




Red Bank Middle School
2016-2017
Grade Span 04-08

25-4360-060
MONMOUTH
RED BANK BORO
101 HARDING ROAD
RED BANK, NJ 07701-2008

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
4	107	117	114
5	117	108	111
6	104	119	110
7	100	106	117
8	92	99	101
Ungraded	5	12	22
Total	525	561	575

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	51%
Male	50%	50%	49%
Economically Disadvantaged Students	88%	88%	86%
Students with Disabilities	12%	12%	12%
English Learners	9%	10%	10%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	79.8%
Black or African American	9.9%
White	8.5%
Asian	0.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	73.7%
English	26.1%
Other	0.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	554	99.8	44.60	41.80	54.90	44.6	45.3	Met Target†
White	44	100.0	77.30	73.20	63.90	77.3	72.1	Met Target
Hispanic	447	99.8	41.40	39.10	39.80	41.4	42.3	Met Target†
Black or African American	54	100.0	46.30	*	35.20	46.3	45.7	Met Target
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	288	100.0	53.80	49.00	62.20	53.8		
Male	266	99.6	34.60	34.60	48.10	34.6		
Economically Disadvantaged Students	494	99.8	41.30	38.50	36.20	41.3	41.6	Met Target†
Non-Economically Disadvantaged Students	60	100.0	71.70	70.40	65.80	71.7		
Students with Disabilities	66	100.0	34.80	38.30	20.50	34.8	19.4	Met Target
Students without Disabilities	488	99.8	45.90	42.30	61.90	45.9		
English Learners	169	99.4	13.00	14.90	25.20	13	13.1	Met Target†
Non-English Learners	385	100.0	58.40	57.90	57.40	58.4		
Homeless Students	N	N	N	N	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 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	115	737	737	753	*	26%	38%	24%	*	29%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	97	734	734	740	*	29%	38%	22%	*	25%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	61	742	742	758	*	21%	38%	26%	*	34%	61%
Male	54	731	731	749	*	32%	39%	22%	*	22%	51%
Economically Disadvantaged Students	100	734	734	737	*	*	*	*	*	25%	36%
Non-Economically Disadvantaged Students	15	758	758	764	*	*	*	*	*	53%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	29	714	714	711	*	*	*	*	*	*	10%
Non-English Learners	86	745	745	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	738	738	756	*	28%	26%	37%	*	39%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	91	738	738	743	*	28%	26%	36%	*	39%	44%
Black or African American	12	737	737	740	*	*	*	*	0%	33%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	54	746	746	761	*	19%	22%	52%	*	54%	66%
Male	57	731	731	750	*	37%	30%	23%	*	25%	53%
Economically Disadvantaged Students	100	739	739	740	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	11	737	737	765	*	*	*	*	*	36%	71%
Students with Disabilities	10	718	718	725	*	*	*	*	*	30%	22%
Students without Disabilities	101	741	741	762	*	*	*	*	*	40%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	107	741	741	752	*	20%	32%	35%	*	39%	54%
White	13	767	767	758	*	0%	0%	85%	*	92%	63%
Hispanic	81	736	736	740	*	24%	36%	28%	*	31%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	53	745	745	758	*	*	28%	38%	*	43%	61%
Male	54	737	737	746	*	*	35%	32%	*	35%	46%
Economically Disadvantaged Students	90	735	735	737	*	23%	*	27%	*	30%	34%
Non-Economically Disadvantaged Students	17	770	770	761	*	0%	*	77%	*	88%	65%
Students with Disabilities	12	732	732	722	*	*	*	*	*	25%	17%
Students without Disabilities	95	742	742	758	*	*	*	*	*	41%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	748	748	756	9%	13%	26%	39%	13%	52%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	92	747	747	742	*	14%	30%	40%	*	48%	44%
Black or African American	14	736	736	737	*	0%	*	*	*	57%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	61	757	757	764	*	*	20%	48%	*	62%	68%
Male	57	739	739	749	*	*	33%	30%	*	40%	51%
Economically Disadvantaged Students	106	746	746	739	*	*	*	*	*	49%	40%
Non-Economically Disadvantaged Students	12	766	766	766	*	*	*	*	*	75%	70%
Students with Disabilities	10	713	713	719	*	*	*	*	0%	10%	19%
Students without Disabilities	108	751	751	763	*	*	*	*	14%	56%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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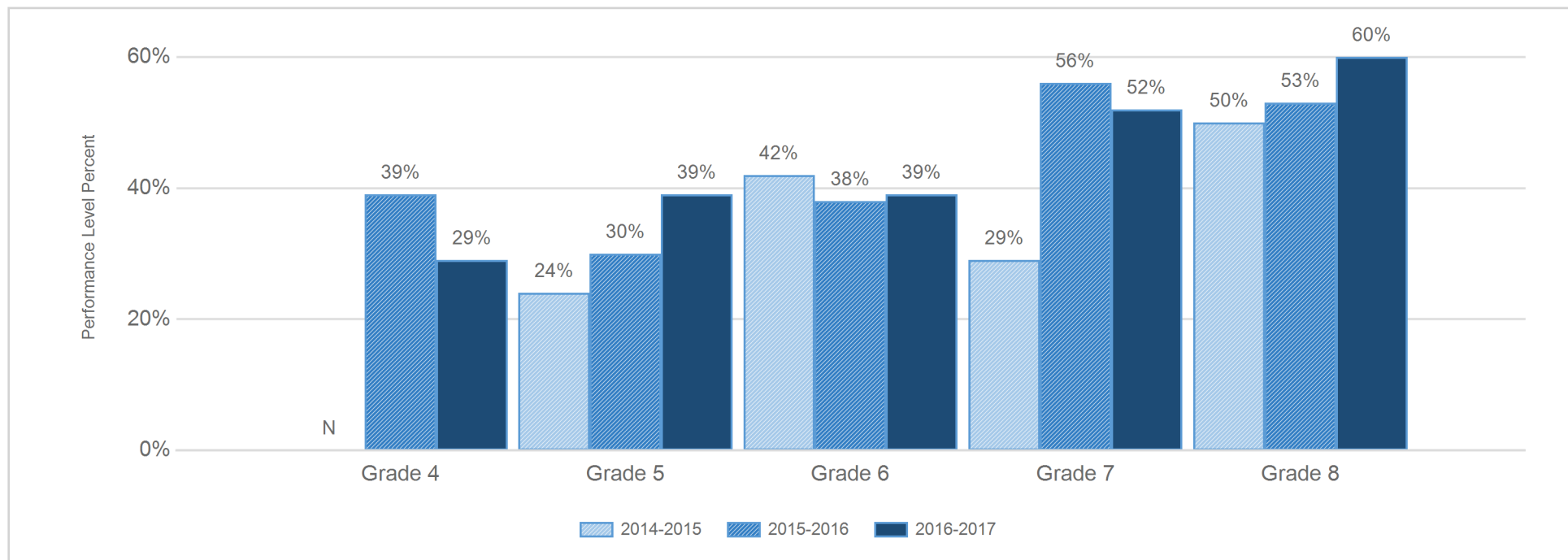
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	759	759	757	*	*	24%	44%	17%	60%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	76	757	757	742	*	*	24%	45%	16%	61%	44%
Black or African American	14	759	759	738	0%	*	*	*	*	57%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	58	764	764	766	*	*	17%	53%	*	71%	68%
Male	43	752	752	749	*	*	33%	30%	*	47%	50%
Economically Disadvantaged Students	86	755	755	739	*	*	*	*	*	56%	40%
Non-Economically Disadvantaged Students	15	783	783	766	*	*	*	*	*	87%	69%
Students with Disabilities	10	720	720	718	*	*	*	*	0%	10%	18%
