



East End School  
2016-2017  
Grade Span PK-04

35-3670-060  
SOMERSET  
NORTH PLAINFIELD BORO  
170 ONEIDA AVE  
N PLAINFIELD, NJ 07060-4421

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
PK	13	16	25
KG	86	64	83
1	76	85	66
2	86	71	89
3	88	90	82
4	87	93	95
Ungraded	21	35	15
Total	457	454	455

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	51%
Male	50%	49%	49%
Economically Disadvantaged Students	67%	63%	63%
Students with Disabilities	17%	23%	19%
English Learners	9%	14%	20%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
Hispanic	70.3%
Black or African American	16.7%
White	9.2%
Asian	3.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	14	16	25
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	89	64	83

**Enrollment by Home Language**

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

Home Language	% of Students
Spanish	53.6%
English	42.2%
Other	4.1%



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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	146	98.8	37.00	34.90	54.90	37	35.1	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	109	100.0	31.20	31.00	39.80	31.2	31.9	Met Target†
Black or African American	23	93.9	56.50	36.20	35.20	56.5	36.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	40.00	54.90	N	**	**
Female	85	100.0	40.00	44.30	62.20	40		
Male	61	97.4	32.70	26.00	48.10	32.7		
Economically Disadvantaged Students	96	100.0	26.00	29.50	36.20	26	28.5	Met Target†
Non-Economically Disadvantaged Students	50	96.6	58.00	44.90	65.80	58		
Students with Disabilities	24	96.3	*	*	20.50	*	6.7	Met Target†
Students without Disabilities	122	99.3	*	*	61.90	*		
English Learners	27	100.0	14.80	*	25.20	14.8	N	N
Non-English Learners	119	98.6	42.00	*	57.40	42		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	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		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	727	726	749	*	25%	25%	*	*	25%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	56	718	719	734	30%	30%	21%	18%	0%	18%	35%
Black or African American	17	746	*	731	*	*	*	*	*	41%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	43	728	727	754	*	*	*	*	*	28%	55%
Male	36	725	724	745	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	56	716	718	731	*	*	*	*	*	16%	31%
Non-Economically Disadvantaged Students	23	752	743	762	*	*	*	*	*	48%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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<b>Schoolwide</b>	91	741	739	753	*	15%	29%	42%	*	44%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	67	736	734	740	*	19%	30%	37%	*	37%	40%
Black or African American	14	758	*	737	*	0%	*	*	*	64%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	52	742	745	758	*	*	*	40%	*	42%	61%
Male	39	741	732	749	*	*	*	44%	*	46%	51%
Economically Disadvantaged Students	57	732	731	737	*	*	28%	33%	*	33%	36%
Non-Economically Disadvantaged Students	34	756	752	764	*	*	29%	56%	*	62%	69%
Students with Disabilities	17	708	706	725	*	*	*	*	*	*	25%
Students without Disabilities	74	749	747	759	*	*	*	*	*	*	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%

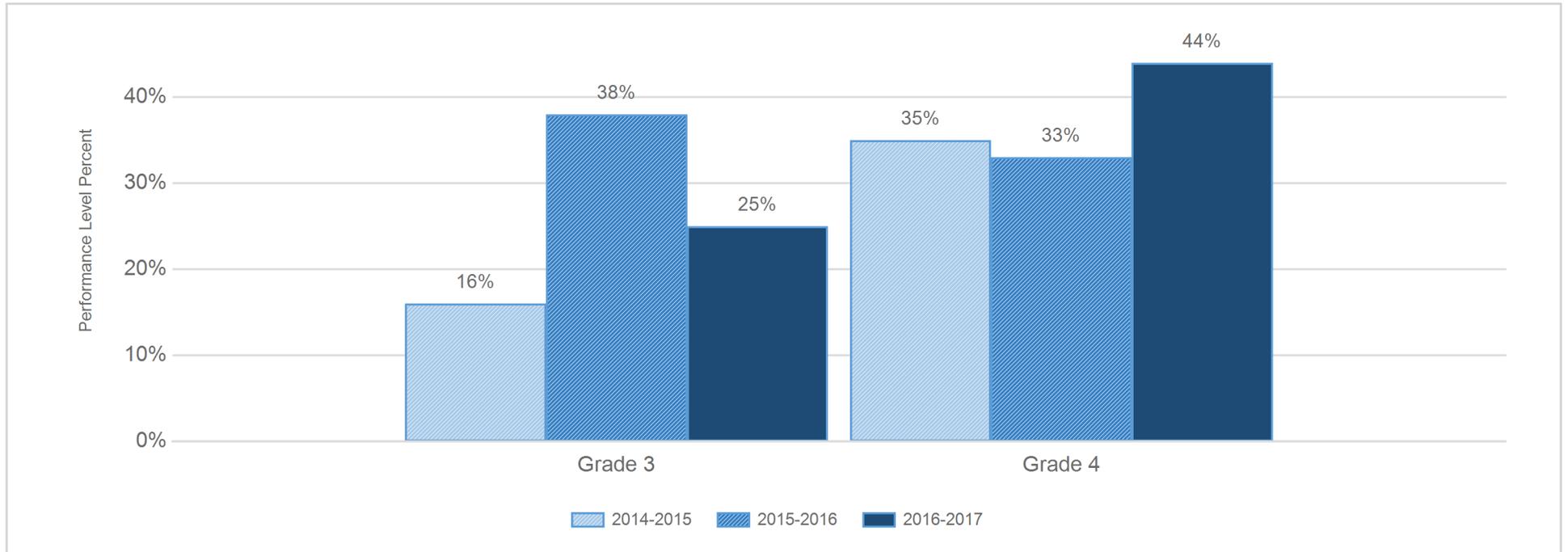


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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Schoolwide	146	98.3	50.70	24.20	43.50	50.7	42.2	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	110	100.0	47.30	22.10	27.60	47.3	41	Met Target
Black or African American	23	93.9	60.80	23.50	21.70	60.8	36.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	40.00	44.90	N	**	**
Female	85	99.0	49.50	26.50	44.10	49.5		
Male	61	97.5	52.40	22.20	42.90	52.4		
Economically Disadvantaged Students	95	99.1	42.20	20.60	25.10	42.2	39.4	Met Target
Non-Economically Disadvantaged Students	51	96.8	66.60	31.00	54.30	66.6		
Students with Disabilities	24	96.3	25.00	*	16.50	25	12.1	Met Target
Students without Disabilities	122	98.7	55.70	*	48.80	55.7		
English Learners	28	100.0	21.40	10.10	23.30	21.4	N	N
Non-English Learners	118	97.9	57.60	26.20	45.20	57.6		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	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		

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Mathematics Assessment - Performance by Grade: Grade 3

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Schoolwide	82	737	732	751	*	21%	23%	42%	*	44%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	60	734	728	738	*	23%	22%	40%	*	42%	37%
Black or African American	17	741	*	733	*	*	*	*	0%	47%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	43	733	732	751	*	*	*	42%	*	42%	52%
Male	39	741	732	751	*	*	*	41%	*	46%	53%
Economically Disadvantaged Students	57	733	727	736	*	*	*	39%	*	39%	34%
Non-Economically Disadvantaged Students	25	746	744	761	*	*	*	48%	*	56%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	11	710	704	724	*	*	*	*	*	*	21%
Non-English Learners	71	741	735	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	746	737	747	*	16%	22%	50%	*	53%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	69	742	735	734	*	16%	23%	49%	*	49%	30%
Black or African American	14	760	*	729	0%	*	*	*	*	71%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	54	743	741	747	*	*	*	46%	*	50%	47%
Male	40	750	734	747	*	*	*	55%	*	58%	48%
Economically Disadvantaged Students	59	740	733	732	*	*	*	42%	*	44%	27%
Non-Economically Disadvantaged Students	35	757	744	757	*	*	*	63%	*	69%	61%
Students with Disabilities	17	722	713	724	*	*	*	*	*	18%	22%
Students without Disabilities	77	752	743	751	*	*	*	*	*	61%	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%

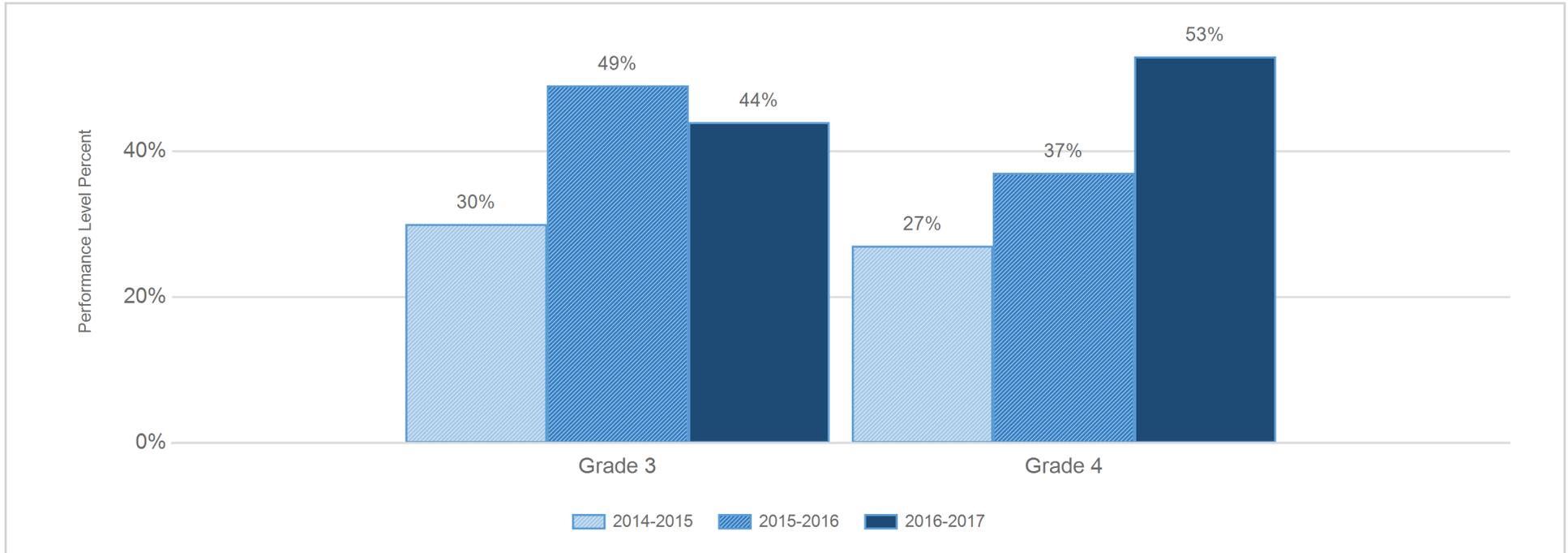


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**Mathematics Assessment – Performance Trends**

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	N	N
4	N	N

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

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	24	*	*
2	26	84.6%	15.4%
3	*	*	*
4	N	N	N
5+	N	N	N



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

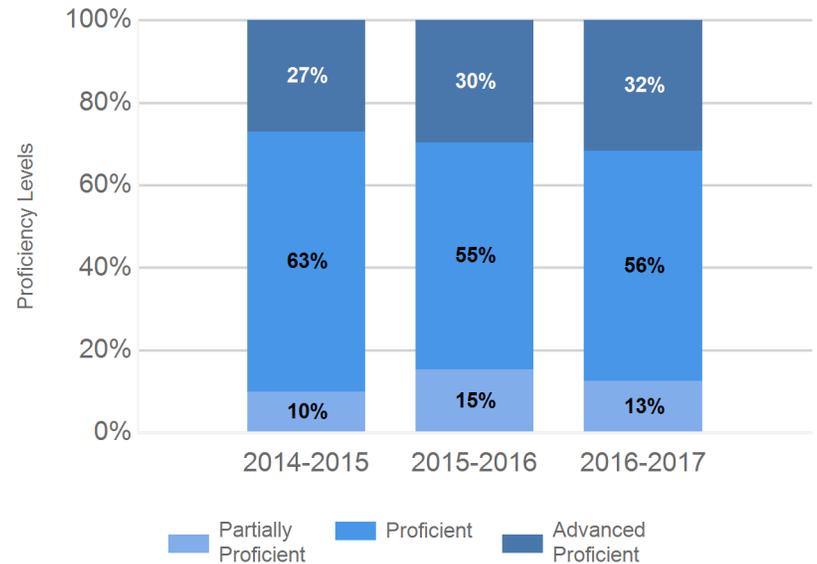
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	32%	56%	13%
White	*	*	*
Hispanic	26%	58%	*
Black or African American	47%	53%	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	19%	64%	17%
Students with Disabilities	19%	56%	25%
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	44.5	47	50	Met Target	43	44	50	Met Target
White	*	52	50	**	*	45	52	**
Hispanic	45	45	49	Met Target	37	42	47	Not Met
Black or African American	44	*	45	**	39	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	45	46	47	Met Target	45	45	46	Met Target
Students with Disabilities	32	39	41	**	33	38	43	**
English Learners	30.5	45	53	**	41	40	51	**

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



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

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

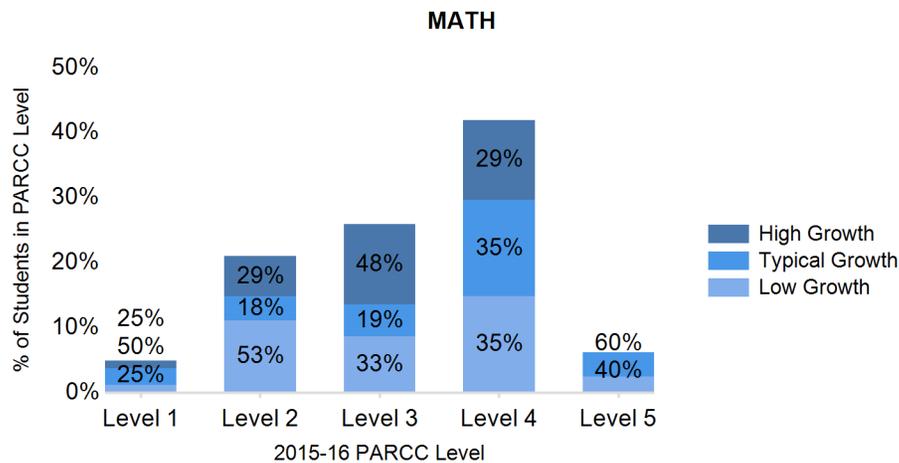
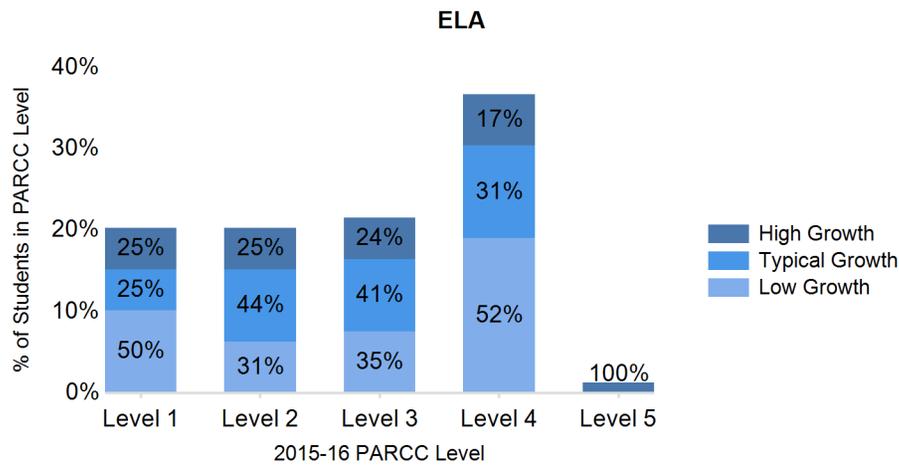
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

