



Holmdel High School

2016-2017

Grade Span 09-12

25-2230-020

MONMOUTH

HOLMDEL TWP

36 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1999

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



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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.



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	214	239	224
10	225	213	253
11	244	219	219
12	249	244	222
Ungraded	3	4	2
Total	935	919	920

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	48%
Male	52%	50%	52%
Economically Disadvantaged Students	4%	5%	4%
Students with Disabilities	13%	13%	14%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	72.7%
Asian	17.3%
Hispanic	4.1%
Black or African American	1.3%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.2%
Two or More Races	3.9%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	915
Shared Time Students	7
Full Time Equivalent	919

Enrollment by Home Language

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

Home Language	% of Students
English	89.5%
Chinese	4.0%
Russian	1.1%
Arabic	1.1%
Other	4.1%



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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	463	97.3	56.20	75.00	54.90	56.2	56.1	Met Target
White	333	97.1	50.40	71.30	63.90	50.4	51.7	Met Target†
Hispanic	24	100.0	45.90	*	39.80	45.9	44	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	87	97.8	78.20	87.80	80.70	78.2	80	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	11	91.7	81.90	87.30	54.90	79	**	**
Female	218	96.5	63.70	82.20	62.20	63.7		
Male	245	98.0	49.40	68.00	48.10	49.4		
Economically Disadvantaged Students	20	95.2	15.00	*	36.20	15	33.2	Not Met
Non-Economically Disadvantaged Students	443	97.4	58.00	*	65.80	58		
Students with Disabilities	66	95.7	19.70	29.00	20.50	19.7	20	Met Target†
Students without Disabilities	397	97.5	62.20	81.70	61.90	62.2		
English Learners	14	93.3	14.20	60.00	25.20	14	**	**
Non-English Learners	449	97.4	57.40	75.40	57.40	57.4		
Homeless Students	*	*	*	*	26.40	*		
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.



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	222	759	759	749	5%	13%	23%	39%	21%	60%	52%
White	158	755	755	757	*	*	28%	38%	16%	54%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	47	776	776	777	*	*	*	36%	43%	79%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	91	769	769	756	*	*	17%	45%	*	74%	60%
Male	131	751	751	741	*	*	28%	35%	*	50%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	32	730	730	714	*	*	*	*	*	28%	13%
Students without Disabilities	190	763	763	754	*	*	*	*	*	65%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	240	749	749	743	18%	11%	19%	34%	19%	53%	46%
White	174	743	743	749	18%	12%	22%	34%	13%	47%	52%
Hispanic	13	729	729	728	*	*	*	*	*	46%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	40	778	778	774	*	*	*	33%	45%	78%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	126	752	752	752	14%	9%	21%	37%	19%	56%	54%
Male	114	745	745	734	22%	13%	17%	30%	18%	48%	39%
Economically Disadvantaged Students	15	706	706	726	*	*	*	*	0%	13%	32%
Non-Economically Disadvantaged Students	225	751	751	751	*	*	*	*	20%	55%	54%
Students with Disabilities	33	705	705	704	*	*	*	*	*	*	12%
Students without Disabilities	207	756	756	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Holmdel High School
 2016-2017
 Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	740	740	736	15%	24%	18%	33%	10%	43%	38%
White	119	734	734	738	*	26%	19%	30%	*	36%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	24	770	770	756	0%	*	0%	50%	*	79%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	11	754	754	731	0%	*	*	*	*	36%	36%
Female	80	755	755	744	*	20%	*	44%	*	59%	46%
Male	83	726	726	729	*	28%	*	23%	*	28%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	21	724	724	709	*	48%	*	*	0%	24%	12%
Students without Disabilities	142	742	742	741	*	20%	*	*	11%	46%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

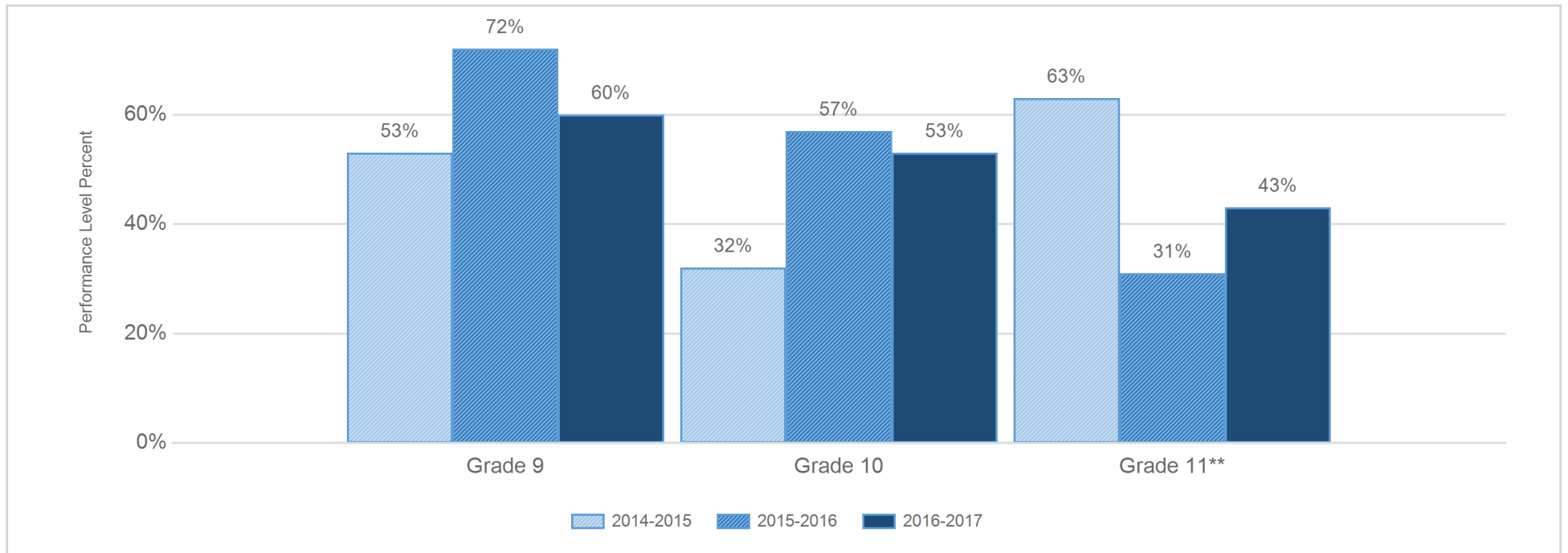


Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

English Language Arts/Literacy Assessment - Performance Trends

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



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



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

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	435	96.0	42.00	62.80	43.50	42	38.1	Met Target
White	312	94.8	35.30	57.80	52.40	35.2	31.1	Met Target
Hispanic	21	100.0	23.80	*	27.60	23.8	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	84	98.8	72.60	84.90	75.60	72.6	71.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	11	100.0	36.40	71.30	44.90	36.4	**	**
Female	207	95.4	40.50	63.50	44.10	40.5		
Male	228	96.6	43.40	62.10	42.90	43.4		
Economically Disadvantaged Students	12	80.0	*	34.10	25.10	*	**	**
Non-Economically Disadvantaged Students	423	96.6	*	64.20	54.30	*		
Students with Disabilities	48	92.3	12.50	17.00	16.50	12.1	11.5	Met Target
Students without Disabilities	387	96.5	45.70	69.10	48.80	45.7		
English Learners	15	100.0	40.00	60.80	23.30	40	**	**
Non-English Learners	420	95.9	42.10	62.90	45.20	42.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	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.



Holmdel High School
 2016-2017
 Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

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	102	729	764	743	12%	27%	48%	14%	0%	14%	42%
White	84	729	758	751	13%	25%	48%	14%	0%	14%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	11	735	788	774	0%	*	*	*	0%	18%	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	41	731	769	744	*	*	*	*	*	*	43%
Male	61	728	759	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	24	719	*	714	*	*	*	*	*	*	10%
Students without Disabilities	78	732	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	745	750	734	*	19%	34%	39%	*	44%	30%
White	146	741	745	740	*	21%	40%	34%	*	36%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	37	763	771	758	0%	*	*	62%	*	78%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	102	743	748	735	*	18%	37%	39%	*	42%	31%
Male	101	746	751	733	*	20%	31%	40%	*	46%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	26	726	726	711	*	42%	*	*	*	15%	*
Students without Disabilities	177	747	753	738	*	15%	*	*	*	48%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	203	745	750	735	*	19%	34%	39%	*	44%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	741	741	725	19%	*	24%	37%	*	41%	28%
White	140	733	733	731	24%	*	26%	32%	*	34%	33%
Hispanic	10	730	730	710	*	*	*	*	0%	10%	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	41	771	*	761	*	*	*	61%	*	76%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	98	736	736	725	*	*	24%	38%	*	39%	27%
Male	104	745	*	725	*	*	25%	36%	*	43%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	16	709	709	692	*	*	*	*	*	*	*
Students without Disabilities	186	743	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

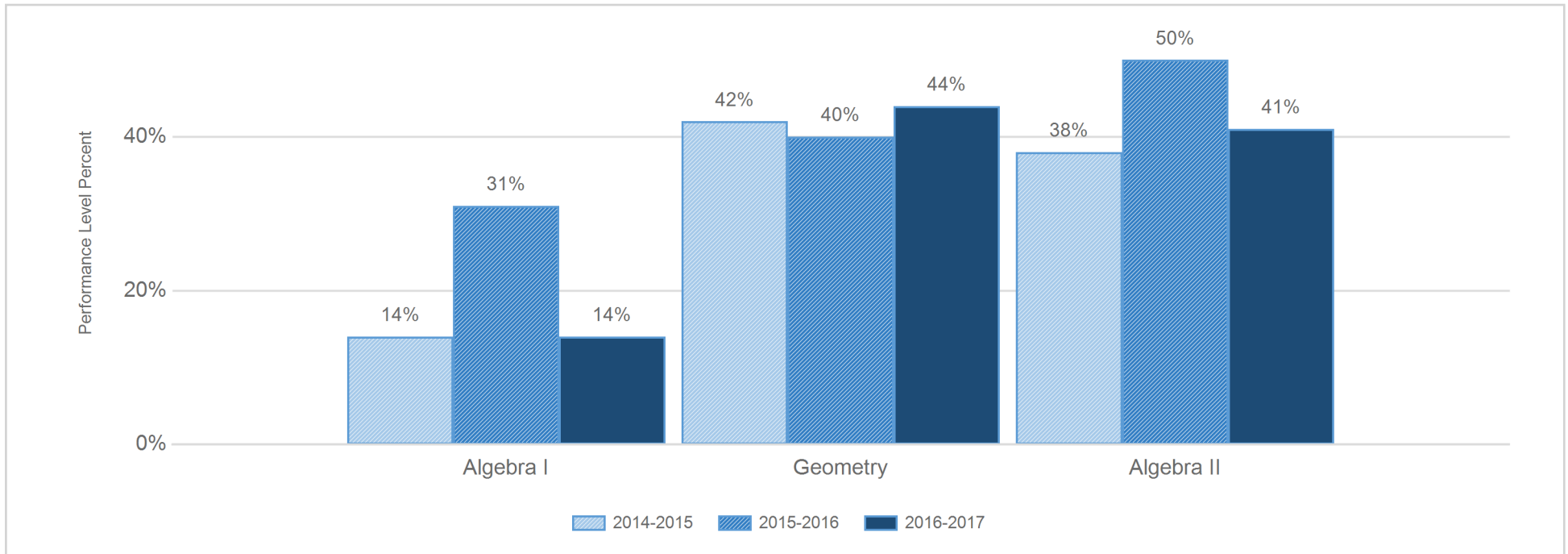


Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

Mathematics Assessment – Performance Trends

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





Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

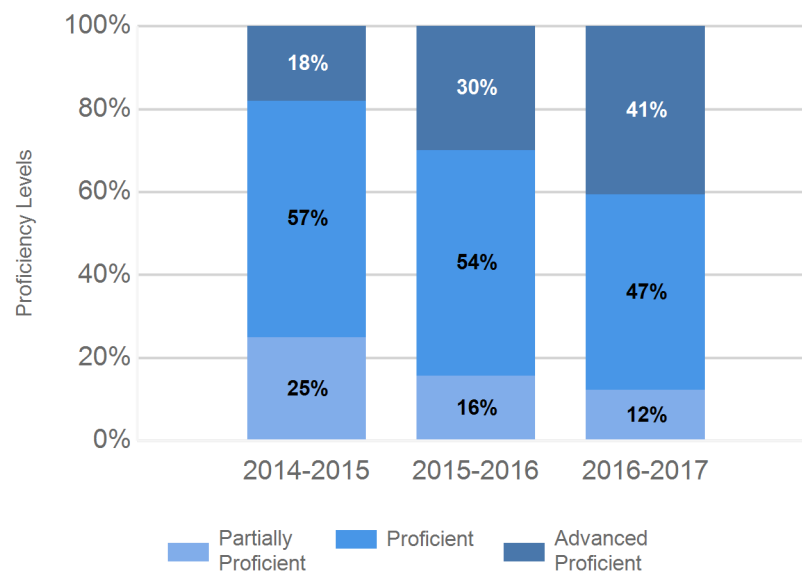
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	41%	47%	12%
White	33%	53%	14%
Hispanic	*	*	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	66%	30%	5%
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	*
Economically Disadvantaged Students	N	*	*
Students with Disabilities	14%	46%	39%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	96.4%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	46.8%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	543	481	Varies By Grade	88%	67%
PSAT - Math	545	483	Varies By Grade	72%	49%
SAT - Reading and Writing	601	551	480	90%	77%
SAT - Math	611	552	530	78%	58%
ACT - Reading	25	24	22	66%	65%
ACT - English	25	24	18	90%	79%
ACT - Math	25	24	22	80%	65%
ACT - Science	24	23	23	60%	54%