Students without Disabilities	91	763	763	764	*	*	*	*	19%	66%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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	554	99.5	28.90	31.10	43.50	28.9	29.9	Met Target†
White	44	100.0	54.60	57.10	52.40	54.6	51.5	Met Target
Hispanic	448	99.6	27.40	29.80	27.60	27.4	27.8	Met Target†
Black or African American	53	98.2	20.80	*	21.70	20.8	27	Met Target†
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	290	100.0	29.00	28.10	44.10	29		
Male	264	98.9	28.80	34.10	42.90	28.8		
Economically Disadvantaged Students	494	99.4	25.90	28.40	25.10	25.9	27.4	Met Target†
Non-Economically Disadvantaged Students	60	100.0	53.30	55.00	54.30	53.3		
Students with Disabilities	65	98.6	23.10	35.50	16.50	23.1	18	Met Target
Students without Disabilities	489	99.6	29.60	30.50	48.80	29.6		
English Learners	170	98.9	12.40	17.00	23.30	12.4	16.2	Met Target†
Non-English Learners	384	99.8	36.20	39.70	45.20	36.2		
Homeless Students	N	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		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	736	736	747	*	26%	43%	25%	*	26%	47%
White	10	753	753	755	0%	*	*	*	0%	50%	59%
Hispanic	97	734	734	734	*	27%	44%	23%	*	23%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	61	733	733	747	*	25%	44%	21%	*	23%	47%
Male	54	739	739	747	*	28%	41%	30%	*	30%	48%
Economically Disadvantaged Students	100	734	734	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	15	746	746	757	*	*	*	*	*	40%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	29	725	725	716	*	*	*	*	*	*	12%
Non-English Learners	86	739	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	740	740	747	*	16%	51%	28%	*	29%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	91	741	741	735	*	14%	54%	29%	*	30%	30%
Black or African American	12	731	731	729	*	*	*	*	0%	17%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	54	738	738	747	*	*	63%	22%	*	22%	47%
Male	57	741	741	746	*	*	40%	33%	*	35%	46%
Economically Disadvantaged Students	99	740	740	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	12	740	740	756	*	*	*	*	*	33%	59%
Students with Disabilities	10	725	725	725	*	*	*	*	*	10%	19%
Students without Disabilities	101	741	741	751	*	*	*	*	*	31%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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
Schoolwide	110	726	726	743	15%	41%	28%	*	*	16%	44%
White	13	754	754	751	0%	*	*	*	*	54%	54%
Hispanic	84	723	723	731	16%	43%	30%	12%	0%	12%	27%
Black or African American	11	721	721	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	56	724	724	745	*	38%	32%	*	*	14%	45%
Male	54	727	727	742	*	44%	24%	*	*	19%	43%
Economically Disadvantaged Students	93	720	720	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	17	756	756	752	*	*	*	*	*	*	56%
Students with Disabilities	12	711	711	717	*	*	*	*	*	*	13%
Students without Disabilities	98	728	728	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	731	731	741	*	30%	32%	27%	*	28%	40%
White	10	751	751	748	*	*	*	*	*	60%	49%
Hispanic	93	730	730	730	*	30%	33%	27%	*	27%	23%
Black or African American	13	724	724	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	61	735	735	743	*	18%	43%	31%	*	31%	41%
Male	57	727	727	740	*	42%	21%	23%	*	25%	38%
Economically Disadvantaged Students	106	729	729	729	*	*	*	*	*	25%	22%
Non-Economically Disadvantaged Students	12	750	750	749	*	*	*	*	*	58%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	10	722	722	712	*	*	*	*	*	20%	*
Non-English Learners	108	732	732	742	*	*	*	*	*	29%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	729	729	728	14%	23%	37%	26%	0%	26%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	66	729	729	721	17%	21%	38%	24%	0%	24%	21%
Black or African American	12	733	733	715	*	*	*	*	0%	33%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	48	734	734	730	*	*	38%	*	*	31%	30%
Male	38	724	724	725	*	*	37%	*	*	18%	26%
Economically Disadvantaged Students	76	727	727	719	16%	*	*	*	0%	22%	19%
Non-Economically Disadvantaged Students	10	747	747	734	0%	*	*	*	0%	50%	34%
Students with Disabilities	10	702	702	705	*	*	*	*	*	*	*
Students without Disabilities	76	733	733	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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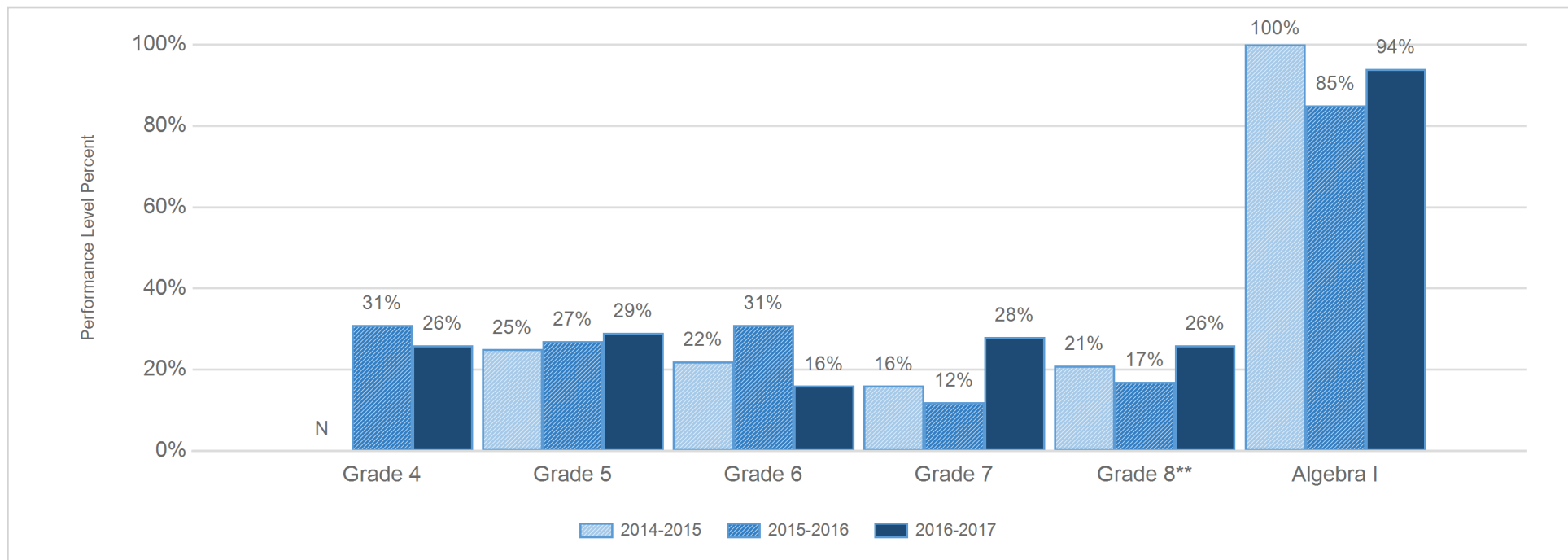
Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	788	788	743	0%	0%	*	65%	*	94%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	12	785	785	728	*	*	*	83%	*	100%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	17	788	788	747	0%	0%	*	65%	*	94%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	17	788	788	745	0%	0%	*	65%	*	94%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	*	*
6	*	*
7	N	N
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	12	*	*
3	*	*	*
4	*	*	*
5+	34	*	*



