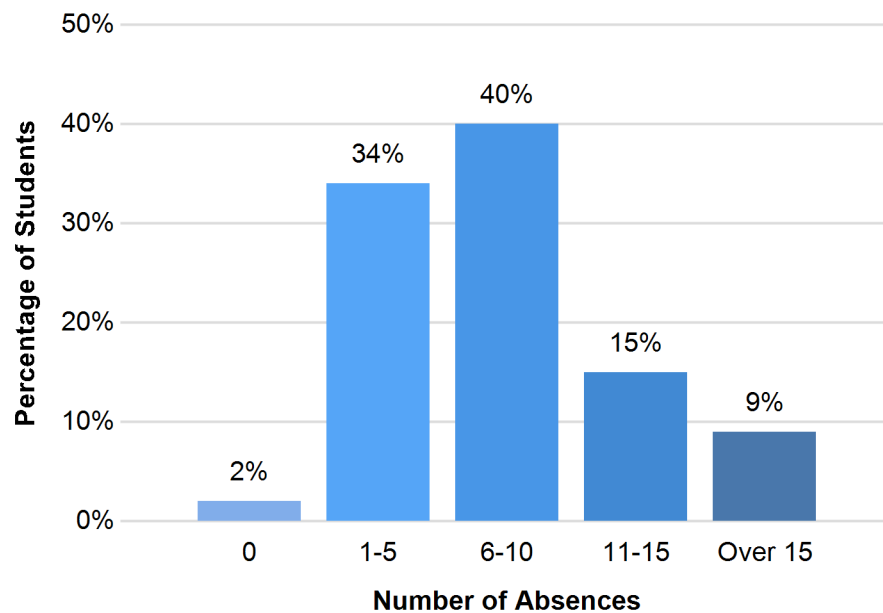
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 6.60                 | 9.10           | Met Target         |
| White                                       | 4.80                 | 9.10           | Met Target         |
| Hispanic                                    | 13.30                | 9.10           | Not Met            |
| Black or African American                   | 5.60                 | 9.10           | Met Target         |
| Asian, Native Hawaiian, or Pacific Islander | 10.30                | 9.10           | Not Met            |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 0                    | 9.10           | Met Target         |
| Economically Disadvantaged Students         | 5.70                 | 9.10           | Met Target         |
| Students with Disabilities                  | 9.30                 | 9.10           | Not Met            |
| English Learners                            | N                    | **             | **                 |

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

**Days Absent**

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



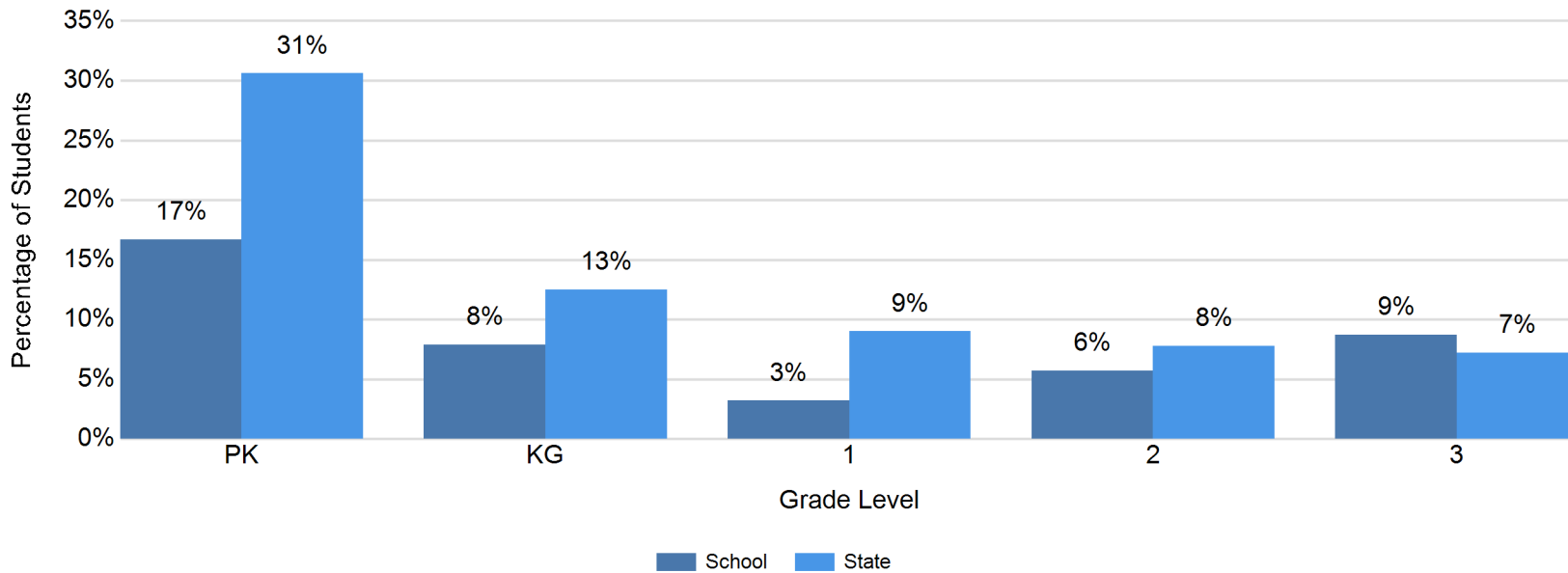


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Chronic Absenteeism by Grade

