



BERKLEY STREET ELEMENTARY SCHOOL
2016-2017


Grade Span KG-05

03-3550-060
BERGEN
NEW MILFORD BORO
812 BERKLEY STREET
NEW MILFORD, NJ 07646

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	69	78	69
1	68	73	70
2	73	65	74
3	64	73	68
4	73	56	68
5	87	74	59
Ungraded	2	0	1
Total	436	419	409

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	53%	53%	52%
Male	47%	47%	48%
Economically Disadvantaged Students	20%	21%	18%
Students with Disabilities	12%	15%	15%
English Learners	7%	7%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	39.9%
Hispanic	25.4%
Asian	18.3%
Native Hawaiian or Pacific Islander	11.2%
Black or African American	4.9%
American Indian or Alaska Native	0.0%
Two or More Races	0.2%

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
KG - Half Day	0	0	0
KG - Full Day	72	78	69

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	69.9%
Spanish	10.0%
Korean	2.0%
Filipino	2.0%
Urdu	2.0%
Other	13.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	180	98.0	72.70	71.00	54.90	72.7	64.7	Met Target
White	77	96.6	71.50	71.00	63.90	71.5	65.6	Met Target
Hispanic	35	97.7	68.50	63.10	39.80	68.5	50.3	Met Target
Black or African American	13	100.0	46.20	55.20	35.20	46.2	**	**
Asian, Native Hawaiian, or Pacific Islander	55	100.0	83.60	82.30	80.70	83.6	79.7	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	93	100.0	78.50	76.70	62.20	78.5		
Male	87	96.0	66.60	65.60	48.10	66.6		
Economically Disadvantaged Students	32	97.3	37.50	51.30	36.20	37.5	41	Met Target†
Non-Economically Disadvantaged Students	148	98.2	80.40	74.90	65.80	80.4		
Students with Disabilities	41	91.7	43.90	31.00	20.50	43.1	24.5	Met Target
Students without Disabilities	139	100.0	81.30	81.20	61.90	81.3		
English Learners	12	100.0	58.40	*	25.20	58.4	**	**
Non-English Learners	168	97.9	73.80	*	57.40	73.8		
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.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	776	771	749	*	*	*	48%	26%	74%	50%
White	26	771	770	759	*	*	*	50%	*	73%	61%
Hispanic	16	769	764	734	0%	*	*	*	*	63%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	802	*	775	0%	0%	*	*	*	94%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	37	776	775	754	*	*	*	49%	*	76%	55%
Male	28	776	766	745	*	*	*	46%	*	71%	46%
Economically Disadvantaged Students	11	761	755	731	*	*	*	*	*	55%	31%
Non-Economically Disadvantaged Students	54	779	774	762	*	*	*	*	*	78%	63%
Students with Disabilities	13	755	736	720	*	*	*	*	*	54%	24%
Students without Disabilities	52	782	778	755	*	*	*	*	*	79%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	65	776	*	752	*	*	*	48%	26%	74%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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	67	775	771	753	*	*	15%	54%	25%	79%	56%
White	34	777	773	762	*	*	*	50%	29%	79%	67%
Hispanic	14	771	*	740	0%	*	*	*	*	79%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	16	784	779	777	0%	0%	*	63%	*	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	36	775	774	758	*	*	*	58%	*	81%	61%
Male	31	775	768	749	*	*	*	48%	*	77%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	748	739	725	*	*	*	*	*	54%	25%
Students without Disabilities	54	782	778	759	*	*	*	*	*	85%	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%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	770	768	756	*	*	20%	56%	16%	72%	59%
White	21	766	767	763	0%	*	*	52%	*	71%	69%
Hispanic	12	762	*	743	0%	*	*	*	0%	67%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	23	782	*	779	0%	*	*	52%	*	78%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	28	780	775	761	0%	*	*	61%	*	86%	66%
Male	33	761	762	750	0%	*	*	52%	*	61%	53%
Economically Disadvantaged Students	10	752	750	740	0%	*	*	*	0%	40%	40%
Non-Economically Disadvantaged Students	51	773	771	765	0%	*	*	*	20%	78%	71%
Students with Disabilities	12	736	740	725	0%	*	*	*	0%	33%	22%
Students without Disabilities	49	778	775	762	0%	*	*	*	20%	82%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	61	770	*	757	*	*	20%	56%	16%	72%	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%

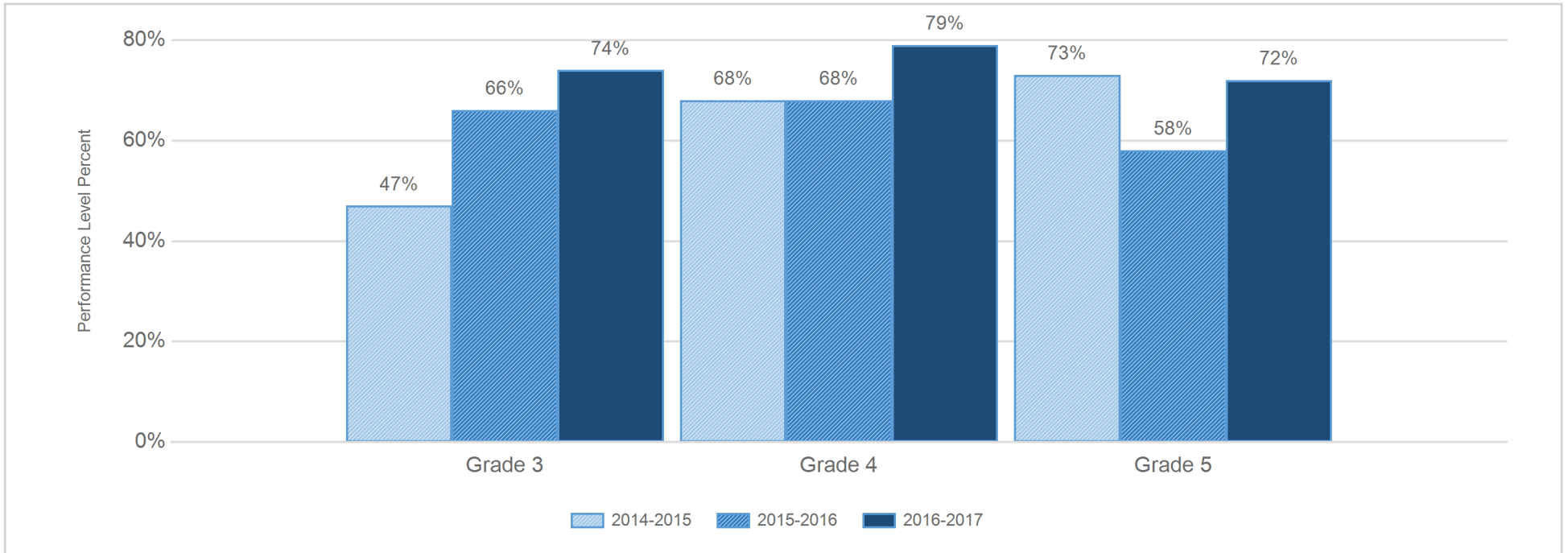


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	180	98.1	61.70	52.00	43.50	61.7	67.4	Met Target†
White	77	96.6	54.60	51.40	52.40	54.6	67.4	Not Met
Hispanic	35	97.8	48.60	36.30	27.60	48.6	57.6	Met Target†
Black or African American	13	100.0	38.50	38.80	21.70	38.5	**	**
Asian, Native Hawaiian, or Pacific Islander	55	100.0	85.40	71.00	75.60	85.4	79.7	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	93	100.0	59.10	52.00	44.10	59.1		
Male	87	96.1	64.40	51.80	42.90	64.4		
Economically Disadvantaged Students	32	97.4	25.00	31.00	25.10	25	57.3	Not Met
Non-Economically Disadvantaged Students	148	98.2	69.60	56.10	54.30	69.6		
Students with Disabilities	41	91.7	34.20	*	16.50	33.5	34.8	Met Target†
Students without Disabilities	139	100.0	69.70	*	48.80	69.7		
English Learners	12	100.0	58.30	*	23.30	58.3	**	**
Non-English Learners	168	97.9	61.90	*	45.20	61.9		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	760	758	751	*	*	36%	28%	24%	52%	53%
White	26	758	761	759	0%	*	46%	*	*	42%	63%
Hispanic	17	743	746	738	0%	*	*	*	*	29%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	782	*	779	*	0%	0%	*	*	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	37	756	757	751	*	*	*	*	*	43%	52%
Male	30	764	759	751	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	12	738	738	736	*	*	*	*	0%	33%	34%
Non-Economically Disadvantaged Students	55	764	762	761	*	*	*	*	29%	56%	65%
Students with Disabilities	13	748	741	729	*	*	*	*	*	46%	29%
Students without Disabilities	54	762	761	755	*	*	*	*	*	54%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance 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	68	761	758	747	*	*	27%	54%	*	66%	47%
White	34	765	762	755	0%	*	*	47%	*	65%	59%
Hispanic	15	750	*	734	*	*	*	*	0%	60%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	16	769	764	774	0%	0%	*	75%	*	88%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	37	757	756	747	*	*	*	49%	*	60%	47%
Male	31	767	761	747	*	*	*	61%	*	74%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	748	735	724	*	*	*	*	*	46%	22%
Students without Disabilities	55	765	763	751	*	*	*	*	*	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	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	759	755	747	*	*	24%	53%	*	66%	46%
White	21	757	754	754	0%	0%	*	52%	*	62%	57%
Hispanic	13	746	*	735	*	*	*	*	*	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	23	769	*	774	0%	*	*	65%	*	83%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	28	766	757	747	*	*	*	61%	*	79%	47%
Male	34	752	754	746	*	*	*	47%	*	56%	46%
Economically Disadvantaged Students	10	747	739	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	52	761	758	756	*	*	*	*	*	71%	59%
Students with Disabilities	12	736	737	725	*	*	*	*	*	25%	19%
Students without Disabilities	50	764	760	751	*	*	*	*	*	76%	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%

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

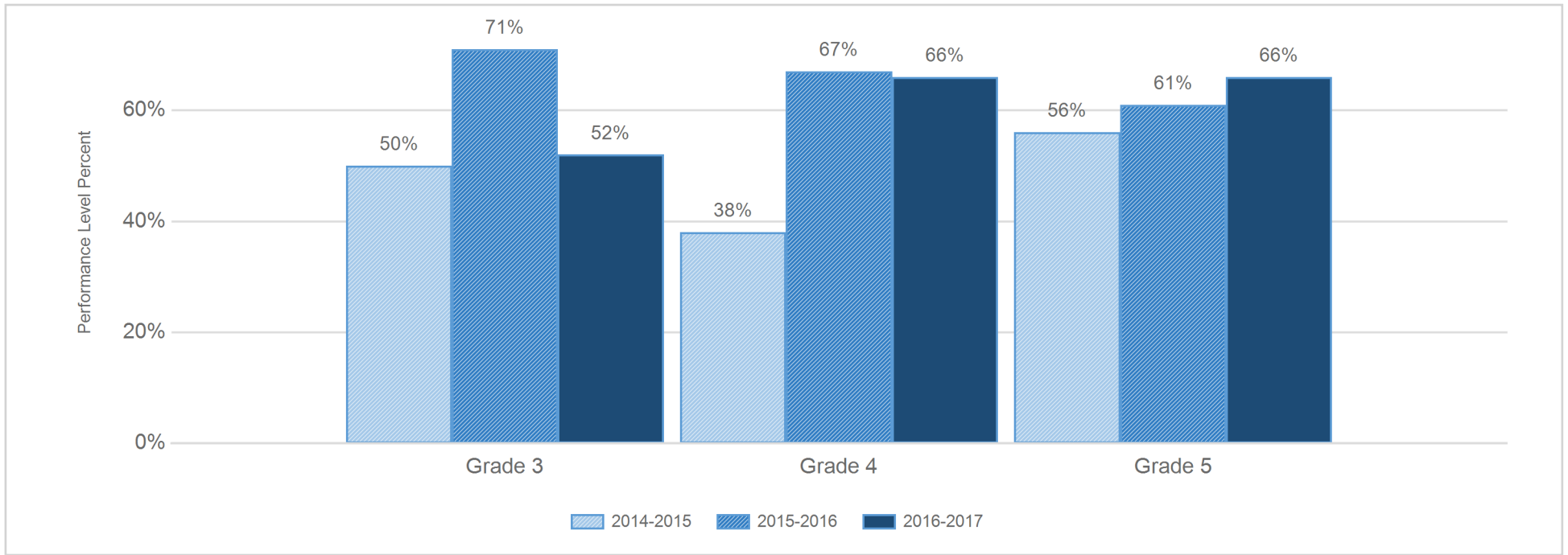


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	16	75%	25%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

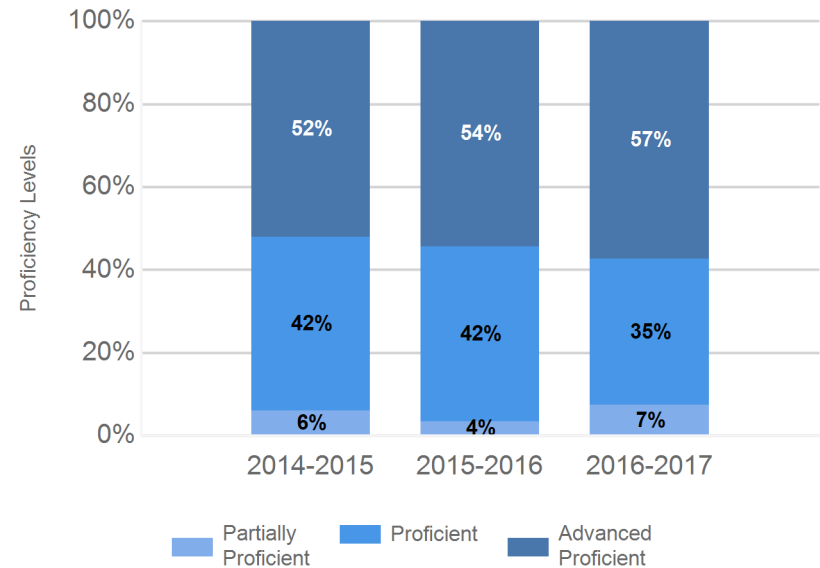
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	57%	35%	7%
White	71%	24%	6%
Hispanic	33%	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	63%	38%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	60%	20%
Students with Disabilities	23%	46%	31%
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	69	62	50	Exceeds Target	51	52	50	Met Target
White	74	60	50	Exceeds Target	55	52	52	Met Target
Hispanic	*	*	49	Exceeds Target	*	*	47	Exceeds Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	69	69	60	Exceeds Target	45	50.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	50	56.5	47	**	43	55	46	**
Students with Disabilities	68.5	61	41	Exceeds Target	62	55	43	Exceeds Target
English Learners	*	59	53	**	*	51	51	**

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



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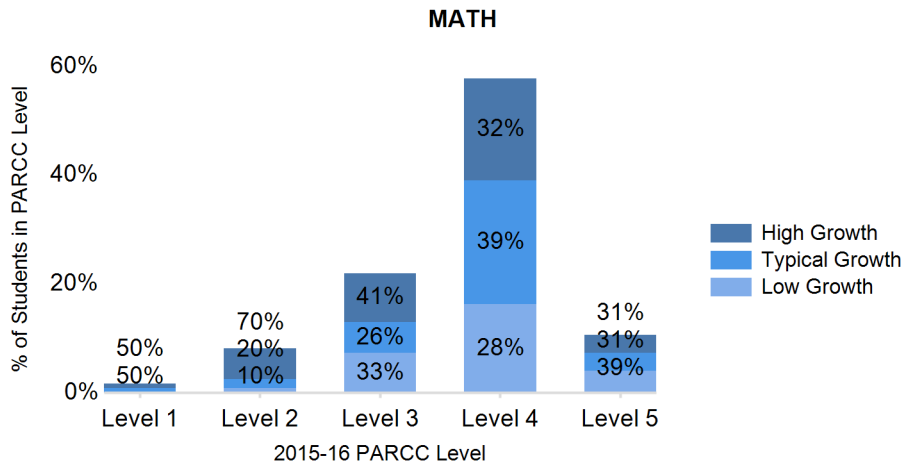
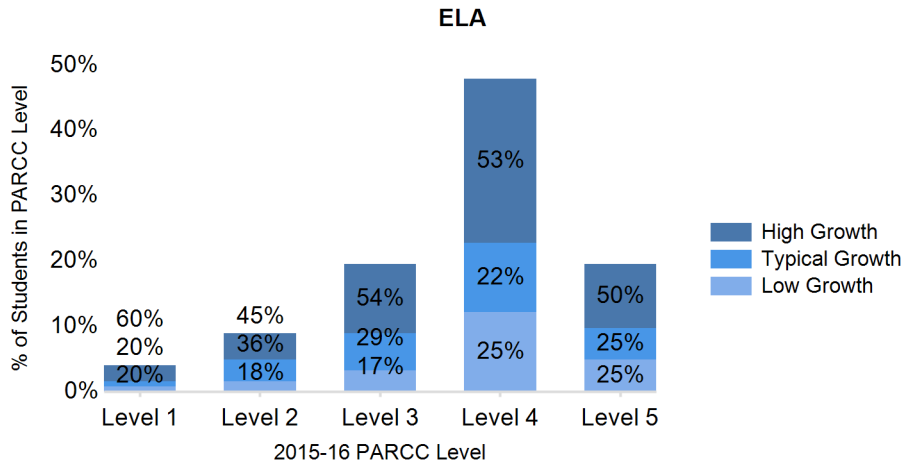
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