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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.

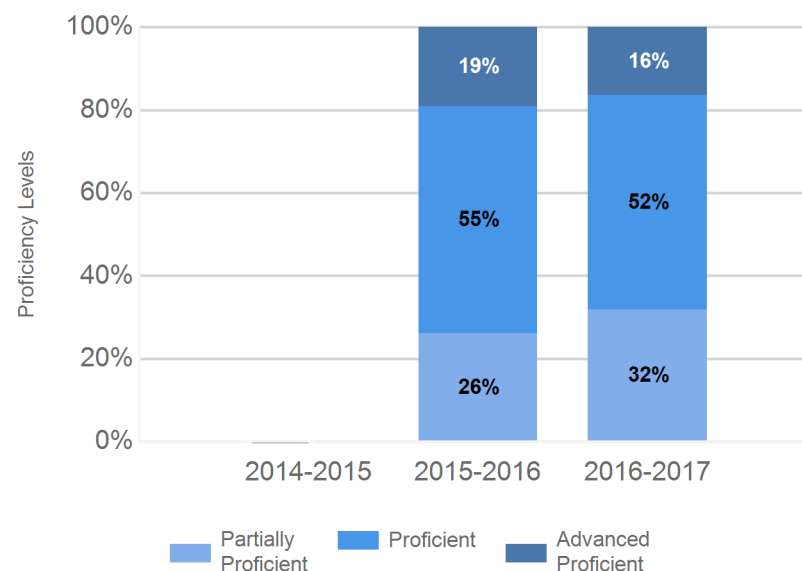
NJASK Science Assessment Performance: Grade 4

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	16%	52%	32%
White	50%	50%	N
Hispanic	11%	53%	36%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	13%	52%	36%
Students with Disabilities	*	*	*
English Learners	3%	24%	72%

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 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.

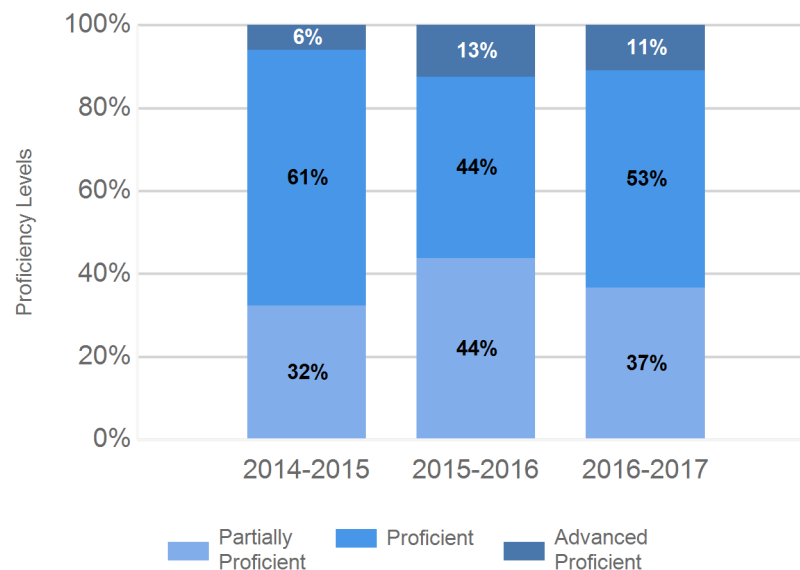
NJASK Science Assessment Performance: Grade 8

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	11%	53%	37%
White	*	*	*
Hispanic	9%	55%	36%
Black or African American	*	43%	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	8%	55%	37%
Students with Disabilities	N	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	59	50	Met Target	40	40	50	Met Target
White	59	59	50	Met Target	50	50	52	Met Target
Hispanic	59.5	59.5	49	Met Target	39	39	47	Not Met
Black or African American	51	51	45	Met Target	41	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	58.5	58.5	47	Met Target	39	39	46	Not Met
Students with Disabilities	68.5	68.5	41	Exceeds Target	30	30	43	Not Met
English Learners	54	54	53	Met Target	38.5	38.5	51	Not Met

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



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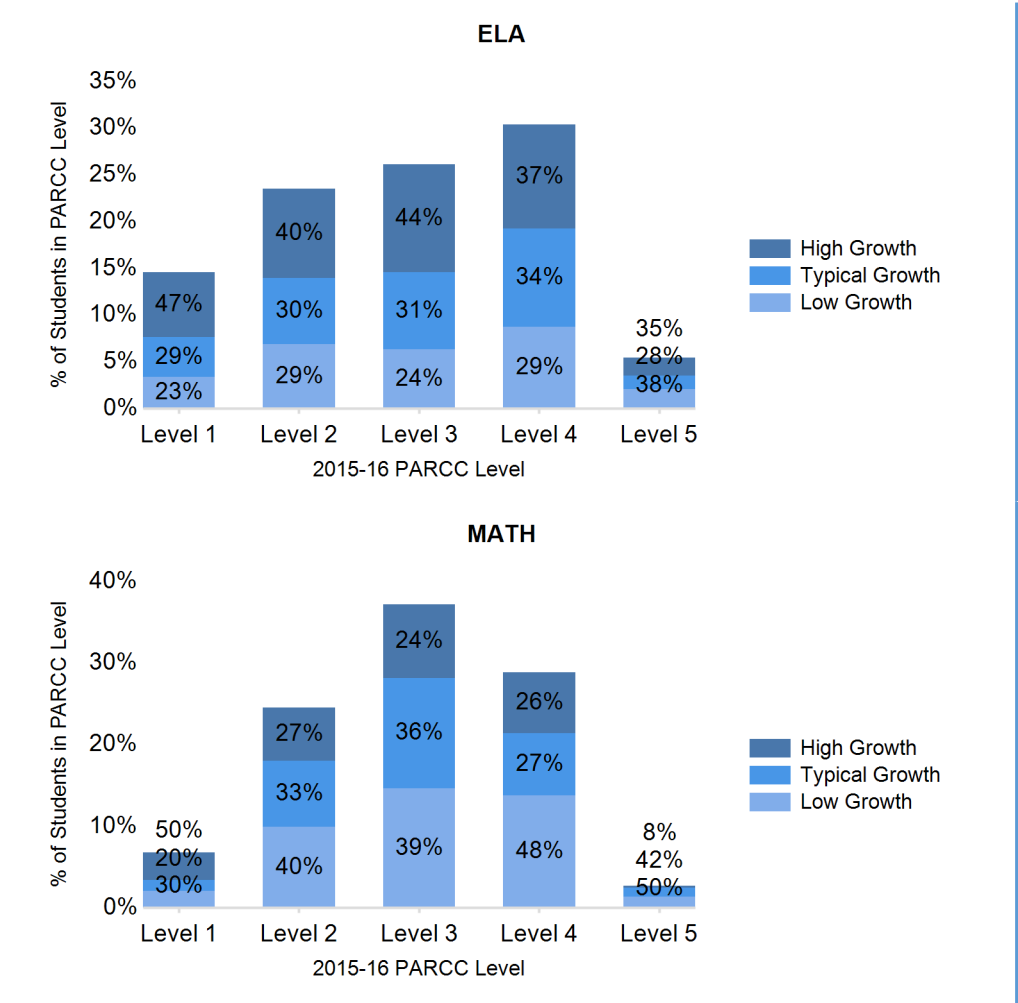
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