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





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School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:40AM          |
| Typical End Time                 | 3:20PM          |
| Length of School Day             | 6 Hrs 40 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 50 Mins. |
| Shared Time - Instructional Time | *               |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 1                   |
| Vandalism                                | 0                   |
| Weapons                                  | 1                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 2                   |
| Total Unique Incidents                   | 3                   |
| Incidents Per 100 Students Enrolled      | 0.96                |

Student Suspension Rate

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

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

Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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**Technology Readiness**

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1.6:1                   | 257.7 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

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

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$505   | \$15,058     | \$15,563 |



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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                   | 30                 | 120,724           |
| Average years experience in public schools | 9.0                | 11.8              |
| Average years experience in district       | 8.3                | 10.5              |
| Teachers in district for 4 or more years   | 70%                | 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                 | 25                 | 9,506           |
| Average years experience in public schools     | 15.2               | 15.9            |
| Average years experience in district           | 9.7                | 11.6            |
| Administrators in district for 4 or more years | 72%                | 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              | 311:1                  | 155:1                    |
| Librarian/Media Specialists |                        | 647:1                    |
| Nurses                      |                        | 431:1                    |
| Counselors                  |                        | 277:1                    |
| Child Study Team            |                        | 155:1                    |



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

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

**Teachers:** All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 86%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 92%      | 88%   |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 96%            |



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Accountability Indicator Scores and Summative Rating

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

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

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

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



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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| White                                       | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Hispanic                                    | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Black or African American                   | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Asian, Native Hawaiian, or Pacific Islander | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| American Indian or Alaska Native            | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Two or More Races                           | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Economically Disadvantaged Students         | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Students with Disabilities                  | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| English Learners                            | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |

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

† Target was met within a confidence interval.



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School General Info

|                   |  |                       |   |
|-------------------|--|-----------------------|---|
| <b>Principal:</b> | Mrs. Lockett                                   | <b>Email Address:</b> | <a href="mailto:mlockett@ltps.org">mlockett@ltps.org</a>                          |
| <b>Address:</b>   | 40 CRAVEN LANE<br>LAWRENCEVILLE, NJ 08648-1637 | <b>Website:</b>       | <a href="http://www.ltps.org/Domain/13">www.ltps.org/Domain/13</a>                |
| <b>Phone:</b>     | (609)671-5570                                  | <b>Twitter:</b>       | <a href="https://twitter.com/LES_lilmakers">https://twitter.com/LES_lilmakers</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.

|   |  |
|---|--|
|  <p>Highlights:</p>                            | <ul style="list-style-type: none"> <li>• Character education-celebrating pillars of character &amp; participating in service learning regularly</li> <li>• The staff are creative, enthusiastic and dynamic educators dedicated to meeting the needs of all students</li> <li>• Curriculum promotes environmental awareness/wellness-gardening, environmental program, and mindful movement</li> </ul>   |
|  <p>Mission, Vision, Theme:</p>               | <p>Our mission at Lawrenceville Elementary School is to provide extraordinary learning experiences that enable all students to develop their skills, knowledge, &amp; ethical values within a safe, positive, &amp; nurturing environment. Through the partnership of teachers, parents, and the community, our students will be challenged to develop a lifelong commitment to learning, productive living, and responsible behavior. Our motto is, "Do your BEST, Nothing LESs."</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <ul style="list-style-type: none"> <li>• Sustainable Jersey Bronze Medal</li> <li>• National School of Character 2012-2017</li> <li>• Operation Smile Participant</li> <li>• NJ School Garden of the Year Honorable Mention</li> <li>• Ralph Copleman Environmental Award in recognition of the LES School Garden</li> <li>• Grants awarded from Sustainable Jersey Schools, Lawrence Township Education Foundation, School Transportation Supervisors of NJ</li> </ul>                |






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|   |   |
|---|---|
|  <p>Courses, Curriculum, Instruction:</p> | <ul style="list-style-type: none"> <li>Balanced Literacy Approach-Guided Reading, Reading Workshop, Foundations, Journeys, Word Study</li> <li>Guided Math Approach with Math Workshop, Go Math</li> <li>Next Generation Science Standards based Inquiry kits, Houghton Mifflin Social Studies,</li> <li>Technology, Gifted and Talented, Spanish, Garden, Environmental, Makerspace</li> </ul>   |
|  <p>Clubs and Activities:</p>             | <ul style="list-style-type: none"> <li>Makerspace-Art, Music, Library</li> <li>Gardening lessons</li> <li>Environmental lessons</li> <li>CARE kids-3rd grade service learning group-holiday visits to nursing home, collection and visit to Trenton Soup Kitchen, Operation Smile collection</li> <li>Poster art competitions include Bus Safety/NJ School Violence Awareness/NJ Soil Conservation</li> <li>Music Makerz Club</li> <li>2nd grade Chorus</li> <li>Young Composers Performance Groups</li> <li>Young Authors Night</li> </ul> |
|  <p>Before and After School Programs:</p> | <ul style="list-style-type: none"> <li>YWCA-before and after care</li> <li>PTO sponsored classes include:             <ul style="list-style-type: none"> <li>TGA sports-Golf &amp; Tennis</li> <li>Young Rembrandts-Arts program</li> <li>Mad Science-STEM based programs</li> </ul> </li> </ul>  |