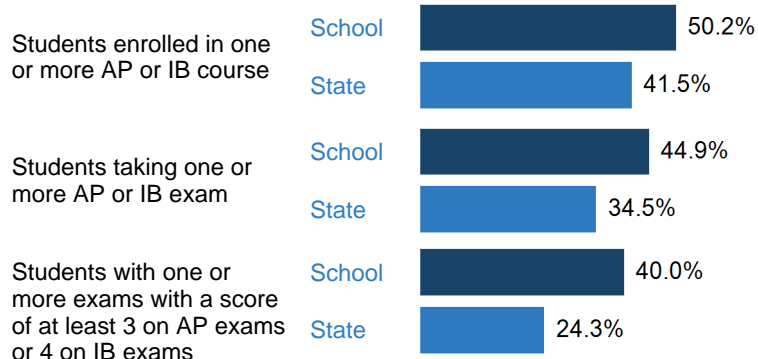
Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

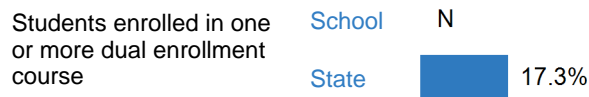
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	20	22
AP Calculus AB	9	10
AP Calculus BC	43	40
AP Chemistry	16	18
AP Chinese Language and Culture	7	12
AP Comparative Government and Politics	50	0
AP Computer Science A	40	38
AP English Language and Composition	28	31
AP English Literature and Composition	40	10
AP Environmental Science	23	13
AP French Language and Culture	8	7
AP German Language and Culture	0	1
AP Italian Language and Culture	5	4
AP Latin (Virgil Catullus and Horace)	37	13
AP Macroeconomics	31	27
AP Microeconomics	18	19
AP Physics B	31	0
AP Physics C: Electricity and Magnetism	0	24
AP Physics C: Mechanics	0	29
AP Psychology	27	25



Holmdel High School
2016-2017

Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	28	23
AP Statistics	14	13
AP Studio Art—Drawing Portfolio	4	0
AP U.S. Government and Politics	0	23
AP U.S. History	45	45
Total Exams Taken		447
Exams with scores of at least 3 on AP exams or 4 on IB exams		355



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

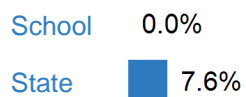
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

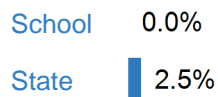
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	93	107	3	0	0	0	34
10	7	108	70	6	0	0	59
11	0	8	81	116	4	4	6
12	1	3	25	68	83	10	27
Schoolwide	101	226	179	190	87	14	126
Enrolled in AP/IB Course					52	14	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	163	0	0	0	60	0
10	40	193	0	0	2	6
11	17	39	0	13	167	20
12	6	23	0	45	47	82
Schoolwide	226	255	0	58	276	108
Enrolled in AP/IB Course	20	16		23	31	0



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	215	0	0	0	0	7
10	3	231	0	1	0	13
11	0	213	15	41	7	3
12	0	6	27	59	33	48
Schoolwide	218	450	42	101	40	71
Enrolled in AP/IB Course	0	45	31	27	0	50

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	122	27	21	35	0	8	0
10	156	19	19	34	0	10	0
11	86	29	12	27	0	9	0
12	41	8	7	20	0	7	0
Schoolwide	405	83	59	116	0	34	0
Enrolled in AP/IB Course	28	8	5	37	0	7	0
Enrolled in Level 3 or Higher	152	44	33	34	0	20	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Holmdel High School
2016-2017
Grade Span 09-12

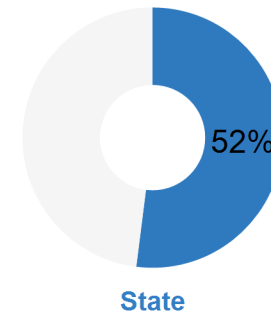
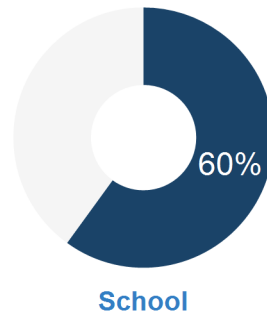
25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

Visual and Performing Arts – Course Participation

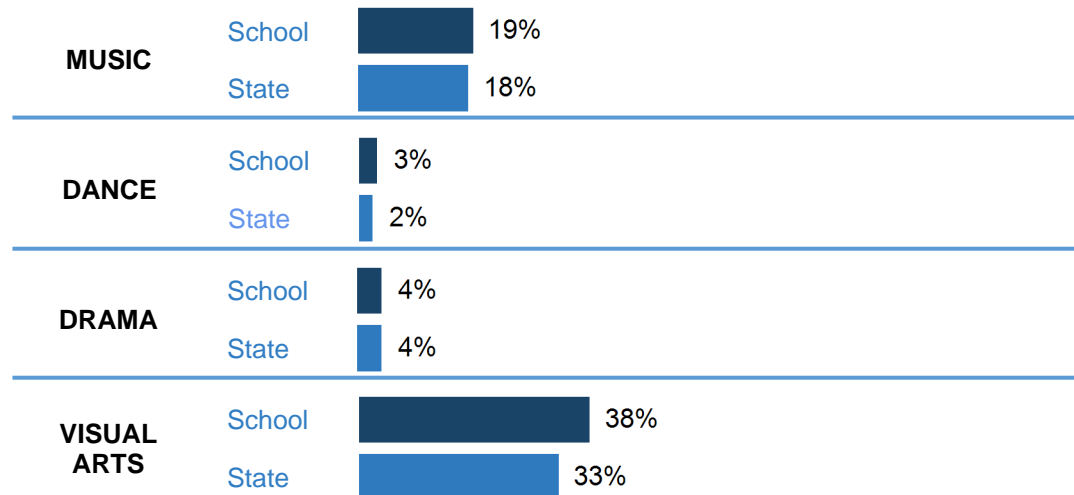
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.6%	90.5%	97.1%	91.8%	96.8%	N	Met Goal	97.9%	N	Met Goal
White	98.5%	94.5%	97.2%	95.1%	97.2%	N	Met Goal	97.6%	N	Met Goal
Hispanic	*	84.3%	100.0%	86.3%	93.3%	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	97.3%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	100.0%	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	94.9%	78.8%	88.2%	82.1%	88.2%	84.7%	Met Target	83.8%	96.0%	Not Met
English Learners	*	76.1%	N	79.7%	N	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.6%	-
2016	96.8%	97.1%
2015	97.8%	97.9%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.2%	1.1%



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	87.6%	19.4%	80.6%
White	89.9%	20.4%	79.6%
Hispanic	*	*	*
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	80.6%	10.3%	89.7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	100%	40%	60%
Students with Disabilities	85.2%	47.8%	52.2%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	88.9%	12%	88%	63%	37%	44.9%	55.1%
White	87.5%	13%	87%	62.3%	37.7%	46.1%	53.9%
Hispanic	100%	28.6%	71.4%	64.3%	35.7%	57.1%	42.9%
Black or African American	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	95.4%	2.4%	97.6%	61%	39%	39%	61%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	70%	14.3%	85.7%	85.7%	14.3%	28.6%	71.4%
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	83.3%	40%	60%	70%	30%	65%	35%
English Learners	N	N	N	N	N	N	N



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

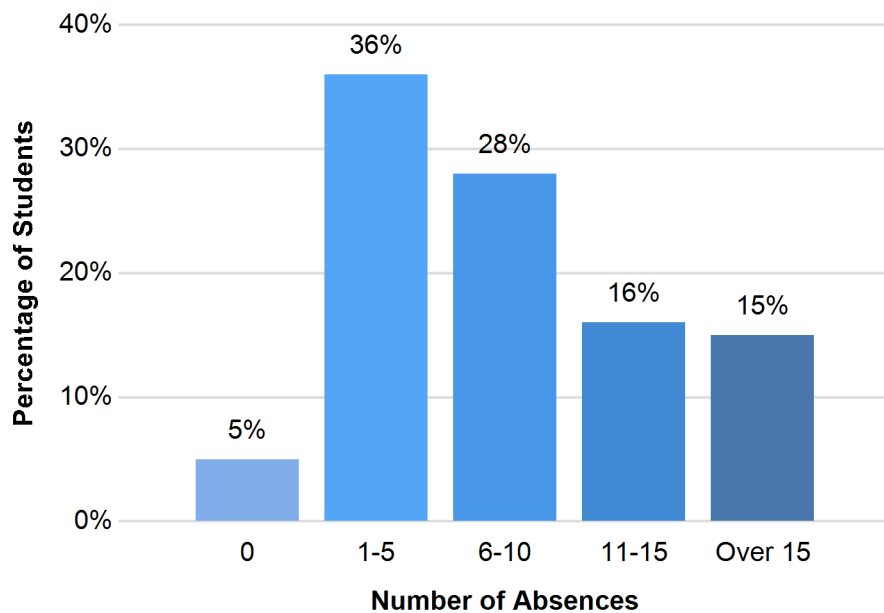
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.20	14.30	Met Target
White	12.40	14.30	Met Target
Hispanic	10.00	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	6.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	8.30	14.30	Met Target
Economically Disadvantaged Students	39.50	14.30	Not Met
Students with Disabilities	14.90	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



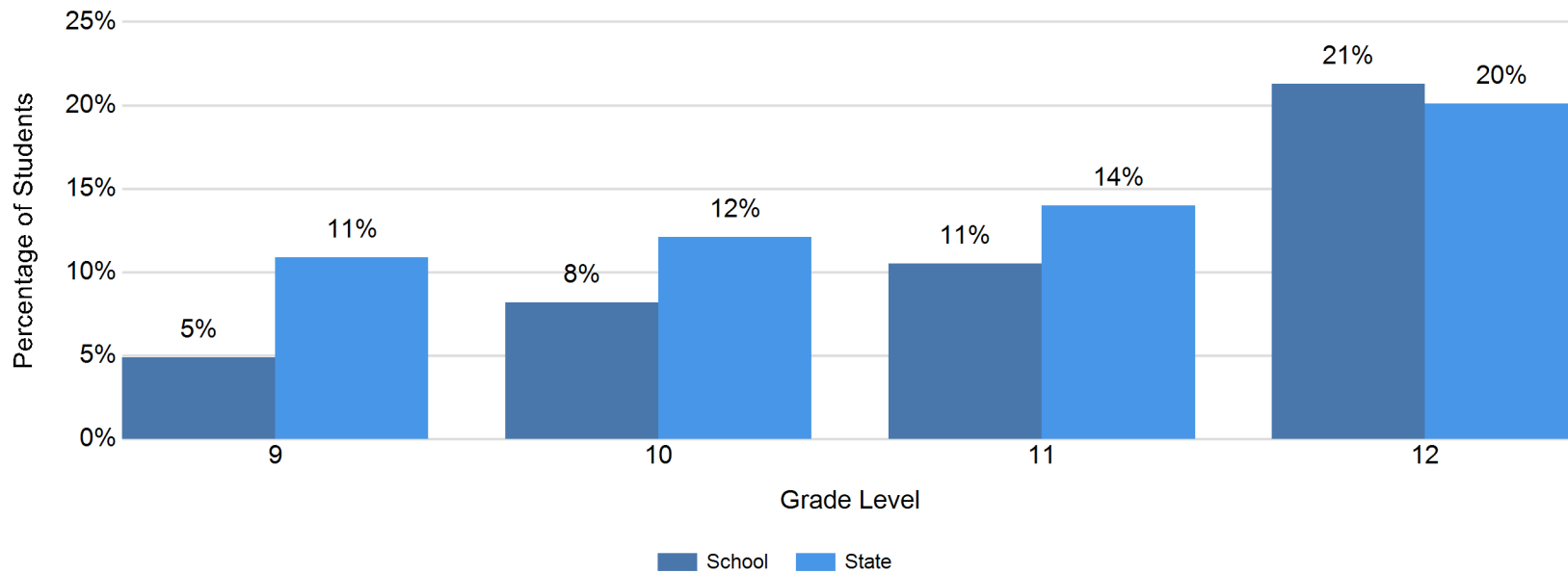


Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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.





Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

School Day

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

Category	School
Typical Start Time	7:25AM
Typical End Time	2:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 48 Mins.
Shared Time - Instructional Time	2 Hrs. 45 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	2
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.76

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	7.1%
Out-of-School Suspensions	1.2%
Any Suspension	8.3%

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



Holmdel High School
 2016-2017
 Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

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	49.9 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$288	\$16,680	\$16,968



Holmdel High School
 2016-2017
 Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

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	94	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,506
Average years experience in public schools	10.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	79%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	102:1	158:1
Librarian/Media Specialists		602:1
Nurses		752:1
Counselors		334:1
Child Study Team		273:1



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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



Holmdel High School
 2016-2017
 Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

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	60.6	17.5%
Mathematics Proficiency	74.4	17.5%
Graduation - 4-Year	74.7	25.0%
Graduation - 5-Year	70.9	25.0%
Chronic Absenteeism	45.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		66.9
Summative Rating: Percentile rank of Summative Score		68.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	66.9	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	57.4	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	68.4	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	Not Met	**	Not Met	**	**	No
Students with Disabilities	66.0	6.2	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Holmdel High School
 2016-2017
 Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

School General Info

Principal:	Mr. Loughran	Email Address:	wloughran@holmdelschools.org
Address:	36 CRAWFORDS CORNER ROAD HOLMDEL, NJ 07733-1999	Website:	http://www.holmdelschools.org/schools/holmdel-high-school-9-12
Phone:	(732)946-1832	Twitter:	https://twitter.com/HolmdelHS

School Narrative

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

<p>Highlights:</p>	<ul style="list-style-type: none"> • We sponsor more than 50 co-curricular activities and 25 Athletic teams • Our school follows a unique rotating schedule of classes allowing for diverse learning experiences • State Championships were earned last year by both our Boys and Girls Tennis teams, as well as our Robotics team!
<p>Mission, Vision, Theme:</p>	<p>At Holmdel High School, we promote academics, athletics, and the arts, value the cultural diversity of our community, and aspire for our students to leave us as ethical decision makers and lifelong learners.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Holmdel High School is proud to have been recognized by Newsweek as one of America's Top High Schools, and by New Jersey Monthly as one of the ten best high schools in the state (#7)!</p>






Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Holmdel High School offers a rigorous and challenging curriculum, replete with a wide array of electives in all areas and embrace technology in our instructional practices.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>We offer a wide variety of athletic opportunities for our students, more than 25 sports teams at all levels, and pride ourselves on the tenacity of our student-athletes in their pursuit of excellence, as well as their positive display of sportsmanship at all times. In the last school year, state championships were won in both Boys and Girls Tennis!</p>
 <p>Clubs and Activities:</p>	<p>We offer more than 50 clubs and activities for our student body- and the offerings continue to evolve based upon student interest.</p>







Holmdel High School
 2016-2017
 Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>The high school faculty is committed to the belief that continuous improvement occurs through sustained professional development; thus, the faculty pursues a continuum of professional growth activities aimed toward improving instruction for all students.</p>
 <p>Postsecondary Information:</p>	<p>Our school counseling staff works with the student body throughout their four years in preparation for a postsecondary degree, and last year 99% of the graduating seniors were accepted and attended either a two- or four-year college or university.</p>
 <p>Student Supports and Services:</p>	<p>We offer an array of student support services including peer tutoring involving students in our National Honor Society. We recently reorganized our daily schedule so that we could offer study halls as a regular part of a student's day. We have also expanded our Peer Leader program to allow our students in grades 10-12 to interact with students in grades 7-9.</p>
 <p>Parent and Community Involvement:</p>	<p>We are fortunate to have such a caring and supportive parent community; they have been exceedingly generous in their support of the school, be it through their time, talent, or treasure. Key parent support groups include: the Parent Teacher Student Organization (PTSO), the Holmdel Foundation for Educational Excellence (HFEE), the Holmdel Creative Arts Association (HCAA), the Holmdel Community Alliance to Prevent Drug and Alcohol Abuse (HDAA) and Project Graduation.</p>



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
 MONMOUTH
 HOLMDEL TWP
 36 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1999

School Narrative

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



Facilities:

Built in the early 70's and added onto in 1996 and 2001, Holmdel High School is a unique facility with state of the art facilities.