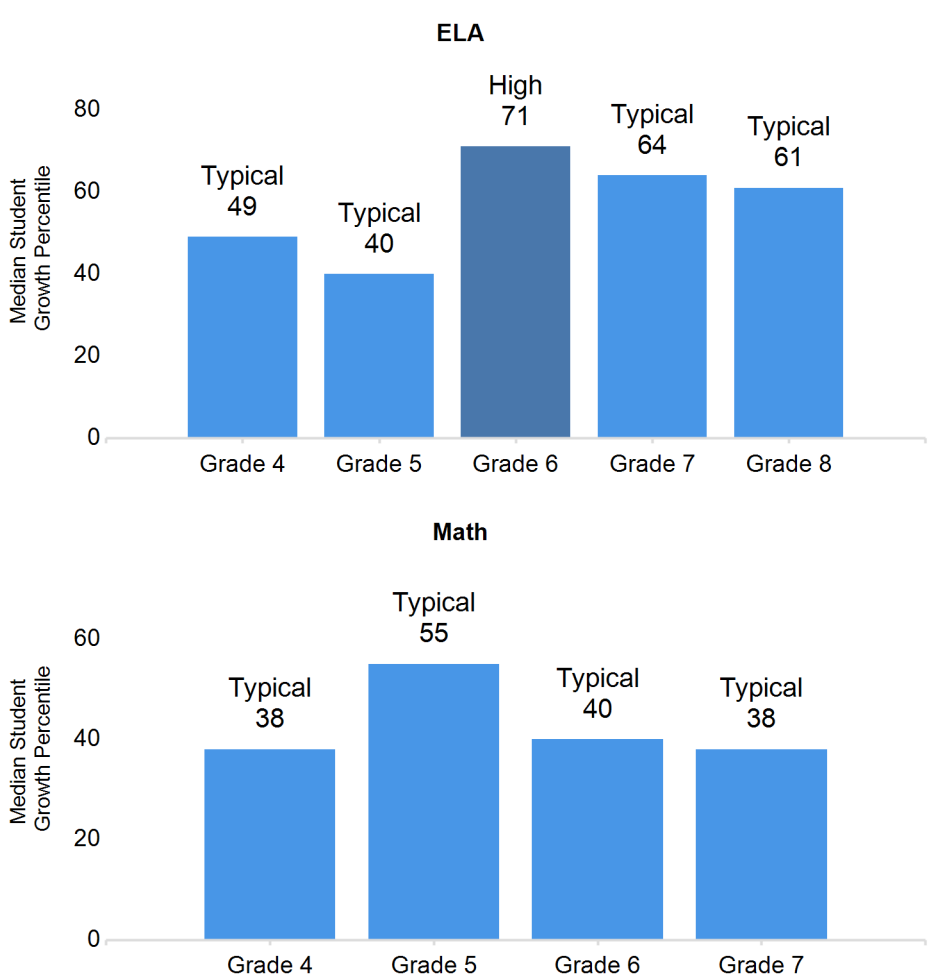
Student Growth by Performance Level

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	116
7	0	0	120
8	18	0	95
Schoolwide	18	0	331

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	47	0	0	0	0	113	0
7	50	0	0	0	0	36	0
8	45	0	0	0	0	26	0
Schoolwide	142	0	0	0	0	175	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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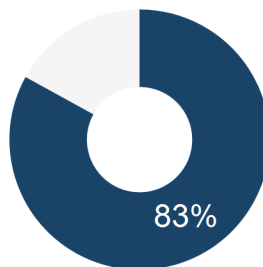
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Visual and Performing Arts – Course Participation

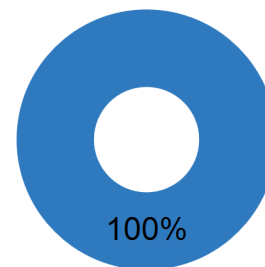
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

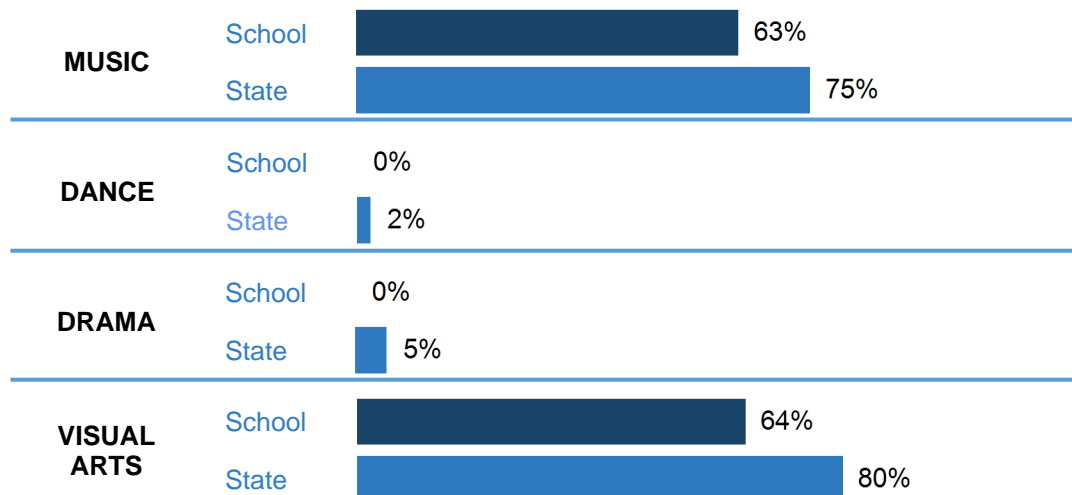


School



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

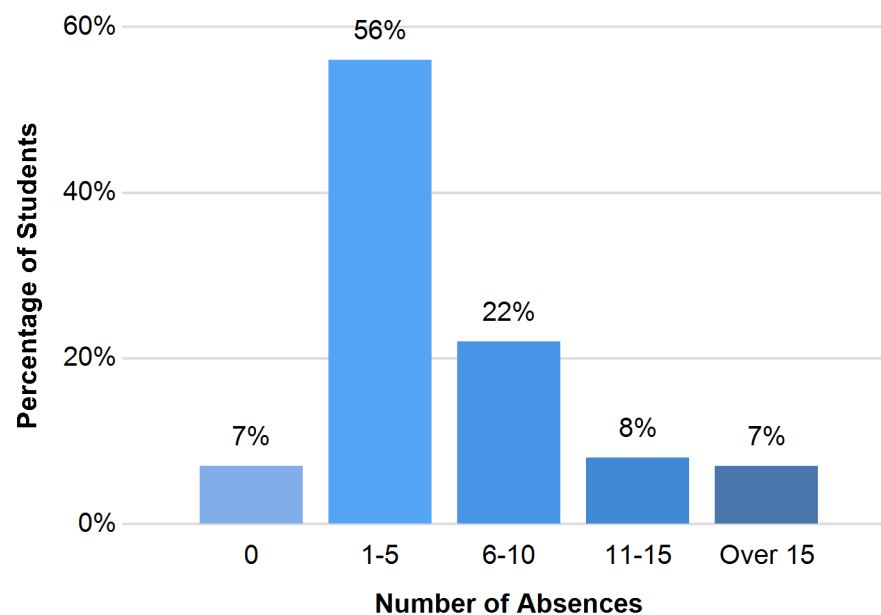
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.90	8.00	Met Target
White	18.00	8.00	Not Met
Hispanic	3.30	8.00	Met Target
Black or African American	14.00	8.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.70	8.00	Met Target
Students with Disabilities	11.30	8.00	Not Met
English Learners	1.70	8.00	Met Target