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**School Narrative**

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

|  |  |
|--|--|
|  <p><b>Staff and Professional Learning:</b></p>    | <ul style="list-style-type: none"> <li>• Wellness &amp; Mindfulness including Mindful Movement</li> <li>• Responsive Classroom</li> <li>• Next Generation Science Standards- Inquiry based instruction</li> <li>• Reading Workshop</li> <li>• Dyslexia</li> <li>• Guided Math</li> <li>• Grade level PLCs</li> <li>• Professional Book Talks</li> <li>• Let Me Learn</li> </ul>  |
|  <p><b>Student Supports and Services:</b></p>      | <ul style="list-style-type: none"> <li>• ELL classes</li> <li>• Special Education Supports; Resource room, Inclusion classes, Special education assistants,</li> <li>• General Education Supports: Academic support instruction in Reading and Math, HELP Tutoring, Social skills, Behavioral supports, Counseling</li> </ul>  |
|  <p><b>Student Health and Wellness:</b></p>        | <ul style="list-style-type: none"> <li>• Gardening</li> <li>• Mindful Movement</li> <li>• Guided Recess activities w/PE teacher/PE class</li> <li>• Morning Meeting Activities- Responsive Classroom</li> <li>• Recess</li> </ul>  |
|  <p><b>Parent and Community Involvement:</b></p> | <ul style="list-style-type: none"> <li>• PTO-Parent Teacher Organization</li> <li>• CARE Kids Parent Advisors</li> <li>• Science &amp; Discovery Night</li> <li>• Dancepalooza Fundraising Party</li> <li>• Scholastic Book Fairs</li> <li>• Barnes &amp; Noble school fundraising events</li> <li>• Operation Smile Drive</li> <li>• Used Toy &amp; Clothing Sale Fundraiser</li> <li>• Trenton Soup Kitchen Fundraiser and visitation</li> <li>• Nursing Home holiday concert</li> <li>• Reading is a Dream teacher reading night</li> <li>• Young Authors Night</li> <li>• Thanksgiving Food Drive</li> <li>• Big Brothers/Big Sisters</li> <li>• Family Bowling Night</li> <li>• PK Family Festival</li> </ul> |



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Facilities:

- Original structure-1918 with various additions, the last addition dating in 2004 • Outdoor features-Garden, Playground, painted Blacktop, gated and "turfed" PK and Kindergarten play areas & game fields • Building features-Media Center with Makerspace & morning news station, All Purpose Room with stage & sound system, Art Room, Fish tanks in hallway display windows, Kindergarten wing, an elevator, Music Room, OT/PT center, classroom TVs, Interactive projectors, Air-conditioned spaces



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School Narrative

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



Other Information:

- Our school provides extraordinary learning experiences for students ranging from PreK through third grade. Our inclusive instructional program is stimulating and comprehensive. Our program of studies includes language arts, math, science, social studies, art, PE, health, music, computer literacy, robotics/technology, environmental/gardening, gifted, and character education.
- Our school motto is, "Do Your Best, Nothing "LESs!" At LES, our goal is to prepare our diverse student populations for a rapidly changing world by providing a solid foundation. Each of our highly qualified and dedicated staff members works every day to accomplish this by promoting collaboration, creativity, critical thinking, and problem-solving in a supportive and nurturing environment.
- We are proud and honored to have been recognized as a National School of Character and you will often see our C.A.R.E. Kids performing good deeds in our school, district, and throughout the community at large. Our students take part in mindful movement and we promote good character with our "Awesome Assemblies." We are home to the beautiful, bountiful and award-winning LES Garden. Our students plant, grow, harvest, and eat the food grown right here in our own "backyard". Lawrenceville Elementary is also the home of the first elementary Makerspace in Lawrence Township Public Schools. In our Makerspace, our students collaborate in innovative STEAM-based learning activities while reflecting on concepts such as "failing forward" and perseverance. We have a growing robotics and coding program and student laptops and ipads throughout the building. Our school is truly a special place to learn and grow.
- We communicate and collaborate with parents and the community via PTO meetings, Genesis Parent Portal, the Remind app, the Dragon Talk Newsletter, PTO Facebook, and teacher & principal twitter accounts.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK       | 0       | 11      | 14      |
| KG       | 68      | 54      | 71      |
| 1        | 72      | 73      | 52      |
| 2        | 65      | 72      | 72      |
| 3        | 73      | 65      | 69      |
| Ungraded | 12      | 10      | 10      |
| Total    | 290     | 285     | 288     |

Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 53%     | 53%     | 50%     |
| Male                                | 47%     | 47%     | 50%     |
| Economically Disadvantaged Students | 37%     | 43%     | 40%     |
| Students with Disabilities          | 12%     | 13%     | 12%     |
| English Learners                    | 16%     | 19%     | 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                               | 37.5%         |
| Hispanic                            | 29.5%         |
| Asian                               | 17.0%         |
| Black or African American           | 11.1%         |
| American Indian or Alaska Native    | 0.0%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 4.9%          |

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       | 11      | 14      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 70      | 54      | 71      |

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       | 41.3%         |
| Spanish       | 22.6%         |
| Polish        | 12.8%         |
| Urdu          | 3.1%          |
| Arabic        | 2.8%          |
| Other         | 16.7%         |