Holmdel High School
2016-2017
Grade Span 09-12

25-2230-020
MONMOUTH
HOLMDEL TWP
36 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1999

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.

Located in northern Monmouth County, and originally a farming community, Holmdel Township was once referred to by British soldiers during the Revolutionary War as a "hornet's nest" of patriots committed to the cause of independence. Today, an outstanding blend of motivated students, professional staff, and supportive parents are committed to the cause of making Holmdel High School a superior comprehensive high school, and they do so with tremendous "Hornet Pride."



Other Information:




Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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.



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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	211	254	234
5	237	223	258
6	251	242	236
Ungraded	6	7	5
Total	705	726	733

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	51%	52%	50%
Male	49%	48%	51%
Economically Disadvantaged Students	4%	5%	5%
Students with Disabilities	14%	14%	13%
English Learners	1%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	68.1%
Asian	18.4%
Hispanic	2.6%
Black or African American	1.5%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
Two or More Races	9.0%

Enrollment by Home Language

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

Home Language	% of Students
English	95.8%
Chinese	1.8%
Other	2.3%



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

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	722	98.9	82.10	75.00	54.90	82.1	80	Met Goal
White	493	98.8	79.80	71.30	63.90	79.8	80	Met Target†
Hispanic	19	100.0	84.20	*	39.80	84.2	**	**
Black or African American	*	*	*	60.00	35.20	54.6	**	**
Asian, Native Hawaiian, or Pacific Islander	133	98.5	89.50	87.80	80.70	89.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	65	100.0	89.30	87.30	54.90	89.3	80	Met Goal
Female	359	98.6	88.60	82.20	62.20	88.6		
Male	363	99.2	75.80	68.00	48.10	75.8		
Economically Disadvantaged Students	39	95.1	59.00	*	36.20	59	66.1	Met Target†
Non-Economically Disadvantaged Students	683	99.1	83.40	*	65.80	83.4		
Students with Disabilities	95	99.0	34.80	29.00	20.50	34.8	44.8	Not Met
Students without Disabilities	627	98.9	89.30	81.70	61.90	89.3		
English Learners	21	100.0	90.50	60.00	25.20	90.5	N	N
Non-English Learners	701	98.9	81.80	75.40	57.40	81.8		
Homeless Students	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.



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

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	232	777	777	753	*	*	15%	49%	33%	82%	56%
White	172	775	775	762	*	*	16%	50%	30%	80%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	44	789	789	777	*	*	*	46%	48%	93%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	111	786	786	758	*	*	11%	42%	45%	87%	61%
Male	121	769	769	749	*	*	19%	55%	22%	76%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	34	750	750	725	*	*	41%	41%	*	47%	25%
Students without Disabilities	198	782	782	759	*	*	11%	50%	*	87%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	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%



Indian Hill School
2016-2017

Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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	251	775	775	756	*	*	14%	60%	22%	82%	59%
White	186	771	771	763	*	*	15%	63%	17%	80%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	47	793	793	779	*	0%	*	47%	43%	89%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	136	779	779	761	*	*	8%	63%	24%	87%	66%
Male	115	771	771	750	*	*	20%	57%	18%	76%	53%
Economically Disadvantaged Students	13	755	755	740	*	*	*	*	*	54%	40%
Non-Economically Disadvantaged Students	238	776	776	765	*	*	*	*	*	83%	71%
Students with Disabilities	34	734	734	725	*	29%	41%	*	0%	24%	22%
Students without Disabilities	217	782	782	762	*	0%	9%	*	25%	91%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	251	775	775	757	*	*	14%	60%	22%	82%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Indian Hill School
2016-2017

Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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	233	780	780	752	*	*	12%	46%	40%	85%	54%
White	132	775	775	758	*	*	17%	46%	33%	80%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	39	792	792	776	*	*	*	33%	59%	92%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	54	784	784	753	0%	*	*	46%	44%	91%	56%
Female	111	788	788	758	*	*	*	42%	51%	93%	61%
Male	122	772	772	746	*	*	*	48%	30%	78%	46%
Economically Disadvantaged Students	13	767	767	737	*	*	*	*	*	85%	34%
Non-Economically Disadvantaged Students	220	781	781	761	*	*	*	*	*	85%	65%
Students with Disabilities	21	747	747	722	*	*	48%	*	*	38%	17%
Students without Disabilities	212	783	783	758	*	*	9%	*	*	90%	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%

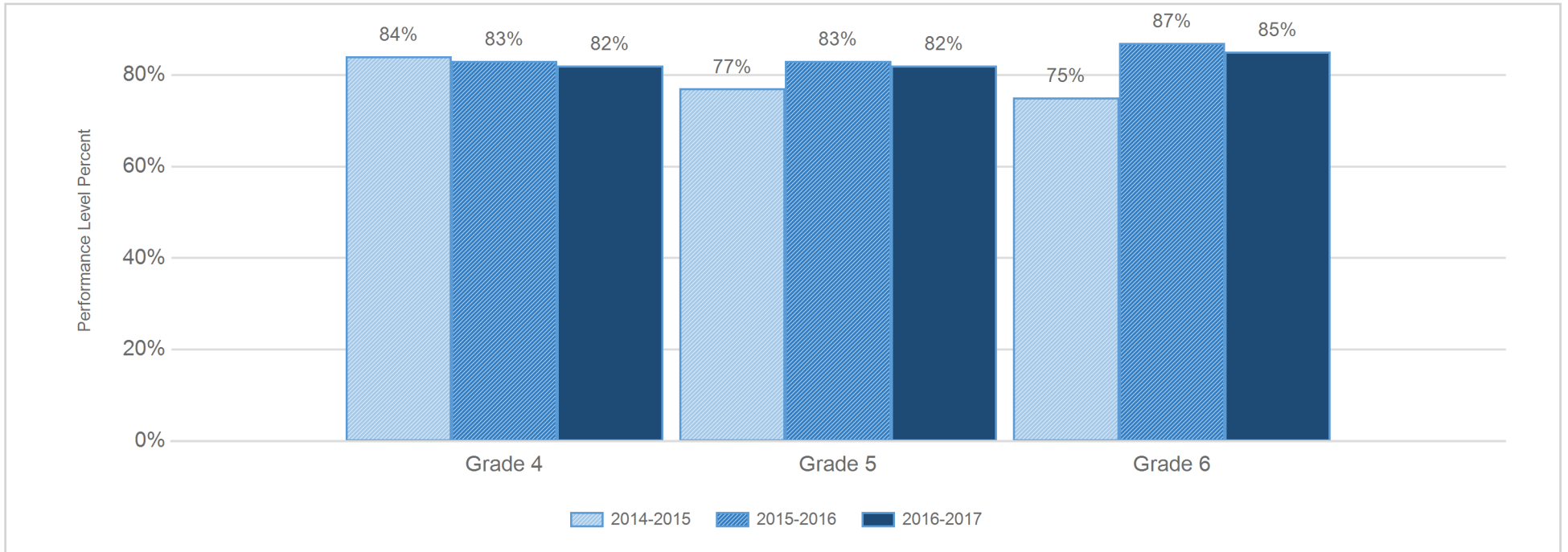


Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

English Language Arts/Literacy Assessment - Performance Trends

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





Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

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	729	99.3	65.90	62.80	43.50	65.9	67.1	Met Target†
White	496	99.2	61.10	57.80	52.40	61.1	61.7	Met Target†
Hispanic	19	100.0	42.10	*	27.60	42.1	**	**
Black or African American	*	*	*	37.50	21.70	27.3	**	**
Asian, Native Hawaiian, or Pacific Islander	137	99.3	85.40	84.90	75.60	85.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	65	100.0	76.90	71.30	44.90	76.9	80	Met Target†
Female	360	99.2	67.20	63.50	44.10	67.2		
Male	369	99.5	64.70	62.10	42.90	64.7		
Economically Disadvantaged Students	39	97.5	33.40	34.10	25.10	33.4	39.1	Met Target†
Non-Economically Disadvantaged Students	690	99.4	67.90	64.20	54.30	67.9		
Students with Disabilities	95	99.0	17.90	17.00	16.50	17.9	25.4	Not Met
Students without Disabilities	634	99.4	73.20	69.10	48.80	73.2		
English Learners	28	100.0	60.70	60.80	23.30	60.7	N	N
Non-English Learners	701	99.3	66.20	62.90	45.20	66.2		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

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	233	762	762	747	*	*	22%	51%	14%	65%	47%
White	172	758	758	755	*	12%	26%	48%	*	59%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	45	781	781	774	0%	*	*	62%	29%	91%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	111	764	764	747	*	*	26%	49%	*	65%	47%
Male	122	760	760	747	*	*	19%	53%	*	65%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	34	731	731	724	*	*	*	*	0%	27%	22%
Students without Disabilities	199	767	767	751	*	*	*	*	17%	71%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	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	*	*	*	713	*	*	*	*	*	*	22%



Indian Hill School
2016-2017

Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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	256	759	759	747	4%	12%	24%	40%	20%	60%	46%
White	188	754	754	754	*	*	27%	42%	15%	56%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	50	783	783	774	*	*	*	36%	46%	82%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	137	760	760	747	*	*	23%	40%	21%	61%	47%
Male	119	758	758	746	*	*	24%	40%	19%	59%	46%
Economically Disadvantaged Students	13	735	735	732	*	*	*	*	*	23%	27%
Non-Economically Disadvantaged Students	243	760	760	756	*	*	*	*	*	62%	59%
Students with Disabilities	34	711	711	725	*	*	*	*	*	*	19%
Students without Disabilities	222	766	766	751	*	*	*	*	*	*	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	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

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	234	768	768	743	*	*	18%	51%	24%	74%	44%
White	133	762	762	751	*	*	20%	57%	14%	71%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	39	787	787	771	0%	*	*	33%	51%	85%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	54	773	773	745	*	*	*	50%	30%	80%	46%
Female	111	770	770	745	*	*	15%	50%	27%	77%	45%
Male	123	767	767	742	*	*	21%	52%	20%	72%	43%
Economically Disadvantaged Students	13	751	751	728	*	*	*	*	*	46%	24%
Non-Economically Disadvantaged Students	221	769	769	752	*	*	*	*	*	76%	56%
Students with Disabilities	21	726	726	717	*	*	*	*	0%	14%	13%
Students without Disabilities	213	773	773	748	*	*	*	*	26%	80%	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.

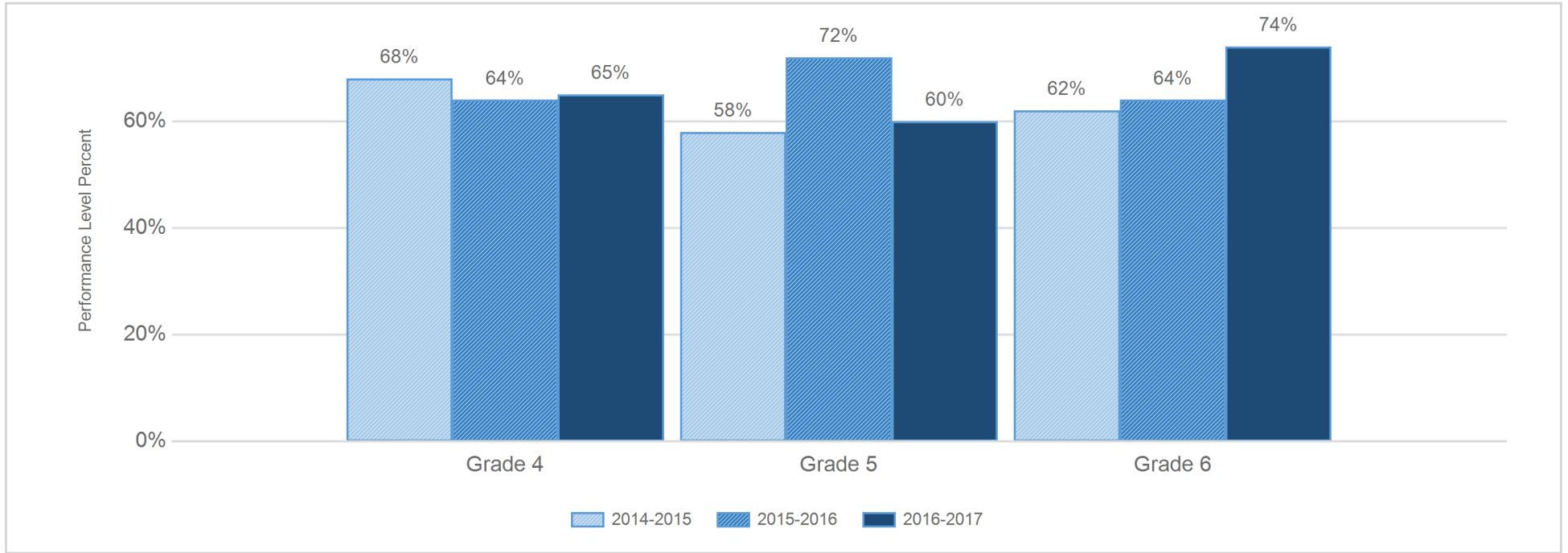


Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

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.