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

Days Absent

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



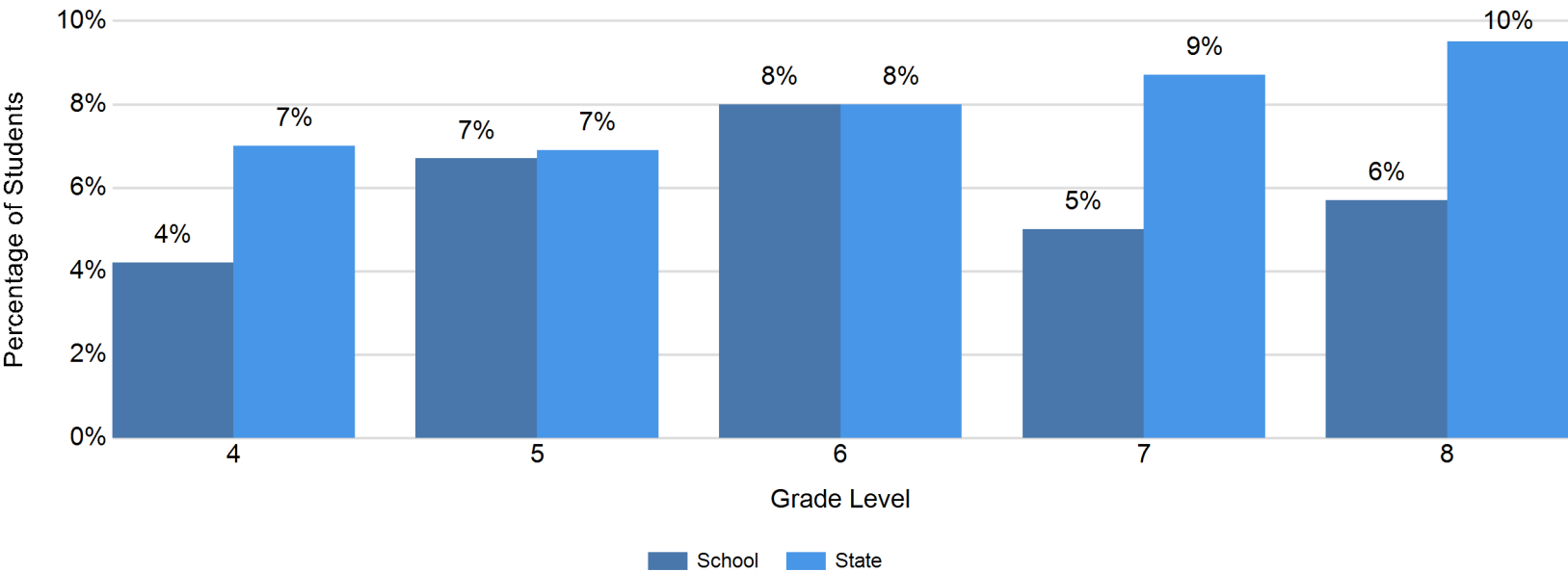


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	3:10PM
Length of School Day	7 Hrs 0 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	1
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.39

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	9.7%
Out-of-School Suspensions	4.5%
Any Suspension	11.3%

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	797.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,090	\$12,768	\$13,858



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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	49	120,724
Average years experience in public schools	8.1	11.8
Average years experience in district	5.6	10.5
Teachers in district for 4 or more years	49%	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	10	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	6.2	11.6
Administrators in district for 4 or more years	70%	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	14:1
Administrators	144:1	144:1
Librarian/Media Specialists		N
Nurses		481:1
Counselors		722:1
Child Study Team		361:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	39.2	17.5%
Mathematics Proficiency	25.8	17.5%
English Language Arts Growth	82.7	25.0%
Mathematics Growth	19.4	25.0%
Chronic Absenteeism	51.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.6
Summative Rating: Percentile rank of Summative Score		40.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	44.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	52.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	55.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	55.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	58.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	61.5	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Not Met	No
English Learners	40.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Iozzi	Email Address:	iozzim@rbb.k12.nj.us
Address:	101 HARDING ROAD RED BANK, NJ 07701-2008	Website:	https://www.rbb.k12.nj.us/domain/150
Phone:	(732)758-1515	Facebook:	https://www.facebook.com/RedBankBoroughPublicSchools
		Twitter:	https://twitter.com/RBMSRockets

School Narrative

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

	Highlights:	<ul style="list-style-type: none"> • Readers Workshop, enVisionsmath (4/5) & Big Ideas (6-8), and Science Dimensions program aligned with the NGSS • We incorporate 4 AVID components: AVID School-wide, AVID Special Area, AVID Elective in grades 7/8, and AVID+ • Technology and 1:1 Chromebook initiative develops 21st century learning skills throughout the curriculum.
	Mission, Vision, Theme:	Red Bank Middle School's mission focuses on the combined efforts of staff, students, parents, and community. Our district's vision and mission statements truly encompass everything that we stand for: We believe that our children should Dream BIG and we'll help them get there! We will inspire. We will challenge. They will achieve. Driven by the needs of our children, we provide a safe, nurturing, and challenging learning environment for EVERY student, every day.
	Awards, Recognition, Accomplishments:	RBMS teachers are celebrated for their dedication and commitment through the Teacher of the Year Recognition. Deserving staff have been recognized with the 'Teacher Who Rock' award from 95.9 WRAT radio station. Teachers have applied for and received educational donations through the Donors Choose grant. We have made appearances and placed in various art competitions, town music shows, essay competitions, soccer championship games, and received \$1000 award from a 16-17 Red Ribbon Contest.







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 <p>Courses, Curriculum, Instruction:</p>	<p>We implement instructional models that support the diverse needs of our students. Through the Readers Workshop, literature-based curriculum, integration of AVID and SIOP strategies, and the co-teaching model we focus on providing academic support that accelerates student learning. Students also take Art, Music, PLTW, AVID, Spanish, Chinese, Physical Education and Health. Teachers create a positive mindset that supports high expectations and inspires personal success in our students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls)</p> <p>Red Bank Middle School's Athletic Program is committed to providing an opportunity for student athletes to fully develop their academic and athletic potential. RBMS offers Boys and Girls Soccer, Baseball and Softball, Boys and Girls Basketball, and Boys and Girls Cross Country. Students are expected to be in good academic standing with little or no disciplinary referrals in order to maintain eligibility for participation.</p>
 <p>Clubs and Activities:</p>	<p>Our goal is to extend learning and enrichment opportunities beyond the school day. The extended day program and activities allows for the integration of performing arts, cultural enrichment, tutoring, student leadership, community service learning, and character development. Additionally, our students are provided with unique opportunities that allow them to have exceptional experiences through a variety of partnerships that our district has established.</p>
 <p>Before and After School Programs:</p>	<p>Our students are provided with enriching experiences that foster student leadership opportunities and growth mindset. These experiences motivate, inspire, and challenge them to achieve beyond the school day. Various unique opportunities are provided through community partnerships such as Stars Challenge Program, Project Write Now, Horizons @ Rumson Country Day School, Parks & Rec, Lunch Break, Count Basie Theater, Red Bank Regional HS, the Red Bank Elks Lodge, and many more.</p>







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School Narrative

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 Staff and Professional Learning:	<p>Staff is always working towards improving instructional practices by providing current and relevant PD. Teachers collaborate in grade level PLC teams and have vertical content articulation weekly. School-wide SIOP PD and Culturally Relevant teaching strategies have been consistently provided through a variety of in-house PD sessions, in-service days, PLCs, and staff meetings. Count Basie Theater continues to provide PD on the integration of creative teaching strategies through performing arts.</p>
 Student Supports and Services:	<p>Our school provides a number of student support services to meet the diverse needs of all student population. The following list is a sample of the services provided to accommodate students with special needs: Bilingual and ESL, Special Education, Speech, Intervention and Referral Services, 504, intervention classes in ELA and mathematics, After School Enrichment, Food Pantry Back Pack Program, and Title 1 family night events that focus on academic and social emotional topics.</p>
 Student Health and Wellness:	<p>Students take Physical Education and Health classes on an A/B schedule. The curriculum focuses on having students apply knowledge, attitudes and behaviors toward achieving wellness and maintaining a healthy lifestyle. Additionally, the school nurse runs programs that further promotes health and wellness by organizing and scheduling the Tender Smiles Mobile Dentist, eye screenings for students and staff, Helmet Safety Assembly, flu shots for staff, and more.</p>
 Parent and Community Involvement:	<p>RBMS maintains positive and collaborative relationships with parents and community. Parent Conferences and the Parent Portal enables everyone to stay connected to their child's academic progress. We host a variety of events that showcase and involve our families and community. Our parent 'Rocket Launchers' group participate by volunteering and donating for most events. Automated calls and Remind messaging allows for constant communication with families. Visit our twitter page @RBMSRockets.</p>





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Red Bank Middle School implements the NJDOE School Climate Survey, which is administered in the Spring of each year. The results are disaggregated by members of the School Improvement Team and shared with the BOE, staff, student groups, and parents. The domain score distributions highlight overall positive responses in the areas of: Safety; Teaching & Learning; and Parental Support & Engagement.</p>
 <div>Facilities:</div>	<p>RBMS is a welcoming facility that houses Grades 4-8. School pride is denoted with the new RBBPS logo that is evident upon entering the premises. The school rocket logos stand proud in the auditorium and gym areas. The media center has been converted into our AVID Resource Center. The Project Lead the Way room houses a computer lab for students to work on STEAM-related curriculum. The music and art rooms were recently updated with new furniture and flooring.</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.