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

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 70           | 100.0                     | 44.30  | 62.70  | 54.90   | 44.3  | 50.6                  | Met Target†               |
| White                                       | 26           | 100.0                     | 53.80  | 70.00  | 63.90   | 53.8  | 53.4                  | Met Target                |
| Hispanic                                    | 23           | 100.0                     | 17.40  | *  | 39.80   | 17.4  | N                     | N                         |
| Black or African American                   | *            | *                         | *  | *  | 35.20   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *  | *  | 80.70   | *   | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 36           | 100.0                     | 52.70  | 70.40  | 62.20   | 52.7  |                       |                           |
| Male  | 34           | 100.0                     | 35.30  | 55.50  | 48.10   | 35.3  |                       |                           |
| Economically Disadvantaged Students         | 29           | 100.0                     | 17.20  | *  | 36.20   | 17.2  | 36.9                  | Not Met                   |
| Non-Economically Disadvantaged Students     | 41           | 100.0                     | 63.40  | *  | 65.80   | 63.4  |                       |                           |
| Students with Disabilities                  | 13           | 100.0                     | *  | 15.20  | 20.50   | *   | **                    | **                        |
| Students without Disabilities               | 57           | 100.0                     | *  | 71.20  | 61.90   | *   |                       |                           |
| English Learners                            | 17           | 100.0                     | 35.30  | 35.80  | 25.20   | 35.3  | **                    | **                        |
| Non-English Learners                        | 53           | 100.0                     | 47.20  | 64.60  | 57.40   | 47.2  |                       |                           |
| Homeless Students                           | N            | N                         | N  | 23.10  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | 33.30  | 24.80   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 78           | 745              | 757                       | 749                    | 17%                                      | *                                     | 26%                                | 40%                         | *                                | 44%                                     | 50%   |
| White                                       | 29           | 753              | 763                       | 759                    | *  | *                                     | *                                  | 45%                         | *                                | 48%                                     | 61%   |
| Hispanic                                    | 23           | 720              | *                         | 734                    | *  | *                                     | *                                  | *                           | 0%                               | 17%                                     | 35%   |
| Black or African American                   | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 13           | 773              | *                         | 775                    | 0%                                       | *                                     | *                                  | *                           | *                                | 77%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Female                                      | 41           | 749              | 761                       | 754                    | *  | *                                     | *                                  | 44%                         | *                                | 51%                                     | 55%   |
| Male  | 37           | 741              | 752                       | 745                    | *  | *                                     | *                                  | 35%                         | *                                | 35%                                     | 46%   |
| Economically Disadvantaged Students         | 31           | 722              | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | 16%                                     | 31%   |
| Non-Economically Disadvantaged Students     | 47           | 760              | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | 62%                                     | 63%   |
| Students with Disabilities                  | 14           | 690              | 715                       | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Students without Disabilities               | 64           | 757              | 763                       | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| English Learners                            | *            | *                | *                         | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Non-English Learners                        | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Homeless Students                           | N            | N                | N                         | 720                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |
| Students in Foster Care                     | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 26%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 49%   |
| Migrant Students                            | N            | N                | N                         | 734                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |