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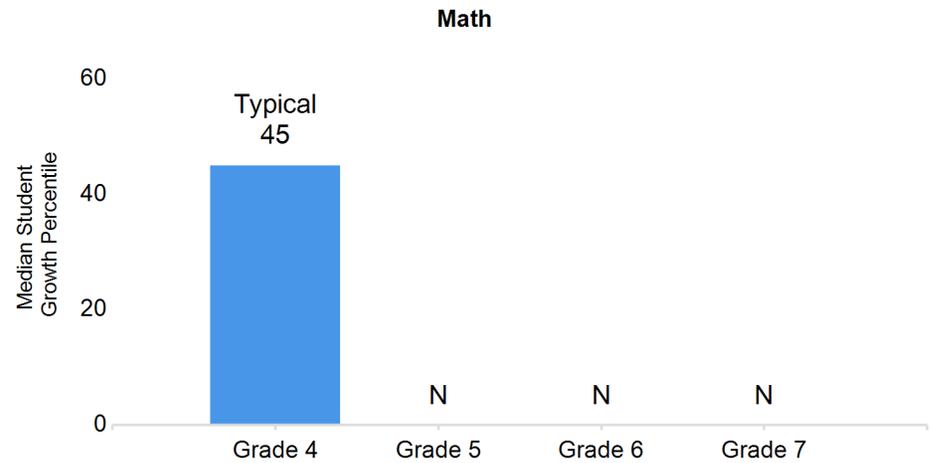
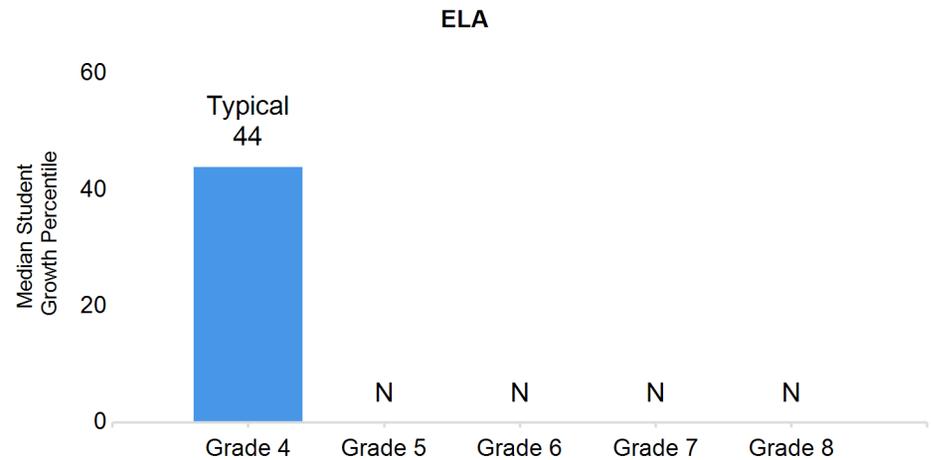
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

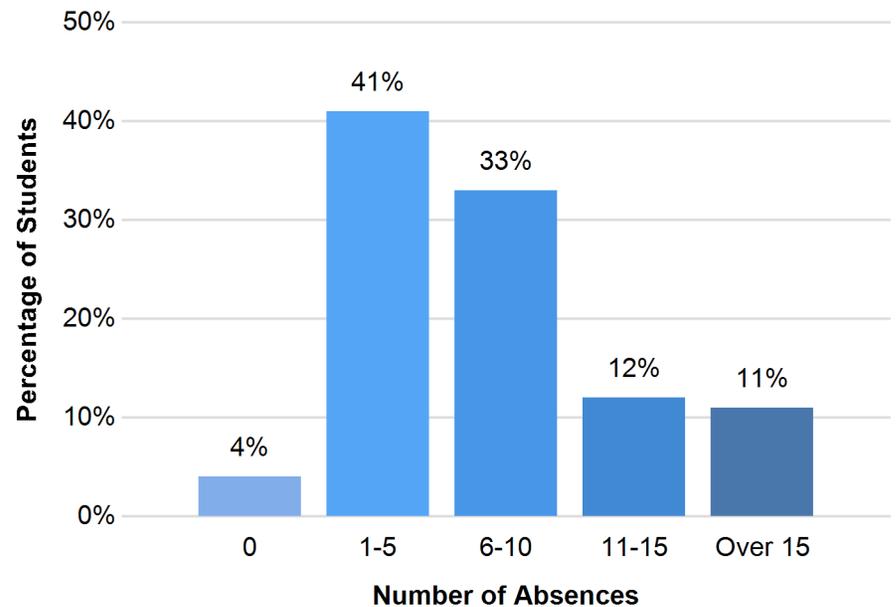
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.50	8.70	Met Target
White	17.10	8.70	Not Met
Hispanic	7.50	8.70	Met Target
Black or African American	4.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.40	8.70	Met Target
Students with Disabilities	12.30	8.70	Not Met
English Learners	12.00	8.70	Not Met

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

**Days Absent**

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



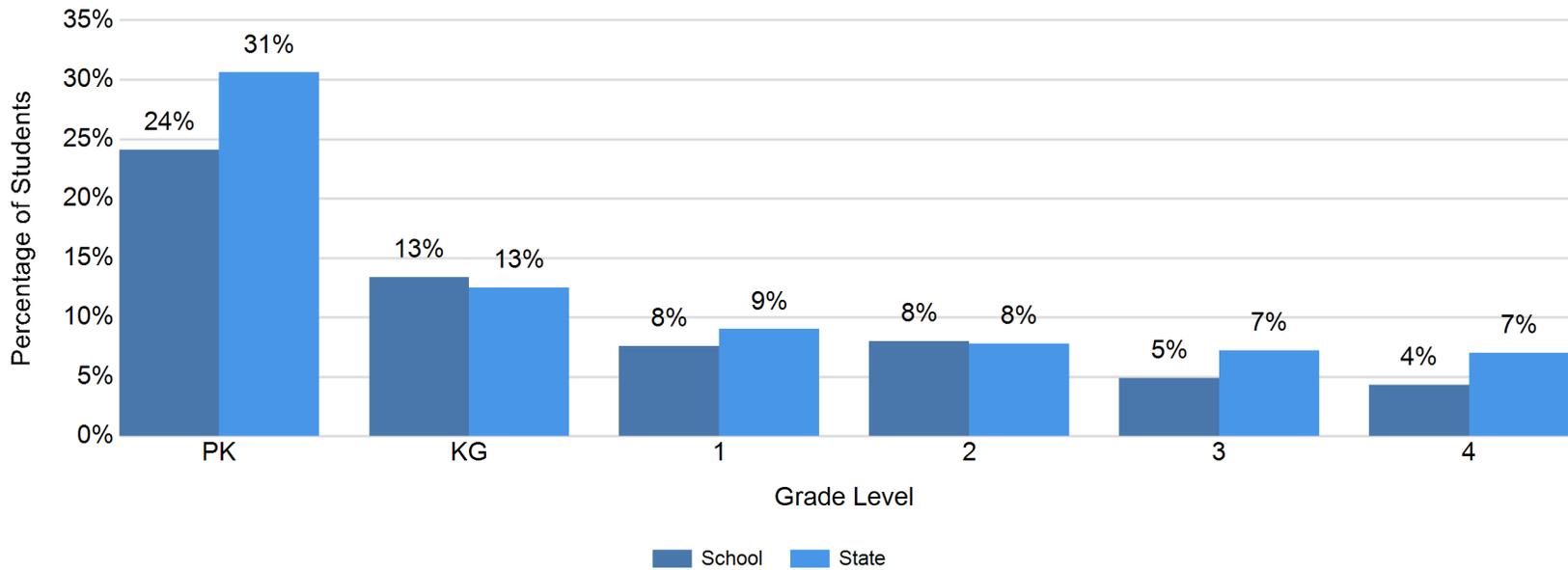


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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 25 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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.44

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	0.0%
Any Suspension	0.4%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	2.4:1	903.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$591	\$15,369	\$15,960



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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	9.1	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	65%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	14.5	15.9
Average years experience in district	10.8	11.6
Administrators in district for 4 or more years	64%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	91:1	133:1
Librarian/Media Specialists		554:1
Nurses		554:1
Counselors		302:1
Child Study Team		208:1



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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	85%	89%
2015-16 Administrators: Same district 2016-17	75%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	20.2	17.5%
Mathematics Proficiency	66.7	17.5%
English Language Arts Growth	30.7	25.0%
Mathematics Growth	25.5	25.0%
Chronic Absenteeism	36.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		34.7
<b>Summative Rating:</b> Percentile rank of Summative Score		25.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	Not Met	**	**	No
Hispanic	41.3	11.9	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	51.1	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Not Met	**	**	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Ferguson	<b>Email Address:</b>	<a href="mailto:john_ferguson@nplainfield.org">john_ferguson@nplainfield.org</a>
<b>Address:</b>	170 ONEIDA AVE N PLAINFIELD, NJ 07060-4421	<b>Website:</b>	<a href="https://www.nplainfield.org/EES">https://www.nplainfield.org/EES</a>
<b>Phone:</b>	(908)769-6070		

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Sustainable Jersey: Bronze Winner</li> <li>• Schools of Character: Promising Practice</li> </ul>
 <b>Mission, Vision, Theme:</b>	East End School is a preschool through grade four elementary school that boasts a diverse but unified group of families and cultures, as the mission statement of East End School declares: "East End School shall serve as the core of concerned multicultural community of individuals whose mutual respect and cooperation will provide a comforting atmosphere for enlightened growth of the whole child."
 <b>Awards, Recognition, Accomplishments:</b>	East End recently received recognition for achieving Sustainable Jersey for Schools Bronze Certification in 2017 for its efforts to want to conserve resources and take steps to create a better environment. In addition, East End achieved a Promising Practice award from Character.org for its enhanced tutoring program.



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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>East End provides a curriculum which addresses the unique educational, social, physical and emotional needs of every student, including accommodations for special education, academic support, speech, English language learners, gifted and talented classes, and recently our Biliteracy Academy, which allows students to learn English and Spanish through daily instruction in both languages. In addition, the school provides full day preschool services.</p>
 <p><b>Clubs and Activities:</b></p>	<p>East End school provides students with the following extra-curricular activities: Newspaper club, Art club, Band and Chorus, Computer Club, Student Council, and Girls-on-the-Run.</p>
 <p><b>Before and After School Programs:</b></p>	<p>East End school provides academic support services to identified students during its Extended Day Program for students in grades 2-4. The program is under the direction of the Academic Support department and is facilitated by academic support and general education teachers. A breakfast program is available to all students.</p>



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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>All teachers at East End school are encouraged to participate in various professional learning opportunities provided by the district and out-of-district venues. In addition, all staff participate in school-based professional learning communities, grade group meetings, staff meetings, and other various select committees throughout the year.</p>
 <p><b>Student Supports and Services:</b></p>	<p>East End school provides and excels at offering various services to assist all students in their learning path, such as, daily counseling, ESL services, I&amp;RS, in-house Child Study Team, SE/LRE co-teaching model, student tutoring, and a dual language immersion program.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>East End school provides a comprehensive approach to promoting physical activity for all students. All students participate in quality physical education classes that help promote knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PTO, comprised of dedicated parents, assists in fundraising, creating activities of the students, supervising events, and enriching the school's climate by providing additional instructional resources, as needed. The district facilitates special education parent groups quarterly during the school year discussing topics of interest identified by parents. In addition, a parent portal is utilized for parents in accessing important information on their child's educational progress.</p>



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School Narrative

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



Facilities:

East End school is a well maintained school originally built in the 1930's with several additions and upgrades through the years to accommodate twenty-first century learning. It contains room specially for music, art, and has individual space for a library and computer lab, as well as, a full gymnasium. In addition, a community room, complete with stage, holds many events for both the school and community.



## North Plainfield High School

2016-2017

Grade Span 09-12

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



## North Plainfield High School

2016-2017

Grade Span 09-12

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### Footnotes

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	259	239	231
10	221	261	245
11	250	218	255
12	255	236	227
Ungraded	15	9	3
Total	1466	963	961

### 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%	49%	46%
Male	52%	51%	54%
Economically Disadvantaged Students	67%	61%	60%
Students with Disabilities	16%	16%	13%
English Learners	9%	11%	13%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	61.3%
Black or African American	21.6%
White	10.6%
Asian	5.7%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

### 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	953
Shared Time Students	13
Full Time Equivalent	960

### 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	54.0%
Spanish	40.9%
Turkish	1.6%
Other	3.4%



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Grade Span 09-12

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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	420	97.8	35.50	34.90	54.90	35.5	42.2	Not Met
White	50	98.2	46.00	47.60	63.90	46	56.9	Met Target†
Hispanic	261	97.4	34.10	31.00	39.80	34.1	37.8	Met Target†
Black or African American	84	98.0	28.50	36.20	35.20	28.5	38.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	22	100.0	54.60	48.10	80.70	54.6	65.6	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	201	99.1	44.70	44.30	62.20	44.7		
Male	219	96.7	27.00	26.00	48.10	27		
Economically Disadvantaged Students	260	98.7	31.90	29.50	36.20	31.9	38	Not Met
Non-Economically Disadvantaged Students	160	96.3	41.30	44.90	65.80	41.3		
Students with Disabilities	81	97.8	*	*	20.50	*	16.2	Not Met
Students without Disabilities	339	97.8	*	*	61.90	*		
English Learners	62	97.0	*	*	25.20	*	12.6	Met Target†
Non-English Learners	358	98.0	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	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 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	237	733	733	749	22%	17%	27%	26%	8%	34%	52%
White	29	749	749	757	*	*	*	*	*	45%	62%
Hispanic	156	728	728	733	26%	*	25%	27%	*	31%	35%
Black or African American	38	735	735	730	*	*	42%	*	*	26%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	103	735	735	756	20%	*	23%	28%	*	39%	60%
Male	134	731	731	741	24%	*	31%	25%	*	30%	43%
Economically Disadvantaged Students	154	730	730	731	23%	*	27%	25%	*	31%	32%
Non-Economically Disadvantaged Students	83	737	737	758	21%	*	29%	28%	*	39%	62%
Students with Disabilities	41	709	709	714	*	*	*	*	*	*	13%
Students without Disabilities	196	738	738	754	*	*	*	*	*	*	58%
English Learners	41	688	688	690	*	*	*	*	*	*	*
Non-English Learners	196	742	742	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
<b>Schoolwide</b>	244	726	726	743	36%	12%	19%	23%	9%	32%	46%
White	24	750	750	749	*	*	*	*	*	50%	52%
Hispanic	148	723	723	728	38%	12%	20%	22%	8%	30%	34%
Black or African American	56	721	721	725	45%	*	20%	21%	*	29%	31%
Asian, Native Hawaiian, or Pacific Islander	14	740	740	774	*	*	*	*	*	43%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	116	745	745	752	21%	9%	22%	*	*	48%	54%
Male	128	709	709	734	50%	16%	16%	*	*	18%	39%
Economically Disadvantaged Students	144	721	721	726	39%	13%	21%	19%	8%	28%	32%
Non-Economically Disadvantaged Students	100	734	734	751	32%	12%	17%	28%	11%	39%	54%
Students with Disabilities	45	695	695	704	*	*	*	*	*	*	12%
Students without Disabilities	199	733	733	749	*	*	*	*	*	*	52%
English Learners	38	678	678	681	*	*	*	*	*	*	*
Non-English Learners	206	735	735	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	213	722	722	736	33%	*	23%	22%	*	26%	38%
White	20	732	732	738	*	*	*	*	*	40%	40%
Hispanic	130	716	716	731	38%	22%	*	*	*	21%	34%
Black or African American	54	729	729	728	28%	*	30%	20%	*	28%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	100	728	728	744	26%	*	27%	*	*	31%	46%
Male	113	717	717	729	39%	*	19%	*	*	21%	31%
Economically Disadvantaged Students	122	717	717	729	39%	*	*	*	*	21%	32%
Non-Economically Disadvantaged Students	91	729	729	740	24%	*	*	*	*	32%	42%
Students with Disabilities	41	703	703	709	56%	*	*	*	*	12%	12%
Students without Disabilities	172	727	727	741	27%	*	*	*	*	29%	43%
English Learners	43	698	698	699	*	*	*	*	*	*	*
Non-English Learners	170	729	729	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	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.