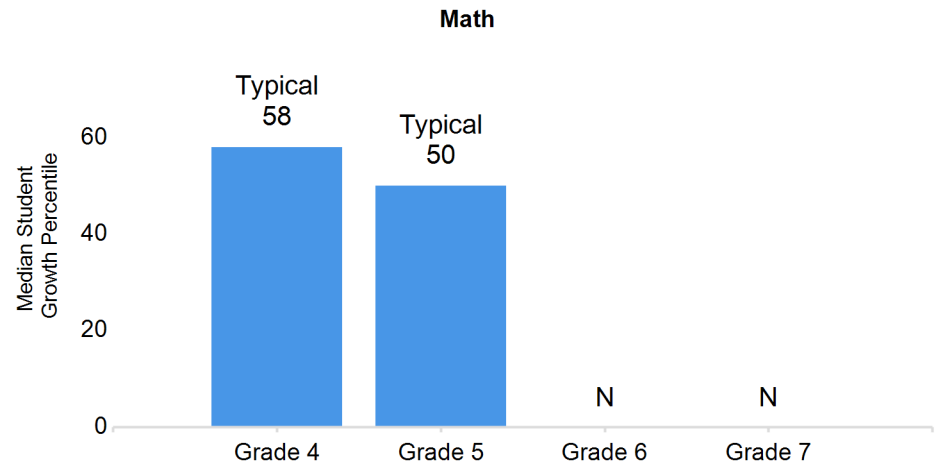
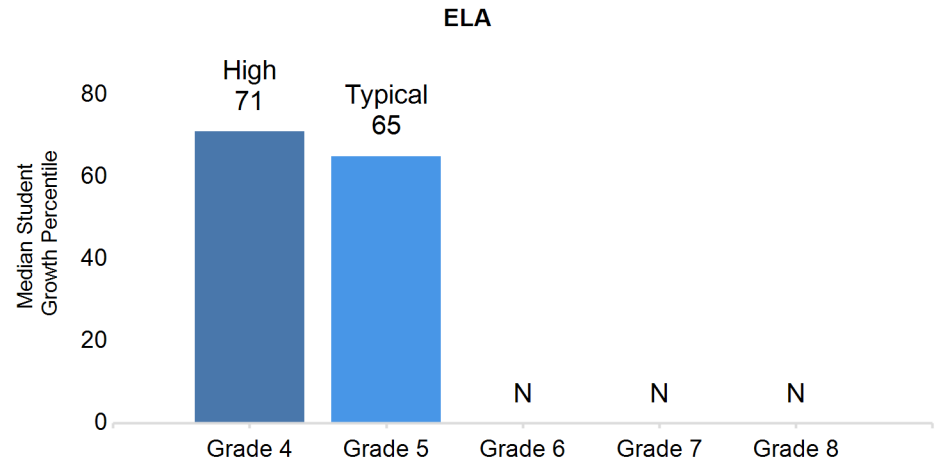
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

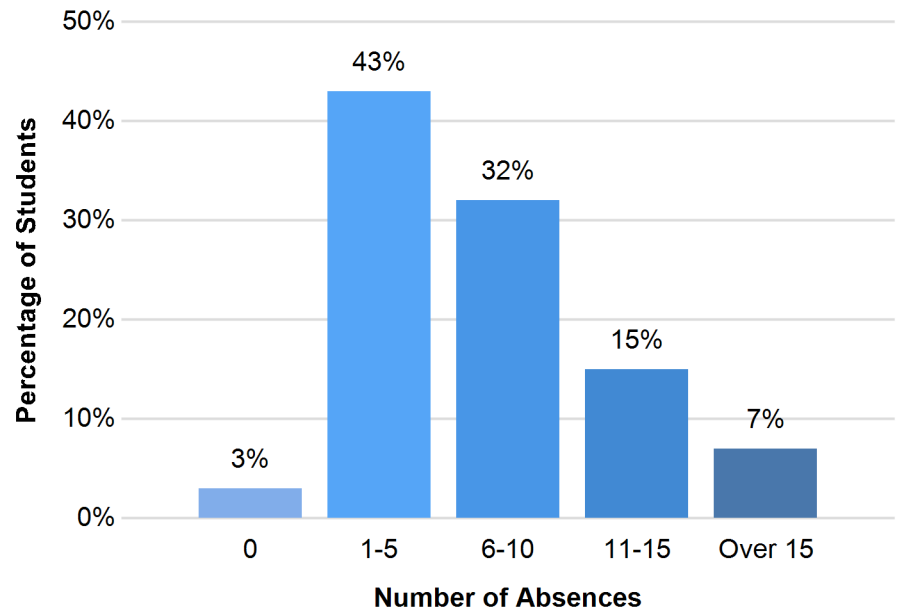
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.50	8.40	Met Target
White	3.10	8.40	Met Target
Hispanic	1.90	8.40	Met Target
Black or African American	9.50	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	0.80	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.10	8.40	Met Target
Students with Disabilities	1.60	8.40	Met Target
English Learners	0	8.40	Met Target

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

Days Absent

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





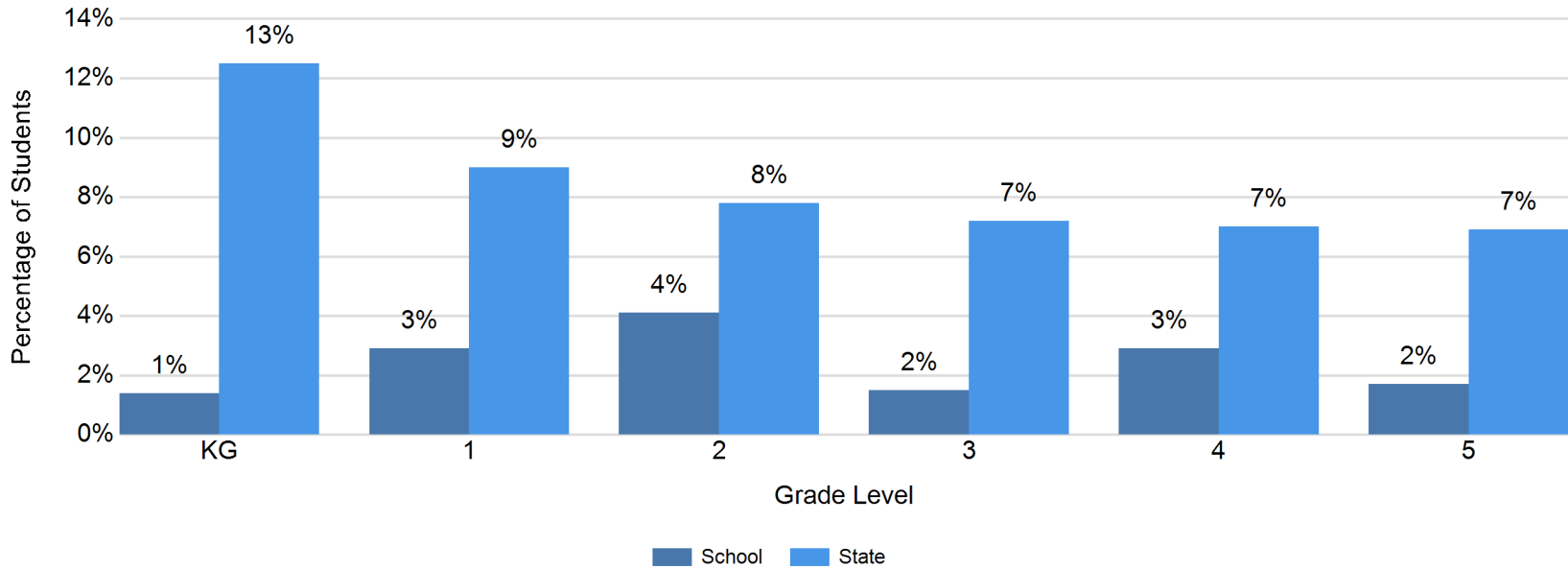
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.49

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	508.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$410	\$14,713	\$15,123



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	74%	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	14	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	10.6	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	12:1
Administrators	409:1	141:1
Librarian/Media Specialists		984:1
Nurses		656:1
Counselors		246:1
Child Study Team		179:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	75.4	17.5%
Mathematics Proficiency	68.0	17.5%
English Language Arts Growth	95.7	25.0%
Mathematics Growth	61.2	25.0%
Chronic Absenteeism	93.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		78.4
Summative Rating: Percentile rank of Summative Score		88.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	78.4	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
White	71.3	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
Hispanic	91.4	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	55.3	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Not Met	Met Target	**	**	No
Students with Disabilities	92.8	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Chrisomalis	Email Address:	cchrisomalis@newmilfordschools.org
Address:	812 BERKLEY STREET NEW MILFORD, NJ 07646	Website:	https://www.newmilfordschools.org/berkley
Phone:	(201)262-0191	Twitter:	https://twitter.com/NMBerkley_NJ

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"> • Learners flourish when provided with opportunities to CREATE! Genius Hours and MakerSpaces enhance student learning. • A Responsive Classroom approach to emphasize social, emotional, and academic growth in a strong, safe school community. • A strong core of academics using Balanced Literacy, Everyday Math, FOSS Science and a seamless infusion of technology.
 <p>Mission, Vision, Theme:</p>	<p>Berkley Street School and the New Milford School District are resolute in their attention to the development of the whole child. The School and District embrace family, faculty, and community as active partners in a unified effort to develop students into self-directed, self-confident adults on their journeys to becoming the next generations of entrepreneurs, builders, artists, designers, inventors, scientists, educators, caregivers, protectors, workers and leaders.</p>






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

 <p>Courses, Curriculum, Instruction:</p>	<p>Aligned with Frameworks for 21st Century Learning, our programs are designed to prepare students to meet or exceed state and national standards. Students will be prepared to think critically, master challenges of life-long academic, cultural, social, economic, emotional and professional advancement, as well as participate constructively as citizens in an interdependent global society. We employ Balanced Literacy, Everyday Math, FOSS Science, and technology that is infused throughout instruction.</p>
 <p>Clubs and Activities:</p>	<p>There are plenty of opportunities for students to engage in extra-curricular activities. These include fourth and fifth grade strings, band, and chorus groups, Student Council, Book Club, and many opportunities through our After School Enrichment Program and which run each winter, with courses that include cooking, theater, art, yoga, chess, math enrichment, jewelry making, sign language, sewing and many more! There is also an early-morning sports intramural program for our fifth graders.</p>
 <p>Before and After School Programs:</p>	<p>New Milford's KnightCare before and after school program balances academic learning with enrichment events. Activities related to various student interests provide opportunities for social interaction, artistic expression and athleticism. Programs such as Book Nook, Exploring Computers, and Arts & Crafts will assist the students with their creative side while other activities engaged students in body and mind. The service is supervised by teachers and staffed with high school student counselors.</p>







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

 <p>Staff and Professional Learning:</p>	<p>Berkley professional staff regularly participate in PD focusing on annual initiatives, as well as individualized focus on teacher needs and interests. In addition to their own Professional Learning Networks, the District provides instructional support in Readers & Writers Workshop, math, and technology infusion. Central to PD for Berkley teachers is articulation with DEO for the purpose of being completely informed about the demands of middle school with respect to standards and expectations.</p>
 <p>Student Supports and Services:</p>	<p>Tiered levels of support services include our Intervention and Referral Services Committee. This is typically the first stop for teachers who seek support outside their own classroom to assist students with particular academic, social, emotional or health needs. If regular education interventions are exhausted, the Child Study Team explores additional support through special services. Additionally, the District offers supports for English Language Learners and Basic Skills.</p>
 <p>Student Health and Wellness:</p>	<p>Health and wellness are as much a part of the District's mission as are academics. Our school counselor regularly visits all classrooms utilizing the Second Step school-wide character education program. The counselor also meets with "lunch bunch" groups for students who are new to the school, or with those working on particular social/emotional areas of growth. The school nurse works closely with all students, parents and teachers, and students engage in physical activities throughout the week.</p>
 <p>Parent and Community Involvement:</p>	<p>The Berkley Parent Teacher Organization PTO provides funding for special assembly programs, guest instructors, field trips, and many other enriching activities for students and their families. PTO membership is strong. Meetings are held on the third Thursday of the month. Additionally, the New Milford Education Foundation, a district-based organization, provides support for district initiatives, scholarships for students, and Innovation Grants for teachers.</p>





BERKLEY STREET ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-3550-060
 BERGEN
 NEW MILFORD BORO
 812 BERKLEY STREET
 NEW MILFORD, NJ 07646

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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>The school is planning a parent survey before the end of the 2018-17 school year.</p>
 <p>Facilities:</p>	<p>Berkley Street School was built in 1955 and expanded in 2002. It houses classrooms for over 400 students, a state of the art Media Center, Science Lab, and a Multipurpose Room which is used for physical education classes, lunch, assemblies, and for evening use by the town's recreation programs.</p>



**BERKLEY STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

**03-3550-060
BERGEN
NEW MILFORD BORO
812 BERKLEY STREET
NEW MILFORD, NJ 07646**

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:

Berkley Street School is one of two elementary schools in New Milford, and houses over 400 students in kindergarten through fifth grade. Berkley School children benefit from a school community that is united in its vision to work in the best interests of its students. Berkley’s comprehensive curriculum is aligned to the New Jersey Student Learning Standards. A Director of Elementary Education works with the principal and teachers to oversee the implementation and execution of exemplary research-based programs and guide ongoing, targeted professional development. In the interest of developing learners for the 21st Century, Berkley focuses on collaboration, creativity, written and oral communication, critical thinking, deductive reasoning, information and media technology skills, and life and career skills. The Library Media Center includes MakerSpaces that provide opportunities for students to engage in hands-on learning activities rooted in Science, Technology, Engineering, Art and Mathematics or STEAM. Students investigate, imagine, tinker and build in a hands-on, constructivist manner. Berkley Street Elementary School is fortunate to have multiple opportunities for students to become more proficient in educational technologies. The acquisition of Smart Boards, tablets, laptop and Chromebook carts has allowed teachers to facilitate interactive lessons. The Parent Teacher Organization is an active, dedicated group that provides many worthwhile programs and events which directly benefit students. The PTO encourages participation from all members of the New Milford community and serves as a link between school and home. All Berkley stakeholders work collaboratively to support students’ academic, social and emotional potential in an environment that fosters mutual respect. The New Milford Police and Fire Departments are partners in education, too. They facilitate the LEAD program and work closely with the staff to coordinate crisis response drills.



BERTRAND F GIBBS ELEMENTARY SCHOOL
2016-2017


Grade Span KG-05

03-3550-070
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



**BERTRAND F GIBBS ELEMENTARY SCHOOL
2016-2017**

03-3550-070
BERGEN
NEW MILFORD BORO
195 SUTTON PLACE
NEW MILFORD, NJ 07646

Grade Span KG-05

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
KG	70	71	56
1	63	67	76
2	66	71	71
3	70	67	74
4	80	76	66
5	82	81	79
Ungraded	19	29	35
Total	450	462	457

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%	46%	46%
Male	52%	54%	54%
Economically Disadvantaged Students	14%	15%	16%
Students with Disabilities	19%	20%	22%
English Learners	6%	6%	6%
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	54.5%
Hispanic	18.4%
Asian	13.1%
Native Hawaiian or Pacific Islander	7.2%
Black or African American	6.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

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
KG - Half Day	0	0	0
KG - Full Day	66	71	56

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	79.4%
Spanish	5.7%
Imperial Aramaic (700-300 BCE)	3.7%
Tagalog	1.3%
Gujarati	1.1%
Other	8.7%



BERTRAND F GIBBS ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-3550-070
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 NEW MILFORD BORO
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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	219	99.6	66.60	71.00	54.90	66.6	65.3	Met Target
White	121	99.2	70.30	71.00	63.90	70.3	68.1	Met Target
Hispanic	41	100.0	58.60	63.10	39.80	58.6	59.2	Met Target†
Black or African American	16	100.0	56.30	55.20	35.20	56.3	**	**
Asian, Native Hawaiian, or Pacific Islander	41	100.0	68.30	82.30	80.70	68.3	65.9	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	104	100.0	69.30	76.70	62.20	69.3		
Male	115	99.2	64.30	65.60	48.10	64.3		
Economically Disadvantaged Students	40	100.0	42.50	51.30	36.20	42.5	35.6	Met Target
Non-Economically Disadvantaged Students	179	99.5	72.00	74.90	65.80	72		
Students with Disabilities	43	100.0	30.20	31.00	20.50	30.2	33.3	Met Target†
Students without Disabilities	176	99.5	75.50	81.20	61.90	75.5		
English Learners	14	100.0	14.30	*	25.20	14.3	**	**
Non-English Learners	205	99.5	70.20	*	57.40	70.2		
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.