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

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



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

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.

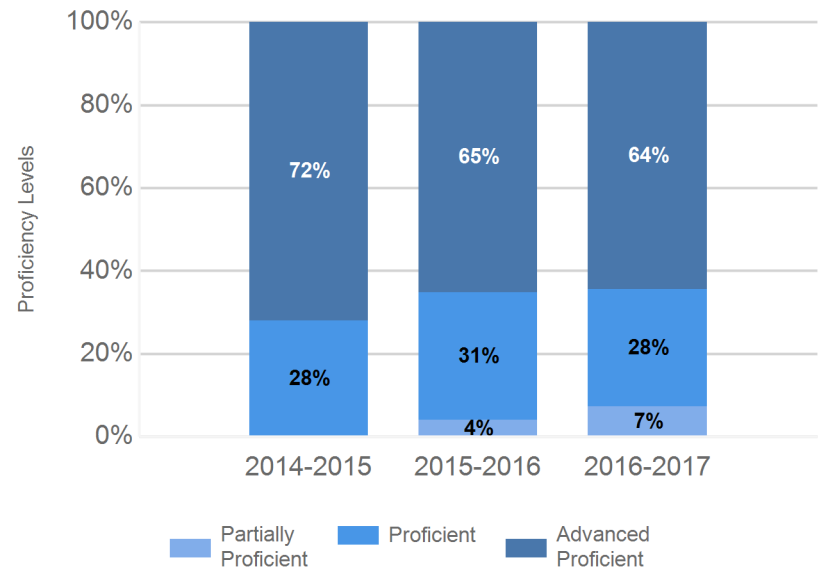
NJASK Science Assessment Performance: Grade 4

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	64%	28%	7%
White	60%	32%	8%
Hispanic	*	*	N
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	84%	14%	2%
American Indian or Alaska Native	*	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	32%	46%	22%
English Learners	*	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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	56	48	50	Met Target	51	57	50	Met Target
White	55	45	50	Met Target	48.5	55	52	Met Target
Hispanic	50	47	49	**	24	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	52	53.5	60	Met Target	60	62	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	67.5	*	51	Exceeds Target	67.5	*	52	Exceeds Target
Economically Disadvantaged	53.5	44	47	Met Target	42.5	*	46	Met Target
Students with Disabilities	41	34	41	Met Target	28	36.5	43	Not Met
English Learners	56.5	51	53	**	41.5	*	51	Met Target

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



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:

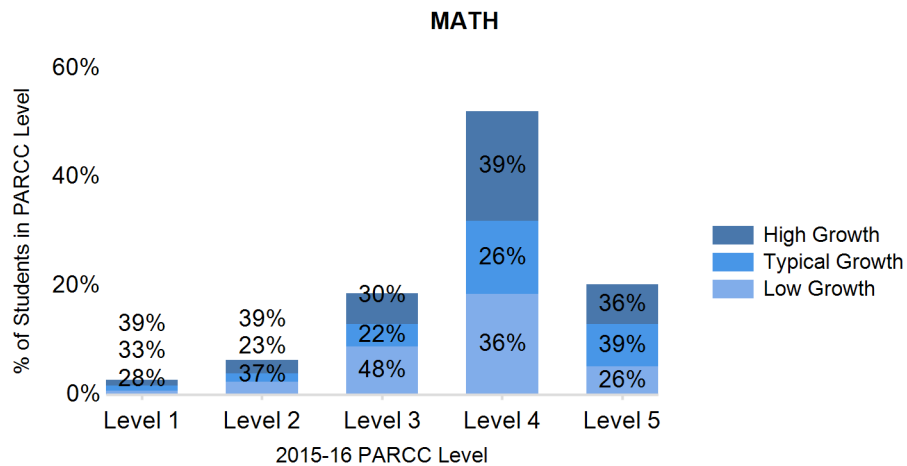
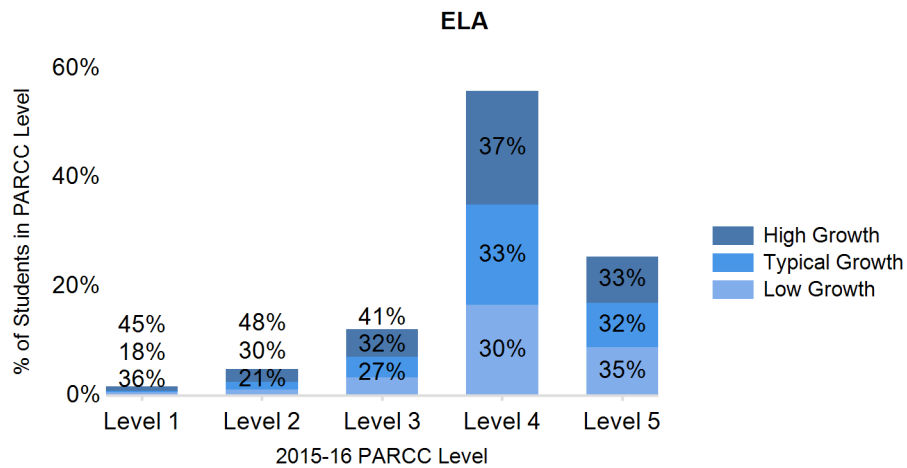
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

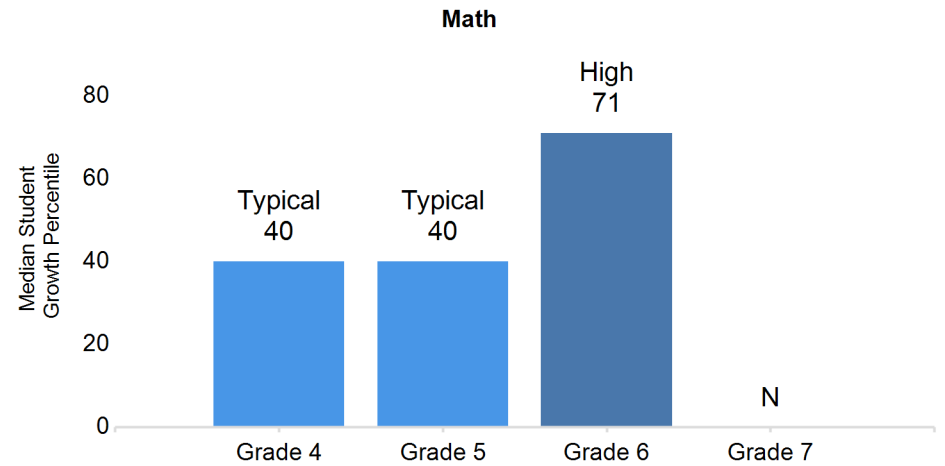
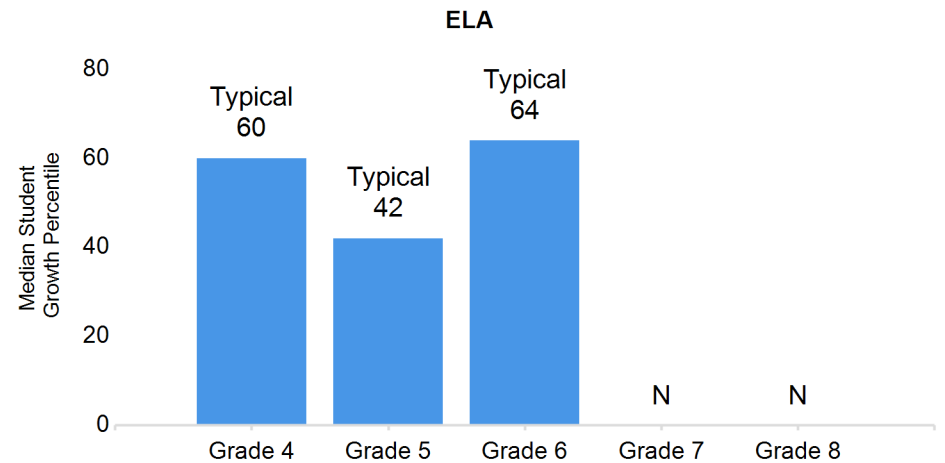
Student Growth by Performance Level

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.





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

Chronic Absenteeism

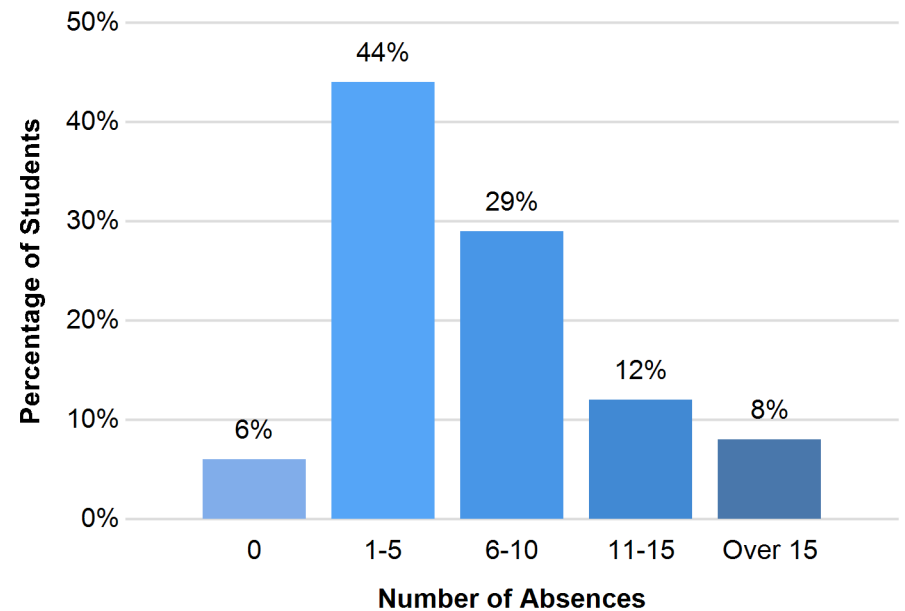
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.80	7.30	Met Target
White	6.00	7.30	Met Target
Hispanic	5.00	7.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0.70	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.00	7.30	Met Target
Economically Disadvantaged Students	11.40	7.30	Not Met
Students with Disabilities	6.30	7.30	Met Target
English Learners	N	**	**

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

Days Absent

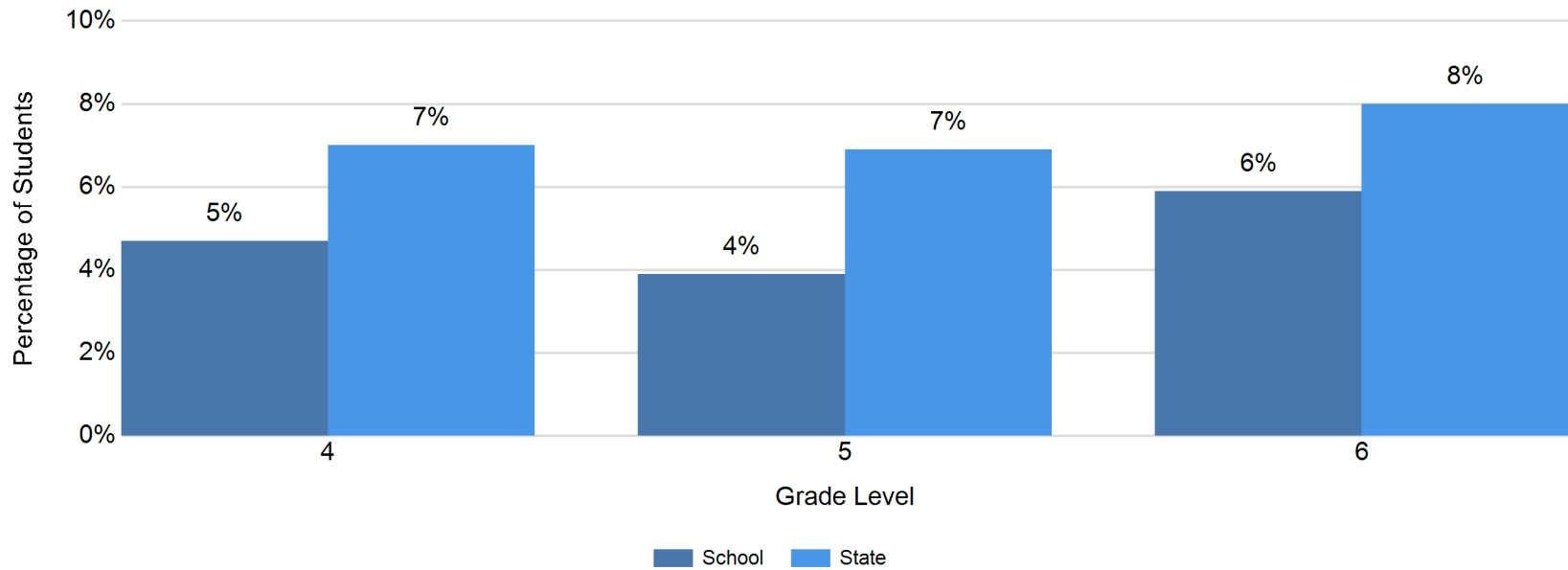
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





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.





Indian Hill School
2016-2017

Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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	9:05AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 23 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.41

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	0.1%
Out-of-School Suspensions	1.0%
Any Suspension	1.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

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	49.9 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$288	\$16,680	\$16,968



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

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	58	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	78%	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	19	9,506
Average years experience in public schools	10.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	79%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	367:1	158:1
Librarian/Media Specialists		602:1
Nurses		752:1
Counselors		334:1
Child Study Team		273:1



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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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	93.4	17.5%
Mathematics Proficiency	76.0	17.5%
English Language Arts Growth	65.7	25.0%
Mathematics Growth	46.1	25.0%
Chronic Absenteeism	71.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		68.3
Summative Rating: Percentile rank of Summative Score		77.6
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.