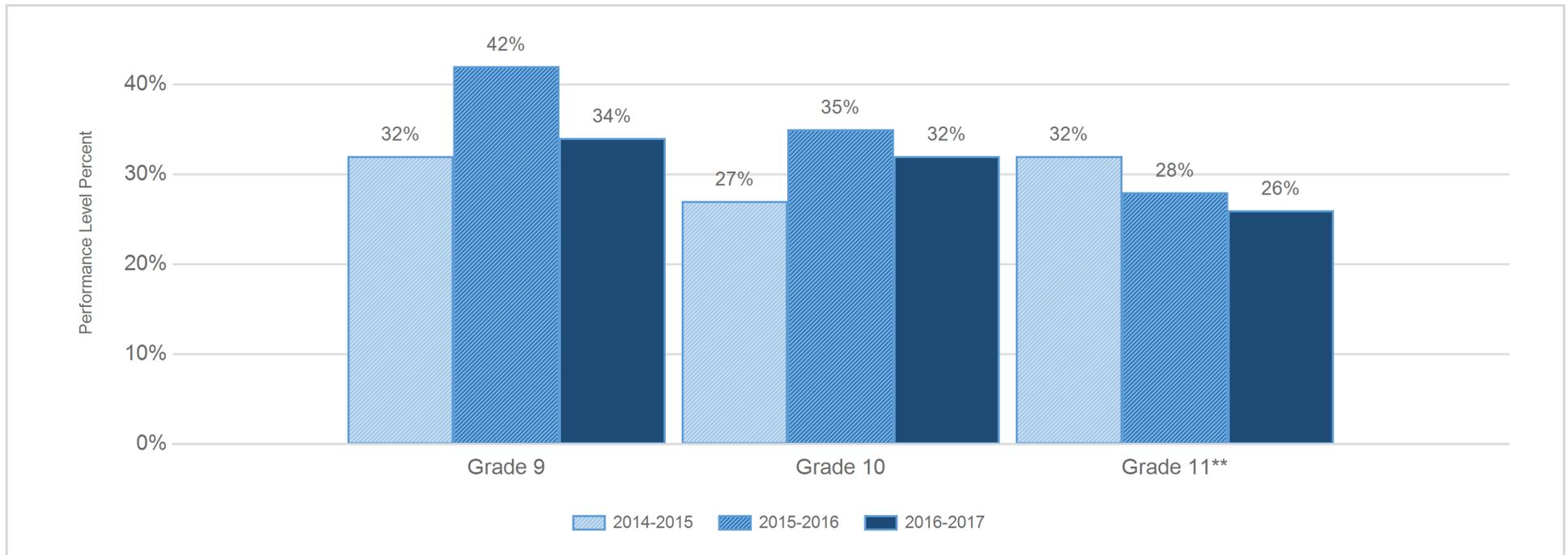


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**English Language Arts/Literacy Assessment - Performance Trends**

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/LEAP 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	379	98.1	17.70	24.20	43.50	17.7	19	Met Target†
White	48	96.2	18.80	33.80	52.40	18.8	18.9	Met Target†
Hispanic	228	98.1	16.20	22.10	27.60	16.2	18	Met Target†
Black or African American	79	98.9	15.20	23.50	21.70	15.2	15.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	100.0	38.10	30.90	75.60	38.1	34.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	180	98.5	18.30	26.50	44.10	18.3		
Male	199	97.9	17.10	22.20	42.90	17.1		
Economically Disadvantaged Students	224	99.2	16.10	20.60	25.10	16.1	16.4	Met Target†
Non-Economically Disadvantaged Students	155	96.6	20.00	31.00	54.30	20		
Students with Disabilities	58	98.5	*	*	16.50	*	7.5	Not Met
Students without Disabilities	321	98.1	*	*	48.80	*		
English Learners	49	95.5	*	10.10	23.30	*	8.7	Met Target†
Non-English Learners	330	98.6	*	26.20	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	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 Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	217	719	725	743	*	*	*	*	*	*	42%
White	26	725	*	751	*	39%	39%	*	0%	15%	52%
Hispanic	143	718	723	728	*	*	*	*	*	*	24%
Black or African American	40	717	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	92	716	726	744	*	*	*	*	*	*	43%
Male	125	722	725	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	135	721	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	82	717	723	751	*	*	*	*	*	*	52%
Students with Disabilities	38	710	710	714	*	*	*	*	*	*	10%
Students without Disabilities	179	721	728	747	*	*	*	*	*	*	47%
English Learners	45	708	708	708	*	*	*	*	*	*	*
Non-English Learners	172	722	729	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%

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 by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	250	719	719	734	18%	48%	24%	*	*	11%	30%
White	28	729	729	740	*	50%	*	*	*	21%	38%
Hispanic	153	718	718	722	*	*	*	*	*	*	14%
Black or African American	53	714	714	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	728	728	758	*	*	*	*	0%	27%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	106	722	722	735	*	*	*	*	*	*	31%
Male	144	717	717	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	151	716	716	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	99	724	724	740	*	*	*	*	*	*	39%
Students with Disabilities	47	707	707	711	*	*	*	*	*	*	*
Students without Disabilities	203	722	722	738	*	*	*	*	*	*	*
English Learners	39	703	703	710	*	*	*	*	*	*	*
Non-English Learners	211	722	722	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	149	720	720	725	30%	26%	22%	*	*	22%	28%
White	13	724	724	731	*	*	*	*	*	*	33%
Hispanic	83	719	719	710	31%	25%	21%	23%	0%	23%	14%
Black or African American	43	719	719	703	33%	28%	*	*	0%	21%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	86	721	721	725	28%	29%	*	20%	*	20%	27%
Male	63	720	720	725	32%	22%	*	24%	*	25%	29%
Economically Disadvantaged Students	76	722	722	708	29%	26%	18%	*	*	26%	13%
Non-Economically Disadvantaged Students	73	719	719	733	30%	26%	26%	*	*	18%	35%
Students with Disabilities	12	693	693	692	*	*	*	*	*	*	*
Students without Disabilities	137	723	723	729	*	*	*	*	*	*	*
English Learners	10	699	699	692	*	*	*	*	*	*	*
Non-English Learners	139	722	722	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%

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

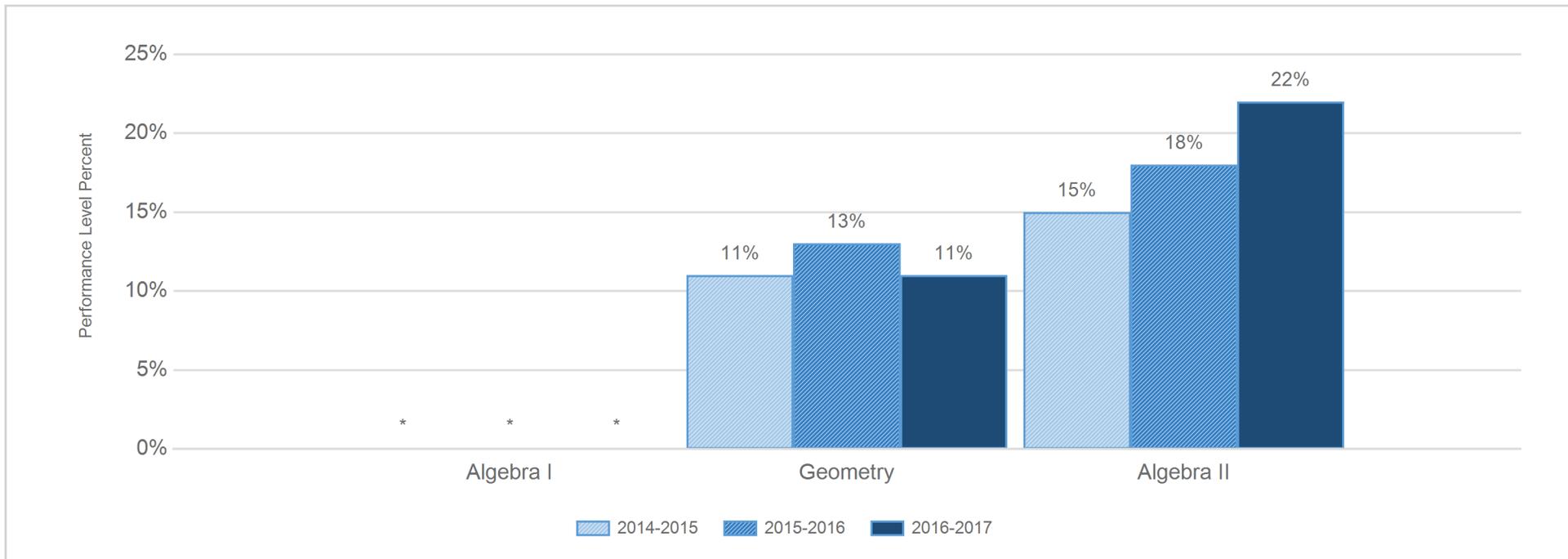


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**Mathematics Assessment – Performance Trends**

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
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	46	*	*
2	37	89.2%	10.8%
3	17	*	*
4	17	88.2%	11.8%
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.

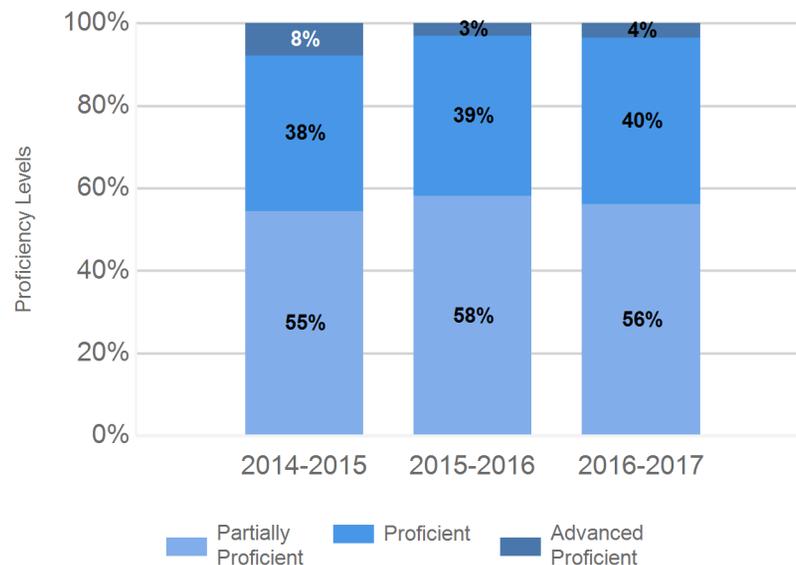
**Biology Assessment - Performance**

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	4%	40%	56%
White	18%	46%	36%
Hispanic	1%	39%	60%
Black or African American	7%	31%	62%
Asian, Native Hawaiian, or Pacific Islander	N	*	31%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	1%	44%	55%
Students with Disabilities	4%	13%	82%
English Learners	N	18%	82%

**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	97.1%	70.0%
Percentage of students taking the ACT	15.0%	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	420	481	Varies By Grade	47%	67%
PSAT - Math	424	483	Varies By Grade	29%	49%
SAT - Reading and Writing	508	551	480	61%	77%
SAT - Math	515	552	530	45%	58%
ACT - Reading	21	24	22	56%	65%
ACT - English	19	24	18	59%	79%
ACT - Math	20	24	22	50%	65%
ACT - Science	20	23	23	21%	54%



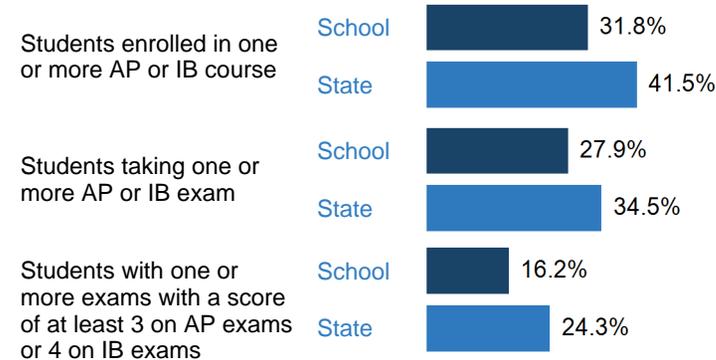
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

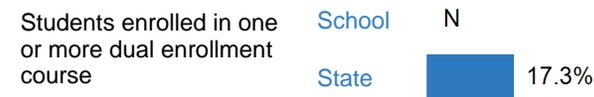
**AP/IB Coursework – Participation and Performance**

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



**Dual Enrollment Coursework - Participation**

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



**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	25
AP Calculus AB	26	25
AP English Language and Composition	36	36
AP English Literature and Composition	29	29
AP French Language and Culture	6	4
AP Italian Language and Culture	14	0
AP Spanish Language	19	10
AP U.S. History	44	41
AP World History	38	38
Total Exams Taken		208
Exams with scores of at least 3 on AP exams or 4 on IB exams		114



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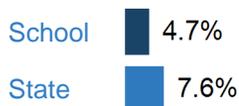
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

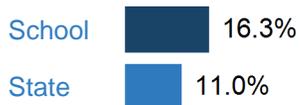
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

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



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

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

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

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



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

**Mathematics - Course Participation**

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	159	32	0	0	0	0	69
10	66	144	61	0	0	0	6
11	15	110	108	49	0	0	5
12	21	14	70	42	37	0	56
Schoolwide	261	300	239	91	37	0	136
Enrolled in AP/IB Course					26	0	0

**Science - Course Participation**

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	44	0	0	212	0	0
10	178	58	0	32	0	5
11	50	195	0	17	36	11
12	52	32	0	12	75	1
Schoolwide	324	285	0	273	111	17
Enrolled in AP/IB Course	29	0		0	0	0



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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	5	220	198	0	0	0
10	6	253	18	1	2	1
11	216	71	22	23	6	19
12	52	49	16	25	31	36
Schoolwide	279	593	254	49	39	56
Enrolled in AP/IB Course	38	44	0	0	0	0

### 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	70	44	56	0	0	0	21
10	87	45	69	0	0	0	11
11	103	51	47	0	0	0	17
12	50	13	34	0	0	0	15
Schoolwide	310	153	206	0	0	0	64
Enrolled in AP/IB Course	19	6	14	0	0	0	0
Enrolled in Level 3 or Higher	146	77	94	0	0	0	15
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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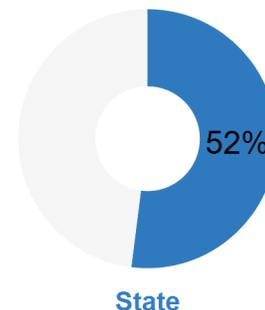
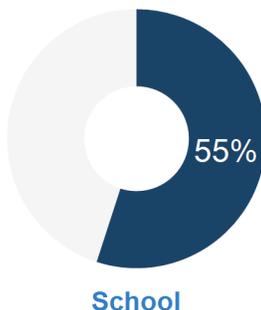
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**Visual and Performing Arts – Course Participation**

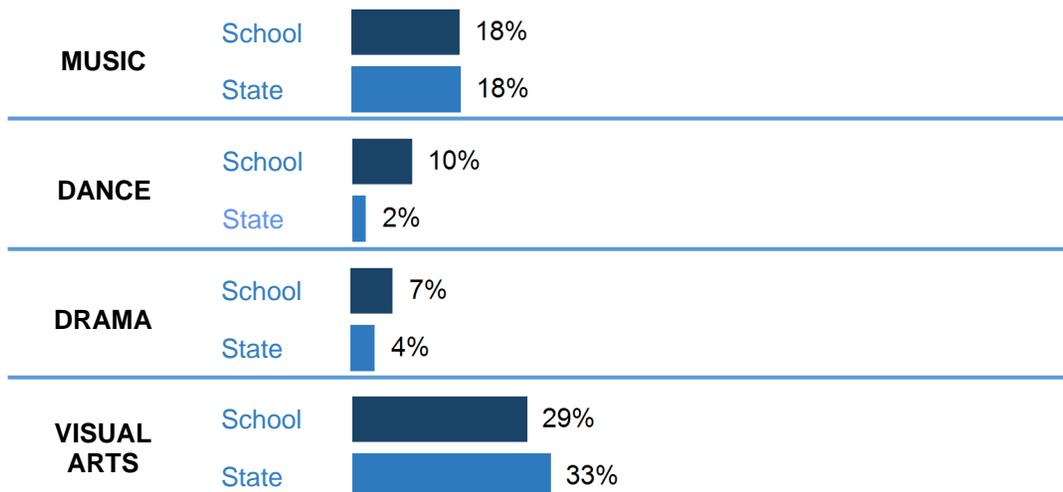
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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

### Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.5%	90.5%	92.3%	91.8%	91.2%	95.0%	Not Met	97.7%	N	Met Goal
White	100.0%	94.5%	*	95.1%	91.2%	95.0%	Not Met	*	N	Met Goal
Hispanic	*	84.3%	92.3%	86.3%	*	95.0%	Not Met	97.6%	N	Met Goal
Black or African American	94.4%	83.4%	92.5%	85.3%	92.5%	94.1%	Not Met	98.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	93.8%	97.5%	93.8%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	96.3%	83.9%	92.5%	85.6%	91.4%	95.0%	Not Met	97.3%	N	Met Goal
Students with Disabilities	87.2%	78.8%	88.0%	82.1%	86.3%	85.6%	Met Target	89.4%	74.6%	Met Target
English Learners	70.0%	76.1%	70.0%	79.7%	70.0%	86.8%	Not Met	100.0%	N	Met Goal
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	94.5%	-
2016	91.2%	92.3%
2015	95.1%	97.7%