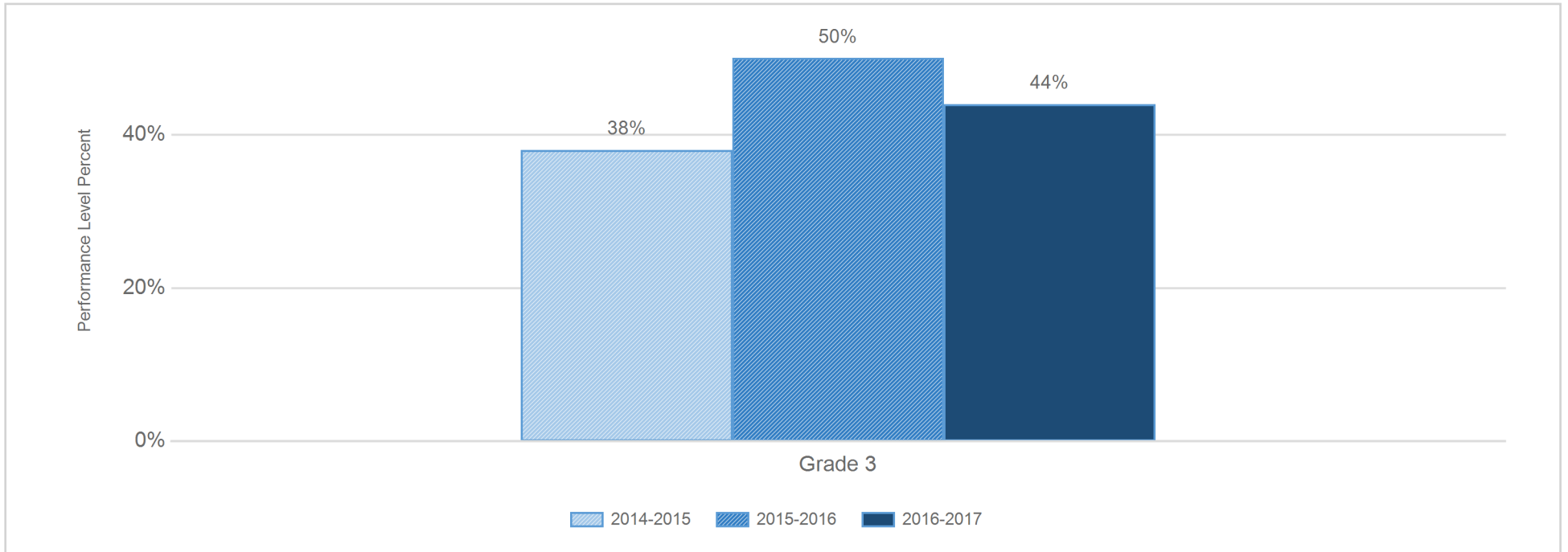


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 70           | 100.0                     | 52.90  | 47.70  | 43.50   | 52.9  | 55.8                  | Met Target†               |
| White                                       | 26           | 100.0                     | 53.80  | 53.80  | 52.40   | 53.8  | 57.2                  | Met Target†               |
| Hispanic                                    | 23           | 100.0                     | 39.10  | *  | 27.60   | 39.1  | N                     | N                         |
| Black or African American                   | *            | *                         | *  | *  | 21.70   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *  | *  | 75.60   | *   | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N  | N  | 42.50   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 44.90   | *   | **                    | **                        |
| Female                                      | 36           | 100.0                     | 44.50  | 48.70  | 44.10   | 44.5  |                       |                           |
| Male  | 34           | 100.0                     | 61.70  | 46.70  | 42.90   | 61.7  |                       |                           |
| Economically Disadvantaged Students         | 29           | 100.0                     | 34.40  | *  | 25.10   | 34.4  | 51.5                  | Not Met                   |
| Non-Economically Disadvantaged Students     | 41           | 100.0                     | 65.80  | *  | 54.30   | 65.8  |                       |                           |
| Students with Disabilities                  | 13           | 100.0                     | 23.10  | 11.60  | 16.50   | 23.1  | **                    | **                        |
| Students without Disabilities               | 57           | 100.0                     | 59.70  | 54.30  | 48.80   | 59.7  |                       |                           |
| English Learners                            | 17           | 100.0                     | 41.20  | 33.60  | 23.30   | 41.2  | **                    | **                        |
| Non-English Learners                        | 53           | 100.0                     | 56.60  | 48.70  | 45.20   | 56.6  |                       |                           |
| Homeless Students                           | N            | N                         | N  | *  | 16.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | *  | 15.10   | N   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 39.90   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 18.20   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 80           | 749              | 757                       | 751                    | *  | 19%                                   | 24%                                | 40%                         | *                                | 51%                                     | 53%   |
| White                                       | 29           | 758              | 759                       | 759                    | 0%                                       | *                                     | 38%                                | 35%                         | *                                | 52%                                     | 63%   |
| Hispanic                                    | 23           | 735              | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | 39%                                     | 37%   |
| Black or African American                   | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 15           | 762              | *                         | 779                    | *  | *                                     | *                                  | *                           | *                                | 73%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Female                                      | 42           | 748              | 757                       | 751                    | *  | *                                     | *                                  | 31%                         | *                                | 45%                                     | 52%   |
| Male  | 38           | 749              | 756                       | 751                    | *  | *                                     | *                                  | 50%                         | *                                | 58%                                     | 53%   |
| Economically Disadvantaged Students         | 31           | 736              | *                         | 736                    | *  | *                                     | *                                  | 32%                         | *                                | 36%                                     | 34%   |
| Non-Economically Disadvantaged Students     | 49           | 757              | *                         | 761                    | *  | *                                     | *                                  | 45%                         | *                                | 61%                                     | 65%   |
| Students with Disabilities                  | 14           | 721              | 731                       | 729                    | *  | *                                     | *                                  | *                           | *                                | 21%                                     | 29%   |
| Students without Disabilities               | 66           | 755              | 761                       | 755                    | *  | *                                     | *                                  | *                           | *                                | 58%                                     | 57%   |
| English Learners                            | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| Homeless Students                           | N            | N                | N                         | 724                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Migrant Students                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 35%   |