**Indian Hill School
2016-2017
Grade Span 04-06**

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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	68.3	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
White	58.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	55.2	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	86.9	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Economically Disadvantaged Students	62.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	50.1	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
English Learners	47.5	11.9	No	N	N	**	**	Met Target	No

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

† Target was met within a confidence interval.



Indian Hill School
2016-2017
Grade Span 04-06




25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

School General Info

Principal:	Mrs. Axelrod	Email Address:	taxelrod@holmdelschools.org
Address:	735 HOLMDEL ROAD HOLMDEL, NJ 07733-1599	Website:	holmdelschools.org/schools/indian-hill-school-4-6
Phone:	(732)946-1045	Facebook:	https://www.facebook.com/Indian-Hill-School-Holmdel-NJ-967921416625752/
		Twitter:	https://twitter.com/IHHolmdel

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Technology is a part of each school day, with all students accessing technology via our 1:1 Chromebook program. • Curriculum includes Envision Math, Reader's and Writer's workshop and Next Gen Science Standards. • Students are encouraged to read deeply and think critically across all content areas.
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Holmdel Township Public Schools is to provide a comprehensive and caring educational environment that will develop the potential of every pupil into achievement. In partnership with our community, the school district will support all our pupils' efforts to meet and exceed the New Jersey Student Learning Standards, and to become responsible and resourceful citizens and life-long learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We have many recognitions for both the staff and the students at Indian Hill School. In terms of staff recognition, we honor a Teacher of the Year and Educational Services Professional of the Year, each selected and nominated by their peers. Students are routinely recognized for achievements such as the National Geographic Bee Winner, participation in the Academic Bowl, the Math League and the National Science League.</p>






Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Indian Hill students are presented with a program of study that includes instruction in mathematics, language arts, science, and social studies. Strong research skills are supported in all subjects through integration designed by our media specialist. Fine arts and health are addressed through art, music, health, and physical education courses. World Languages are taught at all grade levels. Learning experiences are enhanced and enriched through field trips, assemblies, and special programs.</p>
 <p>Clubs and Activities:</p>	<p>Students at Indian Hill participate in many unique curricular and extra-curricular activities such as the Academic Bowl, All Shore and Region Band, Drama Performances, National Geography Bee, and the Continental Math League as well as Chess Club, Girls on the Run, Enrichment Art, and Enrichment Gym.</p>
 <p>Before and After School Programs:</p>	<p>Indian Hill offers band and chorus prior to the start of the school day for those interested in participating.</p>







Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
 MONMOUTH
 HOLMDEL TWP
 735 HOLMDEL ROAD
 HOLMDEL, NJ 07733-1599

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>During the 2016-2017 school year, a strong emphasis was placed on staff training in literacy, math, and technology. The Holmdel School District is dedicated to the formation of Professional Learning Communities throughout the district by providing time, resources, and support to faculty. As a result, Professional Learning Communities share the responsibility for the total development of students and make a commitment to making significant and lasting change in the classroom.</p>
 <p>Student Supports and Services:</p>	<p>Indian Hill School supports students with disabilities by cultivating an educational setting that provides students with enriching learning experiences, ensuring that any accommodations made are consistent with identified needs and reflected in each student's Individualized Education Plan. Referrals are sometimes made through our I&RS committee as well as through our support staff. English Language Learners also receive supports and services required.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in regularly scheduled Physical Education classes as well as daily recess.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent involvement is a key component in Indian Hill's success. In addition to the annual Back-To-School Nights and parent-teacher conferences, the Indian Hill parents run the school store, host after-school social events, serve as chaperones on field trips, and sponsor cultural arts programs for the students. Fundraising from major events enables the parent organization to purchase many resources that enhance student learning and add to the wonderful environment at Indian Hill.</p>




Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

School Narrative

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

 <p>Facilities:</p>	<p>The Indian Hill School was built in 1958. An addition was built in 1998. The building has air conditioning. The school also has two art rooms, 2 computer labs, 2 gyms, a state of the art media center and 3 science labs.</p>
---	--



Indian Hill School
2016-2017
Grade Span 04-06

25-2230-050
MONMOUTH
HOLMDEL TWP
735 HOLMDEL ROAD
HOLMDEL, NJ 07733-1599

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:

Indian Hill School provides a comprehensive educational program for all students grades four through six. The program encourages students to develop their unique strengths and to achieve their maximum potential. The instructional programs at Indian Hill School provide experiences that foster the development of knowledge, skills, and attitudes by which students become life-long learners. Through a dynamic, enriching, and exciting environment, all members of the Indian Hill School community work together to ensure students maintain their enthusiasm and motivation for learning. The educational program reflects the following concepts: Students are active participants in the learning process and are provided with opportunities to grow intellectually, emotionally, and socially. Students use technology as an integral part of their education to access, process, and communicate information. The curriculum is flexible and accommodates all levels of ability. Enrichment and extracurricular activities are provided to enhance learning experiences. Students are encouraged to develop a sense of responsibility, self-respect, self-esteem, and good character. Teachers, administrators, and support staff serve as role models for students, encouraging positive attitudes and behaviors. Teaching strategies are flexible, differentiated, diverse, and creative. Support services, such as guidance, nursing, and special services, are accessible and responsive to student needs. We foster a caring atmosphere of acceptance for all children with unique and special needs. Parents play an important role in the learning experience and are encouraged to be involved in school activities.




Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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



Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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.



Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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	22	34	49
KG	150	145	147
1	192	198	175
2	197	217	219
3	231	212	231
Ungraded	34	29	11
Total	826	835	832

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	45%	45%
Male	54%	55%	55%
Economically Disadvantaged Students	3%	3%	1%
Students with Disabilities	15%	15%	15%
English Learners	2%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	72.2%
Asian	17.4%
Hispanic	4.8%
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.7%

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	25	45
PK - Full Day	24	9	4
KG - Half Day	116	131	139
KG - Full Day	42	14	8

Enrollment by Home Language

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

Home Language	% of Students
English	98.6%
Chinese	1.2%
Other	0.2%



Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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	227	97.8	76.20	75.00	54.90	76.2	76.9	Met Target†
White	166	97.6	74.10	71.30	63.90	74.1	74.1	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	46	100.0	82.60	87.80	80.70	82.6	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	99	97.1	81.80	82.20	62.20	81.8		
Male	128	98.5	71.90	68.00	48.10	71.9		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	25	96.2	24.00	29.00	20.50	24	47.6	Not Met
Students without Disabilities	202	98.1	82.70	81.70	61.90	82.7		
English Learners	12	100.0	66.60	60.00	25.20	66.6	**	**
Non-English Learners	215	97.7	76.80	75.40	57.40	76.8		
Homeless Students	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.



Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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	227	775	775	749	*	*	17%	59%	17%	76%	50%
White	166	770	770	759	*	*	17%	60%	14%	74%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	46	792	792	775	*	*	*	52%	30%	83%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	99	778	778	754	*	*	13%	63%	19%	82%	55%
Male	128	772	772	745	*	*	20%	56%	16%	72%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	25	733	733	720	*	*	44%	*	*	24%	24%
Students without Disabilities	202	780	780	755	*	*	14%	*	*	83%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

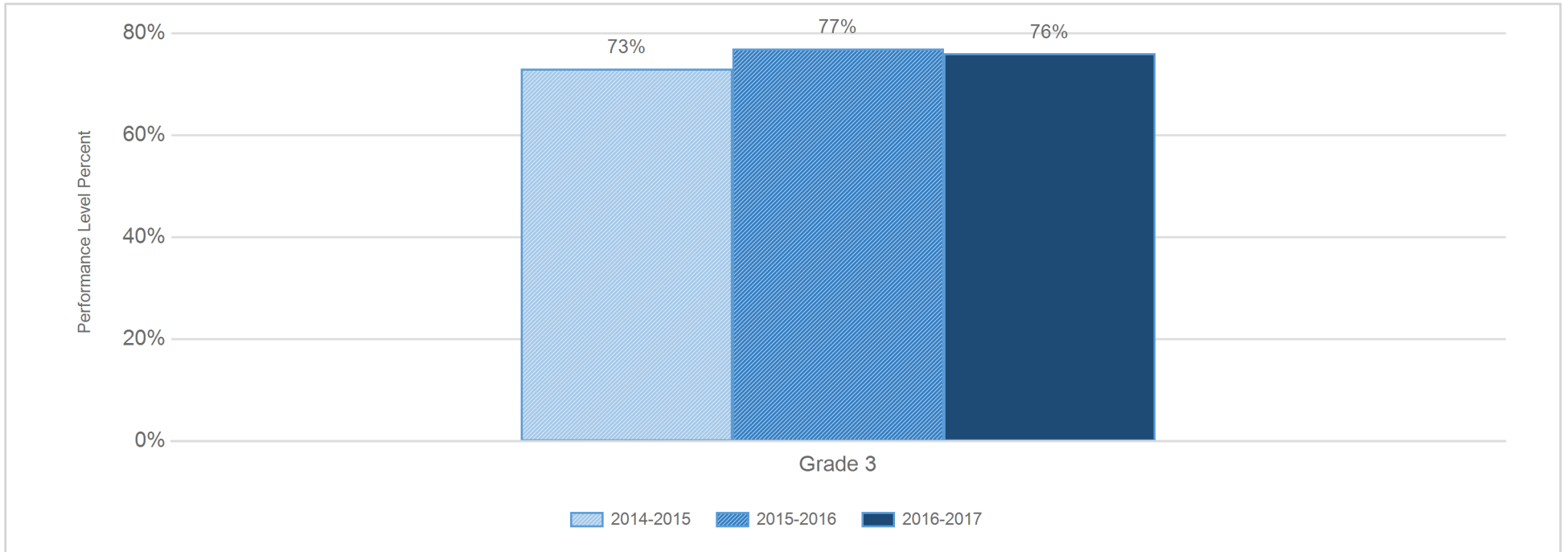


Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

English Language Arts/Literacy Assessment - Performance Trends

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





Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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	227	97.8	80.60	62.80	43.50	80.6	79.7	Met Goal
White	166	97.6	77.10	57.80	52.40	77.1	76.4	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	46	100.0	97.80	84.90	75.60	97.8	80	Met Goal
American Indian or Alaska Native	N	N	N	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	99	97.1	78.80	63.50	44.10	78.8		
Male	128	98.5	82.00	62.10	42.90	82		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	25	96.2	28.00	17.00	16.50	28	47.6	Not Met
Students without Disabilities	202	98.1	87.20	69.10	48.80	87.2		
English Learners	12	100.0	91.70	60.80	23.30	91.7	**	**
Non-English Learners	215	97.7	80.00	62.90	45.20	80		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	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.



Village School
2016-2017

Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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	227	775	775	751	*	*	13%	50%	31%	81%	53%
White	166	768	768	759	*	*	15%	55%	22%	77%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	46	802	802	779	*	*	*	33%	65%	98%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	99	773	773	751	*	*	15%	51%	28%	79%	52%
Male	128	776	776	751	*	*	12%	49%	33%	82%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	25	731	731	729	*	*	*	*	*	28%	29%
Students without Disabilities	202	780	780	755	*	*	*	*	*	87%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

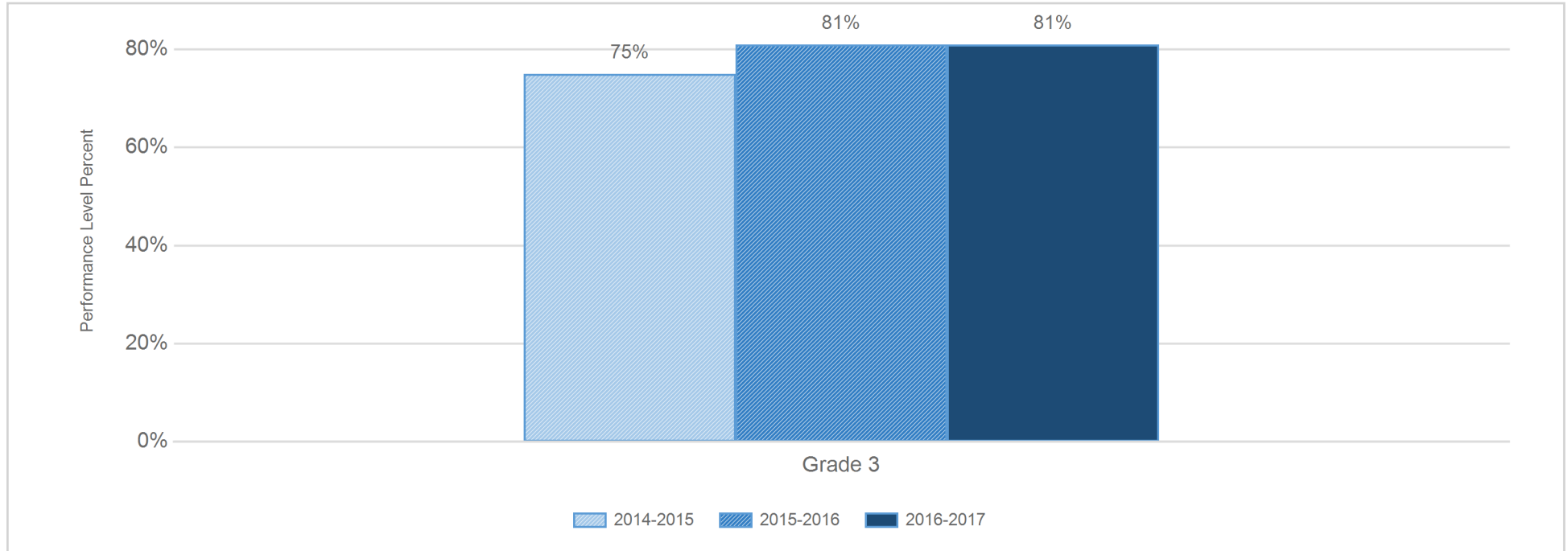


Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

Mathematics Assessment – Performance Trends

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





Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	75%	25%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



**Village School
2016-2017
Grade Span PK-03**

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299



Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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.