### 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	0.8%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.7%	1.1%



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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	58.8%	65.4%	34.6%
White	50%	66.7%	33.3%
Hispanic	60%	76.9%	23.1%
Black or African American	62.8%	43.8%	56.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	62.9%	74.7%	25.3%
Students with Disabilities	N	N	N
English Learners	*	*	*

**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	59.4%	62.5%	37.5%	86.8%	13.2%	83.1%	16.9%
White	38.5%	40%	60%	80%	20%	80%	20%
Hispanic	62.1%	74.7%	25.3%	90.8%	9.2%	90.8%	9.2%
Black or African American	65.2%	33.3%	66.7%	76.7%	23.3%	63.3%	36.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.9%	70.3%	29.7%	89.2%	10.8%	87.8%	12.2%
Students with Disabilities	43.9%	94.4%	5.6%	100%	0%	100%	0%
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**

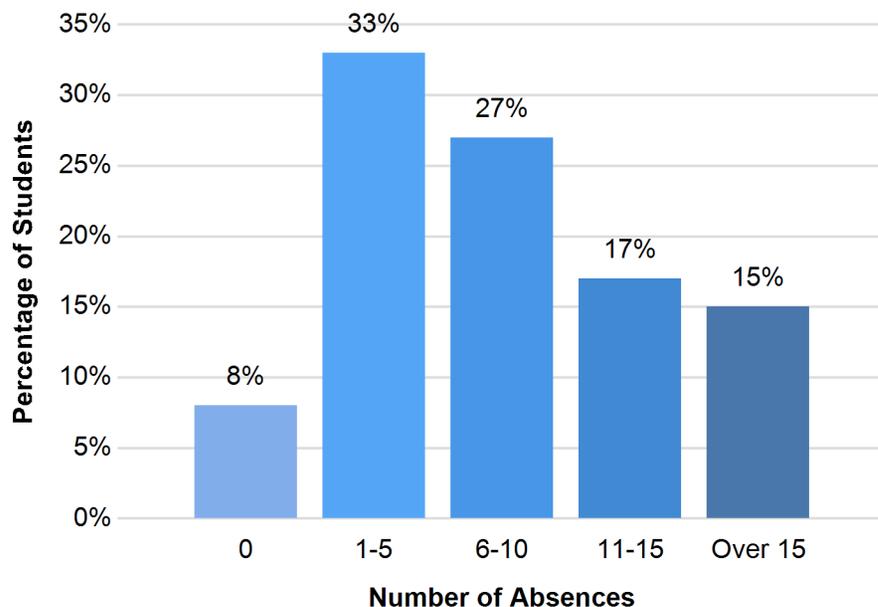
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.90	14.30	Met Target
White	8.80	14.30	Met Target
Hispanic	14.00	14.30	Met Target
Black or African American	8.60	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	9.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.40	14.30	Met Target
Students with Disabilities	16.60	14.30	Not Met
English Learners	22.00	14.30	Not Met

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

**Days Absent**

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



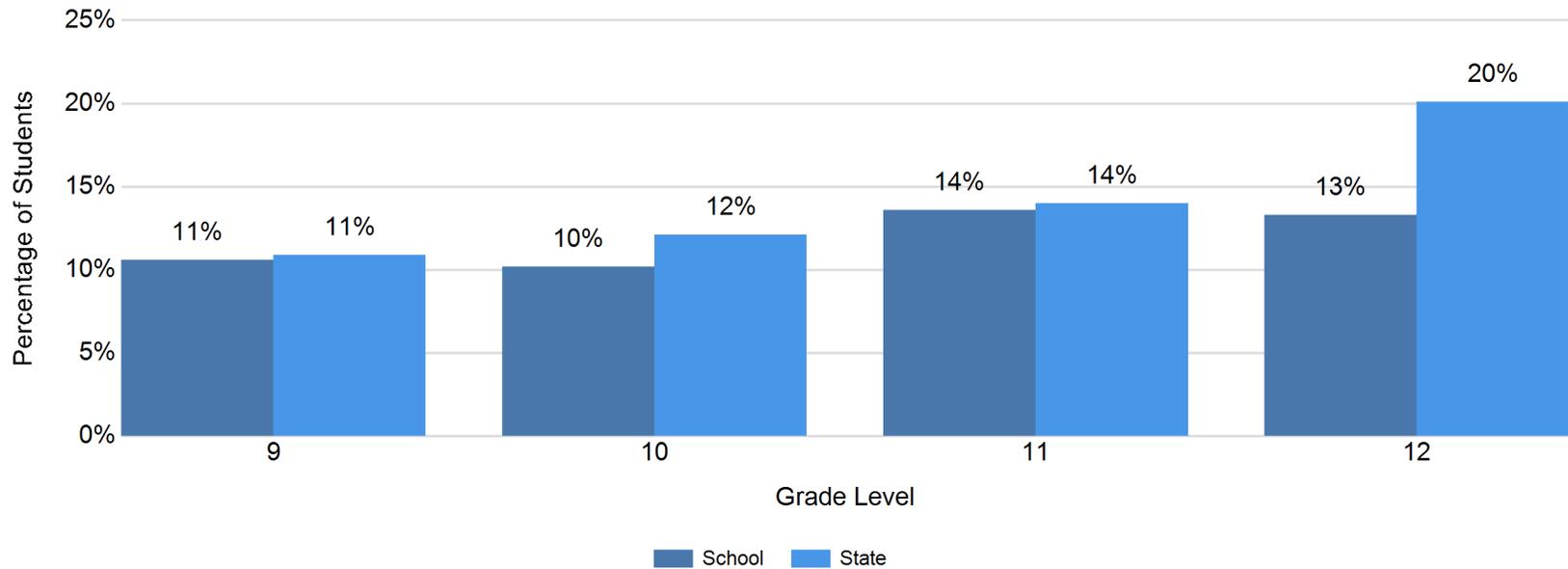


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**Chronic Absenteeism by Grade**

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





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## School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	2 Hrs. 58 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	16
Vandalism	5
Weapons	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	3.75

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	8.9%
Out-of-School Suspensions	7.2%
Any Suspension	12.9%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	903.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$591	\$15,369	\$15,960



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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	96	120,724
Average years experience in public schools	9.5	11.8
Average years experience in district	8.4	10.5
Teachers in district for 4 or more years	71%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	14.5	15.9
Average years experience in district	10.8	11.6
Administrators in district for 4 or more years	64%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	74:1	133:1
Librarian/Media Specialists		554:1
Nurses		554:1
Counselors		302:1
Child Study Team		208:1



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

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

**Teachers:** All classroom teachers

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

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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	75%	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	99%



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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	27.8	17.5%
Mathematics Proficiency	27.9	17.5%
Graduation - 4-Year	42.8	25.0%
Graduation - 5-Year	87.6	25.0%
Chronic Absenteeism	50.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		49.8
<b>Summative Rating:</b> Percentile rank of Summative Score		49.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	49.8	6.2	No	Not Met	Met Target†	Met Target	Not Met	Met Goal	No
White	36.4	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Goal	No
Hispanic	61.8	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Goal	No
Black or African American	73.5	6.2	No	Not Met	Met Target†	Met Target	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	71.7	6.2	No	Not Met	Met Target†	Met Target	Not Met	Met Goal	No
Students with Disabilities	50.3	6.2	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	58.9	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Stephenson	<b>Email Address:</b>	<a href="mailto:jerard_stephenson@nplainfield.org">jerard_stephenson@nplainfield.org</a>
<b>Address:</b>	34 WILSON AVE N PLAINFIELD, NJ 07060-4075	<b>Website:</b>	<a href="https://www.nplainfield.org/NPHS">https://www.nplainfield.org/NPHS</a>
<b>Phone:</b>	(908)769-6000	<b>Twitter:</b>	<a href="https://twitter.com/NPHS_Canucks">https://twitter.com/NPHS_Canucks</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• North Plainfield High School is a National and State School of Character</li> <li>• North Plainfield High School has been named to the College Board’s AP Honor Roll</li> <li>• North Plainfield High School has been named to the College Board’s Gaston Caperton Opportunity Honor Roll</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>North Plainfield High School recognizes the diversity within our learning community and respects the individuality of each student. We are committed to providing twenty-first century technology, fostering intellectual development, establishing self-esteem, and encouraging personal responsibility. We realize the need for all students to become independent lifelong learners prepared to successfully meet the demands of a changing world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>North Plainfield High School has been recognized as a State and National School of Character. The high school has been named to the College Board’s AP Honor Roll and the Gaston Caperton Opportunity Honor Roll. This is awarded to districts that have expanded access to high education by providing students with academic offerings and college preparation programs. North Plainfield has been awarded a Bronze Medal by U.S. News and World Reports and is a recipient of the NJSIAA Sportsmanship Award.</p>



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>NPHS offers 12 Advanced Placement courses. A concurrent enrollment agreement with Raritan Valley Community College allows NPHS to offer college courses on campus. Student enrolled in these courses earn college and high school credits. Students also earn college credits by taking a sequence of courses in our CTE Programs in Biomedical Science, Engineering and Naval Science. NPHS offers Cisco courses that provide students an opportunity to earn IT certificates for employment in the IT field.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Co-ed), Field Hockey (Girls), Football (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>NPHS offers 17 sport and cheerleading teams for our students to participate in. No fee is charged for participation and all of the teams have boasted both team and individual awards for excellence. Our student athlete perpetually win the NJSIAA sportsmanship award and have a strong community following.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The plethora of clubs offered at NPHS are both vital and foundational to the character driven goals of the NPHS community. The clubs span several topics, skills, hobbies and interests while providing students a place to find their voice and advocate for what is important to them. North Plainfield proudly categorizes their clubs into four categories: Honor Societies, Interest Driven/Skill Based Clubs, Publication Clubs and Student Involvement Clubs.</p>



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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>NPHS offers professional development that is tailored to the individual teacher and school needs. This is done by providing individual teacher professional development opportunities that are aligned with their Professional Development Plan. The high school's School Improvement Panel (SciP) meets regularly to develop Edcamp style faculty meetings based on data collected from the faculty, and standardized tests, Student Growth Objectives, Surveys, and Professional Learning Communities.</p>
 <p><b>Postsecondary Information:</b></p>	<p>89% of NPHS's graduating class of 2017 continued their education after high school. The class of 2017 was awarded over 100 thousand dollars in local scholarships. Recent NPHS graduates have attended schools such as Princeton, NYU, Rutgers, and other quality schools. 2% of the Class of 2017 are serving in the US military. NPHS offers SAT courses, counseling services, and financial aid events. NPHS offers 40 honors courses and 13 AP courses, in addition to 7 concurrent courses.</p>
 <p><b>Student Supports and Services:</b></p>	<p>NPHS is committed to meeting the needs of all of it's students. Every Freshman has an upper classman that serves as a mentor. Mentors meet with Freshman formally once a month and informally twice a week. Additionally, mentors ease the transition of new students By providing information regarding clubs and activities. Our I&amp;RS and Core Team meet regularly to address the needs of our students. An active guidance department addresses the educational and social and emotional needs of students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>NPHS opens up for breakfast an hour before the school day. Additionally, students can pick-up grab and go breakfast from kiosks after the school day has started. A nutritionist is used to develop the menu items to ensure entrees are delicious and nutritious. The high school seeks out student input on menu items and has a student/parent advisory group that meets regularly with the nutritionist and chef</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>NPHS has an active Parent Teacher Organization and a Project Graduation Committee. Parent groups have been established to support the Marching Band, Drama, NJROTC and Athletics. Quarterly the district facilitates special education parent groups to discuss topics identified by parents. Parents are involved in numerous school committees where they have a role in the decision making process.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>NPHS periodically conducts a climate survey to help gauge the effectiveness of programs. Additionally, the school conducts student focus groups regarding concerns identified in the survey or trends uncovered when reviewing data. The focus groups assist with the development of new programs/activities or refinement of current programs. Student meetings are held in the beginning and end of year to share the school goals and review results.</p>
 <p>Facilities:</p>	<p>NPHS has renovated computer labs, library and auditorium. The school has wireless access points that allow the entire school to go wireless with our one-to-one chromebook initiative. NPHS has a dedicated dance studio, classroom suite for our Project Lead the Way BioMedical and Engineering programs and a dedicated Naval Science room, office, and storage facility</p>



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School Narrative

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Other Information:

Student clubs work to provide support for their peers and community. The Interact Club which works with the local Rotary division to support the community by hosting events such as the Annual Food Drive which provides food for the local shelter and bi-yearly blood drives. The Mentors and the Heroes and Cools Kids clubs work to provide support to the underclassmen of the community. The Student Activities Club hosts the yearly pep rallies, the club fairs and all other school spirit events, working with the class council clubs to maintain a spirited atmosphere with many exciting events for all the students of NPHS. The H.O.P.E. club allows students to explore their science interests by providing gardens for the school grounds and visiting local natural habitats to discover the importance of preserving our environment. NPHS offers clubs such as Marching Band, Dance Company, STEP team, Drama club, Art Club, Debate Club, among others. These clubs allows all students to explore their interests and talents and consistently work to provide opportunities for the students to shine in their extra curricular activities. The school also offers several choral and instrumental club options, which work to produce shows that are both amazing and community driven. NPHS offers several clubs that pertain to publication. The Canuckling Club publishes a literary magazine every year. The Yearbook club is expansive and covers all local events and works to provide a memorable publication that encapsulates not only the spirit of the school but the memories of the school year. The Tunlaw is the school newspaper which has recently gone online and works with local news to allow for the student work to reach beyond the halls of NPHS. Every student has the chance to explore their interests here at NPHS and the community and staff are committed to providing an expansive and encompassing student experience.