**BERTRAND F GIBBS ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-3550-070
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NEW MILFORD BORO
195 SUTTON PLACE
NEW MILFORD, NJ 07646

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	75	767	771	749	*	*	27%	44%	16%	60%	50%
White	42	770	770	759	*	*	*	43%	*	64%	61%
Hispanic	21	760	764	734	*	*	*	52%	*	57%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	36	774	775	754	*	*	28%	44%	*	64%	55%
Male	39	759	766	745	*	*	26%	44%	*	56%	46%
Economically Disadvantaged Students	11	749	755	731	*	*	*	*	0%	36%	31%
Non-Economically Disadvantaged Students	64	770	774	762	*	*	*	*	19%	64%	63%
Students with Disabilities	10	713	736	720	*	*	*	*	0%	10%	24%
Students without Disabilities	65	775	778	755	*	*	*	*	19%	68%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance 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	66	767	771	753	*	*	15%	46%	26%	71%	56%
White	33	770	773	762	*	*	*	46%	30%	76%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	17	775	779	777	0%	0%	*	*	*	77%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	32	772	774	758	*	*	*	50%	*	75%	61%
Male	34	762	768	749	*	*	*	41%	*	68%	51%
Economically Disadvantaged Students	12	752	*	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	54	770	*	764	*	*	*	*	*	76%	69%
Students with Disabilities	10	729	739	725	*	*	*	*	0%	30%	25%
Students without Disabilities	56	774	778	759	*	*	*	*	30%	79%	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%



**BERTRAND F GIBBS ELEMENTARY SCHOOL
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NEW MILFORD BORO
195 SUTTON PLACE
NEW MILFORD, NJ 07646

Grade Span KG-05

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	78	767	768	756	*	*	22%	55%	15%	71%	59%
White	44	768	767	763	0%	*	*	61%	*	75%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	34	771	775	761	0%	*	*	56%	*	77%	66%
Male	44	763	762	750	0%	*	*	55%	*	66%	53%
Economically Disadvantaged Students	11	747	750	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	67	770	771	765	*	*	*	*	*	76%	71%
Students with Disabilities	16	743	740	725	*	*	*	*	*	38%	22%
Students without Disabilities	62	773	775	762	*	*	*	*	*	79%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	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%

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



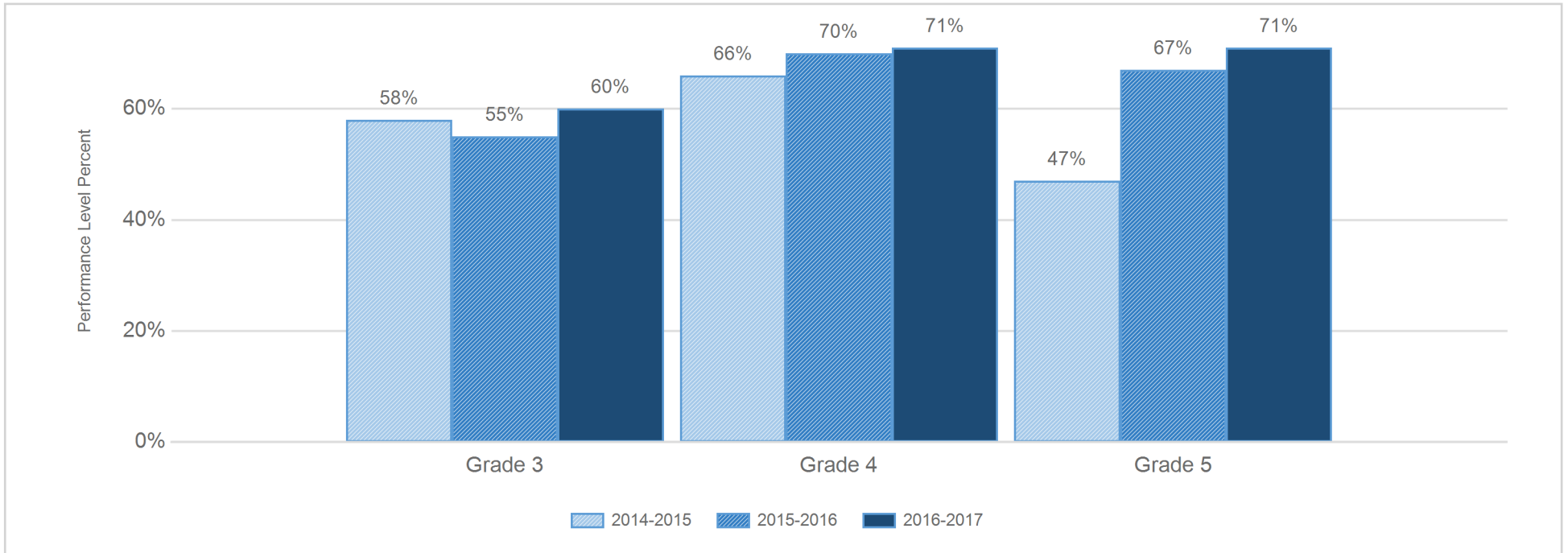
**BERTRAND F GIBBS ELEMENTARY SCHOOL
2016-2017**

03-3550-070
BERGEN
NEW MILFORD BORO
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Grade Span KG-05

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	219	99.6	55.30	52.00	43.50	55.3	61.4	Not Met
White	121	99.2	59.50	51.40	52.40	59.5	59	Met Target
Hispanic	41	100.0	41.50	36.30	27.60	41.5	53	Met Target†
Black or African American	16	100.0	37.60	38.80	21.70	37.6	**	**
Asian, Native Hawaiian, or Pacific Islander	41	100.0	63.40	71.00	75.60	63.4	70.1	Met Target†
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	104	100.0	54.80	52.00	44.10	54.8		
Male	115	99.2	55.70	51.80	42.90	55.7		
Economically Disadvantaged Students	40	100.0	27.50	31.00	25.10	27.5	39.1	Met Target†
Non-Economically Disadvantaged Students	179	99.5	61.40	56.10	54.30	61.4		
Students with Disabilities	43	100.0	18.60	*	16.50	18.6	27.8	Met Target†
Students without Disabilities	176	99.5	64.20	*	48.80	64.2		
English Learners	14	100.0	28.60	*	23.30	28.6	**	**
Non-English Learners	205	99.5	57.10	*	45.20	57.1		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	757	758	751	*	*	32%	41%	16%	57%	53%
White	42	762	761	759	*	*	24%	41%	24%	64%	63%
Hispanic	21	748	746	738	0%	*	*	48%	*	52%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	36	758	757	751	0%	*	*	42%	*	61%	52%
Male	39	755	759	751	0%	*	*	41%	*	54%	53%
Economically Disadvantaged Students	11	738	738	736	*	*	*	*	0%	27%	34%
Non-Economically Disadvantaged Students	64	760	762	761	*	*	*	*	19%	63%	65%
Students with Disabilities	10	732	741	729	*	*	*	*	0%	10%	29%
Students without Disabilities	65	760	761	755	*	*	*	*	19%	65%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Grade Span KG-05

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	66	755	758	747	*	*	23%	47%	*	58%	47%
White	33	759	762	755	*	*	*	49%	*	61%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	17	759	764	774	0%	*	*	*	*	65%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	32	754	756	747	*	*	*	47%	*	56%	47%
Male	34	755	761	747	*	*	*	47%	*	59%	48%
Economically Disadvantaged Students	12	747	*	732	*	*	*	*	*	42%	27%
Non-Economically Disadvantaged Students	54	756	*	757	*	*	*	*	*	61%	61%
Students with Disabilities	10	719	735	724	*	*	*	*	*	20%	22%
Students without Disabilities	56	761	763	751	*	*	*	*	*	64%	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	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	753	755	747	*	*	36%	45%	*	53%	46%
White	44	753	754	754	*	*	30%	52%	*	59%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	34	749	757	747	*	*	32%	44%	*	50%	47%
Male	44	755	754	746	*	*	39%	46%	*	55%	46%
Economically Disadvantaged Students	11	732	739	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	67	756	758	756	*	*	*	*	*	*	59%
Students with Disabilities	16	738	737	725	*	*	*	*	*	25%	19%
Students without Disabilities	62	756	760	751	*	*	*	*	*	60%	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%



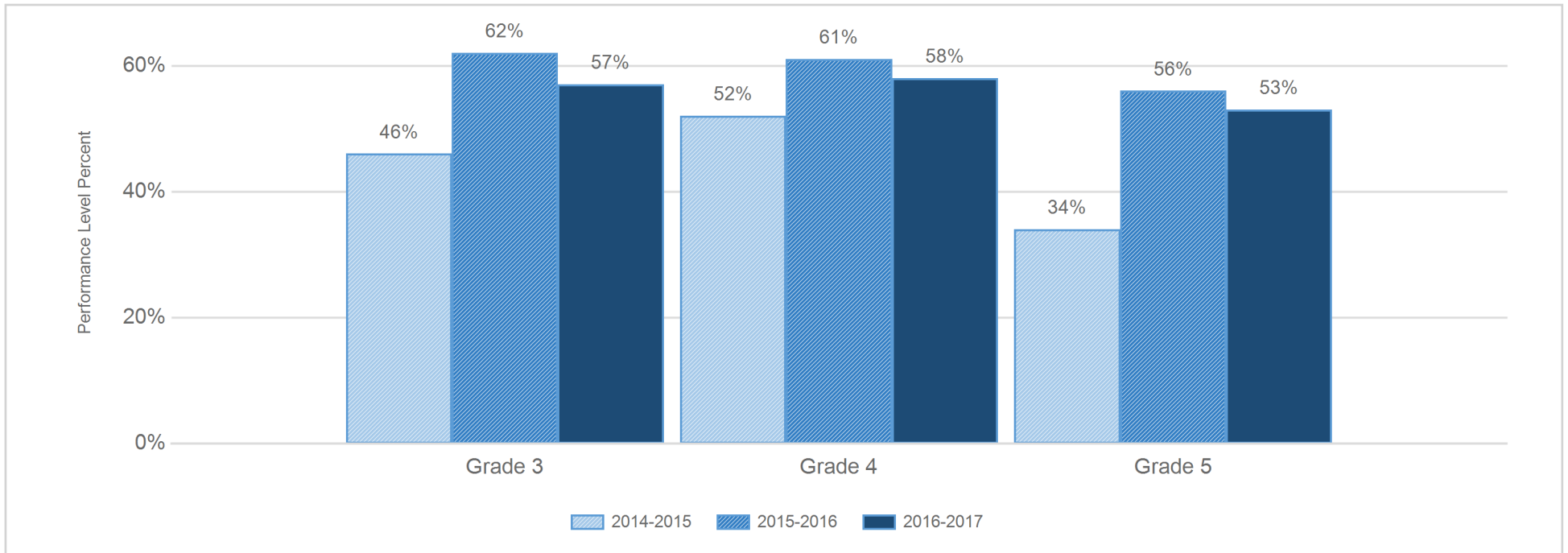
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

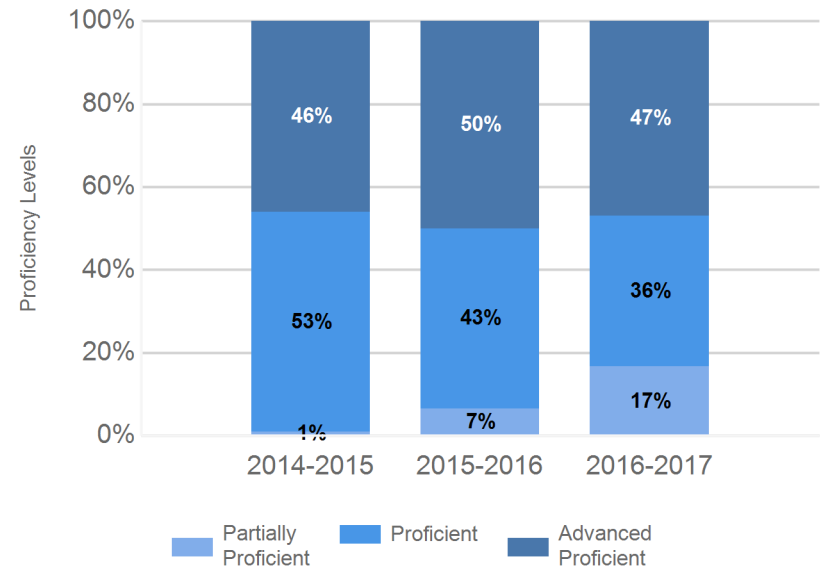
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	47%	36%	17%
White	52%	33%	15%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	59%	35%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	23%	54%	23%
Students with Disabilities	N	60%	40%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	62	50	Met Target	54	52	50	Met Target
White	54.5	60	50	Met Target	57	52	52	Met Target
Hispanic	59	*	49	**	45.5	*	47	Met Target
Black or African American	52	*	45	**	53.5	*	43	**
Asian, Native Hawaiian, or Pacific Islander	70.5	69	60	Exceeds Target	61	50.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	50	56.5	47	Met Target	60	55	46	Exceeds Target
Students with Disabilities	62	61	41	Exceeds Target	62	55	43	Exceeds Target
English Learners	*	59	53	**	*	51	51	**

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



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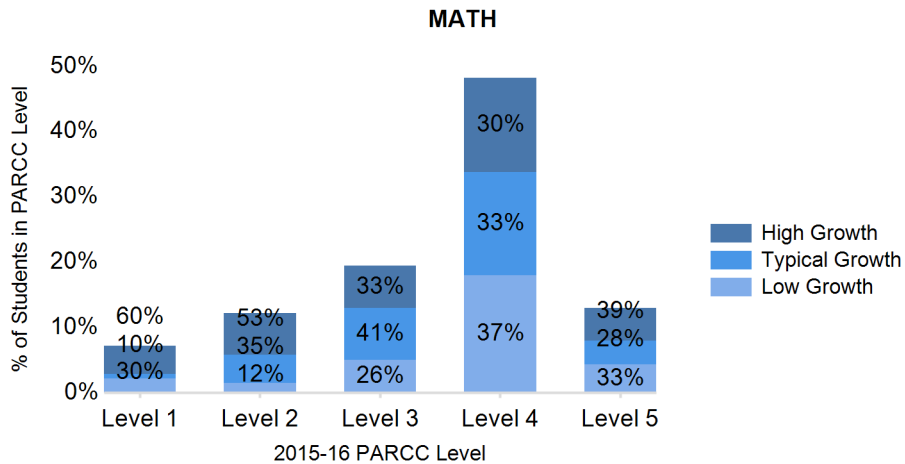
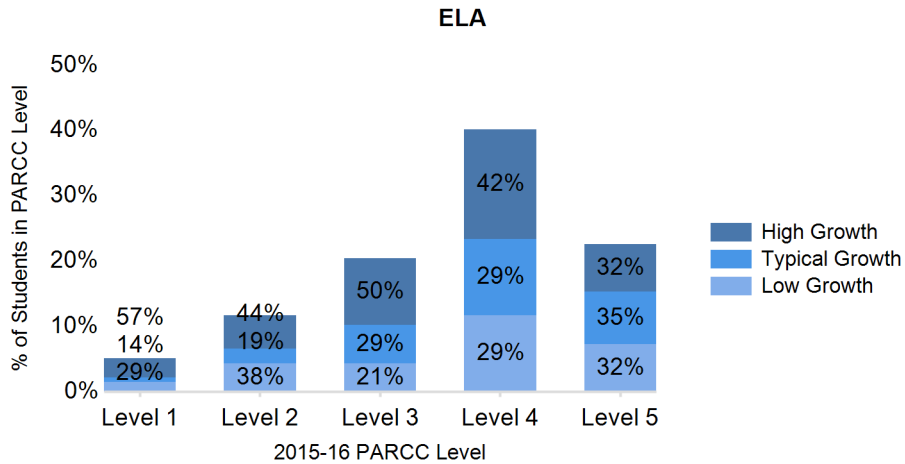
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