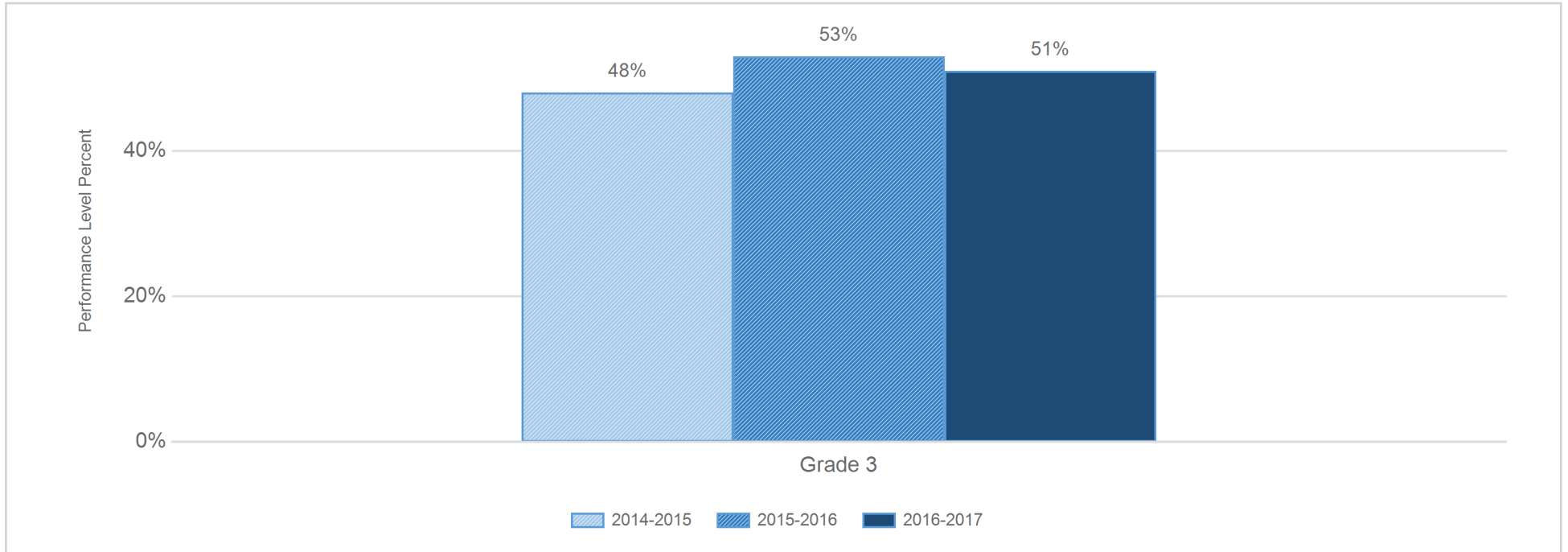


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |

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                 | 13                | 84.6%                                   | 15.4%  |
| 2                 | 16                | *                                       | *  |
| 3                 | *                 | *                                       | *  |
| 4                 | *                 | *                                       | *  |
| 5+                | N                 | N                                       | N  |



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

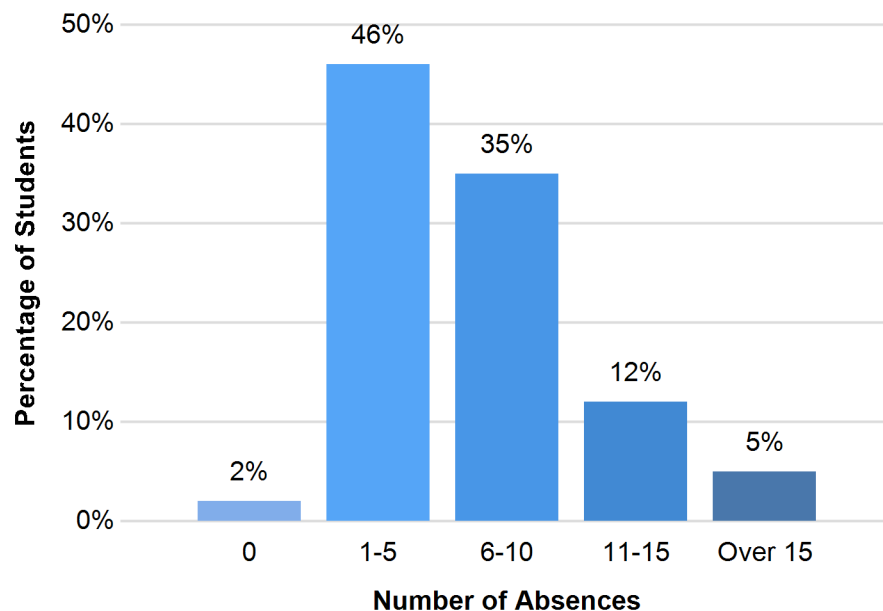
**Chronic Absenteeism**

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

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 3.30                 | 9.10           | Met Target         |
| White                                       | 1.00                 | 9.10           | Met Target         |
| Hispanic                                    | 5.40                 | 9.10           | Met Target         |
| Black or African American                   | 3.40                 | 9.10           | Met Target         |
| Asian, Native Hawaiian, or Pacific Islander | 4.20                 | 9.10           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | 5.60                 | 9.10           | Met Target         |
| Students with Disabilities                  | 0                    | 9.10           | Met Target         |
| English Learners                            | 5.10                 | 9.10           | Met Target         |