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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## Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
7	0	232	269
8	0	212	253
Ungraded	0	1	0
Total	0	445	522

## 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	0%	47%	45%
Male	0%	53%	55%
Economically Disadvantaged Students	0%	66%	64%
Students with Disabilities	0%	19%	18%
English Learners	0%	8%	10%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	62.3%
Black or African American	22.8%
White	10.3%
Asian	3.8%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.6%

## Enrollment by Home Language

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

Home Language	% of Students
Spanish	47.7%
English	47.5%
Turkish	1.7%
Arabic	1.1%
Other	2.0%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	463	98.8	37.80	34.90	54.90	37.8	35	Met Target
White	51	98.1	51.00	47.60	63.90	51	39.4	Met Target
Hispanic	287	99.7	34.50	31.00	39.80	34.5	32.4	Met Target
Black or African American	103	97.5	36.90	36.20	35.20	36.9	36.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	20	100.0	55.00	48.10	80.70	55	N	N
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	210	100.0	49.50	44.30	62.20	49.5		
Male	253	97.9	28.10	26.00	48.10	28.1		
Economically Disadvantaged Students	293	99.1	34.20	29.50	36.20	34.2	33.3	Met Target
Non-Economically Disadvantaged Students	170	98.4	44.10	44.90	65.80	44.1		
Students with Disabilities	91	98.0	*	*	20.50	*	8.8	Not Met
Students without Disabilities	372	99.0	*	*	61.90	*		
English Learners	46	100.0	*	*	25.20	*	12.9	Not Met
Non-English Learners	417	98.7	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	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 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	257	735	735	756	18%	21%	25%	29%	7%	36%	59%
White	29	755	755	764	*	*	*	41%	*	55%	69%
Hispanic	156	730	730	742	21%	26%	24%	23%	6%	30%	44%
Black or African American	59	736	736	737	17%	*	25%	39%	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	111	745	745	764	*	*	23%	36%	*	47%	68%
Male	146	728	728	749	*	*	27%	24%	*	28%	51%
Economically Disadvantaged Students	164	730	730	739	*	21%	30%	26%	*	29%	40%
Non-Economically Disadvantaged Students	93	745	745	766	*	20%	17%	36%	*	50%	70%
Students with Disabilities	47	704	704	719	*	*	*	*	*	*	19%
Students without Disabilities	210	742	742	763	*	*	*	*	*	*	67%
English Learners	12	689	689	701	*	*	*	*	*	*	*
Non-English Learners	245	738	738	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	235	737	737	757	16%	20%	25%	34%	5%	39%	59%
White	24	739	739	764	*	*	*	46%	*	50%	68%
Hispanic	142	738	738	742	*	18%	30%	33%	*	39%	44%
Black or African American	59	730	730	738	*	24%	24%	27%	*	31%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	107	750	750	766	*	*	24%	41%	*	51%	68%
Male	128	726	726	749	*	*	26%	27%	*	29%	50%
Economically Disadvantaged Students	146	738	738	739	*	19%	24%	34%	*	40%	40%
Non-Economically Disadvantaged Students	89	735	735	766	*	24%	27%	33%	*	36%	69%
Students with Disabilities	46	699	699	718	*	*	*	*	*	*	18%
Students without Disabilities	189	746	746	764	*	*	*	*	*	*	67%
English Learners	15	695	695	701	*	*	*	*	*	*	*
Non-English Learners	220	740	740	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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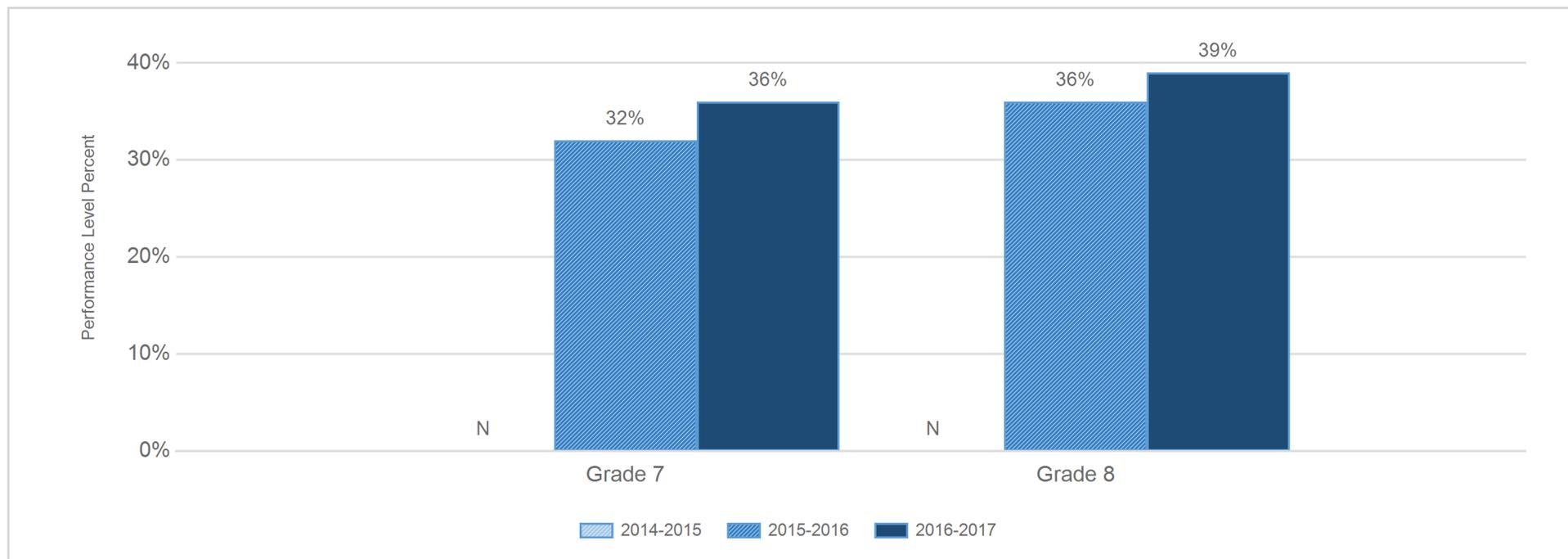
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## English Language Arts/Literacy Assessment - Performance Trends

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	467	98.9	18.20	24.20	43.50	18.2	18.2	Met Target
White	51	98.2	31.40	33.80	52.40	31.4	29	Met Target
Hispanic	290	99.4	15.80	22.10	27.60	15.8	16.4	Met Target†
Black or African American	104	98.3	16.30	23.50	21.70	16.3	13.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	20	100.0	25.00	30.90	75.60	25	N	N
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	210	99.6	19.50	26.50	44.10	19.5		
Male	257	98.3	17.20	22.20	42.90	17.2		
Economically Disadvantaged Students	297	99.7	16.80	20.60	25.10	16.8	18.1	Met Target†
Non-Economically Disadvantaged Students	170	97.4	20.60	31.00	54.30	20.6		
Students with Disabilities	91	98.0	*	*	16.50	*	5.2	Not Met
Students without Disabilities	376	99.1	*	*	48.80	*		
English Learners	50	100.0	*	10.10	23.30	*	10	Met Target†
Non-English Learners	417	98.7	*	26.20	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	269	725	725	741	16%	33%	35%	*	*	16%	40%
White	29	737	737	748	*	*	45%	*	0%	28%	49%
Hispanic	167	721	721	730	21%	34%	33%	*	*	12%	23%
Black or African American	60	729	729	726	*	33%	37%	22%	*	22%	19%
Asian, Native Hawaiian, or Pacific Islander	13	733	733	764	0%	*	*	*	0%	15%	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	116	725	725	743	11%	34%	43%	*	*	12%	41%
Male	153	725	725	740	19%	33%	29%	*	*	19%	38%
Economically Disadvantaged Students	173	722	722	729	*	35%	35%	*	*	12%	22%
Non-Economically Disadvantaged Students	96	730	730	749	*	29%	35%	*	*	23%	50%
Students with Disabilities	48	703	703	716	*	*	*	*	*	*	11%
Students without Disabilities	221	730	730	746	*	*	*	*	*	*	45%
English Learners	23	706	706	712	*	*	*	*	*	*	*
Non-English Learners	246	727	727	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	217	710	710	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	141	710	710	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	92	712	712	730	*	*	*	*	*	*	30%
Male	125	709	709	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	140	710	710	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	77	711	711	734	*	*	*	*	*	*	34%
Students with Disabilities	45	686	686	705	*	*	*	*	*	*	*
Students without Disabilities	172	716	716	734	*	*	*	*	*	*	*
English Learners	32	680	680	703	*	*	*	*	*	*	*
Non-English Learners	185	715	715	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
<b>Schoolwide</b>	34	763	725	743	*	*	*	74%	*	74%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	16	768	723	728	*	*	*	81%	*	81%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	23	765	726	744	*	*	*	*	*	78%	43%
Male	11	759	725	741	*	*	*	*	*	64%	40%
Economically Disadvantaged Students	19	769	727	727	*	*	*	*	*	84%	23%
Non-Economically Disadvantaged Students	15	756	723	751	*	*	*	*	*	60%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	34	763	728	747	*	*	*	74%	*	74%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	34	763	729	745	*	*	*	74%	*	74%	*
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%

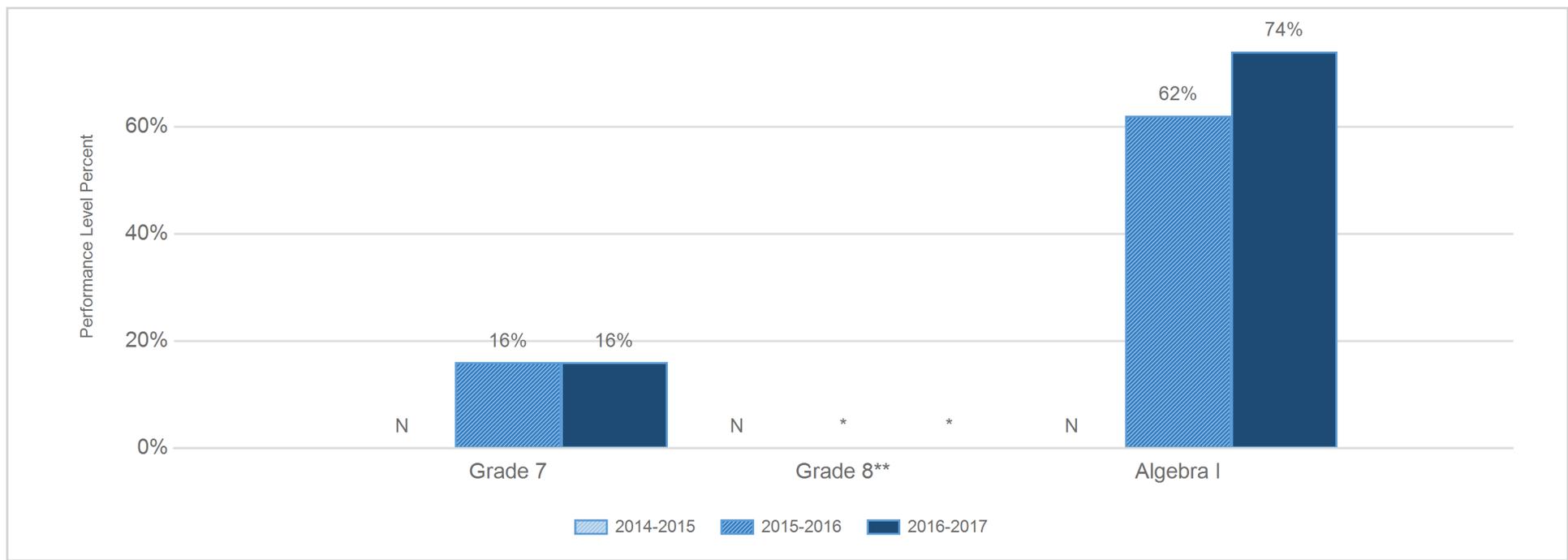


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**Mathematics Assessment – Performance Trends**

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
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	23	*	*
2	10	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

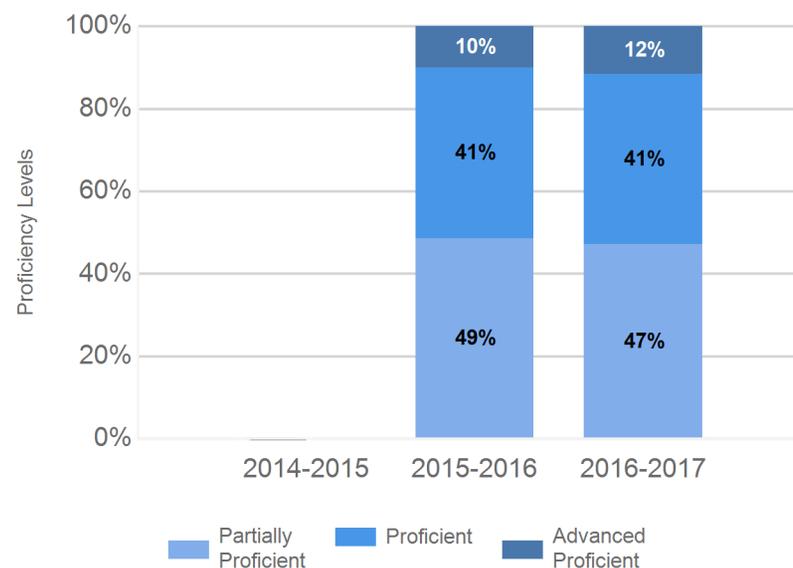
## NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	12%	41%	47%
White	20%	*	40%
Hispanic	10%	40%	50%
Black or African American	9%	45%	47%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	10%	46%	45%
Students with Disabilities	2%	9%	88%
English Learners	N	16%	84%

## 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	54	47	50	Met Target	50	44	50	Met Target
White	56.5	52	50	Met Target	42	45	52	Met Target
Hispanic	54	45	49	Met Target	49	42	47	Met Target
Black or African American	52	*	45	Met Target	55	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	59	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	56	46	47	Met Target	50	45	46	Met Target
Students with Disabilities	43	39	41	Met Target	39	38	43	Not Met
English Learners	50	45	53	Met Target	61	40	51	Exceeds Target

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



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

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

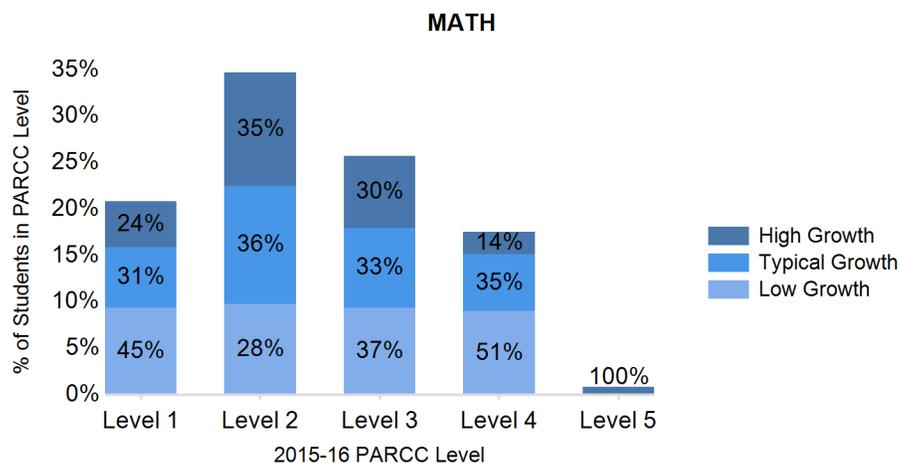
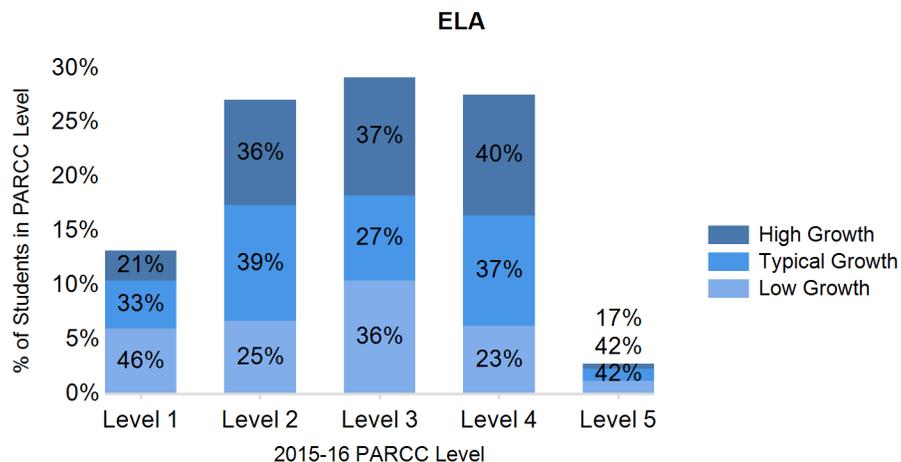
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

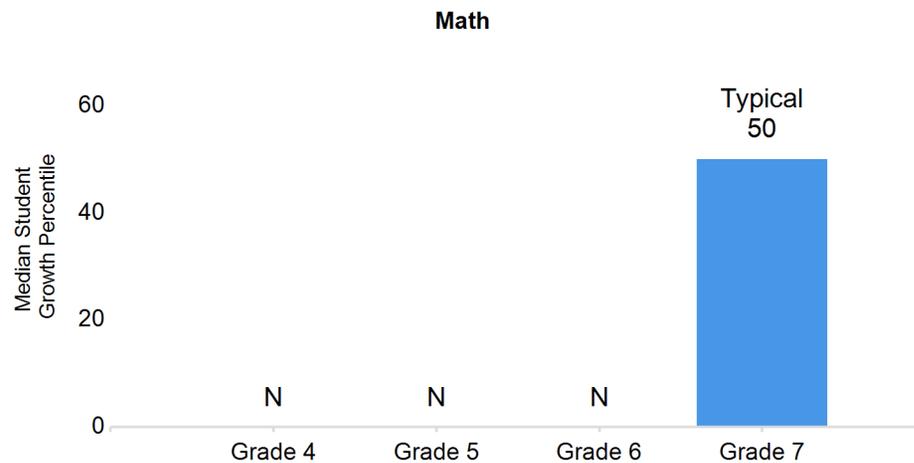
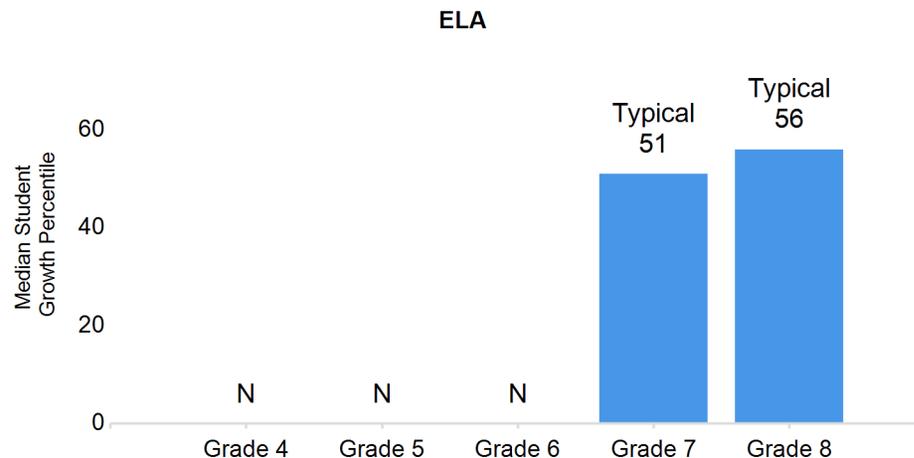
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

## Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	289
8	39	0	231
Schoolwide	39	0	520

## World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	59	78	79	0	0	0	29
8	56	76	86	0	0	0	25
Schoolwide	115	154	165	0	0	0	54
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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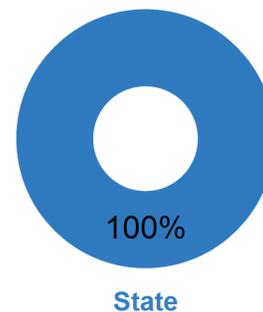
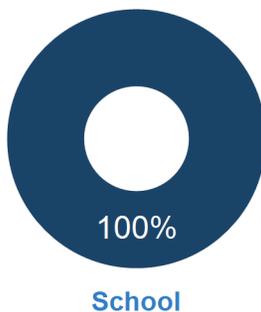
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### Visual and Performing Arts – Course Participation

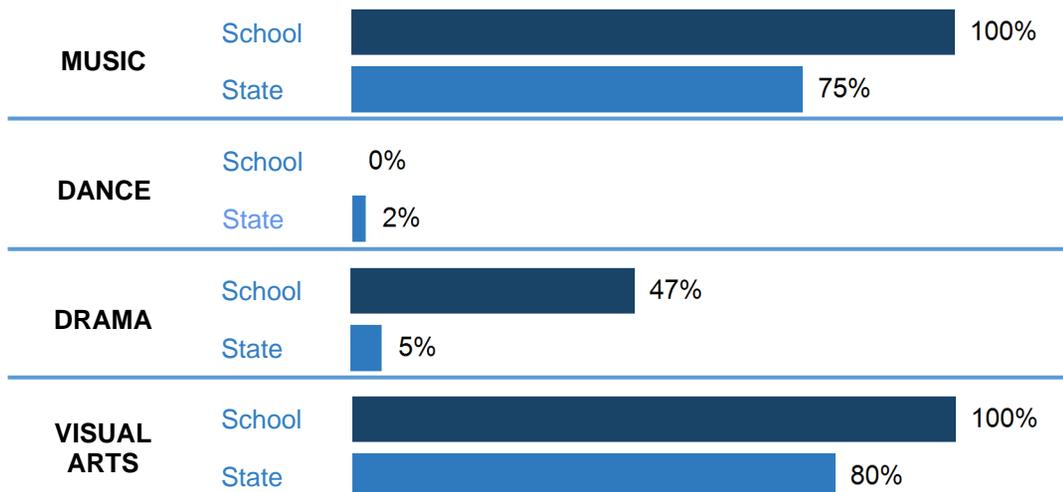
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

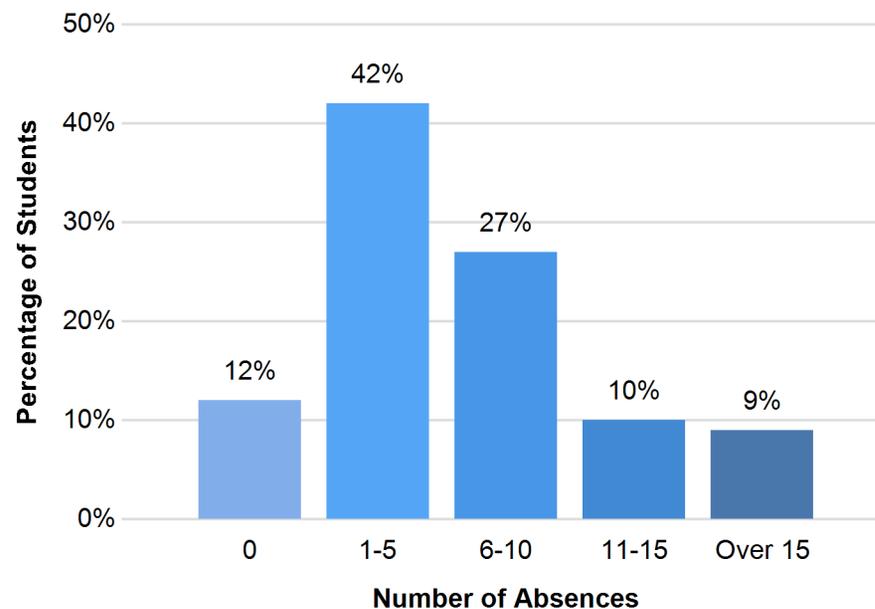
### Chronic Absenteeism

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	6.40	9.10	Met Target
White	10.90	9.10	Not Met
Hispanic	6.40	9.10	Met Target
Black or African American	4.10	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	9.50	9.10	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.50	9.10	Met Target
Students with Disabilities	9.90	9.10	Not Met
English Learners	7.80	9.10	Met Target

### Days Absent

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



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

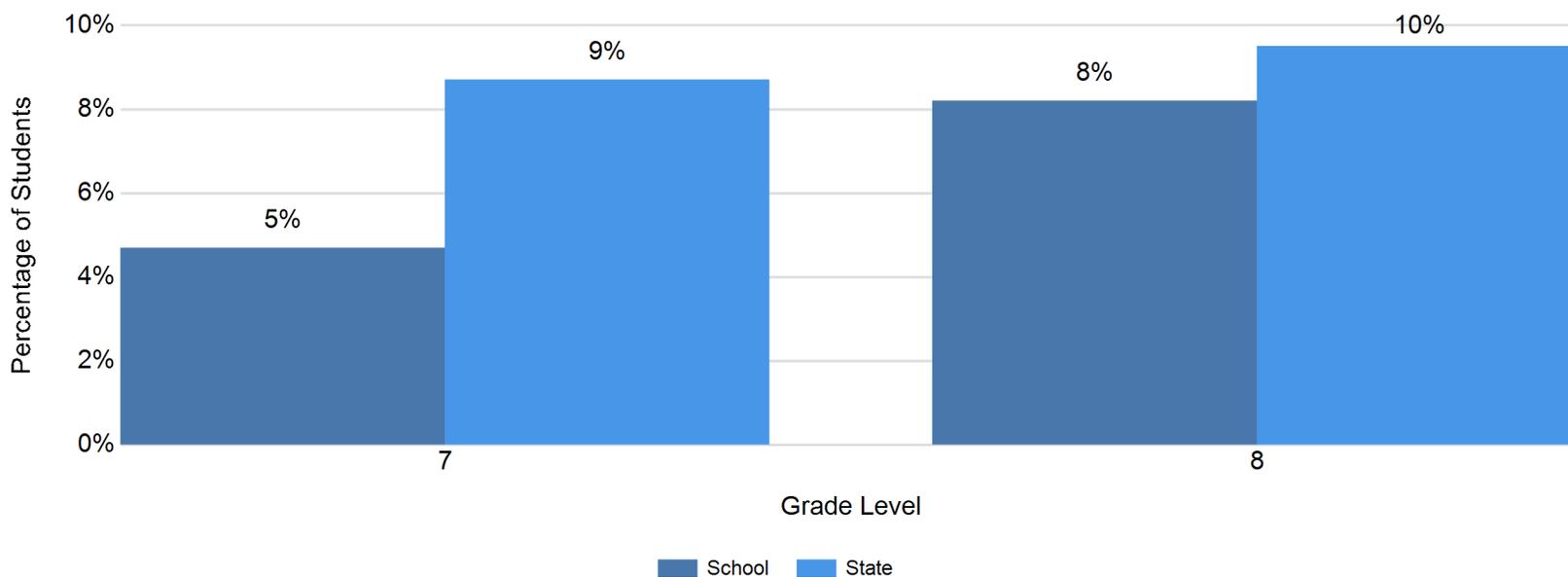


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**Chronic Absenteeism by Grade**

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





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## School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 46 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	7
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	3.64

## 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	10.7%
Out-of-School Suspensions	6.5%
Any Suspension	13.4%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	N	903.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$591	\$15,369	\$15,960



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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	43	120,724
Average years experience in public schools	8.7	11.8
Average years experience in district	7.9	10.5
Teachers in district for 4 or more years	63%	74%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	14.5	15.9
Average years experience in district	10.8	11.6
Administrators in district for 4 or more years	64%	74%

## Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	261:1	133:1
Librarian/Media Specialists		554:1
Nurses		554:1
Counselors		302:1
Child Study Team		208:1



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**Teachers:** All classroom teachers

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

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

**Teachers and Administrators - Level of Education**

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

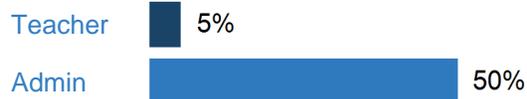
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	75%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	15.4	17.5%
Mathematics Proficiency	4.7	17.5%
English Language Arts Growth	63.9	25.0%
Mathematics Growth	51.6	25.0%
Chronic Absenteeism	46.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		39.4
<b>Summative Rating:</b> Percentile rank of Summative Score		33.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	39.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	27.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	47.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	68.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	33.5	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	37.6	11.9	No	Not Met	Met Target†	Met Target	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Jaime	<b>Email Address:</b>	<a href="mailto:luis_jaime@nplainfield.org">luis_jaime@nplainfield.org</a>
<b>Address:</b>	34 WILSON AVENUE NORTH PLAINFIELD, NJ 07060-4075	<b>Website:</b>	<a href="https://www.nplainfield.org/NPMS">https://www.nplainfield.org/NPMS</a>
<b>Phone:</b>	(908)769-6040	<b>Facebook:</b>	<a href="https://www.facebook.com/northplainfieldschools/">https://www.facebook.com/northplainfieldschools/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/nplainfield_schools">https://twitter.com/nplainfield_schools</a>

School Narrative

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

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Sustainable Green School Award</li> <li>• 2016 Promising Practice Award</li> <li>• 1:1 Personal Chromebooks</li> </ul>
<b>Mission, Vision, Theme:</b>	At North Plainfield Middle School we are committed to building positive relationships with all students and staff to provide a quality education in a safe environment that promotes academic success, respect for self and others, and life-long learning.
<b>Awards, Recognition, Accomplishments:</b>	2016-2017 National Promising Practice recognition from Character.org, Sustainable Green School Award 2017-2018



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We offer honors courses for our students, and we are currently exploring the implementation of Pre-AP courses. Teachers provide tutoring opportunities and resources through their websites.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Boys)</p> <p>The Middle School team has gone undefeated in two different seasons. The track team has competed very well with surrounding districts.</p>
 <p><b>Clubs and Activities:</b></p>	<p>At the Middle School, we have a variety of clubs like Art, Newspaper, Robotics, Student Council, Junior Honor Society, Yearbook, and Book club. The Middle school Also offers activities like The staff vs. student soccer game, staff vs. student kickball, Staff vs. student Basketball, Student elections, Family dinner night, BAcK to school night, Spelling bee, Live museum, Holocaust, and the Family Unity Program.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Some of our programs we offer our student's and parents at the Middle School are The Power program run by Robert Wood Johnson and targets families older than 18. Next, we have the EI Poder which is also driven by the Robert Wood Johnson and its intended for families older than 18. Last is the Family Unity program which is run by Empower Somerset and targets all our families.</p>



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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>School is involved in Google training, Character Education, EsL training, AP research, Naviance implementation, SGO tracking, and STEM.</p>
 <p><b>Student Supports and Services:</b></p>	<p>We offer ESL, Child Study Team, I &amp; RS, CORE, Bi-Literacy Academy, Zero periods for Math assistance, Tutoring in the Library, Character Education Activities, and Mentoring.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Middle School staff offer a rigorous PE &amp; Health curriculum; The lunch program offers both lunch and breakfast options, Play 60, Ropes for Hearts, and staff vs. students sporting events.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our School's PTO is involved in all our school sponsored programs like: plays, Hispanic parent night, safety team, spelling Bee, car wash, food bank, coat drive, and sporting events. We also offer Parent Forums with our superintendent and parent portal through genesis for parent to look at grades.</p>



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Facilities:

The building is attached to the High School, and it was built in 1929. The Building received a new addition ten years ago and with the new addition came new science labs, four classrooms, and a gymnasium. The building provides air conditioning in certain locations in the building.



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School Narrative

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

In the North Plainfield Middle School, we would like to highlight few other areas of work. The schedule offers our student a robust course load with Math, Literature, Science, Social, Studies, Art, Computers, Video editing, French, Spanish, Italian, Conflict resolution, Transition, Robotics, and Music. Plus, offer zero periods as a reinforcement for our students who need extra assistance with math. This year we implemented 1:1 Chromebooks for our 8th-grade class and our goal will be to target 7th grade. We encourage and promote parent involvement in our school community. Through several communication outlets, we keep our parents updated on events, programs, clubs, and activities. The platforms we use are Honeywell instant Alert, Constant contact, Facebook, Instagram, Twitter, and our website. The involvement of our parents is key to our student's success. In all, as a school, we are providing a school environment that caters to our students, staff, and families needs.



Other Information:



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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
5	257	244	256
6	242	260	257
Ungraded	0	7	0
Total	499	511	513

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	49%
Male	53%	54%	51%
Economically Disadvantaged Students	66%	65%	70%
Students with Disabilities	17%	21%	25%
English Learners	5%	5%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	65.7%
Black or African American	17.2%
White	12.5%
Asian	4.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	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
Spanish	52.8%
English	40.4%
Turkish	3.3%
Other	3.6%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	463	96.9	31.40	34.90	54.90	31.4	30.9	Met Target
White	59	93.7	50.90	47.60	63.90	50	50.2	Met Target†
Hispanic	306	98.8	27.40	31.00	39.80	27.4	26.5	Met Target
Black or African American	76	91.2	31.60	36.20	35.20	30.5	26.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	20	100.0	35.00	48.10	80.70	35	40.6	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	225	97.6	42.70	44.30	62.20	42.7		
Male	238	96.2	20.60	26.00	48.10	20.6		
Economically Disadvantaged Students	327	97.5	26.60	29.50	36.20	26.6	24.1	Met Target
Non-Economically Disadvantaged Students	136	95.5	42.70	44.90	65.80	42.7		
Students with Disabilities	120	94.0	*	*	20.50	*	5.7	Met Target
Students without Disabilities	343	97.9	*	*	61.90	*		
English Learners	48	98.2	*	*	25.20	*	N	N
Non-English Learners	415	96.7	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	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 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	245	731	731	756	*	22%	23%	34%	*	35%	59%
White	17	751	751	763	0%	*	*	59%	0%	59%	69%
Hispanic	180	729	729	743	*	23%	24%	31%	*	31%	44%
Black or African American	39	732	732	740	26%	*	*	39%	*	41%	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	125	741	741	761	*	17%	*	*	*	46%	66%
Male	120	722	722	750	*	28%	*	*	*	23%	53%
Economically Disadvantaged Students	187	727	727	740	*	*	24%	28%	*	28%	40%
Non-Economically Disadvantaged Students	58	748	748	765	*	*	22%	53%	*	55%	71%
Students with Disabilities	64	708	708	725	*	*	*	*	*	*	22%
Students without Disabilities	181	740	740	762	*	*	*	*	*	*	66%
English Learners	14	695	695	710	*	*	*	*	*	*	12%
Non-English Learners	231	734	734	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%