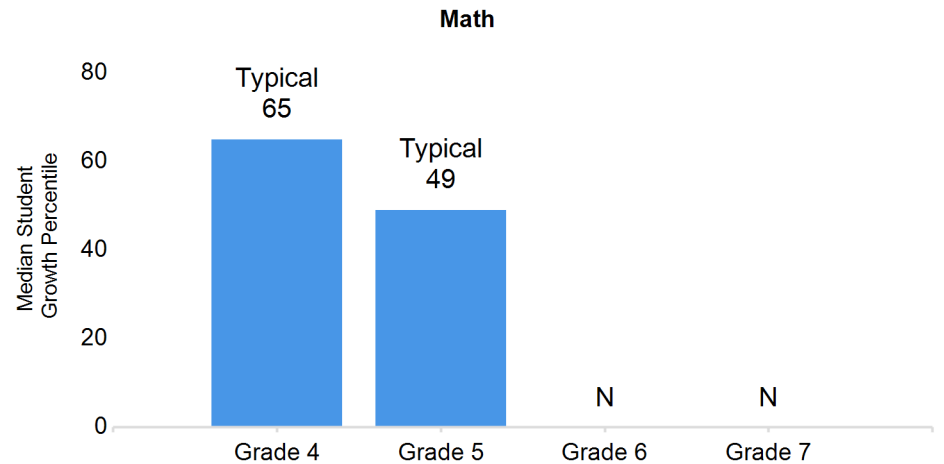
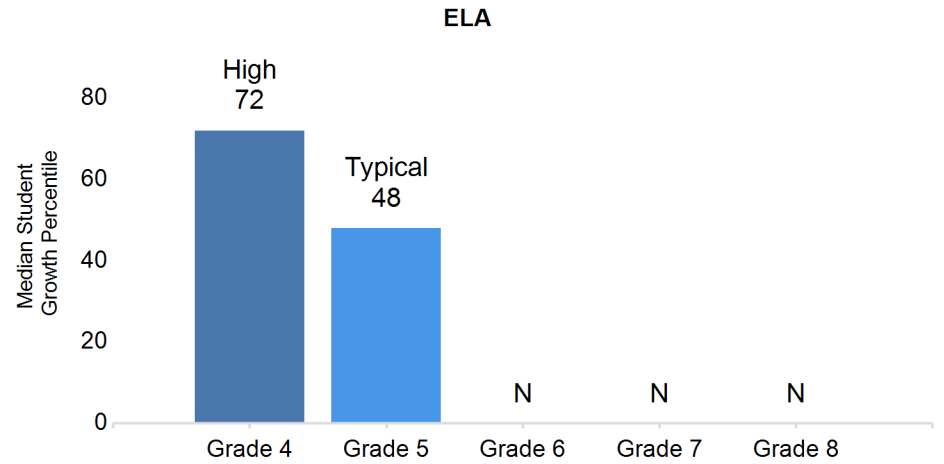
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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

Chronic Absenteeism

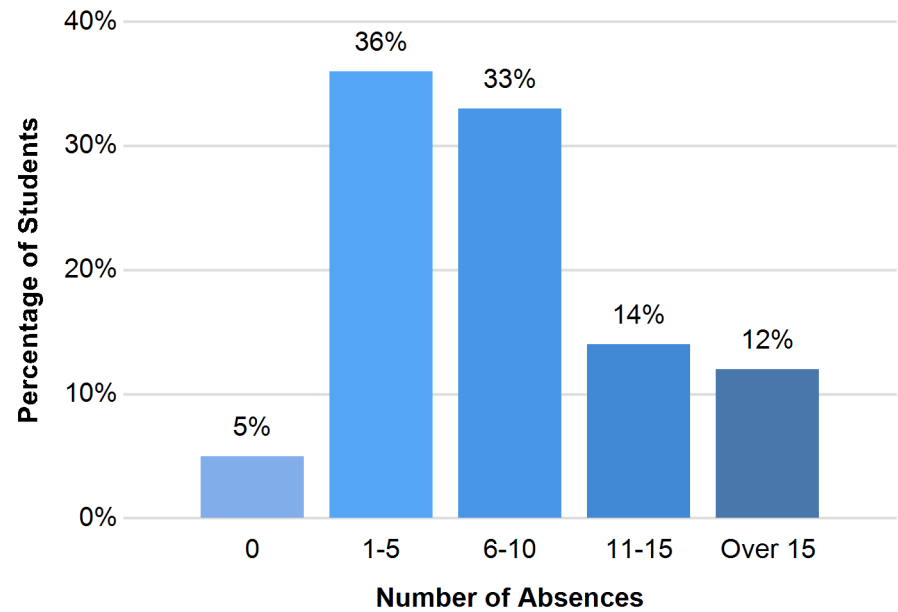
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.40	Met Target
White	8.00	8.40	Met Target
Hispanic	7.10	8.40	Met Target
Black or African American	0	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.30	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.70	8.40	Not Met
Students with Disabilities	16.30	8.40	Not Met
English Learners	16.00	8.40	Not Met

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

Days Absent

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





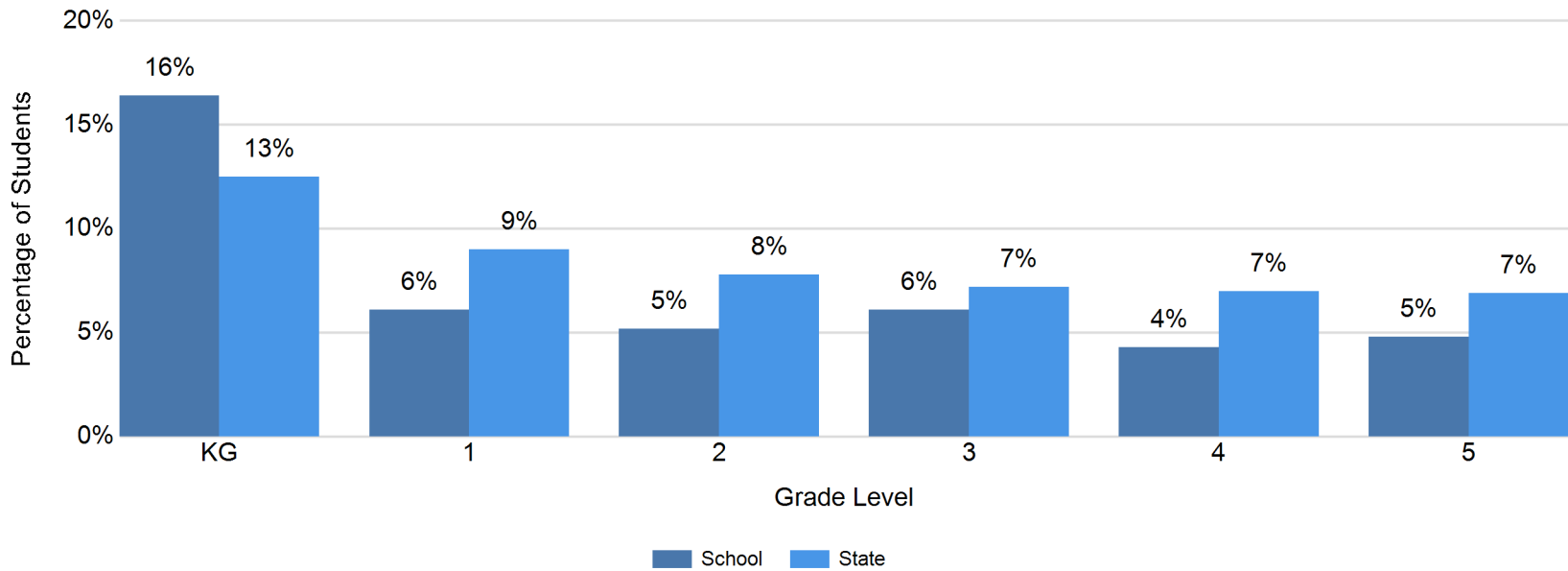
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	508.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$410	\$14,713	\$15,123



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	9.4	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	14	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	10.6	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	15:1	12:1
Administrators	457:1	141:1
Librarian/Media Specialists		984:1
Nurses		656:1
Counselors		246:1
Child Study Team		179:1



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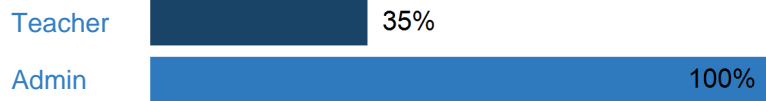
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	60.8	17.5%
Mathematics Proficiency	53.1	17.5%
English Language Arts Growth	78.2	25.0%
Mathematics Growth	68.6	25.0%
Chronic Absenteeism	43.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		63.2
Summative Rating: Percentile rank of Summative Score		71.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	63.2	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	57.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	63.0	11.9	No	Met Target†	Met Target†	Met Target	**	Met Target	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	44.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	65.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	73.5	11.9	No	Met Target†	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Davies	Email Address:	sdavies@newmilfordschools.org
Address:	195 SUTTON PLACE NEW MILFORD, NJ 07646	Website:	https://www.newmilfordschools.org/gibbs
Phone:	(201)261-0939	Facebook:	https://www.facebook.com/B-F-Gibbs-Elementary-School-120407507994446/
		Twitter:	https://www.twitter.com/NMGibbs_NJ

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"> • Learners flourish when provided with opportunities to CREATE! Genius Hours & MakerSpaces enhance student learning. • A Responsive Classroom approach to emphasize social, emotional, and academic growth in a strong, safe school community. • A strong core of academics using Balanced Literacy, Everyday Mathk FOSS Science and a seamless infusion of technology.
 <p>Mission, Vision, Theme:</p>	<p>B. F. Gibbs Elementary School and the New Milford School District are resolute in their attention to the development of the whole child. The School and District embrace family, faculty, and community as active partners in a unified effort to develop students into self-directed, self-confident adults on their journeys to becoming the next generations of entrepreneurs, builders, artists, designers, inventors, scientists, educators, caregivers, protectors, workers and leaders.</p>






**BERTRAND F GIBBS ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-3550-070
BERGEN
NEW MILFORD BORO
195 SUTTON PLACE
NEW MILFORD, NJ 07646

School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Aligned with Frameworks for 21st Century Learning, our programs are designed to prepare students to meet or exceed state and national standards. Students will be prepared to think critically, master challenges of life-long academic, cultural, social, economic, emotional and professional advancement, as well as participate constructively as citizens in an interdependent global society. We employ Balanced Literacy, Everyday Math, FOSS Science, and technology that is infused throughout instruction.</p>
 <p>Clubs and Activities:</p>	<p>There are plenty of opportunities for students to engage in extra curricular activities at Gibbs. These include fourth and fifth grade string, band and chorus groups, Student Council, a Book Club, and many opportunities through our After School Enrichment Program run each winter, with courses that included cooking, theater, art, yoga, chess, math enrichment, jewelry making, sign language, sewing and many more! There is also an early-morning sports intramural program for our fifth graders.</p>
 <p>Before and After School Programs:</p>	<p>New Milford's KnightCare before and after school program balances academic learning with enriching events. Activities related to various student interests provide opportunities for social interaction, artistic expression and athleticism. Programs such as Book Nook, Exploring Computers, and Arts & Crafts will assist the students with their creative side while other activities engaged students in body and mind. The service is supervised by teachers and staffed with high school student counselors.</p>







**BERTRAND F GIBBS ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>In addition to our students, the Gibbs School Community includes over 80 adult learners. Our administrators, professional faculty and instructional assistants regularly participate in professional development focusing on annual initiatives, as well as differentiated opportunities based on a teacher's needs and interests. In addition to their own Professional Learning Networks, the District provides support in Readers and Writers Workshop, Mathematics Instruction, and infusion of technology.</p>
 <p>Student Supports and Services:</p>	<p>Tiered levels of support services include our Intervention and Referrals Services Committee. This is typically the first stop for teachers who seek support outside of their own classroom to assist a student with particular academic, social, emotional or health needs. If regular education interventions are exhausted, the Child Study Team explores the possibility of support through special services. In addition, the District offers supports for English Language Learners and Basic Skills support.</p>
 <p>Student Health and Wellness:</p>	<p>Health and wellness are as much a part of the District's mission as are academics. Our school counselor regularly visits all classrooms utilizing the Second Step school-wide character education program. The counselor also meets with "lunch bunch" groups for students who are new to the school, or with those working on particular social/emotional area of growth. Our school nurse works closely with all students, parents and teachers, and students engage in physical activities throughout the week.</p>
 <p>Parent and Community Involvement:</p>	<p>The Gibbs PTO provides funding for special assembly programs, guest instructors, field trips for each class, and many other fun activities for students and their families. Our PTO membership is strong, and meetings are held on the first Wednesday evening of October, December, February, April and June. Additionally, the New Milford Education Foundation is a district-wide organization providing support for district initiatives, as well as grant opportunities for teachers' creative projects.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers</p> <p>A 360 degree feedback survey was provided to school faculty to assess the leadership, direction, communication, programs and culture of Gibbs School. The principal shared specific results and plan with the School Improvement Panel, and generally with the Gibbs Faculty. The same survey will be provided at the end of the 2017-18 school year to assess growth and identify any continued or new areas of growth. The school is planning a parent survey before the end of the 2017-18 school year.</p>
 <p>Facilities:</p>	<p>Established in 1952 with eight rooms for 200 pupils, Gibbs School expanded twice in the 1960s and again in 2002. Gibbs now has forty instructional spaces for nearly 500 students. The most recent expansion added our Library, Science Lab, and Multipurpose Room used for physical education, lunch, for assemblies, and for evening use by the town's recreation program. Thanks to the Gibbs PTO, fifth and fourth grade classrooms are air conditioned, with additional units anticipated in the coming years.</p>



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2016-2017
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School Narrative

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Other Information:

Bertrand F. Gibbs Elementary School welcomes approximately 480 elementary students each day. Upon entering the building, one is immediately surrounded by the sights and sounds of a school community that is child-centered and united in its vision to work in the best interests of its students. Successful learning is achieved through the commitments of highly qualified teachers and families, working together, to creating positive, nurturing and academically challenging experiences for children. Beyond our general classroom instruction that employs the Project Read, Balanced Literacy, and Everyday Math programs, our Targeted Instruction and Planned Support (TIPS) program assists students identified as needing stronger academic foundations. English Language Learners receive daily support, and specialized instruction and enrichment programs are also provided for students identified as gifted and talented as well as for those who have a particular affinity for art, music and physical education. A nurse, school counselor and Child Study Team professionals are available to support health and wellness needs of all children. Gibbs offers appropriate, quality resources for students with disabilities and special needs. The Gibbs educational community is cohesive group of faculty, staff and parents who work creatively and collaboratively to support students' academic, social and emotional potential in an environment that fosters mutual respect. This includes the New Milford police and fire departments as partners in education, too. They facilitate the Law Enforcement Against Drugs (LEAD) program, and work closely with B. F. Gibbs staff to coordinate and practice routine crisis response drills. Together, all stakeholders contribute to a vibrant learning community that shares a common vision designed to ensure that all New Milford students grow and develop to the best of their abilities.



DAVID E. OWENS MIDDLE SCHOOL
2016-2017


Grade Span 06-08

03-3550-085
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



**DAVID E. OWENS MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

03-3550-085
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	127	166	149
7	166	121	170
8	156	155	120
Ungraded	20	40	40
Total	469	482	479

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	45%	50%	47%
Male	55%	50%	53%
Economically Disadvantaged Students	18%	18%	19%
Students with Disabilities	21%	22%	24%
English Learners	2%	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	47.0%
Hispanic	23.8%
Asian	14.2%
Native Hawaiian or Pacific Islander	9.0%
Black or African American	5.6%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.4%

Enrollment by Home Language

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

Home Language	% of Students
English	72.0%
Spanish	10.0%
Imperial Aramaic (700-300 BCE)	3.5%
Malayalam	1.7%
Tagalog	1.3%
<i>Other</i>	11.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	428	99.3	76.10	71.00	54.90	76.1	77.8	Met Target†
White	209	100.0	73.20	71.00	63.90	73.2	75.9	Met Target†
Hispanic	96	97.2	70.80	63.10	39.80	70.8	69.4	Met Target
Black or African American	22	100.0	59.10	55.20	35.20	59.1	N	N
Asian, Native Hawaiian, or Pacific Islander	101	100.0	91.10	82.30	80.70	91.1	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	208	98.6	81.70	76.70	62.20	81.7		
Male	220	100.0	70.90	65.60	48.10	70.9		
Economically Disadvantaged Students	76	100.0	56.60	51.30	36.20	56.6	68.2	Not Met
Non-Economically Disadvantaged Students	352	99.2	80.40	74.90	65.80	80.4		
Students with Disabilities	84	98.9	29.70	31.00	20.50	29.7	38	Not Met
Students without Disabilities	344	99.4	87.50	81.20	61.90	87.5		
English Learners	11	100.0	45.50	*	25.20	45.5	**	**
Non-English Learners	417	99.3	77.00	*	57.40	77		
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.