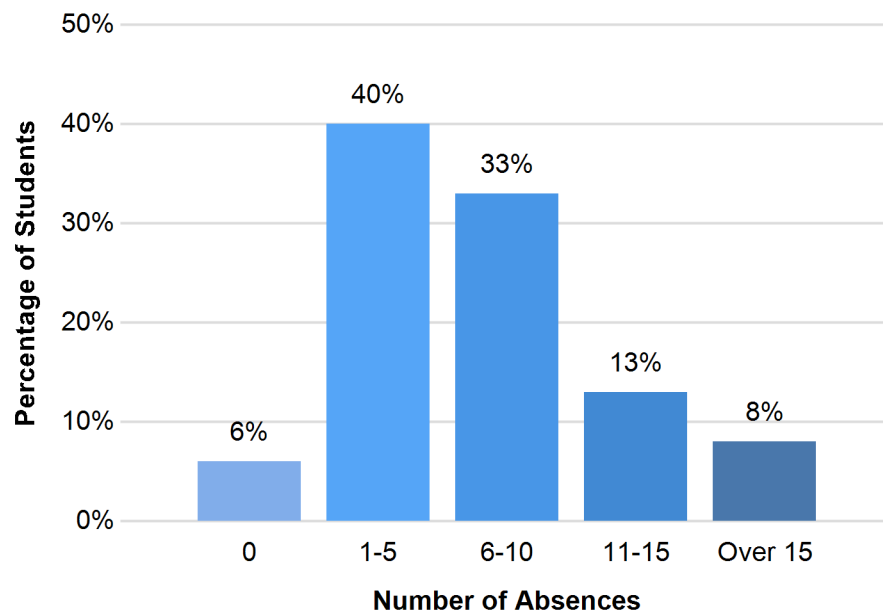
Chronic Absenteeism

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	9.10	Met Target
White	5.80	9.10	Met Target
Hispanic	5.30	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	6.60	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.90	9.10	Met Target
Economically Disadvantaged Students	N	**	**
Students with Disabilities	6.90	9.10	Met Target
English Learners	30.00	9.10	Not Met

Days Absent

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



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

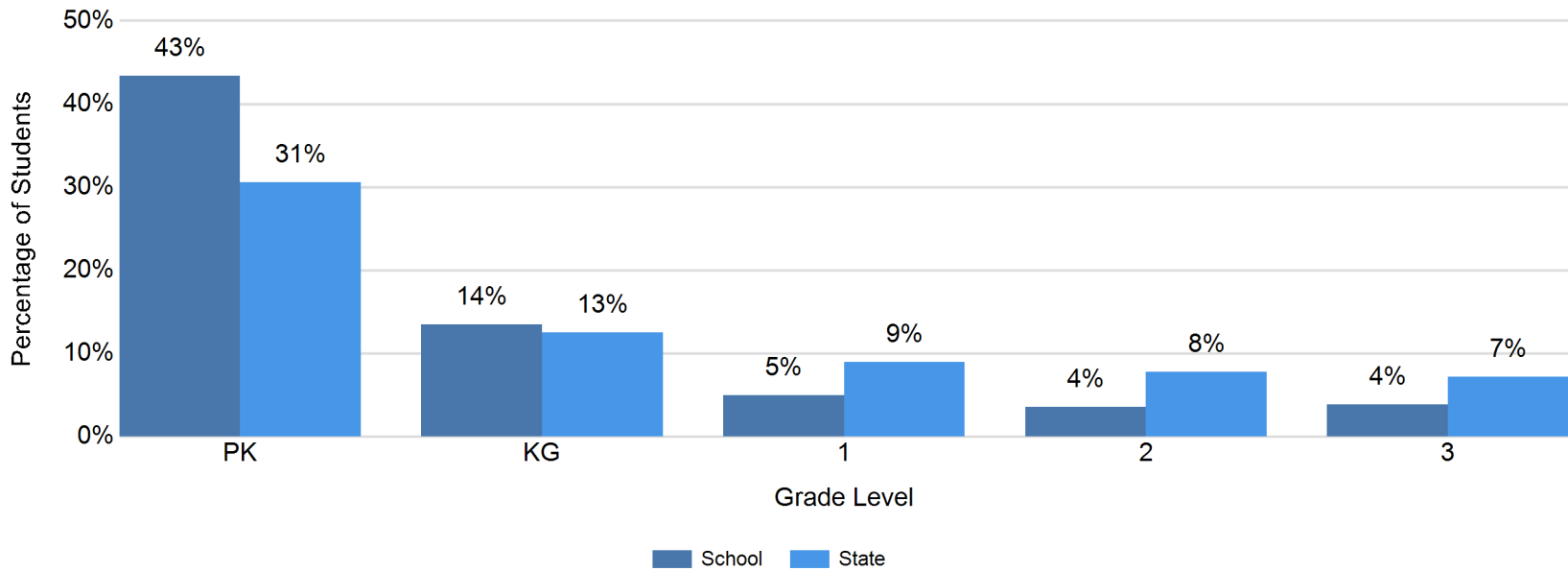


Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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.





Village School
2016-2017

Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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	9:05AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 27 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	0.2%
Any Suspension	0.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	49.9 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$288	\$16,680	\$16,968



Village School
2016-2017

Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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	71	120,724
Average years experience in public schools	9.2	11.8
Average years experience in district	9.2	10.5
Teachers in district for 4 or more years	69%	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	19	9,506
Average years experience in public schools	10.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	79%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	416:1	158:1
Librarian/Media Specialists		602:1
Nurses		752:1
Counselors		334:1
Child Study Team		273:1



Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

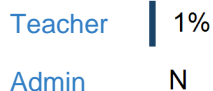
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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.



Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

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.



Village School
2016-2017
Grade Span PK-03




25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

School General Info

Principal:	Mr. Schillaci	Email Address:	bschillaci@holmdelschools.org
Address:	67 MCCAMPBELL ROAD HOLMDEL, NJ 07733-2299	Website:	http://www.holmdelschools.org/schools/village-school-p-3
Phone:	(732)946-1820		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Village School is fortunate to offer our 1st-3rd grade students 1:1 Chromebook opportunities. • All K-3 students perform in grade level performances demonstrating our strong commitment to the arts. • We connect with the Shade Tree Commission for an annual tree planting ceremony to promote caring for our environment.
 <p>Mission, Vision, Theme:</p>	<p>Village School offers a comprehensive program to its PK-3 students by providing educational experiences in partnership with the entire school community. Our goal is to ensure our students acquire knowledge, skills, and attitudes necessary to become productive and responsible citizens. We have worked with many stakeholder groups to complete our 1:1 technology goals and character education initiatives. We pride ourselves on fostering academically, socially, and emotionally well rounded children.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our 2nd and 3rd grade students competed in the Continental Math and LA Olympiad assessments and contests. Our children finished top 3 in the state and were also recognized at the national level for their performance.</p>






Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Curriculum and instruction is child-centered. Committees review and refine curriculum and teachers are provided with professional development opportunities to implement new instructional ideas. We provide a gifted and talented program that gives children enrichment opportunities in and out of their regular classrooms. We also offer supplemental programs to enhance instruction for students who require specific supports or interventions. These programs offer push-in and pull-out opportunities.</p>
 <p>Clubs and Activities:</p>	<p>There are several after school clubs that run at Village including Lego Camp, Chess Club, and Soccer Club. Most recently the school was awarded a Unified Sports Grant to run inclusive camps focused on basketball, soccer, and track and field.</p>
 <p>Before and After School Programs:</p>	<p>We offer a before school and after school program for children in grades K-3 called Primetime. This program is available for our school community to assist working families, as well as to offer children a social environment to engage with friends and work on homework assignments in the afternoon. There is a coordinator of our district Enterprise Programs who oversees the Primetime program.</p>







Village School
2016-2017
Grade Span PK-03

25-2230-080
MONMOUTH
HOLMDEL TWP
67 MCCAMPBELL ROAD
HOLMDEL, NJ 07733-2299

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Staff members participated in a variety of workshops, Professional Learning Teams, and graduate programs. A strong emphasis continues to be placed on technology, differentiated instruction, and social/emotional learning. We have been fortunate to offer many workshop opportunities to our staff. There are a number of teacher leaders at Village School who offer these workshop opportunities and share their expertise during grade-level meetings, staff meetings, and staff development days.</p>
 <p>Student Supports and Services:</p>	<p>Our I&RS Committee meets regularly to determine strategies for students who struggle during the day. We offer special services programs based on student needs. Our programs run from a least restrictive environment of a full day in-class support model to self-contained settings for students requiring a more intensive program to meet their needs. We have an ELL teacher who works with students, families, and teachers across our two elementary schools.</p>
 <p>Student Health and Wellness:</p>	<p>Our students have the opportunity to engage in physical education classes throughout the week. The children also have a daily recess period that promotes getting our students outside and engaging in physical activity. Our grade 1-3 students also have health as part of their program through the year. This allows our PE teachers the opportunity to promote health and wellness in a more structured way.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents volunteer on a regular basis in the library/media center, computer labs, and within our classrooms. Village School has a strong Parent School Association (PSA) that provides a variety of rich activities for the students. PSA activities include educational assembly programs, afterschool family activities, and a weekly communication spreading good news about what is happening at Village. The PSA also provides financial assistance to support our school initiatives.</p>



William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP


24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

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



William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

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.



**William R. Satz School
2016-2017
Grade Span 07-08**

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
7	242	263	256
8	285	250	266
Ungraded	5	3	2
Total	532	516	524

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	53%
Male	52%	53%	48%
Economically Disadvantaged Students	4%	3%	4%
Students with Disabilities	15%	12%	12%
English Learners	1%	2%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	74.2%
Asian	19.3%
Hispanic	2.9%
Black or African American	1.3%
Native Hawaiian or Pacific Islander	1.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	1.1%

Enrollment by Home Language

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

Home Language	% of Students
English	91.2%
Chinese	3.8%
Telugu	1.0%
<i>Other</i>	4.2%



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

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	514	98.7	81.10	75.00	54.90	81.1	76.4	Met Goal
White	383	98.2	77.30	71.30	63.90	77.3	73.2	Met Target
Hispanic	14	100.0	71.50	*	39.80	71.5	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	105	100.0	96.20	87.80	80.70	96.2	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	268	98.2	88.80	82.20	62.20	88.8		
Male	246	99.2	72.80	68.00	48.10	72.8		
Economically Disadvantaged Students	29	100.0	65.50	*	36.20	65.5	N	N
Non-Economically Disadvantaged Students	485	98.6	82.10	*	65.80	82.1		
Students with Disabilities	62	96.9	32.20	29.00	20.50	32.2	31.4	Met Target
Students without Disabilities	452	98.9	87.90	81.70	61.90	87.9		
English Learners	13	100.0	53.90	60.00	25.20	53.9	**	**
Non-English Learners	501	98.6	81.80	75.40	57.40	81.8		
Homeless Students	*	*	*	*	26.40	*		
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.



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

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	244	776	776	756	*	*	10%	43%	42%	84%	59%
White	182	770	770	764	*	*	13%	49%	31%	80%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	52	797	797	784	*	*	*	21%	77%	98%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	130	785	785	764	*	*	9%	38%	54%	92%	68%
Male	114	766	766	749	*	*	12%	48%	28%	76%	51%
Economically Disadvantaged Students	10	749	749	739	*	*	0%	*	*	60%	40%
Non-Economically Disadvantaged Students	234	777	777	766	*	*	11%	*	*	86%	70%
Students with Disabilities	30	734	734	719	*	*	*	*	*	30%	19%
Students without Disabilities	214	782	782	763	*	*	*	*	*	92%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	244	776	776	758	*	*	10%	43%	42%	84%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

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	258	774	774	757	*	*	13%	51%	28%	79%	59%
White	192	769	769	764	*	*	15%	55%	21%	76%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	51	797	797	786	*	*	*	37%	59%	96%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	134	782	782	766	*	*	9%	53%	34%	87%	68%
Male	124	765	765	749	*	*	18%	49%	21%	70%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	20	725	725	718	*	*	*	*	0%	20%	18%
Students without Disabilities	238	778	778	764	*	*	*	*	30%	84%	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	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

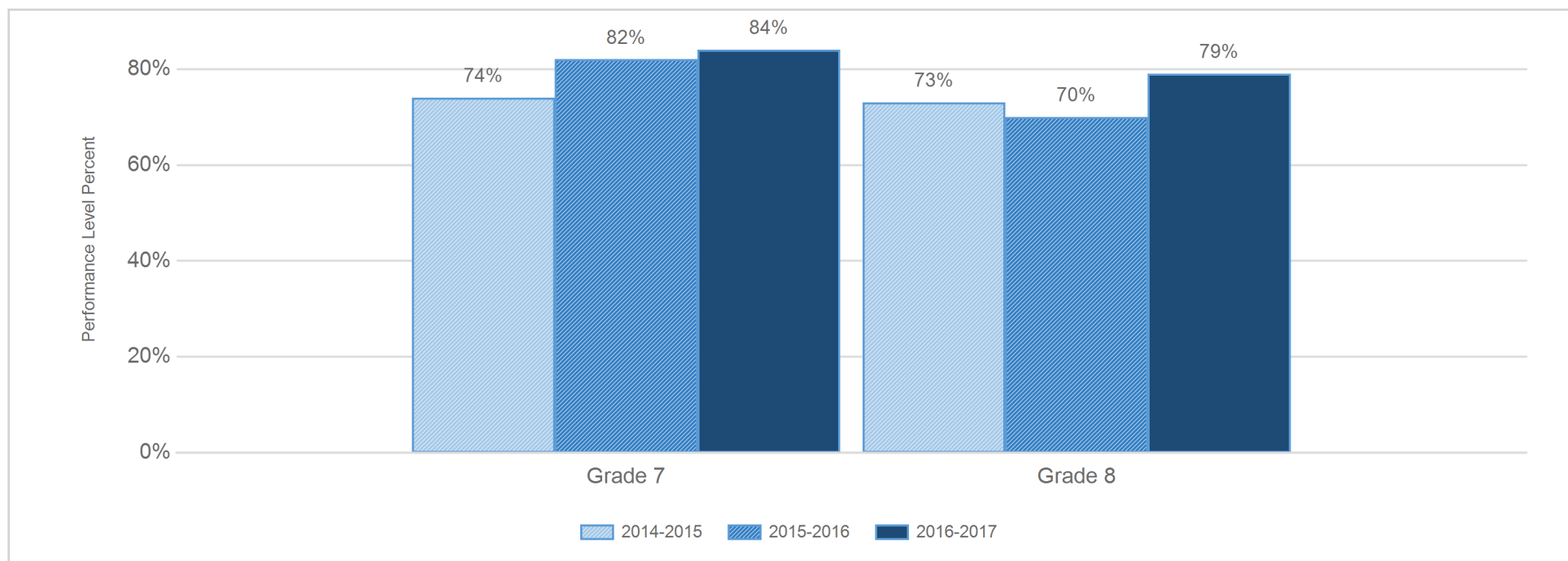
HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

English Language Arts/Literacy Assessment - Performance Trends

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





William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

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	513	98.3	68.00	62.80	43.50	68	66.8	Met Target
White	382	97.9	63.60	57.80	52.40	63.6	59.4	Met Target
Hispanic	14	100.0	42.90	*	27.60	42.9	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	105	99.1	88.60	84.90	75.60	88.6	80	Met Goal
American Indian or Alaska Native	N	N	N	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	269	97.8	70.60	63.50	44.10	70.6		
Male	244	98.8	65.20	62.10	42.90	65.2		
Economically Disadvantaged Students	27	100.0	44.40	34.10	25.10	44.4	N	N
Non-Economically Disadvantaged Students	486	98.2	69.40	64.20	54.30	69.4		
Students with Disabilities	61	96.8	14.80	17.00	16.50	14.8	15.3	Met Target†
Students without Disabilities	452	98.5	75.20	69.10	48.80	75.2		
English Learners	14	93.3	57.20	60.80	23.30	56	**	**
Non-English Learners	499	98.4	68.30	62.90	45.20	68.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	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.