**Days Absent**

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



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

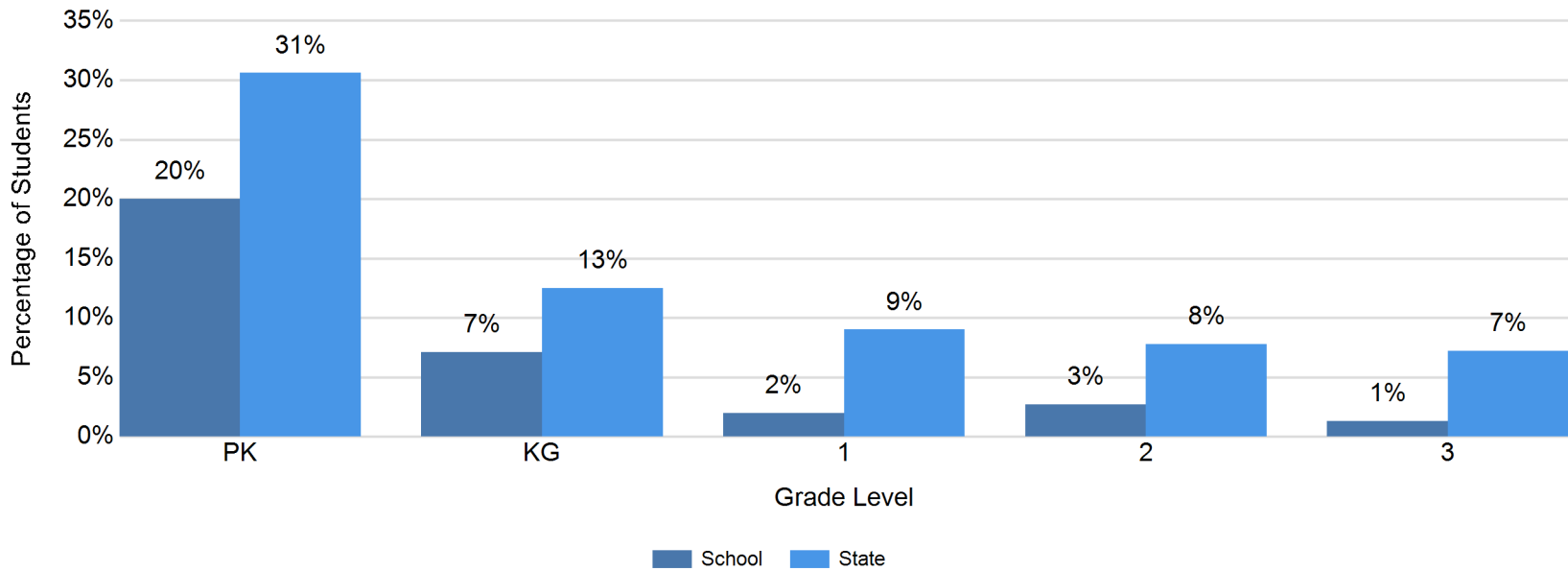


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Chronic Absenteeism by Grade

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





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**School Day**

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:00AM          |
| Typical End Time                 | 2:40PM          |
| Length of School Day             | 6 Hrs 40 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 50 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                                  | 2                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 0                   |
| Total Unique Incidents                   | 2                   |
| Incidents Per 100 Students Enrolled      | 0.69                |

**Student Suspension Rate**

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

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

**Student Expulsions**

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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**Technology Readiness**

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1.6:1                   | 257.7 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

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

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$505   | \$15,058     | \$15,563 |



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

| Category                                   | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers                   | 26                 | 120,724           |
| Average years experience in public schools | 13.5               | 11.8              |
| Average years experience in district       | 12.5               | 10.5              |
| Teachers in district for 4 or more years   | 81%                | 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                 | 25                 | 9,506           |
| Average years experience in public schools     | 15.2               | 15.9            |
| Average years experience in district           | 9.7                | 11.6            |
| Administrators in district for 4 or more years | 72%                | 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              | 288:1                  | 155:1                    |
| Librarian/Media Specialists |                        | 647:1                    |
| Nurses                      |                        | 431:1                    |
| Counselors                  |                        | 277:1                    |
| Child Study Team            |                        | 155:1                    |



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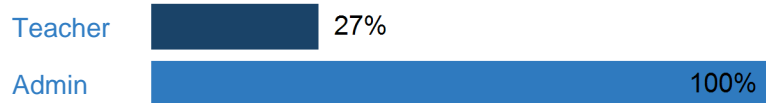
**Teachers and Administrators - Level of Education**

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       | 86%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 92%      | 88%   |

**Faculty Attendance**

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 96%            |



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**Accountability Indicator Scores and Summative Rating**

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

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

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

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



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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| White                                       | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Hispanic                                    | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Black or African American                   | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Asian, Native Hawaiian, or Pacific Islander | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| American Indian or Alaska Native            | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Two or More Races                           | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Economically Disadvantaged Students         | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| Students with Disabilities                  | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |
| English Learners                            | N               | N  | N   | N                                 | N                       | N                   | N                                    | N                          | N  |

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

† Target was met within a confidence interval.



**Slackwood Elementary School**  
 2016-2017  
 Grade Span PK-03

21-2580-100  
 MERCER  
 LAWRENCE TWP  
 2060 PRINCETON PIKE  
 LAWRENCEVILLE, NJ 08648-4324

School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Mr. Billy   | <b>Email Address:</b> | <a href="mailto:jbilly@ltps.org">jbilly@ltps.org</a>  |
| <b>Address:</b>   | 2060 PRINCETON PIKE<br>LAWRENCEVILLE, NJ 08648-4324 | <b>Website:</b>       | <a href="https://www.ltps.org/Domain/15">https://www.ltps.org/Domain/15</a>   |
| <b>Phone:</b>     | (609)671-5580                                       | <b>Facebook:</b>      | <a href="https://www.facebook.com/Slackwood-PTO-316579571743503/">https://www.facebook.com/Slackwood-PTO-316579571743503/</a> |
|                   |   | <b>Twitter:</b>       | <a href="https://twitter.com/SlackwoodSchool">https://twitter.com/SlackwoodSchool</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.

|   |  |
|---|--|
| <p><b>Highlights:</b></p>                           | <ul style="list-style-type: none"> <li>• Students in this school are challenged to think and learn using their curiosity to grow and innovate</li> <li>• The diversity of the students and staff is shared and celebrated on a daily basis.</li> <li>• Kindness matters in this school as we celebrate the pillars of character and kind gestures to others</li> </ul> |
| <p><b>Mission, Vision, Theme:</b></p>               | <p>The mission of the Lawrence Township Public Schools is to foster a community that: *- values academic excellence, critical thinking skills, and lifelong learning; *- challenges each student to become a responsible citizen of a global society; and *- respects different learning styles and adapts instruction accordingly.</p>                                |
| <p><b>Awards, Recognition, Accomplishments:</b></p> | <p>Lawrence Township Public Schools is a National District of Character and Slackwood School has been recognized as a State School of Character. In 2017, Slackwood School achieved bronze certification from Sustainable Jersey for Schools for the many ways it teaches and practices sustainability.</p>  |