DAVID E. OWENS MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-3550-085
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	765	765	752	*	*	23%	46%	22%	68%	54%
White	79	764	764	758	*	*	27%	46%	19%	65%	63%
Hispanic	31	758	758	740	*	*	*	52%	*	65%	38%
Black or African American	12	747	747	736	*	*	*	*	*	42%	32%
Asian, Native Hawaiian, or Pacific Islander	27	784	784	776	*	0%	*	44%	48%	93%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	77	766	766	758	*	*	22%	44%	25%	69%	61%
Male	73	764	764	746	*	*	23%	48%	19%	67%	46%
Economically Disadvantaged Students	26	753	753	737	*	*	54%	*	*	42%	34%
Non-Economically Disadvantaged Students	124	767	767	761	*	*	16%	*	*	73%	65%
Students with Disabilities	33	735	735	722	*	*	39%	*	*	24%	17%
Students without Disabilities	117	773	773	758	*	*	18%	*	*	80%	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%



DAVID E. OWENS MIDDLE SCHOOL
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	177	779	779	756	*	*	12%	36%	46%	83%	59%
White	73	775	775	764	*	*	*	34%	47%	81%	69%
Hispanic	47	768	768	742	*	*	*	43%	32%	75%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	51	794	794	784	*	*	*	33%	59%	92%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	88	785	785	764	*	*	*	38%	51%	89%	68%
Male	89	772	772	749	*	*	*	35%	42%	76%	51%
Economically Disadvantaged Students	25	773	773	739	*	*	*	40%	*	76%	40%
Non-Economically Disadvantaged Students	152	780	780	766	*	*	*	36%	*	84%	70%
Students with Disabilities	34	742	742	719	*	*	32%	29%	*	38%	19%
Students without Disabilities	143	788	788	763	*	*	7%	38%	*	93%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	777	777	757	*	*	18%	42%	36%	78%	59%
White	58	773	773	764	*	*	17%	52%	26%	78%	68%
Hispanic	27	767	767	742	0%	*	*	41%	*	67%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	26	798	798	786	0%	0%	*	*	65%	92%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	53	782	782	766	*	*	*	45%	40%	85%	68%
Male	64	773	773	749	*	*	*	39%	33%	72%	50%
Economically Disadvantaged Students	26	759	759	739	*	*	*	50%	*	62%	40%
Non-Economically Disadvantaged Students	91	782	782	766	*	*	*	40%	*	82%	69%
Students with Disabilities	18	741	741	718	*	*	*	*	*	28%	18%
Students without Disabilities	99	784	784	764	*	*	*	*	*	87%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	117	777	777	759	*	*	18%	42%	36%	78%	*
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%

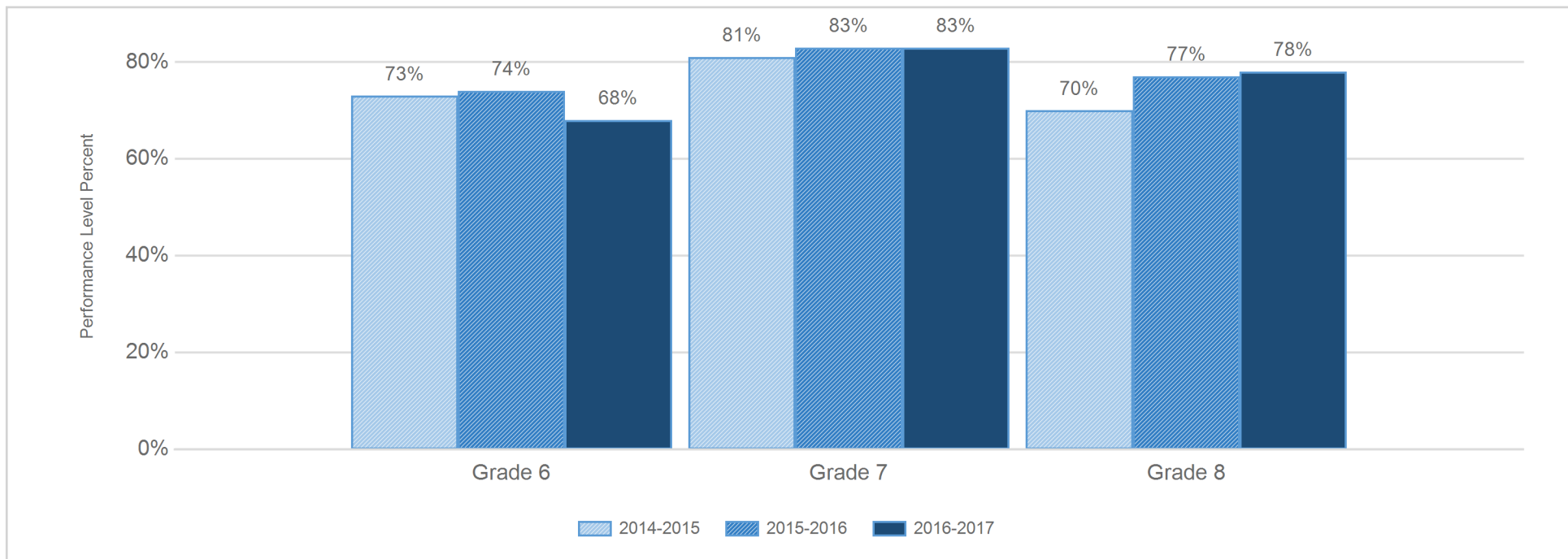


DAVID E. OWENS MIDDLE SCHOOL
2016-2017
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	428	99.3	51.20	52.00	43.50	51.2	52.1	Met Target†
White	209	100.0	49.70	51.40	52.40	49.7	49.8	Met Target†
Hispanic	96	97.2	35.40	36.30	27.60	35.4	31.5	Met Target
Black or African American	22	100.0	45.50	38.80	21.70	45.5	N	N
Asian, Native Hawaiian, or Pacific Islander	101	100.0	70.30	71.00	75.60	70.3	73.9	Met Target†
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	208	98.7	49.50	52.00	44.10	49.5		
Male	220	100.0	52.70	51.80	42.90	52.7		
Economically Disadvantaged Students	76	100.0	31.60	31.00	25.10	31.6	40.3	Met Target†
Non-Economically Disadvantaged Students	352	99.2	55.40	56.10	54.30	55.4		
Students with Disabilities	84	98.9	15.50	*	16.50	15.5	16.9	Met Target†
Students without Disabilities	344	99.4	59.80	*	48.80	59.8		
English Learners	11	100.0	36.40	*	23.30	36.4	**	**
Non-English Learners	417	99.3	51.60	*	45.20	51.6		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	151	748	748	743	*	13%	33%	40%	*	48%	44%
White	79	748	748	751	*	*	34%	42%	*	51%	54%
Hispanic	31	742	742	731	*	*	45%	36%	0%	36%	27%
Black or African American	12	730	730	724	0%	*	*	*	0%	25%	20%
Asian, Native Hawaiian, or Pacific Islander	28	763	763	771	*	*	*	46%	*	68%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	78	744	744	745	*	*	33%	39%	*	42%	45%
Male	73	753	753	742	*	*	33%	41%	*	55%	43%
Economically Disadvantaged Students	26	737	737	728	*	*	54%	*	*	19%	24%
Non-Economically Disadvantaged Students	125	751	751	752	*	*	29%	*	*	54%	56%
Students with Disabilities	33	723	723	717	*	*	33%	*	0%	15%	13%
Students without Disabilities	118	755	755	748	*	*	33%	*	11%	58%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	177	746	746	741	*	16%	33%	41%	*	48%	40%
White	73	744	744	748	*	18%	34%	43%	*	45%	49%
Hispanic	47	735	735	730	*	28%	32%	32%	*	34%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	51	760	760	764	0%	*	29%	49%	*	67%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	88	748	748	743	*	14%	35%	42%	*	50%	41%
Male	89	744	744	740	*	19%	30%	40%	*	46%	38%
Economically Disadvantaged Students	25	740	740	729	*	*	*	40%	*	40%	22%
Non-Economically Disadvantaged Students	152	747	747	749	*	*	*	41%	*	49%	50%
Students with Disabilities	34	723	723	716	*	47%	*	*	*	18%	11%
Students without Disabilities	143	752	752	746	*	9%	*	*	*	55%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	743	743	728	*	16%	32%	41%	*	43%	28%
White	46	743	743	736	*	*	30%	44%	0%	44%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	13	761	761	747	0%	0%	*	*	*	54%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	41	745	745	730	*	*	42%	39%	*	39%	30%
Male	46	741	741	725	*	*	24%	44%	*	46%	26%
Economically Disadvantaged Students	23	731	731	719	*	*	44%	*	*	22%	19%
Non-Economically Disadvantaged Students	64	747	747	734	*	*	28%	*	*	50%	34%
Students with Disabilities	18	722	722	705	*	*	*	*	*	11%	*
Students without Disabilities	69	749	749	734	*	*	*	*	*	51%	*
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.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	788	749	743	0%	0%	*	84%	*	97%	42%
White	12	787	748	751	0%	0%	0%	100%	0%	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	793	772	774	0%	0%	*	*	*	93%	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	13	779	749	744	*	*	*	92%	*	92%	43%
Male	18	794	749	741	*	*	*	78%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	31	788	758	747	0%	0%	*	84%	*	97%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	31	788	*	745	0%	0%	*	84%	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

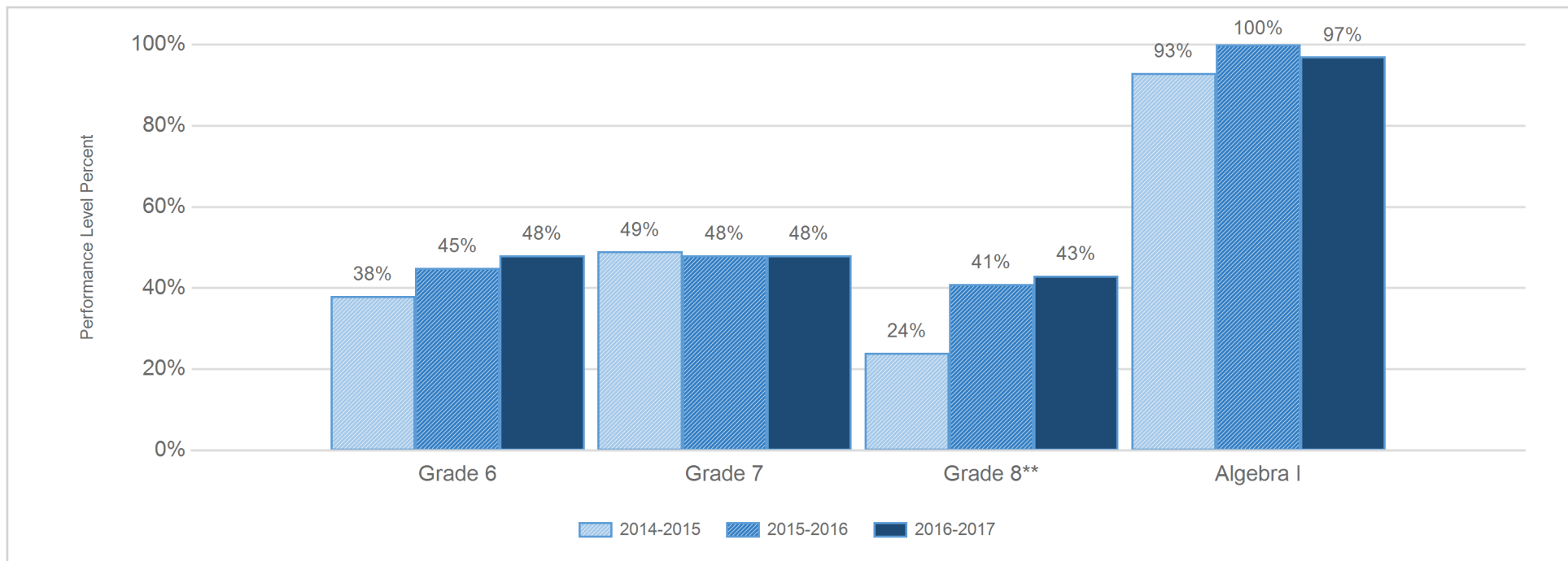


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

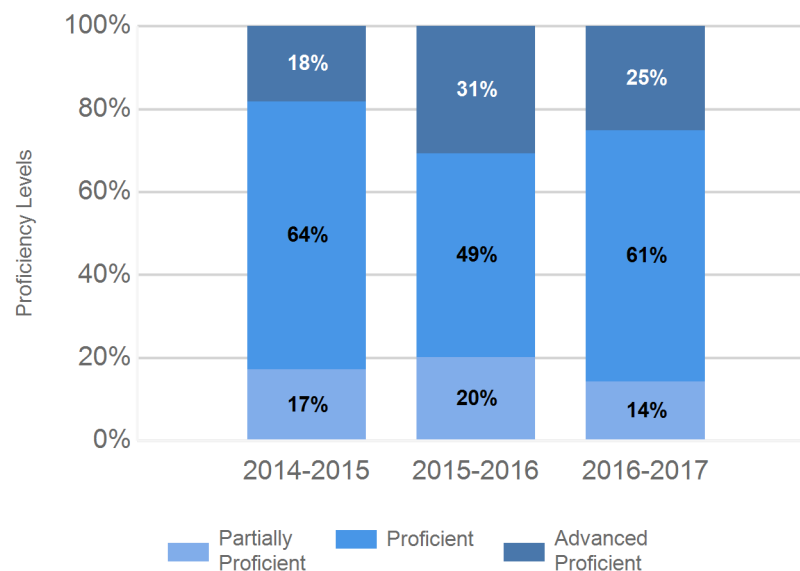
NJASK Science Assessment Performance: Grade 8

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	25%	61%	14%
White	22%	63%	15%
Hispanic	*	*	22%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	7%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	70%	30%
Students with Disabilities	5%	47%	47%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62	62	50	Exceeds Target	51	52	50	Met Target
White	60	60	50	Exceeds Target	49	52	52	Met Target
Hispanic	59	*	49	Met Target	65	*	47	Exceeds Target
Black or African American	65	*	45	Exceeds Target	45.5	*	43	**
Asian, Native Hawaiian, or Pacific Islander	70	69	60	Exceeds Target	51.5	50.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	57	56.5	47	Met Target	56	55	46	Met Target
Students with Disabilities	59	61	41	Met Target	49	55	43	Met Target
English Learners	57	59	53	**	*	51	51	**

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



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

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

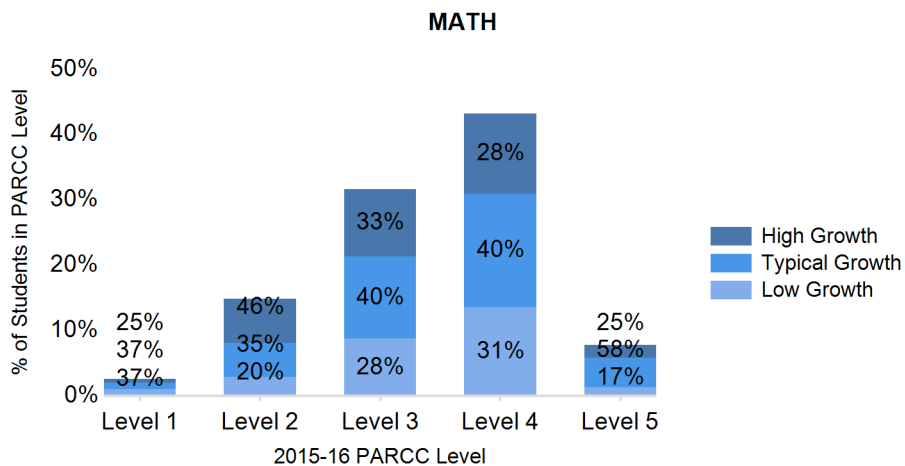
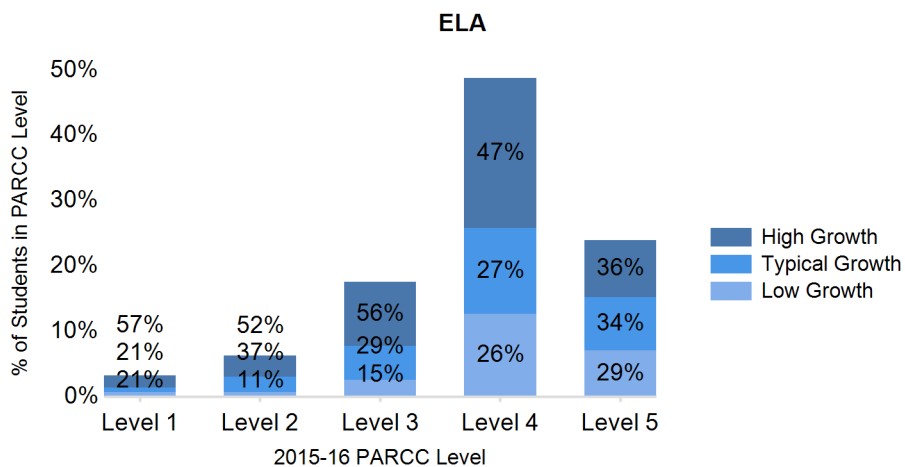
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