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

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	212	758	758	741	*	*	28%	50%	13%	63%	40%
White	168	755	755	748	*	10%	29%	51%	*	60%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	35	771	771	764	*	*	*	46%	31%	77%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	110	759	759	743	*	*	32%	49%	14%	63%	41%
Male	102	757	757	740	*	*	24%	51%	12%	63%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	30	729	729	716	*	*	37%	*	0%	20%	11%
Students without Disabilities	182	762	762	746	*	*	26%	*	15%	70%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

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	96	735	735	728	10%	18%	39%	33%	0%	33%	28%
White	79	734	734	736	*	20%	37%	33%	*	33%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	53	741	741	730	*	*	38%	42%	*	42%	30%
Male	43	728	728	725	*	*	40%	23%	*	23%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	20	716	716	705	*	*	*	*	*	*	*
Students without Disabilities	76	740	740	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	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

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	167	785	764	743	0%	0%	8%	70%	23%	92%	42%
White	111	780	758	751	0%	0%	10%	77%	14%	90%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	50	799	788	774	0%	0%	0%	56%	44%	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	89	787	769	744	*	*	*	70%	25%	94%	43%
Male	78	783	759	741	*	*	*	69%	21%	90%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	167	785	*	745	0%	0%	8%	70%	23%	92%	*
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%



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	788	750	734	0%	0%	0%	44%	56%	100%	30%
White	15	784	745	740	0%	0%	0%	*	*	100%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	12	793	771	758	0%	0%	0%	*	*	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	14	782	748	735	*	*	*	*	*	100%	31%
Male	13	794	751	733	*	*	*	*	*	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	27	788	*	740	0%	0%	0%	44%	56%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	27	788	753	738	0%	0%	0%	44%	56%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	27	788	750	735	0%	0%	0%	44%	56%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

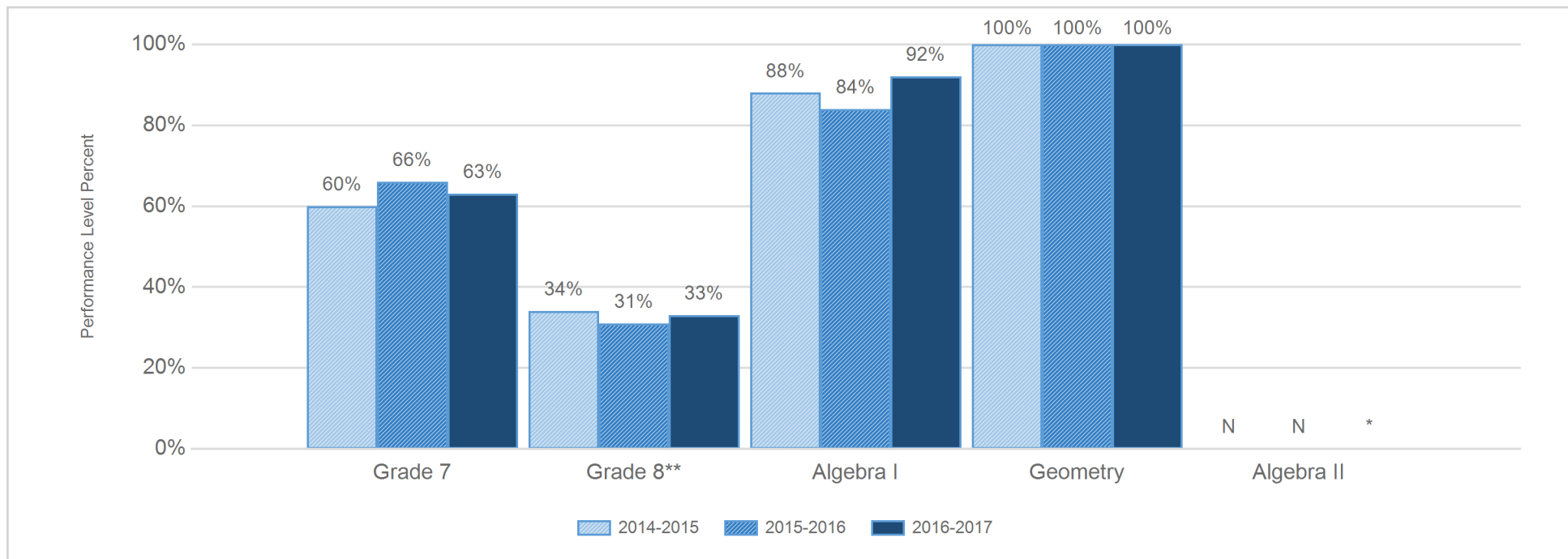


William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

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.



William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

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.

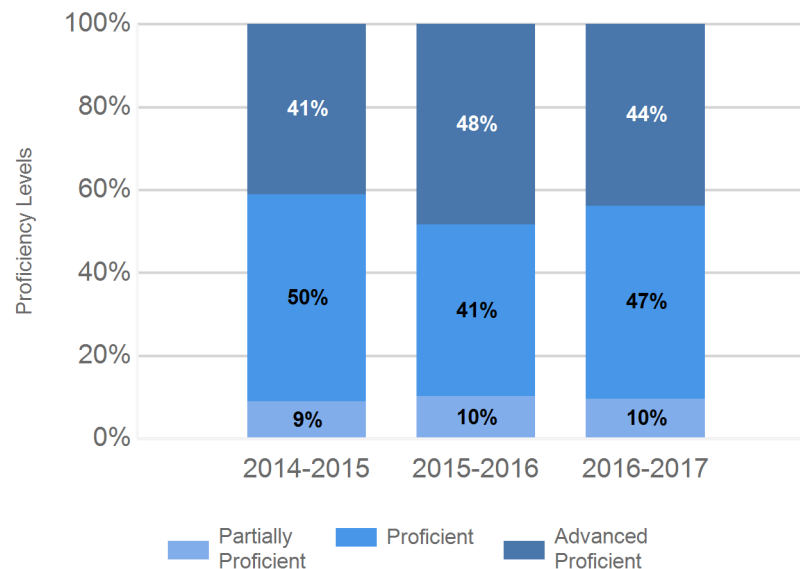
NJASK Science Assessment Performance: Grade 8

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	44%	47%	10%
White	39%	50%	10%
Hispanic	N	*	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	22%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	5%	48%	48%
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.





William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

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	39	48	50	Not Met	70	57	50	Exceeds Target
White	36	45	50	Not Met	69	55	52	Exceeds Target
Hispanic	30	47	49	**	*	*	47	**
Black or African American	*	*	45	**	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	55.5	53.5	60	Met Target	73	62	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	29	44	47	**	*	*	46	**
Students with Disabilities	25	34	41	Not Met	60	36.5	43	Exceeds Target
English Learners	42	51	53	**	*	*	51	**

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



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

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:

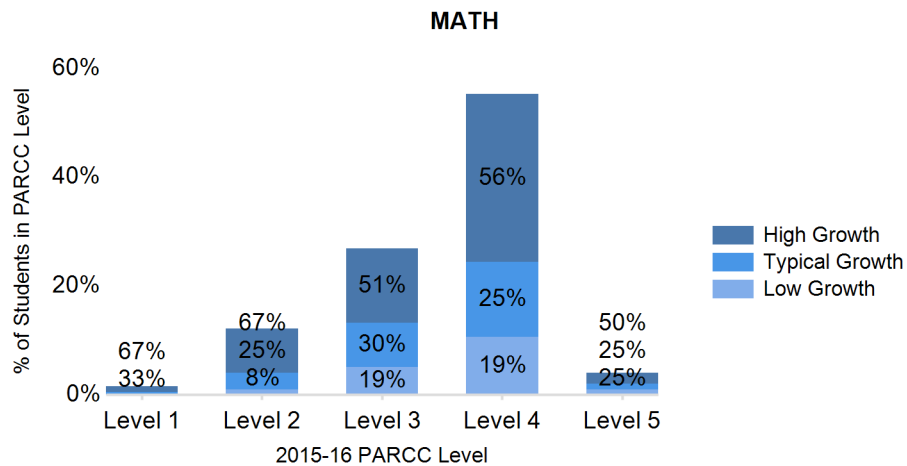
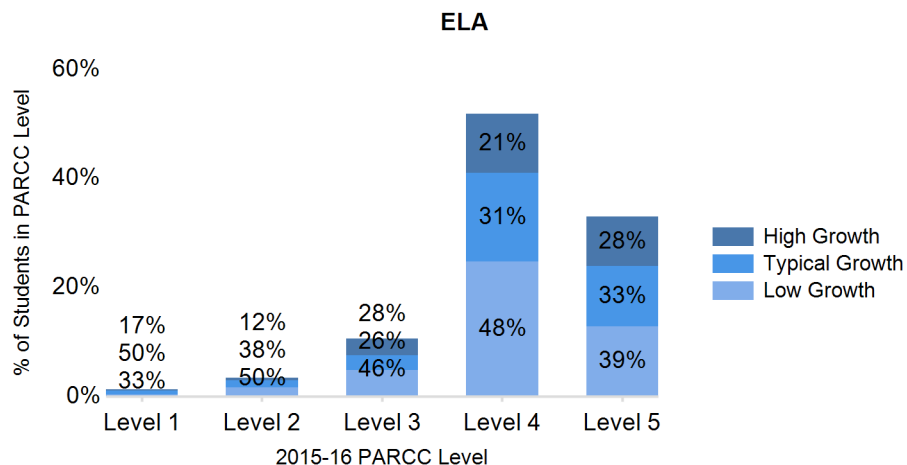
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

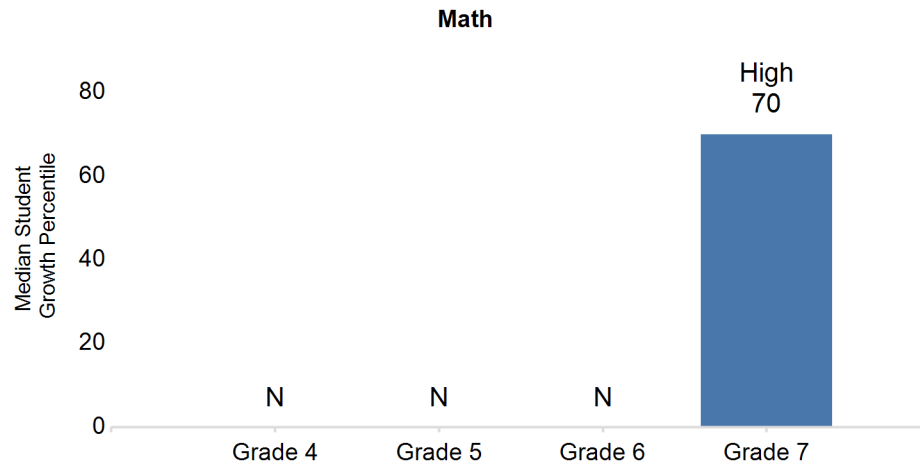
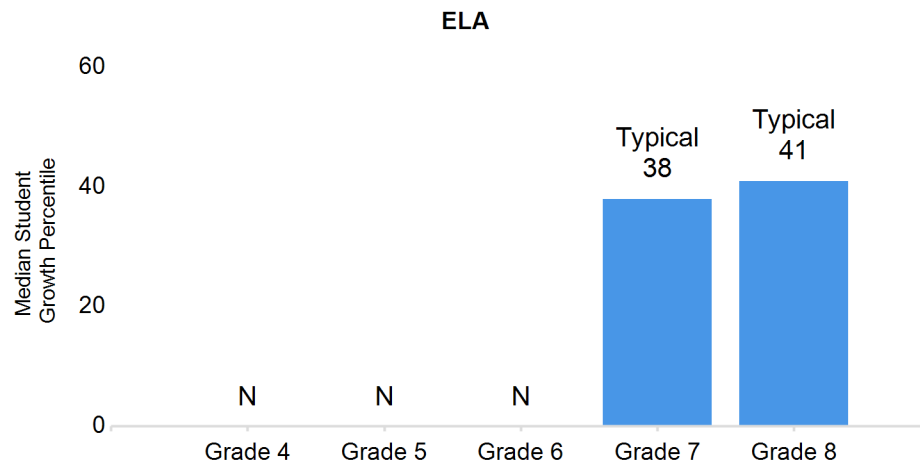
Student Growth by Performance Level

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.