Other Information:

RBMS is home to over 600 students in grades 4-8. We focus on implementing instructional models that address and improve the academic and linguistic needs of our students. The entire staff is SIOP trained. Reader's/Writer's Workshop implementation and training continues in 4th and 5th grades. The co-teaching model has expanded in grades 4–8 providing differentiated instruction in a more individualized manner for students with specific needs. We integrate the AVID curriculum in grades 4 - 8: AVID School-wide, AVID Special Area, AVID Elective 7/8), and AVID+. Each component addresses specific needs of our students and creates a school wide college-going culture that supports high levels of achievement for all students. The 1:1 Chromebook initiative is integral to developing 21st century learning skills in our students. Achieve 3000 and iXL provide the support, tools, and rigor for students in the ELA and math SOAR intervention class. The STAR 360 Benchmark system provides teachers with immediate feedback and data analysis reports for immediate intervention. Chromebooks, Interactive Whiteboards, LCD projectors, and web-based learning systems enhance and push student creativity. Google Classroom and Google Drive have teachers and students working in partnership and allow for students to provide real time and ongoing peer feedback. The RBMS believes that our hard work and dedication motivates our students to achieve and aspire to excellence. We model positivity, respect, empathy, and collaboration so that our students become compassionate and kind citizens of our society. Our staff, parents, and community partners work collaboratively and dedicate themselves to inspire our students to work hard, persevere, and to maintain the RBBisBIA (Red Bank Borough is Best In America) positive mindset in order to build upon our successes. Visit our website at www.rbb.k12.nj.us and follow us on Twitter @RBMSRockets and be part of our BIG Dreams! GO ROCKETS!




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

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

Navigating through the reports:

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

Other Resources:

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

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	110	127	131
KG	169	131	136
1	154	160	116
2	126	149	132
3	121	121	144
Ungraded	19	16	47
Total	699	704	706

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	91%	89%	88%
Students with Disabilities	11%	16%	20%
English Learners	52%	62%	64%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	85.1%
White	6.5%
Black or African American	6.2%
Asian	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

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	124	127	131
KG - Half Day	0	0	0
KG - Full Day	171	131	136

Enrollment by Home Language

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

Home Language	% of Students
Spanish	77.5%
English	22.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	145	97.4	31.00	41.80	54.90	31	29.1	Met Target
White	12	93.3	58.40	73.20	63.90	56.4	**	**
Hispanic	124	98.4	30.60	39.10	39.80	30.6	27.6	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	59	100.0	25.50	49.00	62.20	25.5		
Male	86	95.7	34.90	34.60	48.10	34.9		
Economically Disadvantaged Students	134	98.6	28.40	38.50	36.20	*	27.3	Met Target
Non-Economically Disadvantaged Students	11	86.7	63.70	70.40	65.80	*		
Students with Disabilities	28	100.0	46.50	38.30	20.50	46.5	N	N
Students without Disabilities	117	96.8	27.40	42.30	61.90	27.4		
English Learners	93	97.9	18.30	14.90	25.20	18.3	11.9	Met Target
Non-English Learners	52	96.5	53.80	57.90	57.40	53.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	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	139	730	730	749	*	28%	28%	22%	*	26%	50%
White	13	776	776	759	0%	*	*	*	*	54%	61%
Hispanic	118	727	727	734	*	31%	27%	24%	*	25%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	60	728	728	754	*	35%	23%	*	*	22%	55%
Male	79	732	732	745	*	23%	32%	*	*	29%	46%
Economically Disadvantaged Students	126	725	725	731	*	*	*	*	*	22%	31%
Non-Economically Disadvantaged Students	13	777	777	762	*	*	*	*	*	62%	63%
Students with Disabilities	17	725	725	720	*	*	*	*	*	18%	24%
Students without Disabilities	122	731	731	755	*	*	*	*	*	27%	55%
English Learners	67	710	710	709	*	*	*	*	*	*	11%
Non-English Learners	72	749	749	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%

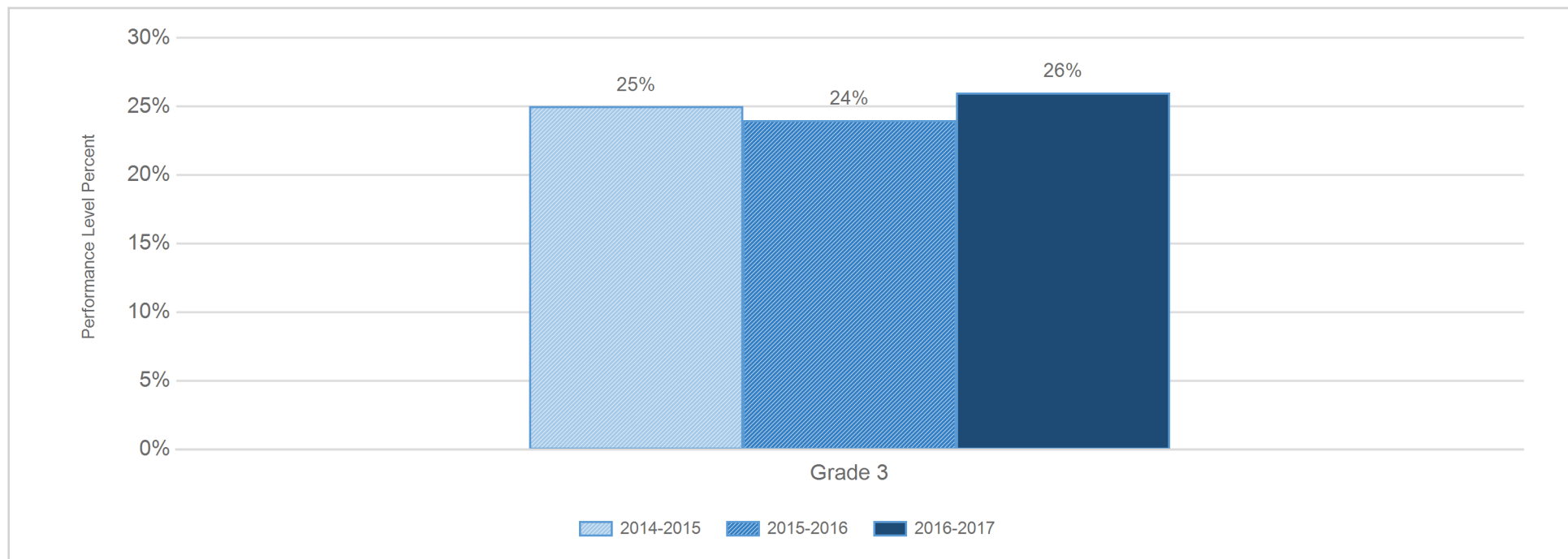


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English Language Arts/Literacy Assessment - Performance Trends