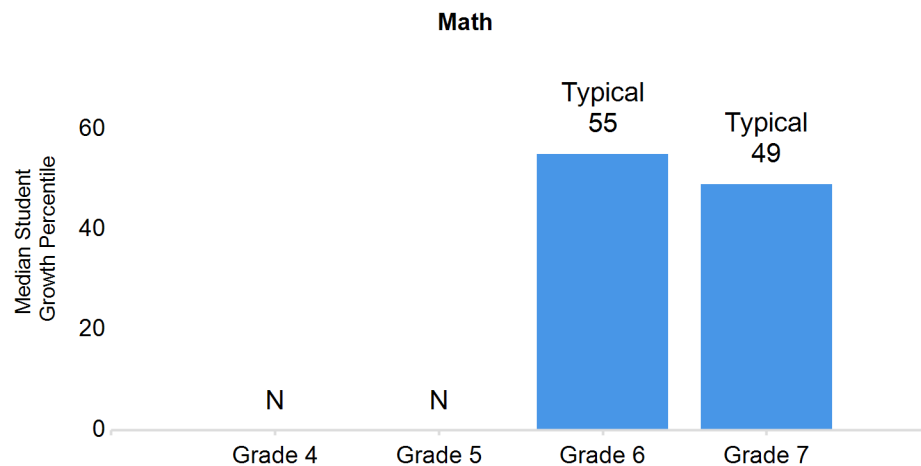
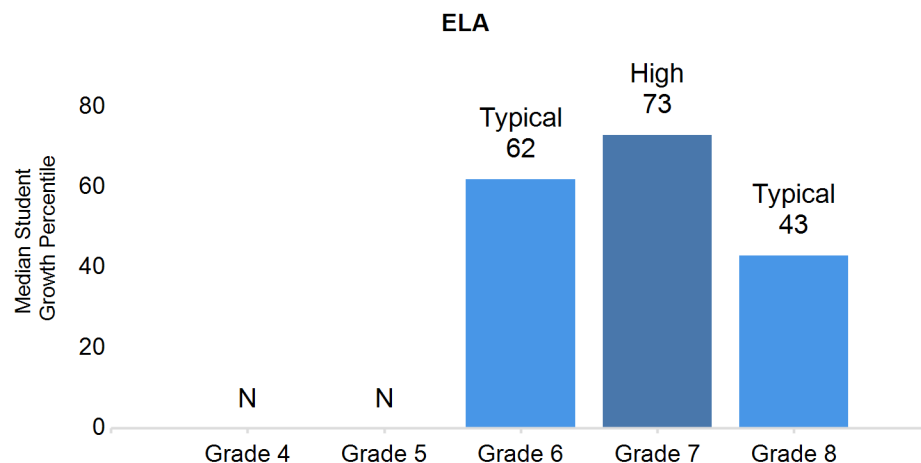
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	153
7	0	0	177
8	31	0	88
Schoolwide	31	0	418

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	166	167	0	0	0	168	0
8	60	34	0	0	0	24	0
Schoolwide	226	201	0	0	0	192	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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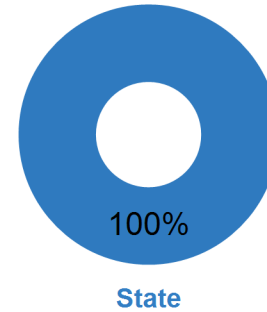
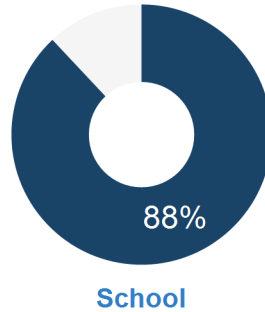
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Visual and Performing Arts – Course Participation

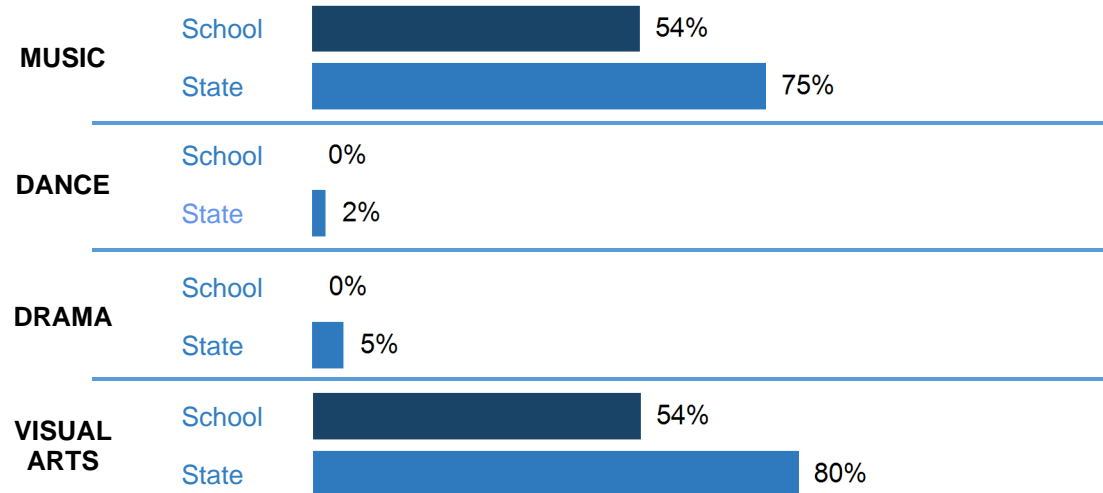
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

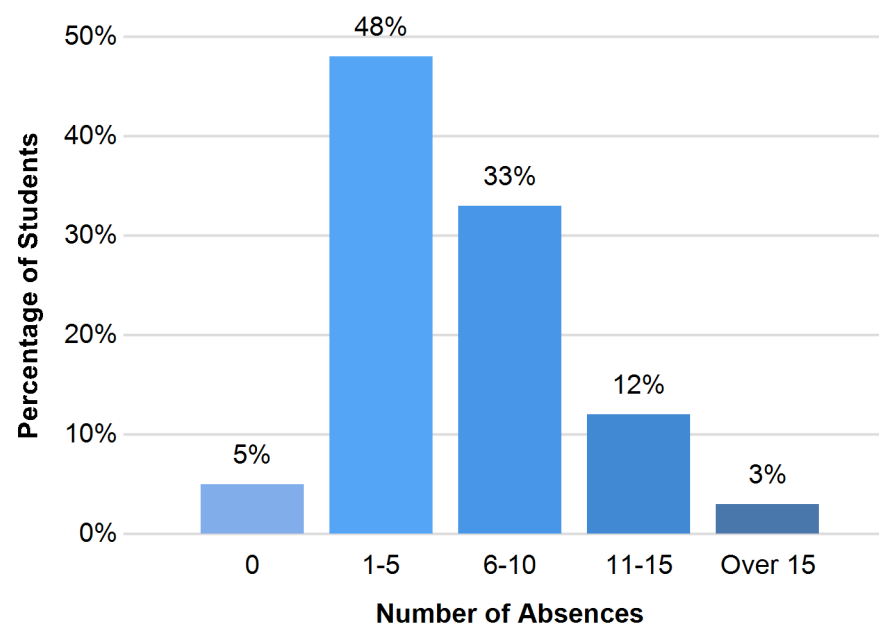
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.30	8.70	Met Target
White	0.50	8.70	Met Target
Hispanic	4.60	8.70	Met Target
Black or African American	0	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	2.20	8.70	Met Target
Students with Disabilities	3.30	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



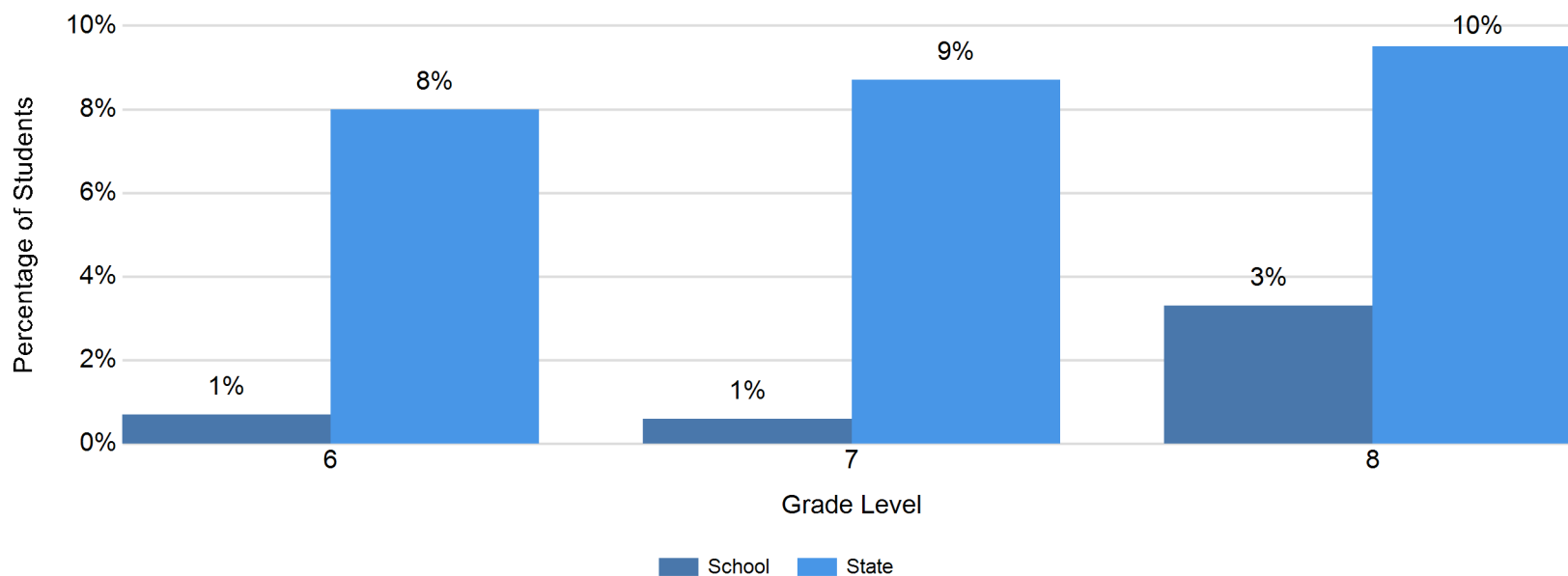


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	5 Hrs. 42 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	3
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.04

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	2.1%
Out-of-School Suspensions	0.4%
Any Suspension	2.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	508.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$410	\$14,713	\$15,123



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	40	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	10.6	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	12:1
Administrators	240:1	141:1
Librarian/Media Specialists		984:1
Nurses		656:1
Counselors		246:1
Child Study Team		179:1



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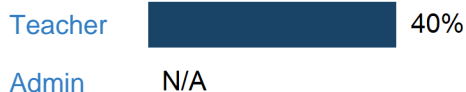
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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	84.1	17.5%
Mathematics Proficiency	52.9	17.5%
English Language Arts Growth	88.8	25.0%
Mathematics Growth	57.9	25.0%
Chronic Absenteeism	98.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75.4
Summative Rating: Percentile rank of Summative Score		85.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75.4	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
White	62.8	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	83.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	94.9	11.9	No	N	N	Met Target	Exceeds Target	**	No
Asian, Native Hawaiian, or Pacific Islander	59.5	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	82.1	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	75.1	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. DeLalla	Email Address:	jdelalla@newmilfordschools.org
Address:	470 MARION AVENUE NEW MILFORD, NJ 07646	Website:	https://www.newmilfordschools.org/DEO
Phone:	(201)265-8661	Twitter:	https://www.twitter.com/NMDEO_NJ

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"> • Curriculum includes Connected Math, Readers Writers Wokshop, PBIS and History Alive. • We currently offer seventeenclubs with the most well attended being Service Learning, Newspaper, and Intramurals. • We currently have 119 students in the 6th, 7th, and 8th grade participating in Band, Orchestra, or Chorus.
 <p>Mission, Vision, Theme:</p>	<p>David E. Owens Middle School provides high quality education in an environment both academically challenging and developmentally responsive to the needs of adolescents. Modeling the Association for Middle Level Education’s position on best practices, DEOMS has established a culture dedicated to preparing learners to meet the demands of high school and beyond. While academics remain at the core of DEO’s focus, the importance of integrity, character and community engagement is routinely promoted.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>DEO consistently raises the academic bar each year. It boasts a new Advisory Program, Maker Spaces, and STEM courses for 7th and 8th graders. In the spirit of the district motto, “In Service to Others,” DEO held a school wide “Pink Out,” raising \$530 for the National Breast Cancer Foundation and a “White Out,” raising \$330 to help a child with cancer attend Camp Quality. In “Project Night Night,” students collected over 500 items for distribution to homeless children under 12.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The student-centered curriculum is designed to be comprehensive and varied. Connected Math (grades 6-8) emphasizes a collaborative, constructivist approach creating a deeper knowledge base in the content area. All language arts teachers utilize Reader's/Writer's Workshop in their classes. The social studies department facilitates learning through Document Based Questioning and the use of History Alive. Project-Based Inquiry Science, encourages collaboration and rich analysis of material.</p>
 <p>Clubs and Activities:</p>	<p>Student government is very active at DEOMS. This pupil led organization provides leadership and decision-making opportunities that impact the entire school community. A wide array of after school clubs provide students with additional avenues by which they may participate and be recognized for their abilities. We also produce an annual school play where over 140 students participated in the design and implementation of three performances.</p>
 <p>Before and After School Programs:</p>	<p>After-school opportunities include dynamic clubs in Art, Drama, Math, Science, Yearbook, School Newspaper, French, Mandarin, Service Learning, Robotics, Honors Society and Intramurals. The music department has a flourishing band, orchestra and chorus with two yearly performances. The art department also conducts two shows in coordination with student performances giving families the opportunity to see the creative work produced in the imaginations of DEO students.</p>







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 <p>Staff and Professional Learning:</p>	<p>Teachers work in PLCs and content appropriate workshops focused on best practices in middle level instruction. Meeting daily in teams, teachers discuss content, curriculum, and strategies to assist struggling students. The administration developed a staff Google Classroom Page concentrating on cultivating curiosity in the classroom. Articulations with elementary and high school faculty enrich professional practice by viewing the middle school experience as part of a 13-year continuum of studies</p>
 <p>Student Supports and Services:</p>	<p>DEOMS provides English Language Learners with a pull-out and push-in program. We also have Special Services that include self-contained, resource, in-class support, aide support and an autistic program all designed to establish the least restrictive environment. Students in general education also benefit from targeted Intervention and Prevention Services (TIPS) in math and language arts as an integral component of the school day.</p>
 <p>Student Health and Wellness:</p>	<p>The philosophy of the Physical Education Department is to create a learning atmosphere that emphasizes wellness, physical fitness, social and emotional growth, and to encourage students to lead physically active and healthy lifestyles. Students have one hundred and twenty minutes of physical education and eighty minutes of health each week. Students also enjoy twenty minutes of recess, breakfast, and lunch daily.</p>
 <p>Parent and Community Involvement:</p>	<p>DEOMS has a thriving PTO that raises funds to offer teacher grants, yearly community building programs, and school gifts. Parents access student grades digitally through our PowerSchool platform. Parents can also follow their children's individual progress on a daily basis through the use of Google Classroom. Every teacher uses this platform to inform, disseminate and collect work.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>DEOMS disseminates a digital climate survey twice a year. We use the New Jersey State model developed in coordination with Rutgers University. A report which highlights any concerns is reviewed on a yearly basis with the staff. Concerns also become part of our yearly goals once an action plan has been developed. For the past four years, DEOMS has had a safety rating on these surveys of 95% or above. This is attributed to continual reflection.</p>
 <p>Facilities:</p>	<p>The construction of DEOMS was completed in 1969. The building is beautifully nestled in a suburban neighborhood which highlights little traffic and a safe setting for our student population. We have a re-designed media center that has a Maker Space with an HP Sprout, two 3-D printers, virtual reality glasses, robotics, circuitry, Legos, iPads, and a fully functioning computer lab. We also have three additional computer labs and fifteen Chromebook Carts fully accessible to students and staff.</p>



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Other Information:

DEOMS students have an eighteen unit modular schedule with each mod running for twenty minutes. Our electives courses are two daily mods; math and language arts consist of three mods every day; and social studies and science runs for four mods every other day. The curriculum, which includes honors programs in language arts literacy, social studies, science and Algebra I, is designed to be comprehensive and varied. Connected Math (grades 6-8) emphasizes a collaborative, constructivist approach creating a deeper knowledge base in the content area. All language arts teachers utilize Reader's/Writer's Workshop in their classes. The social studies department facilitates learning through Document Based Questioning and the use of History Alive. This serves as the foundation for creative exploration in dialogue-driven classes to understand the varying perspectives encompassed within all social interactions. Project-Based Inquiry Science, "PBIS" encourages a collaboration, conceptual thinking, correlation and rich inquiry into STEM-based careers and application to the real world.