William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	1	0	255
8	135	28	100
Schoolwide	136	28	355

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	106	0	61	36	33	13	0
8	127	0	51	41	28	11	0
Schoolwide	233	0	112	77	61	24	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



William R. Satz School
 2016-2017
 Grade Span 07-08

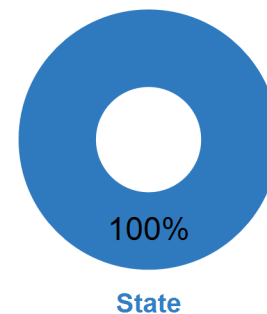
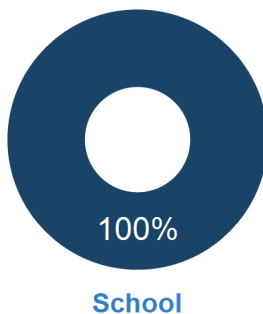
25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

Visual and Performing Arts – Course Participation

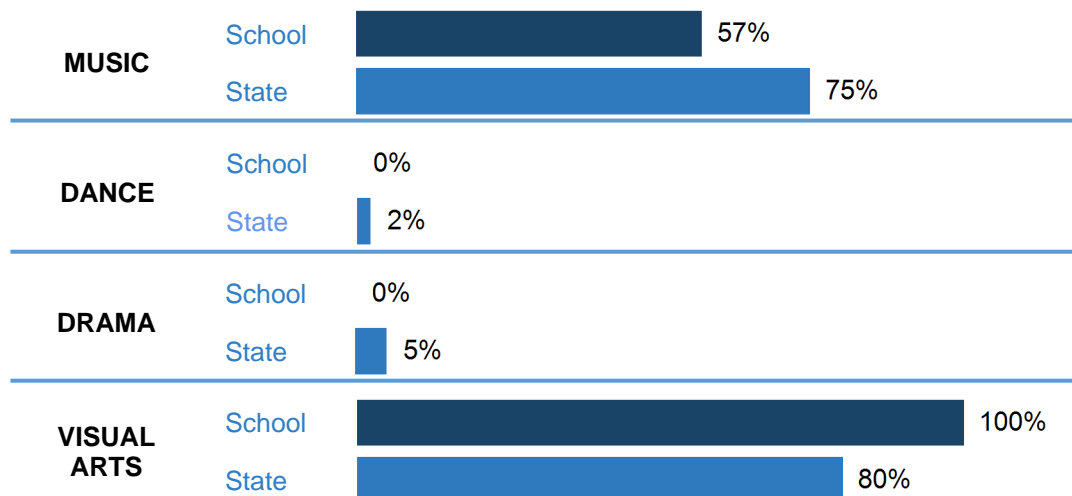
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

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

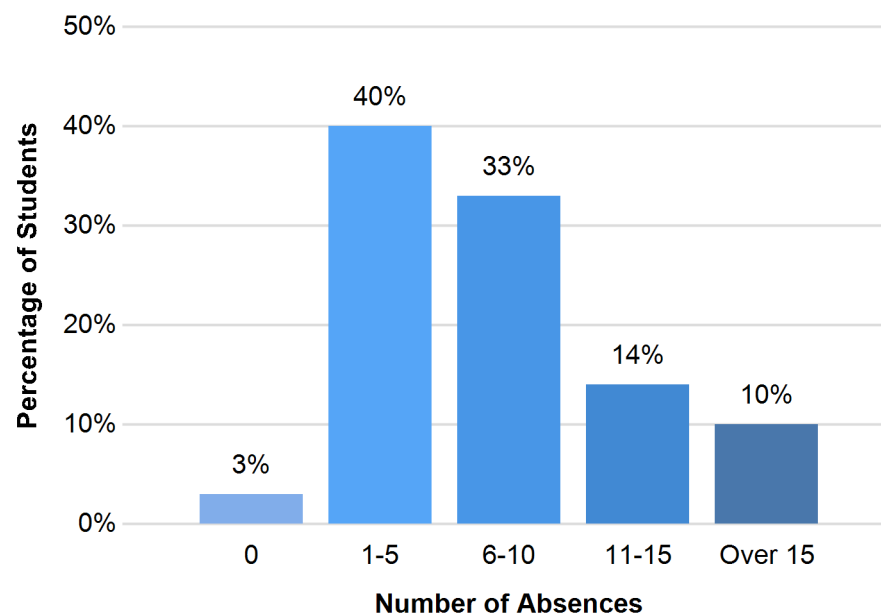
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	9.10	Met Target
White	7.20	9.10	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.70	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	12.90	9.10	Not Met
English Learners	N	**	**

Days Absent

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



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

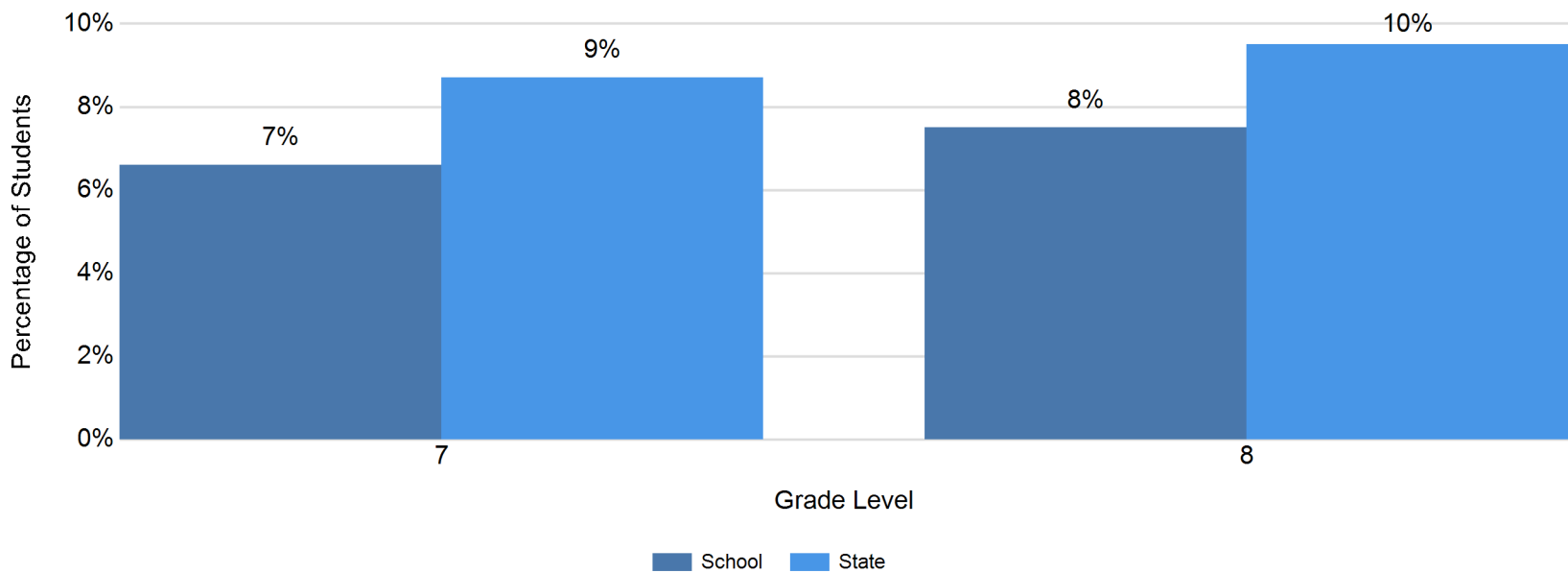


William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

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.





William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 16 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.57

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	0.4%
Out-of-School Suspensions	0.0%
Any Suspension	0.4%

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



William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

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	49.9 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$288	\$16,680	\$16,968



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

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	56	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,506
Average years experience in public schools	10.7	15.9
Average years experience in district	10.7	11.6
Administrators in district for 4 or more years	79%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	262:1	158:1
Librarian/Media Specialists		602:1
Nurses		752:1
Counselors		334:1
Child Study Team		273:1



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



William R. Satz School

2016-2017

Grade Span 07-08

25-2230-030

MONMOUTH

HOLMDEL TWP

24 CRAWFORDS CORNER ROAD

HOLMDEL, NJ 07733-1998

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	89.3	17.5%
Mathematics Proficiency	75.6	17.5%
English Language Arts Growth	11.1	25.0%
Mathematics Growth	93.6	25.0%
Chronic Absenteeism	39.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.0
Summative Rating: Percentile rank of Summative Score		67.6
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.



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

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	61.0	11.9	No	Met Goal	Met Target	Met Target	Not Met	Exceeds Target	No
White	55.9	11.9	No	Met Target	Met Target	Met Target	Not Met	Exceeds Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	65.3	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	**	**	**	No
Students with Disabilities	51.3	11.9	No	Met Target	Met Target†	Not Met	Not Met	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



William R. Satz School
 2016-2017
 Grade Span 07-08




25-2230-030
 MONMOUTH
 HOLMDEL TWP
 24 CRAWFORDS CORNER ROAD
 HOLMDEL, NJ 07733-1998

School General Info

Principal:	Mr. Howard	Email Address:	ahoward@holmdelschools.org
Address:	24 CRAWFORDS CORNER ROAD HOLMDEL, NJ 07733-1998	Website:	http://www.holmdelschools.org/schools/wr-satz-school-7-8
Phone:	(732)946-1808		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Offers advanced courses in Math and Language Arts, such as Honors Geometry and Honors Algebra, and Honors English. • Students have an opportunity to participate in any one of our 13 interscholastic sports teams. • Program of Studies includes diverse elective choices such as Tech Ed., Creative Arts, Music Technology and Culinary Arts
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Holmdel Township Public Schools is to provide a comprehensive and caring educational environment that will develop the potential of every pupil into achievement. In partnership with our community, the school district will support all our pupils' efforts to meet and exceed the New Jersey Student Learning Standards, and to become responsible and resourceful citizens and life-long learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In addition to numerous academic awards, our students have had artworks displayed at Brookdale Community College's Center for Holocaust, Human Rights, and Genocide Education (Change) in an exhibit called "Through Their Eyes." Our students have also won a variety of awards in sports, music and art competitions, such as one of our eighth grade students who won a National-level gold medal for her artwork in the 2017 Scholastic Art and Writing Awards competition.</p>







William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>We offer a well-balanced program of instruction consistent with the NJ Student Learning Standards. We provide advanced courses in Math and English, such as Honors Geometry and Honors Algebra, Honors English, and Writing Workshop; and an opportunity for our students to excel in any one of five available languages, which include French, Spanish, Latin, Italian, and Chinese. To help complement our program, each academic teacher also provides two days per week of extra-help after school.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>Because our school shares a campus with Holmdel High School, our athletic facilities are many, varied and of a high quality.</p>
 <p>Clubs and Activities:</p>	<p>Extra-curricular offerings include a variety of clubs, such as the Youth Alliance, the Student Ambassadors, the Technology Student Association, Yearbook, Student Council, or our school's newspaper, the William's Pen. Students can also join any one of our service organizations, such as Bridges and the Builder's Club or compete in any one of our academic competition groups, such as, Battle of the Books, the Geography Bee, the Science Olympiad, the Math League, or the Future City Engineers.</p>
 <p>Before and After School Programs:</p>	<p>Our zero-period program, open to all 7th and 8th graders, gives students an opportunity to participate, voluntarily, in a variety of activities before the start of school's academic day. During zero-period, students can sign up for Chorus, Concert Band, Harmony Bell Ringers, or Jazz Band. Having these activities meet before the academic day eliminates competition with other subjects and gives our students the opportunity to participate in these activities freely.</p>







William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>The Holmdel School District is dedicated to the formation of Professional Learning Communities throughout the district by providing time, resources, and support to faculty. As a result, Professional Learning Communities share the responsibility for the total development of students and make a commitment to making significant and lasting change in the classroom.</p>
 <p>Student Supports and Services:</p>	<p>The mission of the Special Services Department in the Holmdel District is to maximize student success in the general education program offering a range of educational programs and related services in accordance with individual needs. Satz School supports this mission by cultivating an educational setting that provides students with enriching learning experiences, ensuring that any accommodations made are consistent with identified needs and reflected in their Individualized Education Plans.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in regularly scheduled Physical Education activities. Two School Counselors and other staff are consistently developing and implementing wellness activities for all students.</p>
 <p>Parent and Community Involvement:</p>	<p>The Satz School Parent Support Group (PSG) acts as liaison between parents, students, and staff at the Satz School. Their purpose is to raise funds to enhance the learning experience of our students. PSG members plan many events throughout the year such as dances, assembly programs and luncheons. Our PSG has also raised funds towards new technology, as well as classroom enhancements. Most recently the PSG has donation money to completely renovate our culinary arts lab.</p>



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

School Narrative

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



Facilities:

Thanks to a generous gift from the Holmdel Foundation for Educational Excellence (HFEE), the Satz School is now home to a state-of-the-art Music Innovation Lab. The Music Innovation Lab allows students in 8th grade the opportunity to learn about Music Technology where students develop skills in using recording software and Musical Instrument Digital Interface (MIDI) applications.



William R. Satz School
2016-2017
Grade Span 07-08

25-2230-030
MONMOUTH
HOLMDEL TWP
24 CRAWFORDS CORNER ROAD
HOLMDEL, NJ 07733-1998

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:

At William R. Satz, we offer a comprehensive and caring educational environment that is consistent with the objectives and goals promoted by the district, as well as with the current trends in education. Our program is designed to not only promote cognitive and affective growth, but to also expand the self-confidence of our students and increase their positive feelings toward learning. Interwoven in the fabric of our learning experience is an atmosphere that encourages students to think as a global family where the uniqueness of each individual student is celebrated. Having students from diverse backgrounds, working together and participating in co-curricular programs and/or activities on a regular basis promotes multicultural respect, understanding, cooperation and tolerance. Everyone at Satz, from the administration to the teaching and support staff, is committed to the continued growth and development of the youngsters entrusted to our care. There is no greater responsibility than making sure the students we work with are developed into responsible, resourceful, and respectful citizens, who are life-long learners. Please feel free to peruse our web site, read our daily bulletin, and learn more about our day to day operations and what life at the Satz School is truly like. After you do, I am sure you will agree that the Satz School is a great place for students to develop, learn, and grow.