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|--|--|
|  <p><b>Courses, Curriculum, Instruction:</b></p> | <p>Slackwood School utilizes Readers' and Writers' Workshop models for literacy instruction and also adapts mathematics lessons to a workshop model. Responsive Classroom techniques and strategies are integrated throughout the day as students and staff focus on both academic and social-emotional learning. Science and social studies units focus on big ideas that link cross-curricular concepts and skills, and service learning opportunities are imbedded into the daily life of school.</p>     |
|  <p><b>Clubs and Activities:</b></p>             | <p>We have a very active PTO that provides many opportunities for our students and families. Things such as the semi-annual book fair, multicultural nights, literacy nights, spring carnival and seasonal thematic activities. Our PTO supports numerous author visits throughout the year as well as helping to fund field trips. All students get the opportunity to participate in concerts and art shows. We have knitting club, nurses club, chess and checkers club, book club, and cheerleading.</p> |
|  <p><b>Before and After School Programs:</b></p> | <p>We have early arrival for parents to drop off at 7:30 each morning. The Princeton YWCA run our afterschool program in our all purpose room. The Eagles Program is for ELLs and students from homes where English is not the primary language. This program gives academic support along with language immersion activities. Destinations is a program designed to support students who are in need of additional support and programming.</p>   |







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|  |   |
|--|---|
|  <p><b>Staff and Professional Learning:</b></p>    | <p>The Staff consists of classroom teachers and specialists such as art, music, and physical education. We have special education teachers, ESL teachers, Language Arts and Math specialists along with a nurse, speech therapist, school counselor, child study team members, and various para-professionals and office staff. All staff continue to grow through yearly opportunities for professional development and study including book studies, district PD opportunities, and schoolwide initiatives.</p>     |
|  <p><b>Student Supports and Services:</b></p>      | <p>ELLs are supported by two ESL teachers who help with language acquisition and immersion. They also support general classroom instruction. These students from second language homes are eligible to participate in the after-school Eagles program. Students with disabilities receive IEP services through inclusion, resource support or self-contained classrooms. Academic Support Instructors provide instruction for students who are in need. These students are also eligible for after-school support</p> |
|  <p><b>Student Health and Wellness:</b></p>        | <p>Students and families participate in the annual Walk/Bike to school days, family fitness nights, &amp; evening workshops. All students get recess daily and physical education 2 times per week. Teachers utilize various “brain break” activities throughout the day. A walking/fitness path for students, staff and families The school offers a breakfast program for all students The nurse does vision and hearing screenings yearly promoting wellness with Wellness Wednesday Activities</p>                |
|  <p><b>Parent and Community Involvement:</b></p> | <p>The Slackwood PTO is an active participant in all activities in our school. They hold evening events, support author visits, field trips, and many other things. The multicultural dinner is a highlight of the year, bringing all families together to share meals and stories. Our literacy nights, math nights, and fun and fitness nights occur throughout the year. We work with Rider University and TCNJ to support pre-service teachers and connect resources to support fun/learning activities.</p>      |




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|   |  |
|---|--|
|  <p>Facilities:</p> | <p>The original structure of Slackwood was built in 1905 with additions in 1930 and 1960, along with the modular that came in the 80's. The modular holds 3 Kindergarten rooms and the art room with the main structure holding all other classrooms. Air conditioning was added to the all purpose room in 2016 and some single rooms have window air. We have a large black top and playground out back with an exercise path.</p> |
|---|--|



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Other Information:

Slackwood Elementary School is a nurturing, child-centered school for students in pre-k through grade three. Teachers employ Responsive Classroom strategies and the Pillars of Character program to help build each student’s character, classroom communities, and positive discipline. The Responsive Classroom approach to teaching and learning fosters safe, challenging, and joyful classrooms. The school emphasizes service learning projects and community involvement in order to support district initiatives and develop well-rounded, community conscious students. The student body is diverse and caring. Our district has been named a National District of Character. In Language Arts/Literacy and Mathematics, students are instructed using the New Jersey Standards for Learning. Our Language Arts program integrates children’s experiences in literature, reading, writing, listening, speaking, and viewing with themes taken from science and social studies. Reading is taught through the use of the Reader’s Workshop methods incorporating a Guided Reading format along with the use of the Foundations in the early grades to teach basic letter recognition and phonemic awareness. Literacy is an important area of emphasis in our school. Teachers use benchmark assessments such as AimsWeb and NWEA mapping assessments along with the DRA II and the Running Record to measure student progress and guide their instruction. Slackwood uses hands-on problem-solving approaches in the teaching of math and science. The Go Math! Program is firmly embedded as the material program for elementary schools. This program is aligned with the CCSS. Students receive guided math practice and are engaged in a variety of research based strategies to support growth. The First in Math on-line program along with IXL provide our students with in-class and at-home calculation practice. Inquiry-based science kits are used throughout the school.