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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	155	150	142
10	157	154	149
11	171	155	155
12	135	165	154
Ungraded	12	18	24
Total	629	642	624

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%	44%	46%
Male	54%	56%	55%
Economically Disadvantaged Students	9%	14%	13%
Students with Disabilities	15%	17%	18%
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	50.3%
Hispanic	20.4%
Native Hawaiian or Pacific Islander	11.7%
Asian	11.5%
Black or African American	5.6%
American Indian or Alaska Native	0.2%
Two or More Races	0.3%

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	620
Shared Time Students	7
Full Time Equivalent	624

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	80.3%
Spanish	5.6%
Imperial Aramaic (700-300 BCE)	1.9%
Korean	1.6%
Filipino	1.1%
Other	9.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	289	98.4	65.40	71.00	54.90	65.4	67.8	Met Target†
White	154	96.9	68.20	71.00	63.90	68.2	71.6	Met Target†
Hispanic	61	100.0	50.80	63.10	39.80	50.8	60	Met Target†
Black or African American	16	100.0	56.30	55.20	35.20	56.3	**	**
Asian, Native Hawaiian, or Pacific Islander	58	100.0	75.80	82.30	80.70	75.8	73.6	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	132	98.6	73.40	76.70	62.20	73.4		
Male	157	98.2	58.60	65.60	48.10	58.6		
Economically Disadvantaged Students	39	100.0	61.60	51.30	36.20	61.6	47.4	Met Target
Non-Economically Disadvantaged Students	250	98.1	66.00	74.90	65.80	66		
Students with Disabilities	61	98.4	24.60	31.00	20.50	24.6	37	Not Met
Students without Disabilities	228	98.3	76.30	81.20	61.90	76.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	770	770	749	*	*	20%	37%	33%	70%	52%
White	79	769	769	757	*	*	20%	42%	29%	71%	62%
Hispanic	25	748	748	733	*	*	*	*	*	44%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	35	792	792	777	*	*	*	37%	54%	91%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	76	777	777	756	*	*	16%	37%	40%	76%	60%
Male	71	764	764	741	*	*	24%	37%	27%	63%	43%
Economically Disadvantaged Students	16	760	760	731	*	*	*	*	*	63%	32%
Non-Economically Disadvantaged Students	131	772	772	758	*	*	*	*	*	71%	62%
Students with Disabilities	28	727	727	714	*	*	46%	*	0%	18%	13%
Students without Disabilities	119	781	781	754	*	*	13%	*	41%	82%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	762	762	743	7%	8%	24%	38%	24%	62%	46%
White	76	767	767	749	*	*	26%	42%	24%	66%	52%
Hispanic	37	754	754	728	*	*	*	35%	*	54%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	27	762	762	774	*	*	*	*	*	63%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	59	770	770	752	*	*	20%	44%	27%	71%	54%
Male	90	757	757	734	*	*	26%	34%	21%	56%	39%
Economically Disadvantaged Students	22	764	764	726	*	*	*	*	*	59%	32%
Non-Economically Disadvantaged Students	127	762	762	751	*	*	*	*	*	62%	54%
Students with Disabilities	30	729	729	704	*	*	*	*	0%	30%	12%
Students without Disabilities	119	770	770	749	*	*	*	*	29%	70%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	745	745	736	14%	13%	19%	43%	11%	55%	38%
White	63	750	750	738	*	*	*	51%	*	64%	40%
Hispanic	26	722	722	731	*	*	*	*	*	23%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	27	760	760	756	*	*	*	52%	*	70%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	55	746	746	744	*	*	18%	40%	*	55%	46%
Male	68	744	744	729	*	*	19%	46%	*	54%	31%
Economically Disadvantaged Students	16	731	731	729	*	*	*	*	0%	38%	32%
Non-Economically Disadvantaged Students	107	747	747	740	*	*	*	*	13%	57%	42%
Students with Disabilities	20	716	716	709	*	*	*	*	0%	30%	12%
Students without Disabilities	103	751	751	741	*	*	*	*	14%	59%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



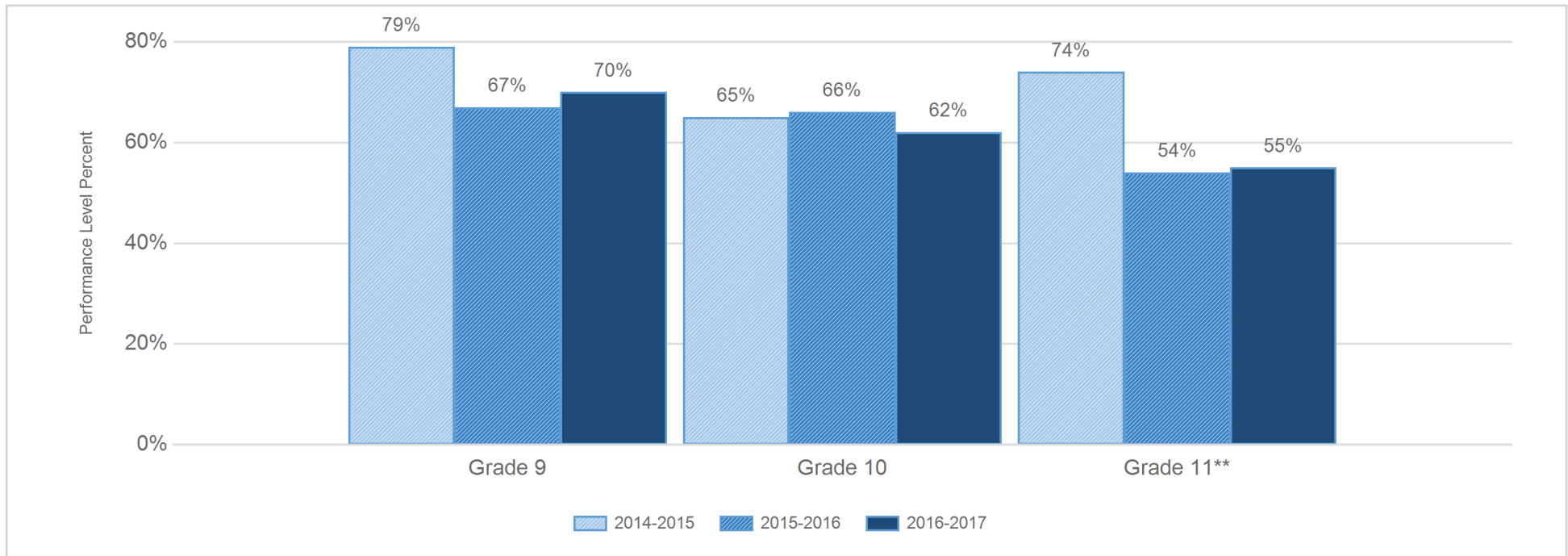
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	290	98.4	44.50	52.00	43.50	44.5	47.1	Met Target†
White	154	96.9	45.40	51.40	52.40	45.4	50.3	Met Target†
Hispanic	62	100.0	27.40	36.30	27.60	27.4	33.5	Met Target†
Black or African American	16	100.0	31.30	38.80	21.70	31.3	**	**
Asian, Native Hawaiian, or Pacific Islander	58	100.0	63.80	71.00	75.60	63.8	57.7	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	133	98.6	48.90	52.00	44.10	48.9		
Male	157	98.2	40.80	51.80	42.90	40.8		
Economically Disadvantaged Students	39	100.0	38.50	31.00	25.10	38.5	33.8	Met Target
Non-Economically Disadvantaged Students	251	98.1	45.40	56.10	54.30	45.4		
Students with Disabilities	62	98.5	*	*	16.50	*	11.9	Not Met
Students without Disabilities	228	98.3	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	738	749	743	*	19%	30%	36%	*	37%	42%
White	62	740	748	751	*	18%	32%	37%	*	39%	52%
Hispanic	24	722	*	728	*	*	*	*	0%	13%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	19	756	772	774	*	*	*	63%	0%	63%	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	58	742	749	744	*	17%	33%	40%	*	40%	43%
Male	54	734	749	741	*	20%	28%	32%	*	33%	40%
Economically Disadvantaged Students	13	728	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	99	739	*	751	*	*	*	*	*	*	52%
Students with Disabilities	29	712	712	714	*	35%	*	*	*	10%	10%
Students without Disabilities	83	747	758	747	*	13%	*	*	*	46%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	740	740	734	*	23%	29%	41%	*	42%	30%
White	76	742	742	740	*	13%	36%	45%	*	45%	38%
Hispanic	39	730	730	722	*	46%	*	31%	0%	31%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	34	751	751	758	*	*	*	47%	*	56%	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	69	744	744	735	*	16%	28%	49%	*	51%	31%
Male	89	737	737	733	*	29%	30%	34%	*	36%	30%
Economically Disadvantaged Students	23	736	736	721	*	*	*	44%	*	44%	13%
Non-Economically Disadvantaged Students	135	741	741	740	*	*	*	40%	*	42%	39%
Students with Disabilities	29	710	710	711	*	*	*	*	*	*	*
Students without Disabilities	129	747	747	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	726	726	725	31%	24%	14%	32%	0%	32%	28%
White	66	729	729	731	26%	26%	15%	33%	0%	33%	33%
Hispanic	23	713	713	710	44%	*	*	*	0%	17%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	22	737	737	761	*	*	*	50%	0%	50%	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	53	718	718	725	38%	28%	*	26%	*	26%	27%
Male	65	732	732	725	25%	20%	*	37%	*	37%	29%
Economically Disadvantaged Students	19	723	723	708	*	*	*	*	0%	32%	13%
Non-Economically Disadvantaged Students	99	726	726	733	*	*	*	*	0%	32%	35%
Students with Disabilities	17	710	710	692	*	*	*	*	*	*	*
Students without Disabilities	101	728	728	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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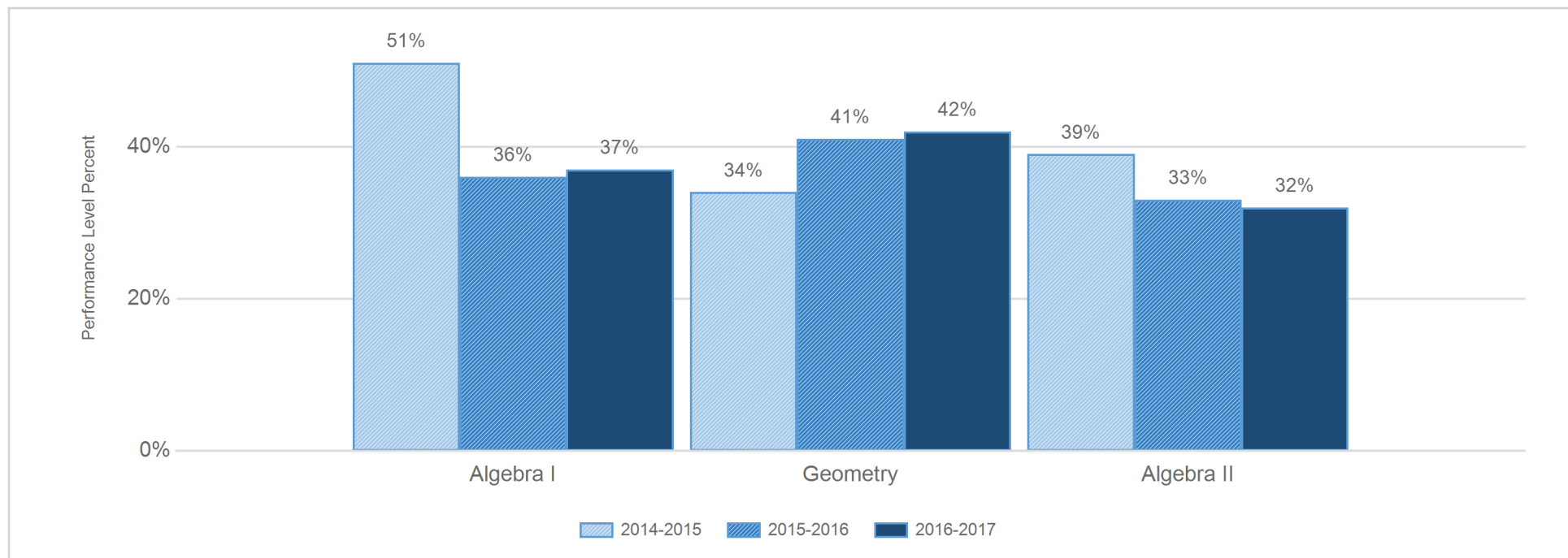
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

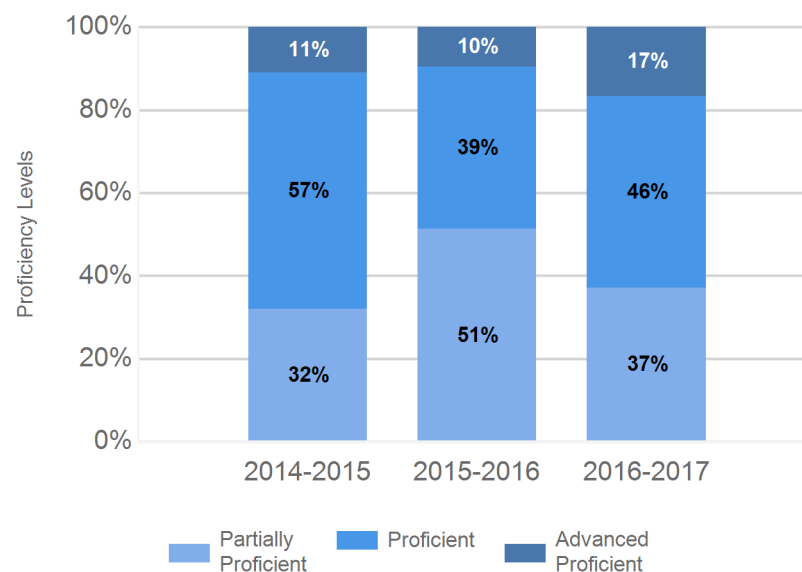
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	17%	46%	37%
White	13%	48%	39%
Hispanic	N	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	50%	16%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	21%	42%	37%
Students with Disabilities	N	13%	87%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	19.5%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	491	481	Varies By Grade	71%	67%
PSAT - Math	477	483	Varies By Grade	45%	49%
SAT - Reading and Writing	544	551	480	78%	77%
SAT - Math	543	552	530	59%	58%
ACT - Reading	23	24	22	50%	65%
ACT - English	23	24	18	83%	79%
ACT - Math	23	24	22	67%	65%
ACT - Science	22	23	23	53%	54%



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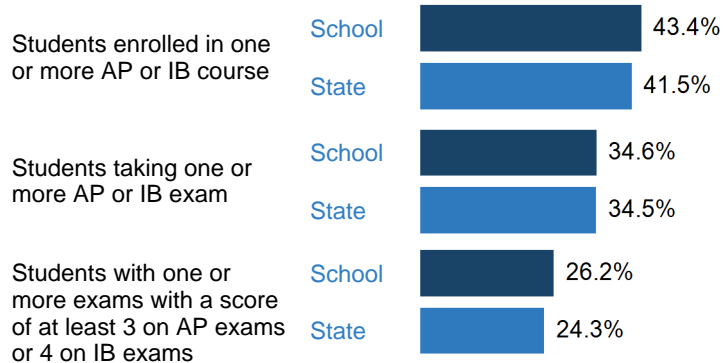
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

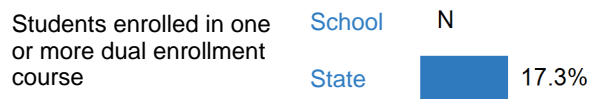
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	20
AP Calculus AB	16	16
AP Chemistry	6	0
AP Chinese Language and Culture	5	3
AP Computer Science A	0	3
AP Computer Science Principles	3	0
AP English Language and Composition	33	32
AP English Literature and Composition	24	23
AP European History	11	5
AP Japanese Language and Culture	0	1
AP Macroeconomics	0	1
AP Physics 1	0	7
AP Physics C	12	0
AP Spanish Language	8	1
AP Statistics	22	19
AP Studio Art—Three-Dimensional	1	0
AP Studio Art—Two-Dimensional	1	0
AP U.S. History	59	46
Total Exams Taken		177
Exams with scores of at least 3 on AP exams or 4 on IB exams		133



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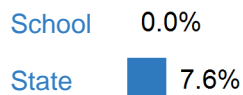
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



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
Architecture & Construction	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	112	37	0	0	0	0	12
10	2	124	30	0	0	0	5
11	1	3	88	48	0	8	17
12	0	0	3	27	32	24	40
Schoolwide	115	164	121	75	32	32	74
Enrolled in AP/IB Course					16	22	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	146	1	2	0	0	0
10	3	147	1	0	1	0
11	17	5	5	0	144	2
12	33	7	1	0	14	8
Schoolwide	199	160	9	0	159	10
Enrolled in AP/IB Course	26	6		0	12	0



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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	147	2	0	0	0	0
10	1	152	34	3	5	27
11	4	155	18	24	10	39
12	3	8	24	58	27	64
Schoolwide	155	317	76	85	42	130
Enrolled in AP/IB Course	0	59	0	0	0	11

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	86	29	0	0	0	27	0
10	99	35	0	0	0	15	0
11	67	16	0	0	0	11	0
12	11	1	0	0	0	1	0
Schoolwide	263	81	0	0	0	54	0
Enrolled in AP/IB Course	8	0	0	0	0	5	0
Enrolled in Level 3 or Higher	132	52	0	0	0	21	0
Earned Seal of Biliteracy	0	0	0	0	0	*	0



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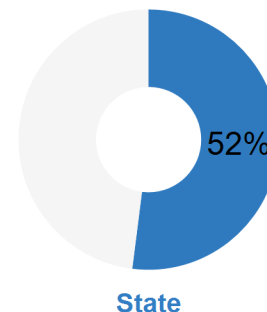
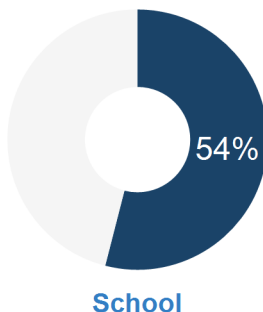
Grade Span 09-12