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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	247	732	732	752	*	29%	31%	26%	*	27%	54%
White	42	744	744	758	*	*	29%	41%	*	45%	63%
Hispanic	146	729	729	740	*	33%	30%	22%	*	23%	38%
Black or African American	44	731	731	736	*	*	41%	23%	0%	23%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	116	741	741	758	*	24%	34%	35%	*	37%	61%
Male	131	725	725	746	*	33%	29%	18%	*	18%	46%
Economically Disadvantaged Students	155	730	730	737	*	30%	33%	22%	*	23%	34%
Non-Economically Disadvantaged Students	92	737	737	761	*	26%	28%	33%	*	35%	65%
Students with Disabilities	58	710	710	722	*	*	*	*	*	*	17%
Students without Disabilities	189	739	739	758	*	*	*	*	*	*	61%
English Learners	10	699	699	710	*	*	*	*	*	*	*
Non-English Learners	237	734	734	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

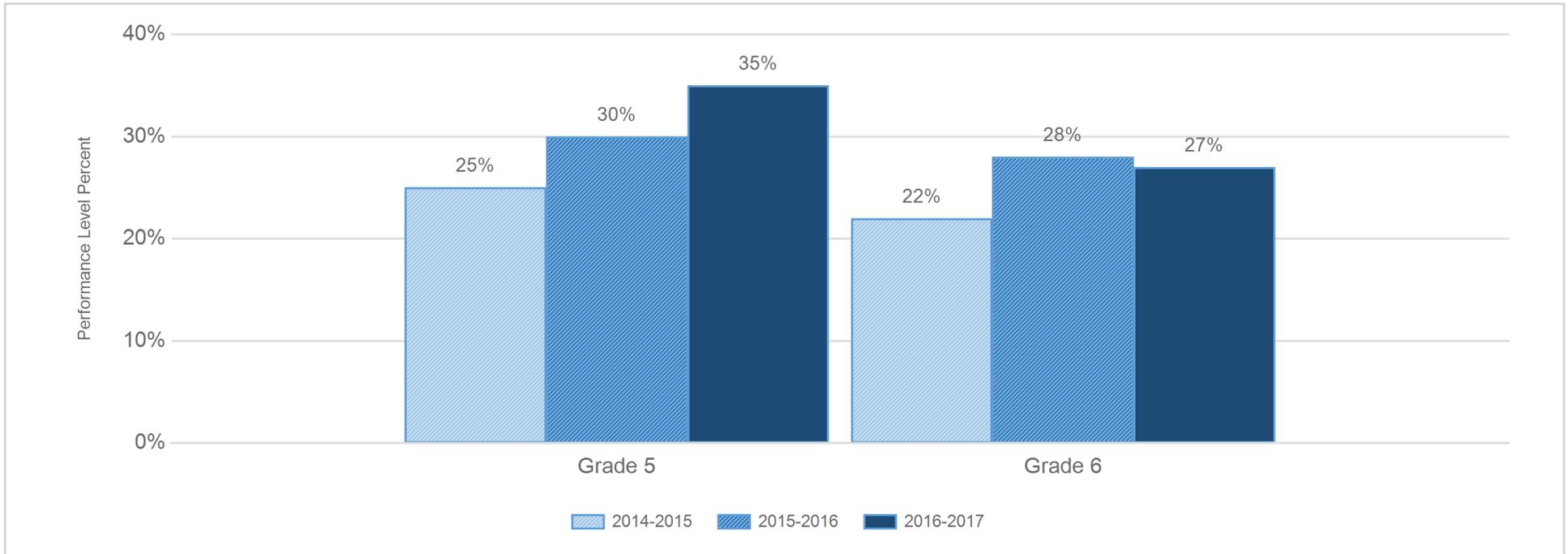


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**English Language Arts/Literacy Assessment - Performance Trends**

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	463	96.9	23.30	24.20	43.50	23.3	29.1	Not Met
White	60	95.4	43.30	33.80	52.40	43.3	48.7	Met Target†
Hispanic	304	98.2	21.40	22.10	27.60	21.4	24.1	Met Target†
Black or African American	77	92.3	18.20	23.50	21.70	17.7	25.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	20	100.0	15.00	30.90	75.60	15	36.9	Not Met
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	225	97.6	24.40	26.50	44.10	24.4		
Male	238	96.3	22.20	22.20	42.90	22.2		
Economically Disadvantaged Students	327	97.8	19.60	20.60	25.10	19.6	24.4	Not Met
Non-Economically Disadvantaged Students	136	95.0	32.30	31.00	54.30	32.3		
Students with Disabilities	121	94.7	*	*	16.50	*	7.4	Met Target
Students without Disabilities	342	97.7	*	*	48.80	*		
English Learners	48	98.5	*	10.10	23.30	*	20.3	Not Met
Non-English Learners	415	96.7	*	26.20	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	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 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	247	732	732	747	*	29%	30%	29%	*	30%	46%
White	17	751	751	754	0%	*	*	59%	*	65%	57%
Hispanic	182	730	730	735	12%	31%	29%	28%	0%	28%	30%
Black or African American	39	732	732	729	*	26%	36%	26%	*	26%	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	127	735	735	747	*	29%	35%	30%	*	30%	47%
Male	120	729	729	746	*	29%	26%	28%	*	29%	46%
Economically Disadvantaged Students	188	729	729	732	*	32%	31%	25%	*	25%	27%
Non-Economically Disadvantaged Students	59	742	742	756	*	20%	29%	44%	*	46%	59%
Students with Disabilities	65	720	720	725	*	46%	25%	*	*	12%	19%
Students without Disabilities	182	737	737	751	*	23%	32%	*	*	36%	52%
English Learners	19	702	702	717	*	*	*	*	*	*	12%
Non-English Learners	228	735	735	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 by Grade: Grade 6\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	256	722	722	743	22%	32%	31%	*	*	16%	44%
White	44	737	737	751	*	*	36%	30%	*	34%	54%
Hispanic	152	718	718	731	23%	36%	28%	13%	0%	13%	27%
Black or African American	45	718	718	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	119	726	726	745	*	35%	35%	*	*	17%	45%
Male	137	719	719	742	*	30%	27%	*	*	15%	43%
Economically Disadvantaged Students	162	719	719	728	*	35%	28%	12%	*	12%	24%
Non-Economically Disadvantaged Students	94	728	728	752	*	27%	36%	19%	*	21%	56%
Students with Disabilities	58	703	703	717	*	*	*	*	*	*	13%
Students without Disabilities	198	728	728	748	*	*	*	*	*	*	50%
English Learners	17	697	697	710	*	*	*	*	*	*	*
Non-English Learners	239	724	724	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.

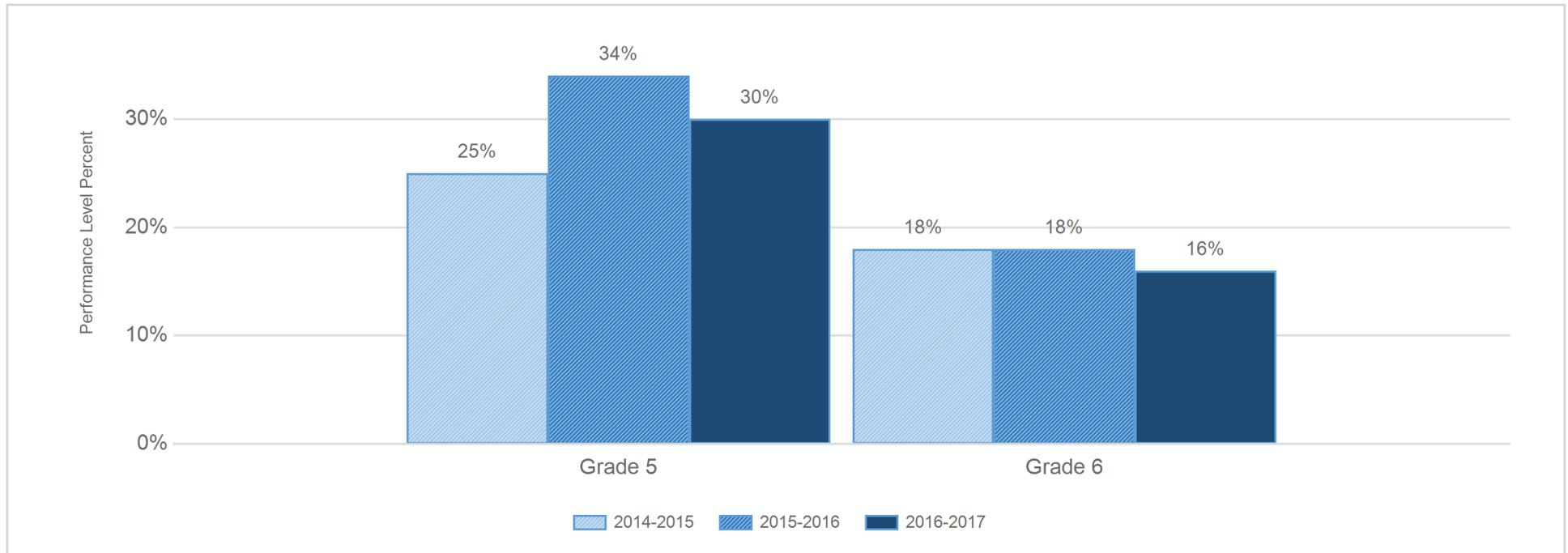


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### Mathematics Assessment – Performance Trends

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
5	*	*
6	*	*

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

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

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



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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	40.5	47	50	Met Target	37	44	50	Not Met
White	43.5	52	50	Met Target	40	45	52	Met Target
Hispanic	36	45	49	Not Met	37.5	42	47	Not Met
Black or African American	47	*	45	Met Target	38	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	Met Target	*	*	59	Not Met
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	41.5	46	47	Met Target	39	45	46	Not Met
Students with Disabilities	35	39	41	Not Met	38	38	43	Not Met
English Learners	43.5	45	53	Met Target	33	40	51	Not Met

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



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

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

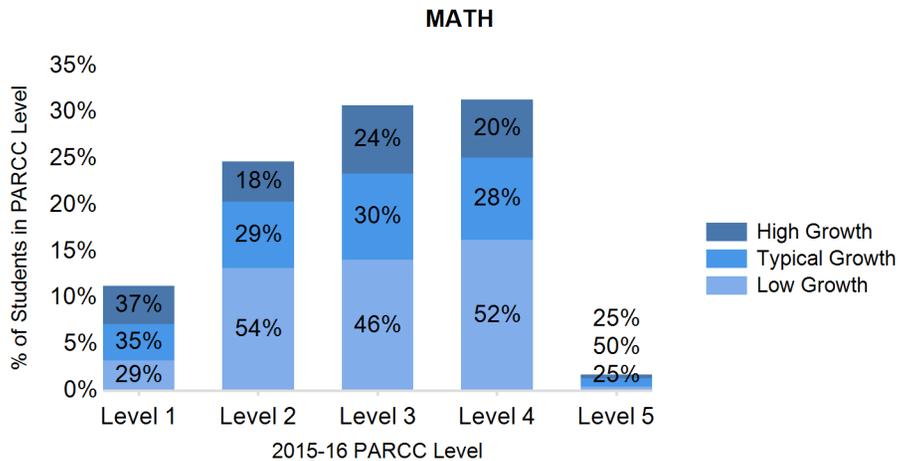
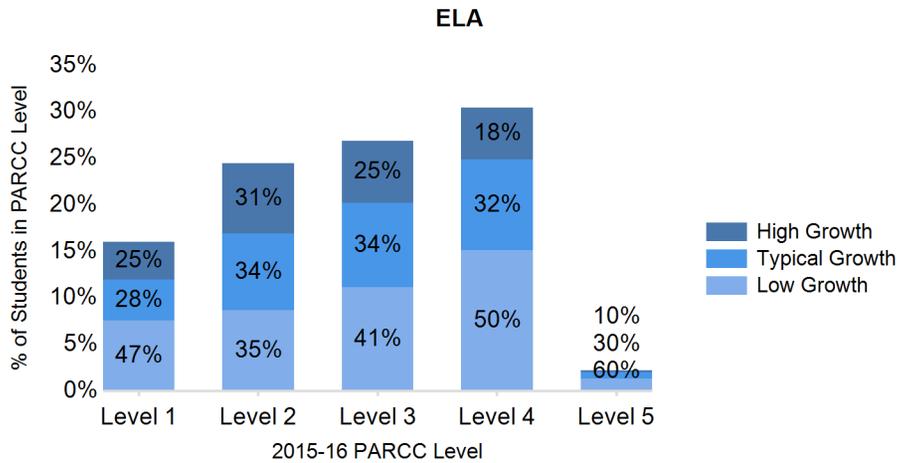
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

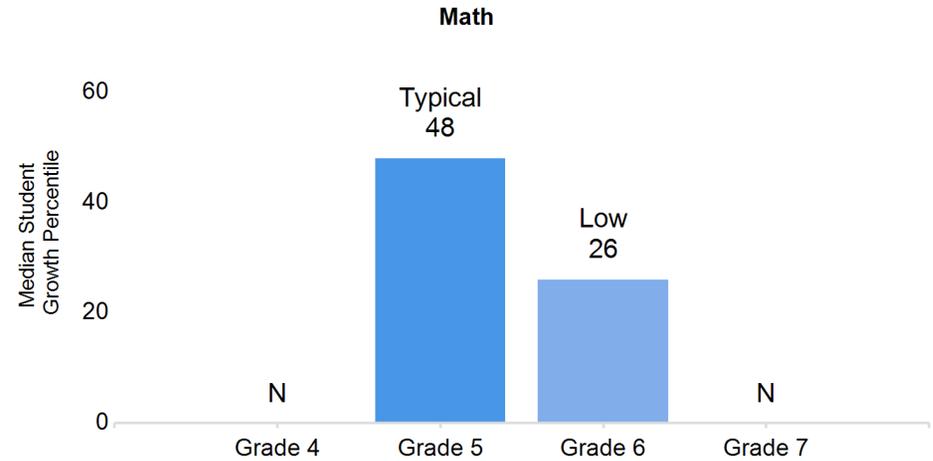
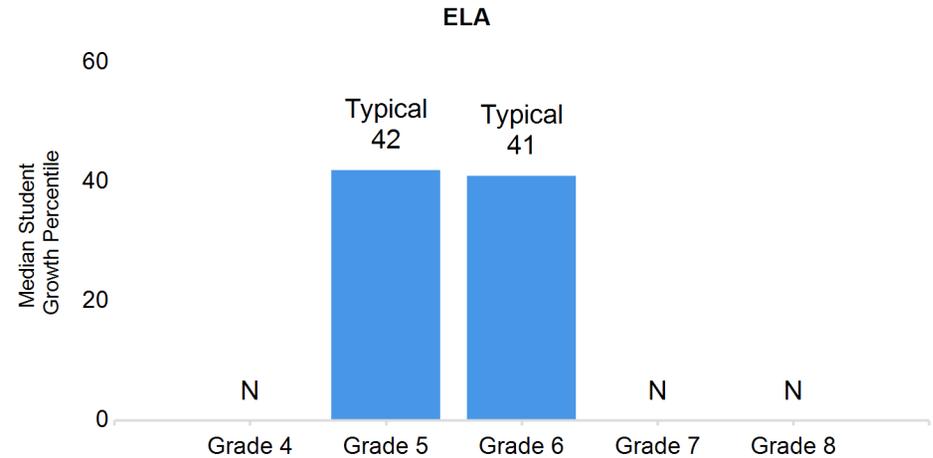
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

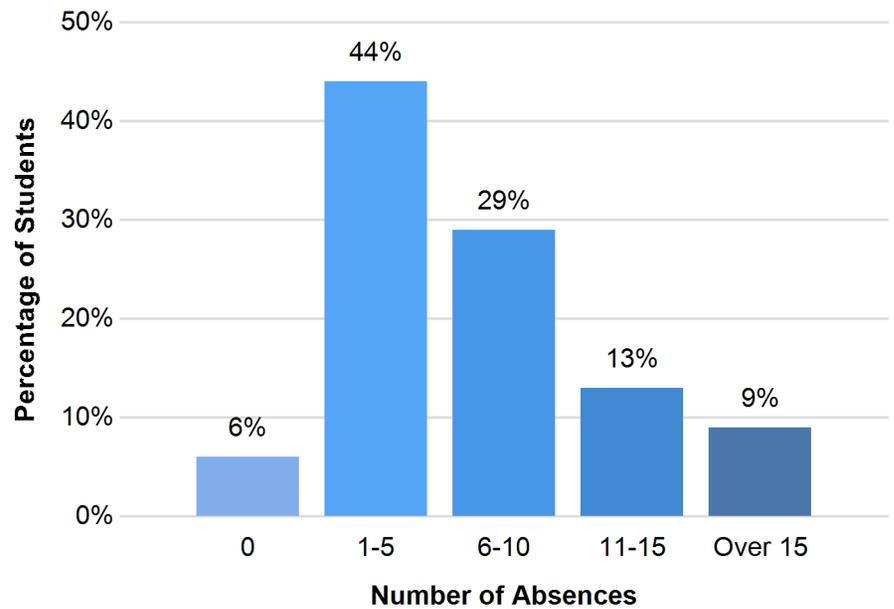
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	7.50	Met Target
White	13.80	7.50	Not Met
Hispanic	5.30	7.50	Met Target
Black or African American	11.00	7.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.50	7.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.90	7.50	Met Target
Students with Disabilities	10.30	7.50	Not Met
English Learners	5.70	7.50	Met Target