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	146	98.1	39.70	31.10	43.50	39.7	41.7	Met Target†
White	12	93.3	66.70	57.10	52.40	64.5	**	**
Hispanic	125	99.2	38.40	29.80	27.60	38.4	41.2	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	59	100.0	23.70	28.10	44.10	23.7		
Male	87	96.8	50.60	34.10	42.90	50.6		
Economically Disadvantaged Students	135	99.3	37.80	28.40	25.10	*	41.1	Met Target†
Non-Economically Disadvantaged Students	11	86.7	63.60	55.00	54.30	*		
Students with Disabilities	28	100.0	64.30	35.50	16.50	64.3	N	N
Students without Disabilities	118	97.7	33.90	30.50	48.80	33.9		
English Learners	94	99.0	25.50	17.00	23.30	25.5	29.1	Met Target†
Non-English Learners	52	96.5	65.30	39.70	45.20	65.3		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	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	142	737	737	751	*	31%	28%	35%	*	36%	53%
White	13	758	758	759	0%	*	*	*	*	69%	63%
Hispanic	121	736	736	738	*	31%	30%	33%	*	33%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	61	728	728	751	*	43%	25%	21%	*	23%	52%
Male	81	743	743	751	*	22%	30%	46%	*	46%	53%
Economically Disadvantaged Students	129	735	735	736	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	13	757	757	761	*	*	*	*	*	69%	65%
Students with Disabilities	17	743	743	729	*	*	*	*	*	47%	29%
Students without Disabilities	125	736	736	755	*	*	*	*	*	34%	57%
English Learners	70	724	724	724	*	*	*	*	*	*	21%
Non-English Learners	72	750	750	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%

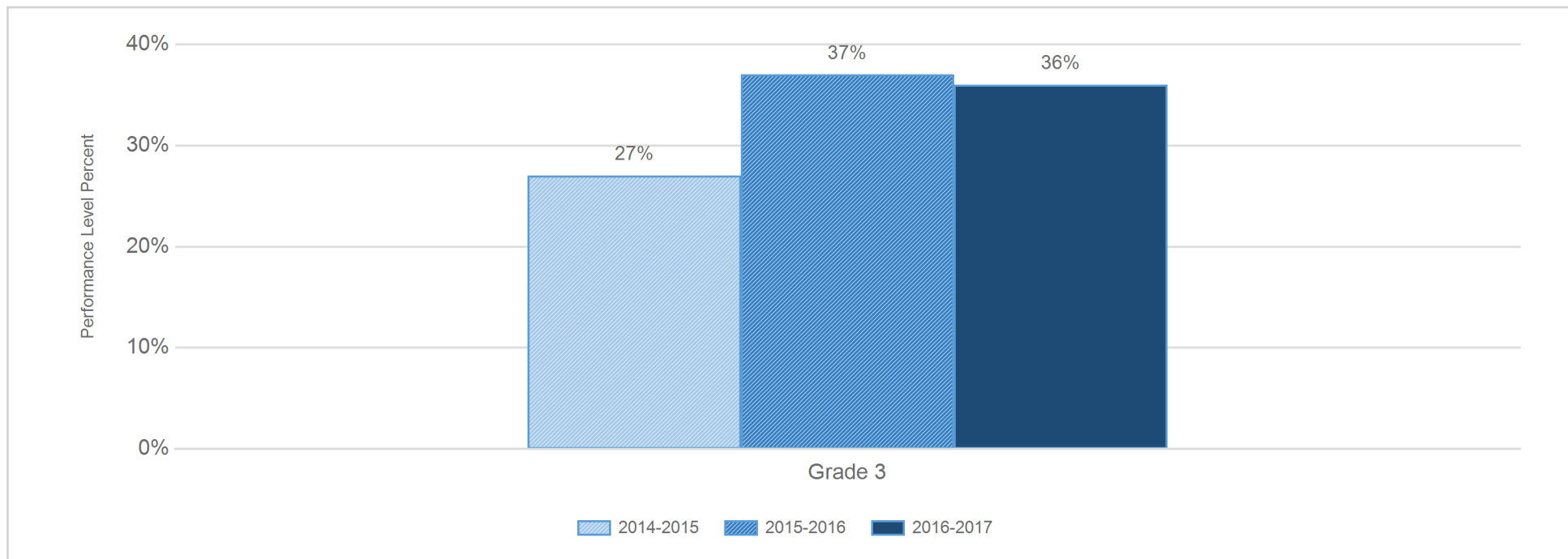


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Mathematics Assessment – Performance Trends

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: # Students Tested	Math: # Students Tested
3	11	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	10	*	*
2	20	*	*
3	100	*	*
4	87	88.5%	11.5%
5+	135	*	*



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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

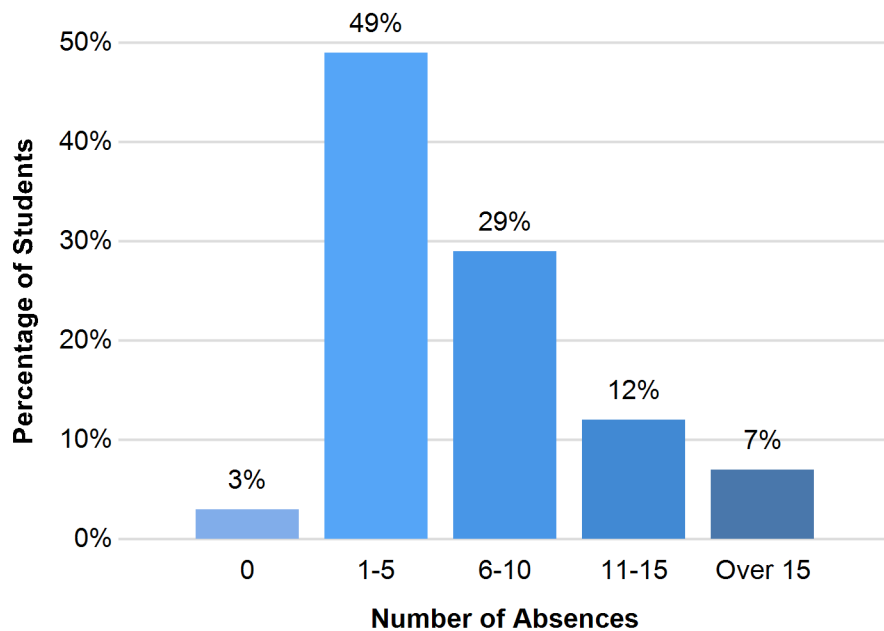
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	9.10	Met Target
White	2.90	9.10	Met Target
Hispanic	3.70	9.10	Met Target
Black or African American	26.20	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.70	9.10	Met Target
Students with Disabilities	10.20	9.10	Not Met
English Learners	3.70	9.10	Met Target

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

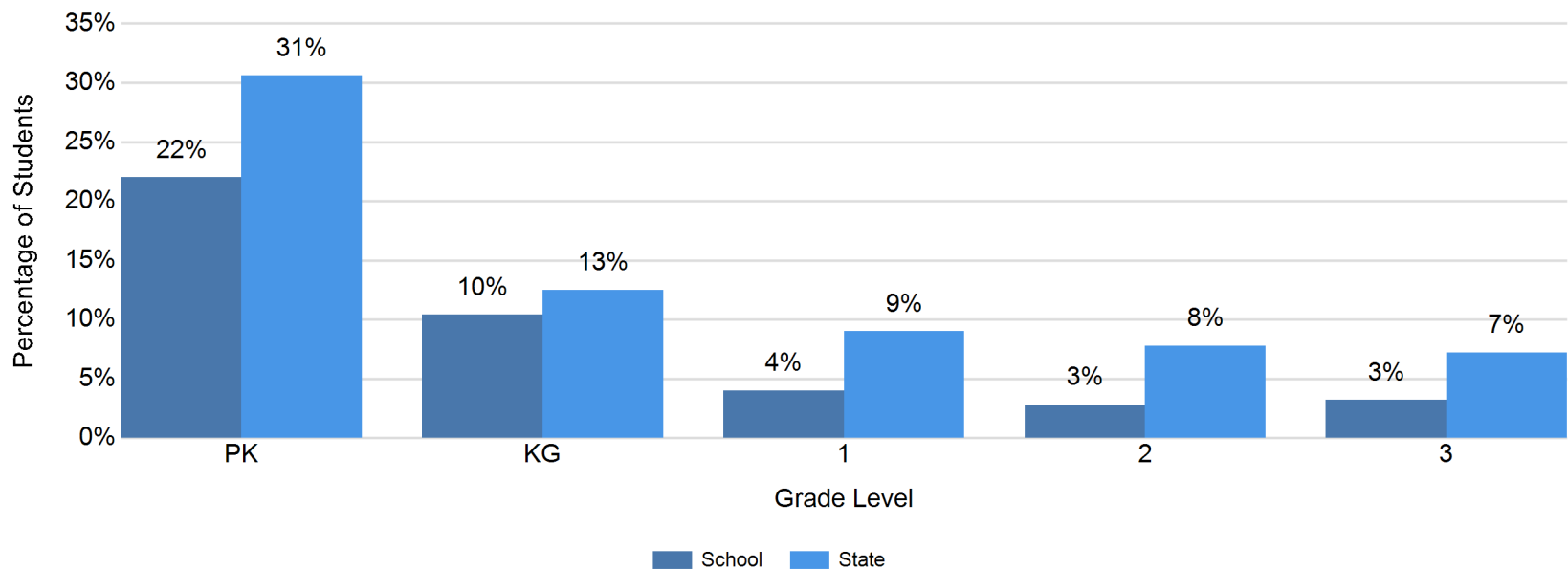
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 45 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	1.8:1	797.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,090	\$12,768	\$13,858