Visual and Performing Arts – Course Participation

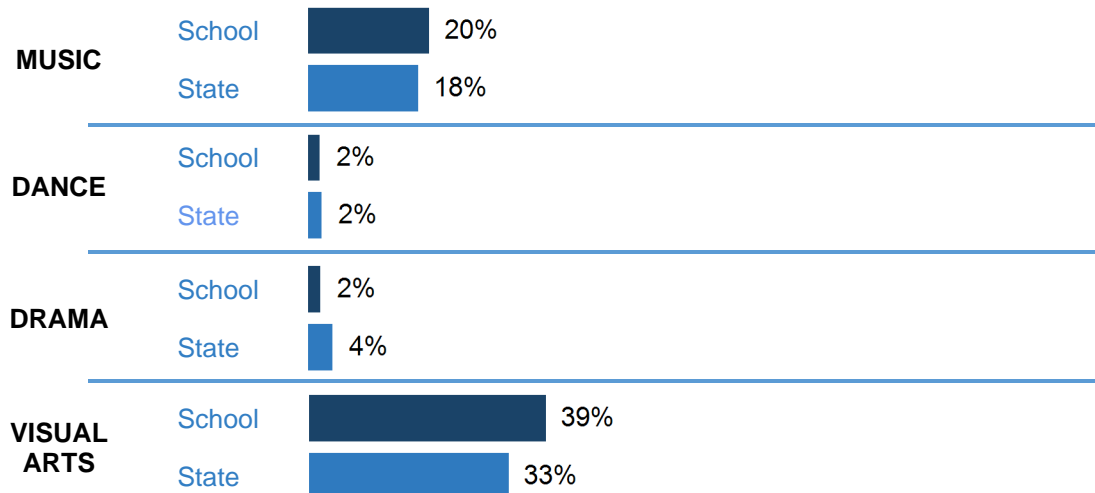
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	98.2%	90.5%	96.7%	91.8%	91.8%	95.0%	Not Met	98.6%	N	Met Goal
White	98.7%	94.5%	96.9%	95.1%	*	95.0%	Not Met	*	N	Met Goal
Hispanic	94.1%	84.3%	97.2%	86.3%	97.1%	N	Met Goal	100.0%	N	Met Goal
Black or African American	100.0%	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	*	97.5%	95.0%	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	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	95.0%	83.9%	100.0%	85.6%	91.7%	N	N	100.0%	**	**
Students with Disabilities	95.7%	78.8%	91.9%	82.1%	76.3%	95.0%	Not Met	92.0%	95.7%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	98.2%	-
2016	91.8%	96.7%
2015	99.3%	98.6%

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	0.3%	1.1%
2015-2016	0.6%	1.1%
2014-2015	0.5%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	75.8%	18.6%	81.4%
White	77.3%	19.6%	80.4%
Hispanic	71%	27.3%	72.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	78.6%	6.1%	93.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	83.3%	26.7%	73.3%
Students with Disabilities	57.9%	54.6%	45.5%
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	82.1%	31.6%	68.4%	79%	21.1%	75.2%	24.8%
White	84.7%	29.2%	70.8%	79.2%	20.8%	72.2%	27.8%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	89.5%	14.7%	85.3%	76.5%	11.8%	73.5%	26.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	76.5%	61.5%	38.5%	84.6%	15.4%	84.6%	15.4%
Students with Disabilities	54.6%	75%	25%	91.7%	8.3%	91.7%	8.3%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

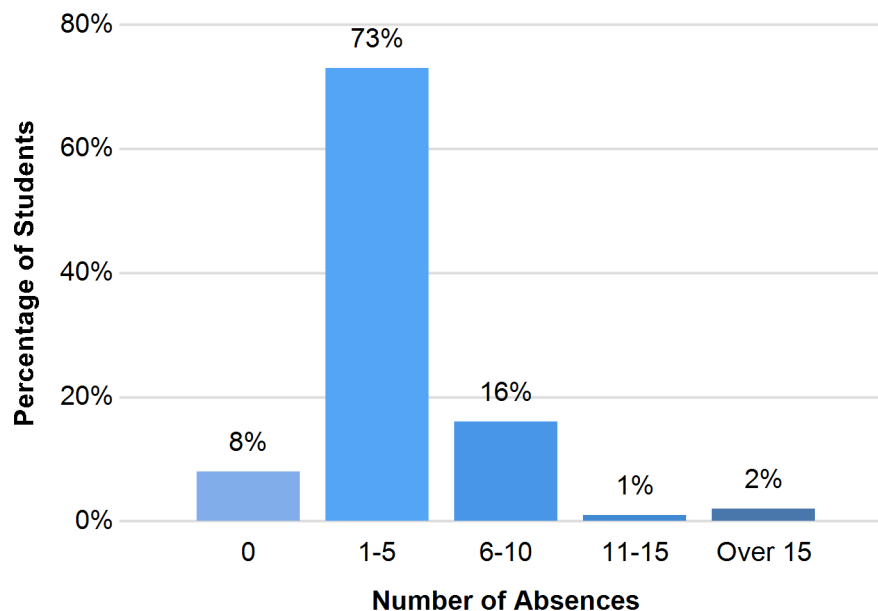
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.40	14.30	Met Target
White	2.50	14.30	Met Target
Hispanic	0.80	14.30	Met Target
Black or African American	0	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.70	14.30	Met Target
Students with Disabilities	7.60	14.30	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.





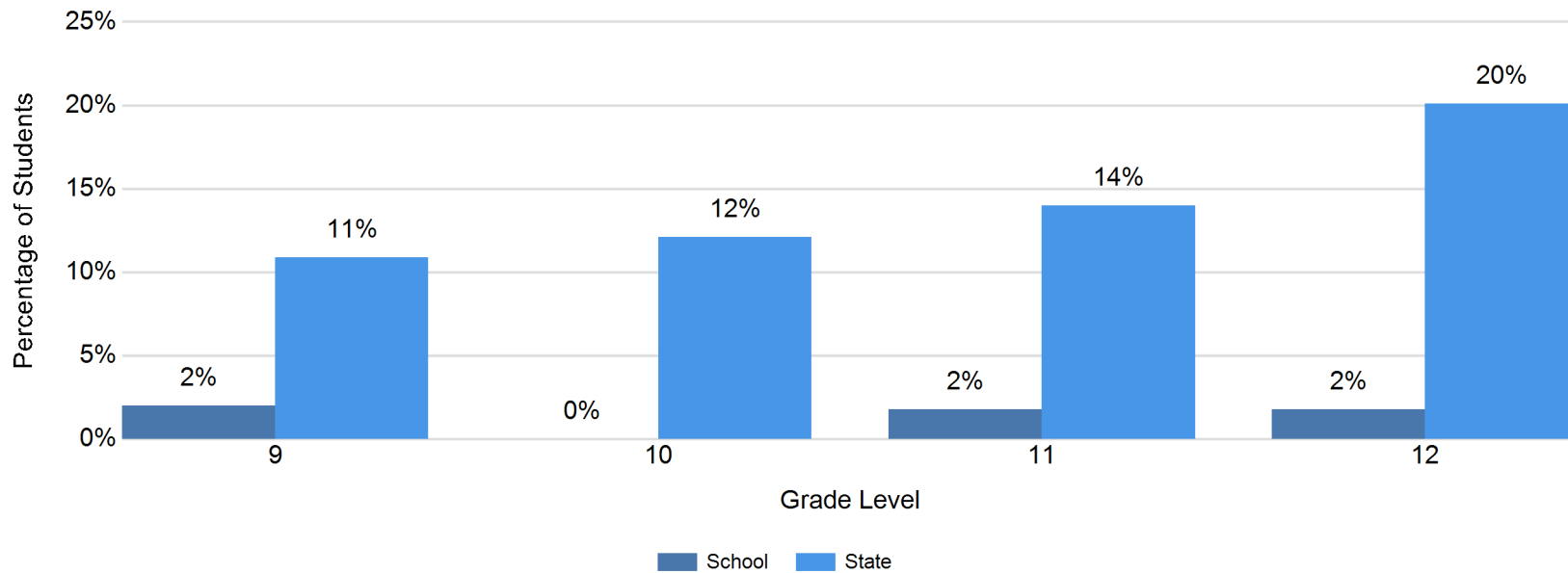
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	6 Hrs. 23 Mins.
Shared Time - Instructional Time	3 Hrs. 11 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	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.80

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.1%
Out-of-School Suspensions	3.0%
Any Suspension	4.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	508.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$410	\$14,713	\$15,123



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	79%	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	14	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	10.6	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	12:1
Administrators	156:1	141:1
Librarian/Media Specialists		984:1
Nurses		656:1
Counselors		246:1
Child Study Team		179:1



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

Teachers and Administrators - Level of Education

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

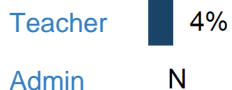
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	83.3	17.5%
Mathematics Proficiency	77.5	17.5%
Graduation - 4-Year	38.0	25.0%
Graduation - 5-Year	88.1	25.0%
Chronic Absenteeism	98.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.4
Summative Rating: Percentile rank of Summative Score		80.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	74.4	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Goal	No
White	65.7	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Goal	No
Hispanic	89.5	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	58.8	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	**	**	**	N	N	No
Economically Disadvantaged Students	88.7	6.2	No	Met Target	Met Target	Met Target	N	**	No
Students with Disabilities	66.8	6.2	No	Not Met	Not Met	Met Target	Not Met	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.



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School General Info

Principal:	Mr. Manuppelli	Email Address:	Imanuppelli@newmilfordschools.org
Address:	330 RIVER ROAD NEW MILFORD, NJ 07646	Website:	https://www.newmilfordschools.org/NewMilfordHighSchool
Phone:	(201)262-0172	Facebook:	https://www.facebook.com/NewMilfordHS
		Twitter:	https://twitter.com/NewMilfordHS_NJ

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"> • New Milford High School was ranked 65th among the best high schools in New Jersey by U.S. News and World Report. • Academies@NMHS received national recognition for innovative practices effectively integrating instructional technology. • A new schedule was implemented for school unity, collaboration, uninterrupted instructional time, student creativity.
 <p>Mission, Vision, Theme:</p>	<p>New Milford School High School, like the District, is resolute in its attention to whole child development by providing a comprehensive range of learning experiences. NMHS embraces family, faculty, and community as active partners unified in the effort to develop students into self-directed, self-confident adults on their journeys to becoming the next generations of entrepreneurs, builders, artists, designers, inventors, scientists, educators, caregivers, protectors, workers, and leaders.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>NMHS was ranked 65th among the best high schools in New Jersey by U.S. News & World Report in its most recent release of best public high schools at both the national and state levels. NMHS teacher, Mrs. Tambuscio, a leading voice in Holocaust education, nationally and internationally, was honored by Princeton University as Outstanding New Jersey Secondary School Educator. Our Engineering team Won Most Original Design at the Panasonic Design Challenge at NJIT.</p>







**NEW MILFORD HIGH SCHOOL
2016-2017**

03-3550-050
BERGEN
NEW MILFORD BORO
330 RIVER ROAD
NEW MILFORD, NJ 07646

Grade Span 09-12

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 <p>Courses, Curriculum, Instruction:</p>	<p>NMHS' comprehensive academic program features courses at the AP, Honors and College Prep levels. Highly motivated students select from 14 Advanced Placement courses, as well as college credit-bearing courses available through Fairleigh Dickinson University's Middle College Program and Educere's online portal. Approximately 27% of high school students are enrolled in one of three specialized academies, which include STEM, Global Leadership and Arts & Letters.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Football (Boys), Golf (Co-ed), 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 (Co-ed)</p> <p>In 2016-17, NMHS produced 89 All-League honorees, 6 All-County athletes, and 3 All-State players, as well as 32 Triple Varsity Letter winners. The Track program set six school records and 7 athletes qualified for the State Championships. Twelve programs qualified for the NJSIAA State Tournament. One varsity team was league champs, and the football team qualified for the State Championship at Met-life Stadium. We were recognized as a NJSIAA Sportsmanship winner, 4th consecutive year.</p>
 <p>Clubs and Activities:</p>	<p>NMHS sponsors an acclaimed marching band, drum line, color guard, jazz band, string orchestra, chorus, and ensemble choir. The Ethics Bowl Team won the NJ Competition advancing to the Nationals in North Carolina. Other co-curricular activities include Math League, Mock Trial, Art Club, Environmental Club, Engineering Club, Project Unify, and Model UN. The New Milford Community Service Program, Hypelite Club and Peer Leadership Program reflect a commitment to giving and service to society.</p>
 <p>Before and After School Programs:</p>	<p>NMHS offers instruction before school starts to orchestra and band students. We also offer a piano and keyboard program for self-motivated musicians committed to personal improvement. NMHS also provides SAT Prep Courses to strengthen student portfolios. The Academy of Arts and Letters, STEM Academy, and Academy for Global Leadership cultivate emerging professionals through authentic learning, service, and independent projects to develop the knowledge and skills necessary for success.</p>








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 <p>Staff and Professional Learning:</p>	<p>District administration consistently provides targeted PD for all staff. The professional culture is conducive to exploring research-based best practices for integration into lessons. Annual goals are established collaboratively and supported by in-house as well as highly recognized outside experts in the field. Staff members actively participate in their respective professional associations and routinely attend content-related roundtables to grow, network and share resources.</p>
 <p>Postsecondary Information:</p>	<p>91% of 2017 graduates were accepted into post-secondary institutions, the vast majority into 2 and 4-year colleges and universities. 7% enrolled in other career-oriented schools or enlisted in the military. Avg. SAT scores: Reading/Writing: 570; Math: 568. Avg. ACT Composite: 26. Over \$2,800,000 in scholarships was awarded to the Class of 2017. The highly successful Wings Academy for 18-21 year olds eligible for additional job-focused and life skills education is in its second year of operation.</p>
 <p>Student Supports and Services:</p>	<p>NMHS is an inclusive learning environment which embraces all pupils regardless of background, status or ability. Our goal in Special Education is to provide the least restrictive environment to engage all learners in a common process. Our supportive CST is very active in Project Unified, a program linking special needs students with general ed students in competitive sports. Finally, the Wings Academy, serving 18-21 year olds, has emerged as a model in Bergen County and the State of New Jersey.</p>
 <p>Student Health and Wellness:</p>	<p>There are multiple support programs throughout the School District to meet the needs of students: B.U.D.D.Y.—Bullying Undermines Developing Diverse Youths; S.I.G.M.A.—Sexual Identity Gender Members and Allies; and UNSTOPPABLE—Peers Giving Back To The Community, are just a few. The Student Assistance Program is an integral part in assuring that students manifesting maladaptive behaviors, such as substance abuse, mental health issues, and suicidal ideation, are receiving appropriate services.</p>
 <p>Parent and Community Involvement:</p>	<p>NMHS has a very supportive PTO that provides funding as well as leadership for our various parent groups. They also provide our district with a very valuable resource, Project Graduation. These parents volunteer to help to organize community efforts to provide graduates with a safe and enjoyable experience after commencement. The NMHS PTO also works with our staff to provide scholarships and grants to enhance the overall learning experience.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>NMHS's Student Assistance Coordinator conducted two separate climate surveys, one for students and one for staff. The results of the surveys were shared with students, staff, district administration, and the community at a board of education meeting. The surveys were very comprehensive in scope and providing respondents with options to share their beliefs about the school and district. Over 600 participants shared a general pleasure with their safe and meaningful learning/work environment.</p>
 <p>Facilities:</p>	<p>There have been many upgrades to ensure that students have what they need to succeed in school. Recent renovations making the campus ADA compliant include an elevator, ramps, and barrier-free restrooms to ensure everyone has free access to all areas of the campus. New furniture has been placed throughout the building to accommodate our unified lunch and enhance academic areas. Lastly, we're in the early stages of planning for a new athletic facility to support the PE and sports programs.</p>



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Other Information:

New Milford was ranked 65th among the best high schools in NJ by US News & World report. The Academies@NMHS received national recognition for innovative practices effectively integrating instructional technology. As an outgrowth of the District's progressive focus on implementing 21st Century Learning, NMHS launched a new and improved schedule to promote school unity, collaboration, more consistent uninterrupted instructional time, and increased opportunities for creativity and student-driven learning. The rationale behind the new schedule stems from the district's commitment to making school meaningful for kids; create an environment where students feel connected; where they feel that their learning has value and that teachers are interested in tapping into things that have meaning for students. The staff studied books by leaders in educational theory, explored scheduling models and visited schools where similar schedules are in place. The new five-day week schedule includes three "Regular" 47 minute days (with morning rotation and afternoon rotation) plus two days with extended periods. Training focused on preparing faculty for teaching in the extended block, which concomitantly needed to capitalize on extended learning opportunities, allowing for deeper, authentic learning that cannot occur in 40 minutes. These 87 min classes serve well for science labs, debates, Socratic seminar, and increased student collaboration. Fortunately, Science Labs will no longer have to be pulled from Physical Education. Students can now take more than one lab science in a year should they choose. The Unified Lunch is a campus wide lunch period where all students and faculty share a 50-minute lunch period. This offers more unstructured student interaction with one another and with faculty. Administrators, CST members, school nurse, media specialist, SAC, and counselors, have an alternative lunch period so they can be available for students during Unified Lunch.