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	55	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	7.9	10.5
Teachers in district for 4 or more years	75%	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	10	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	6.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	235:1	144:1
Librarian/Media Specialists		N
Nurses		481:1
Counselors		722:1
Child Study Team		361:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

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

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

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



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Accountability Summary by Student Group

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

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

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

† Target was met within a confidence interval.



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RED BANK BORO
222 RIVER STREET
RED BANK, NJ 07701-1397

School General Info

Principal:	Mr. Laugelli	Email Address:	laugellil@rbb.k12.nj.us
Address:	222 RIVER STREET RED BANK, NJ 07701-1397	Website:	https://www.rbb.k12.nj.us/primary
Phone:	(732)758-1530	Facebook:	https://www.facebook.com/RedBankBoroughPublicSchools
		Twitter:	https://twitter.com/rbpsEAGLES

School Narrative

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

	Highlights:	<ul style="list-style-type: none"> • Technology is a part of each school day with all third graders utilizing 1:1 personal Chromebooks. • We were selected as the 1st place winner of the Fresh Fruit and Vegetable VIP Award by the NJ Department of Agriculture. • We have the distinction of being a member of the Kennedy Center Partnership in Education.
	Mission, Vision, Theme:	Red Bank Primary School's Mission focuses on the combined efforts of staff, students, parents, and community. Our District's vision and mission statements truly encompass everything that we stand for: We believe that our children should Dream BIG and we'll help them get there! We will inspire. We will challenge. They will achieve. Driven by the needs of our children, we provide a safe, nurturing, and challenging learning environment for EVERY student, every day.
	Awards, Recognition, Accomplishments:	<ul style="list-style-type: none"> • Selected as the 1st place winner of the Fresh Fruit and Vegetable VIP Award (Very Impressive Produce) by the New Jersey Department of Agriculture. • Distinction of being a member of the Kennedy Center Partnership in Education. • Principal was recognized by the NJDOE as a 2016 Exemplary Elementary Educator. • Numerous staff members recognized as Teachers Who Rock. • Teachers have applied for and received numerous donations through Donors Choose.





Red Bank Primary School
2016-2017
Grade Span PK-03

25-4360-075
MONMOUTH
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 <div>Courses, Curriculum, Instruction:</div>	<p>Our school utilizes a Readers and Writers Workshop model of instruction. Students take classes in Art, Music, World Languages, Technology, Physical Education and STEM. We have a curriculum committee that creates units of study that infuse all subject areas into reading and incorporates the community. Grade levels work in PLCs a minimum of fifty hours a year to discuss curriculum, data, teaching and their team goals. Teachers also conduct peer observations by going into rooms from cross sections.</p>
 <div>Before and After School Programs:</div>	<p>Students participate in Chorus, Kids on Broadway and Stormy Singers in partnership with the Count Basie Theatre.</p>







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 <p>Staff and Professional Learning:</p>	<p>Grade levels work in Professional Learning Communities a minimum of fifty hours a year to discuss curriculum, data, teaching and their team goals. This allows consistency in the classrooms and a time to work collaboratively. Teachers also conduct peer observations by going into rooms from cross sections. They have time to meet and discuss best practices and linear transitions.</p>
 <p>Student Supports and Services:</p>	<p>We celebrate students of all abilities and offer services through I & RS and the support of the CST beginning at three. Our Speech and Language, Occupational and Physical Therapists collaborate with staff to promote generalization of skills throughout all classroom contexts. Our ELLs receive support in Bilingual classroom settings or via ESL teachers using the push-in model. Students with disabilities have access to settings including self-contained, resource room and in-class resource.</p>
 <p>Student Health and Wellness:</p>	<p>We bring in various outside resources to assist students with their health needs. The VNA comes three times a week. The Mobile Dentist does on-site cleanings and basic tooth care. The Optical Academy does on-site eye exams for students and staff. We receive donations through Project Connect, St. Anthony's and United Way for families in need. The United Way provides us with coats, hats, gloves and other items to help students in need. The Bridge of Books Foundation donates books for our students.</p>
 <p>Parent and Community Involvement:</p>	<p>You often see parents in classrooms for various activities and to help students and teachers with day to day learning experiences. Each month, we gather as a school and community to recognize our students with various awards for citizenship and achievement. Our PTO is an active group comprised of parents and staff. Events are often standing room only and include Outdoor Movie Night, Harvest Festival, Winter Ball, Valentine's Day Bingo and International Night just to name a few.</p>



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A blue icon of a school building with a flag on top. <div>Facilities:</div>	<p>Our school was built in 1971. The one floor structure houses 31 classrooms plus a music room, STEAM Lab, offices, rooms for small group instruction, a cafeteria and gymnasium. Many upgrades have occurred in the past few years as a direct result of Super Storm Sandy. These include new flooring, electrical upgrades, HVAC replacement, new doors, new furniture and more. Two playgrounds welcome students. All classrooms are air conditioned. Grades Pre-K - 2 each have their own classroom bathrooms.</p>
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Other Information:

Our school houses Grades Pre-K through 3. Students follow the District's Dress Code which includes khaki pants/skirts and red, black or white shirts. Our school operates on a 6-day rotation schedule. Children living in Red Bank have access to a full-day Pre-K program beginning at age three. We work with a variety of community partners in order to enhance the educational experience for all students. The Count Basie Theatre located in the heart of Red Bank offers our students opportunities to attend various performances each year. Through Count Basie's Community outreach program, teaching artists are invited into the classroom and help with after school programs such as Kids on Broadway! The Primary School was featured in the "Signature Project" and starred in a video created by Mr. Patrick Dunning in partnership with Count Basie Theatre. Our first graders work with the Retired Senior Volunteer Program through Family & Children's Services of Monmouth County, which provides readers weekly to work with students throughout the year. In partnership with the YMCA, students in Grade 3 have the opportunity to take swimming lessons in the spring. Each year thirty new students are accepted into the Horizons program housed at Rumson Country Day School. Horizons National is an award-winning, tuition-free, summer academic program serving low-income, public school students across the country. The Red Bank Borough Education Foundation has been a large supporter of many Primary School programs and initiatives, including our new STEAM lab, which combines STEM (Science, Technology, Engineering, and Math) with Art. Dreaming Big happens every single day at the Primary School. We invite you to learn and see first-hand the incredible opportunities afforded to our students and see for yourself why Red Bank Borough is Best in America - Come, be part of our dream! Visit our website at www.rbb.k12.nj.us or follow us on Twitter @rbpsEAGLES.