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

**Days Absent**

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



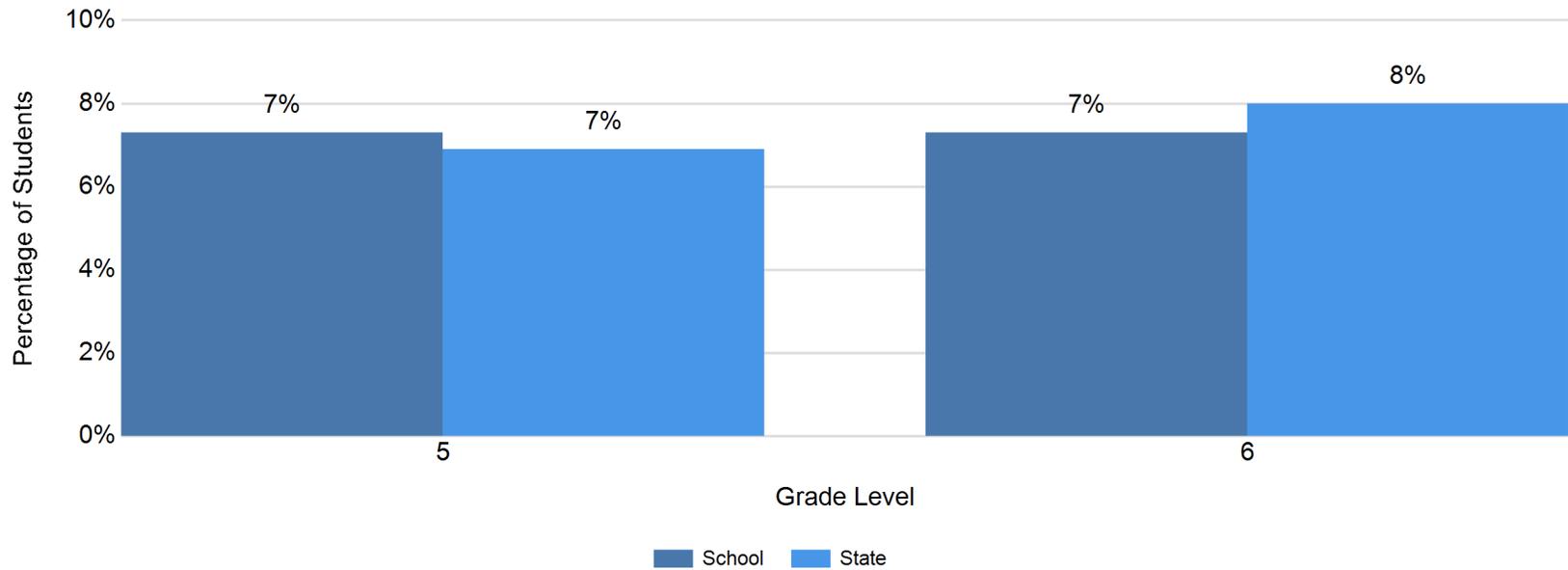


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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 43 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	9
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.14

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.8%
Out-of-School Suspensions	3.1%
Any Suspension	4.3%

### 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	1.4:1	903.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$591	\$15,369	\$15,960



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	72%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	14.5	15.9
Average years experience in district	10.8	11.6
Administrators in district for 4 or more years	64%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	257:1	133:1
Librarian/Media Specialists		554:1
Nurses		554:1
Counselors		302:1
Child Study Team		208:1



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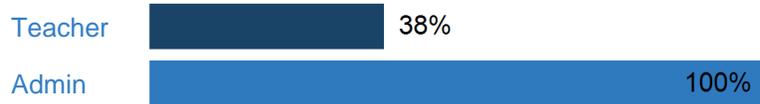
### Teachers and Administrators - Level of Education

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	85%	89%
2015-16 Administrators: Same district 2016-17	75%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	9.1	17.5%
Mathematics Proficiency	8.5	17.5%
English Language Arts Growth	17.2	25.0%
Mathematics Growth	10.8	25.0%
Chronic Absenteeism	43.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		16.6
<b>Summative Rating:</b> Percentile rank of Summative Score		7.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	16.6	11.9	Targeted	Met Target	Not Met	Met Target	Met Target	Not Met	No
White	16.4	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	25.9	11.9	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	43.4	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	7.6	11.9	Targeted	Met Target†	Not Met	Met Target	Met Target	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	32.1	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	30.7	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
English Learners	21.4	11.9	No	N	Not Met	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Sainte-Rose	<b>Email Address:</b>	<a href="mailto:reginald_sainte-rose@nplainfield.org">reginald_sainte-rose@nplainfield.org</a>
<b>Address:</b>	303 SOMERSET STREET N PLAINFIELD, NJ 07060	<b>Website:</b>	<a href="https://www.nplainfield.org/Somerset">https://www.nplainfield.org/Somerset</a>
<b>Phone:</b>	(908)769-6080	<b>Twitter:</b>	<a href="https://twitter.com/SomersetDragons">https://twitter.com/SomersetDragons</a>

School Narrative

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

<p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• 2017 National and State School of Character</li> <li>• Award Winning Language Arts Program: Readers Workshop</li> <li>• Mentoring Programs: Advisory Program, MALES, GEMS, Girls Circle and Heart &amp; Sole</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>As its mission, Somerset School is committed to preparing young, emerging adolescent students with the understandings and skills necessary to cope with their own changes from childhood to adolescence. Somerset School is equally committed to preparing them with the academic skills and knowledge essential not only for the transition into the middle and high school grades, but also for life-long achievement and success.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>2017 National and State School of Character</p>



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Somerset School offers many innovative instructional units. A hands-on approach is utilized in science. Computer instruction is an integral part of the school's curriculum, producing computer literate students. The study skills program provides students with organizational and note-taking skills. Services are also provided in special education, basic skills and English as a second language/bilingual instruction.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Somerset School offers Heart &amp; Sole, formerly Girls on Track, to at-risk girls.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Activities have included Family Math Fun Night, Career Day, Multi-Cultural Night, Hispanic Parent Night, Talent Show, and Field Day. Annual school projects integrate all disciplines affording students the opportunity to express themselves academically and creatively. In this past year, students have entrenched themselves in the community involvement.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Somerset School offers a before-school breakfast program that services all the students in the school and also offers an after school child care program, Klubhouse Kids, that is available to our community until 6:00pm every weekday that school is in session.</p>



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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Somerset School recognizes the responsibility of all stakeholders to invest in the support of each educator in all domains of professional learning. This is exemplified by an embedded coaching model for Reader's Workshop. Responsive classroom is also available to all staff. Lastly, an on-going district effort, is our Google Coaching Model in which school-based Google coaches actively train classroom teachers and building staff on the advanced use of technology as it relates to pedagogy.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Direct services are provided by means such as education, counseling, consultation and individual assessment. In addition, student support services personnel provide in-service training, parent education, community collaboration and carry out student service program management.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Somerset School provides a balanced nutritional food program through Machio Food Services. Students also have physical education and health classes that provide total wellness education for all students. Students also participate in daily physical activity such as coordinated physical education classes and recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The district facilitates special education parent groups quarterly during the school year discussing topics of interest identified by parents.</p>



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**School Narrative**

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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>As part of a state and national school of character, school climate surveys are given using a three-pronged approach: staff, students and parents. School climate surveys are disseminated to our school community through our school-based Safety Team who regularly collects data and analyzes how change can be effectuated in order to improve school culture and climate.</p>
 <p><b>Facilities:</b></p>	<p>Somerset School was originally built in 1909 and was renovated in 2004. Along with the renovation project came marked school facility improvements such as: modern science labs, interactive whiteboard technology throughout the building. Approximately 60% of the school is air-conditioned.</p>



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School Narrative

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Somerset School encourages student use of technology so that we may better prepare our students with 21st Century College and Career Readiness skills. In doing so, just over 80% of student have a one-to-one device ratio. Our school is also going paperless. All parents now have access to our Parent Portal where they may monitor their child's grades, progress and score reports. In addition, we have made a concerted effort to publicize our school happenings via social media outlets such as Twitter (@Somerset Dragons) and through our school website where daily announcements are publicized for the local school community.



Other Information:



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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
KG	42	32	43
1	51	38	31
2	50	47	38
3	47	51	42
4	42	48	47
Ungraded	28	29	36
Total	260	245	237

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	44%
Male	53%	52%	56%
Economically Disadvantaged Students	84%	81%	70%
Students with Disabilities	20%	25%	24%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
Hispanic	70.5%
Black or African American	16.9%
White	7.6%
Asian	3.4%
American Indian or Alaska Native	1.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	45	32	43

**Enrollment by Home Language**

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

Home Language	% of Students
Spanish	47.7%
English	45.1%
Urdu	2.5%
Arabic	1.3%
Other	3.2%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	101	100.0	29.70	34.90	54.90	29.7	27.8	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	72	100.0	27.80	31.00	39.80	27.8	26.5	Met Target
Black or African American	19	100.0	36.80	36.20	35.20	36.8	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	45	100.0	44.40	44.30	62.20	44.4		
Male	56	100.0	17.90	26.00	48.10	17.9		
Economically Disadvantaged Students	69	100.0	23.20	29.50	36.20	23.2	28	Met Target†
Non-Economically Disadvantaged Students	32	100.0	43.80	44.90	65.80	43.8		
Students with Disabilities	27	100.0	*	*	20.50	*	N	N
Students without Disabilities	74	100.0	*	*	61.90	*		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	101	100.0	29.70	*	57.40	29.7		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	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
<b>Schoolwide</b>	48	719	726	749	35%	23%	23%	*	*	19%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	32	718	719	734	41%	*	*	*	0%	19%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	20	726	727	754	*	*	*	*	0%	30%	55%
Male	28	713	724	745	*	*	*	*	0%	11%	46%
Economically Disadvantaged Students	36	716	718	731	*	*	*	*	0%	17%	31%
Non-Economically Disadvantaged Students	12	727	743	762	*	*	*	*	0%	25%	63%
Students with Disabilities	11	687	*	720	*	*	*	*	*	*	24%
Students without Disabilities	37	728	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	48	719	*	752	35%	23%	23%	*	*	19%	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
<b>Schoolwide</b>	56	736	739	753	20%	*	32%	32%	*	38%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	42	732	734	740	*	*	33%	29%	*	33%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	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	26	747	745	758	*	*	*	*	*	54%	61%
Male	30	726	732	749	*	*	*	*	*	23%	51%
Economically Disadvantaged Students	36	728	731	737	*	*	*	*	*	28%	36%
Non-Economically Disadvantaged Students	20	749	752	764	*	*	*	*	*	55%	69%
Students with Disabilities	17	697	706	725	*	*	*	*	*	*	25%
Students without Disabilities	39	753	747	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	56	736	740	755	20%	*	32%	32%	*	38%	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%

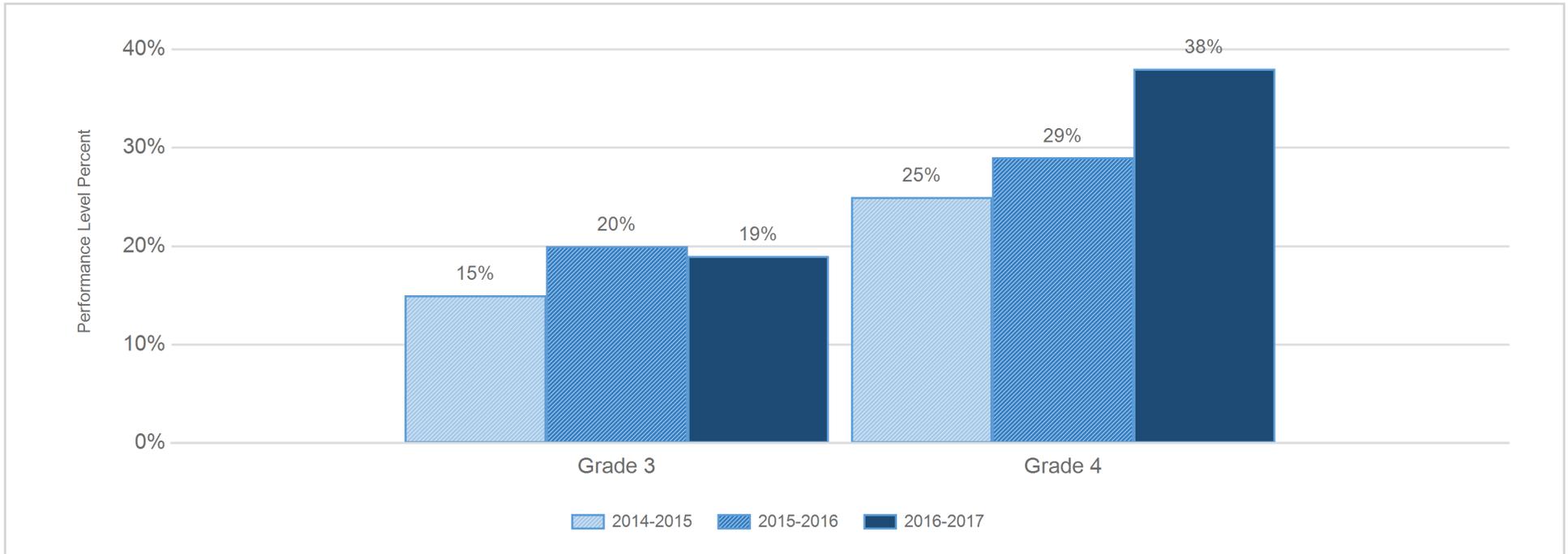


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**English Language Arts/Literacy Assessment - Performance Trends**

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	101	100.0	27.70	24.20	43.50	27.7	28.7	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	72	100.0	29.20	22.10	27.60	29.2	28.9	Met Target
Black or African American	19	100.0	21.10	23.50	21.70	21.1	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	45	100.0	35.60	26.50	44.10	35.6		
Male	56	100.0	21.40	22.20	42.90	21.4		
Economically Disadvantaged Students	69	100.0	20.30	20.60	25.10	20.3	28	Met Target†
Non-Economically Disadvantaged Students	32	100.0	43.80	31.00	54.30	43.8		
Students with Disabilities	27	100.0	*	*	16.50	*	7.3	Met Target
Students without Disabilities	74	100.0	*	*	48.80	*		
English Learners	N	N	N	10.10	23.30	N	**	**
Non-English Learners	101	100.0	27.70	26.20	45.20	27.7		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	48	720	732	751	27%	35%	*	23%	*	23%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	32	721	728	738	*	34%	*	*	0%	22%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	20	726	732	751	*	*	*	*	0%	30%	52%
Male	28	716	732	751	*	*	*	*	0%	18%	53%
Economically Disadvantaged Students	36	717	727	736	*	*	*	*	0%	14%	34%
Non-Economically Disadvantaged Students	12	730	744	761	*	*	*	*	0%	50%	65%
Students with Disabilities	11	686	*	729	*	*	*	*	*	*	29%
Students without Disabilities	37	730	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	48	720	735	753	27%	35%	*	23%	*	23%	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
<b>Schoolwide</b>	56	733	737	747	*	25%	30%	30%	*	30%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	42	733	735	734	*	*	29%	33%	0%	33%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	26	743	741	747	*	*	*	*	0%	39%	47%
Male	30	724	734	747	*	*	*	*	0%	23%	48%
Economically Disadvantaged Students	36	729	733	732	*	*	*	*	0%	25%	27%
Non-Economically Disadvantaged Students	20	740	744	757	*	*	*	*	0%	40%	61%
Students with Disabilities	17	700	713	724	*	*	*	*	*	*	22%
Students without Disabilities	39	747	743	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	56	733	738	749	*	25%	30%	30%	*	30%	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%

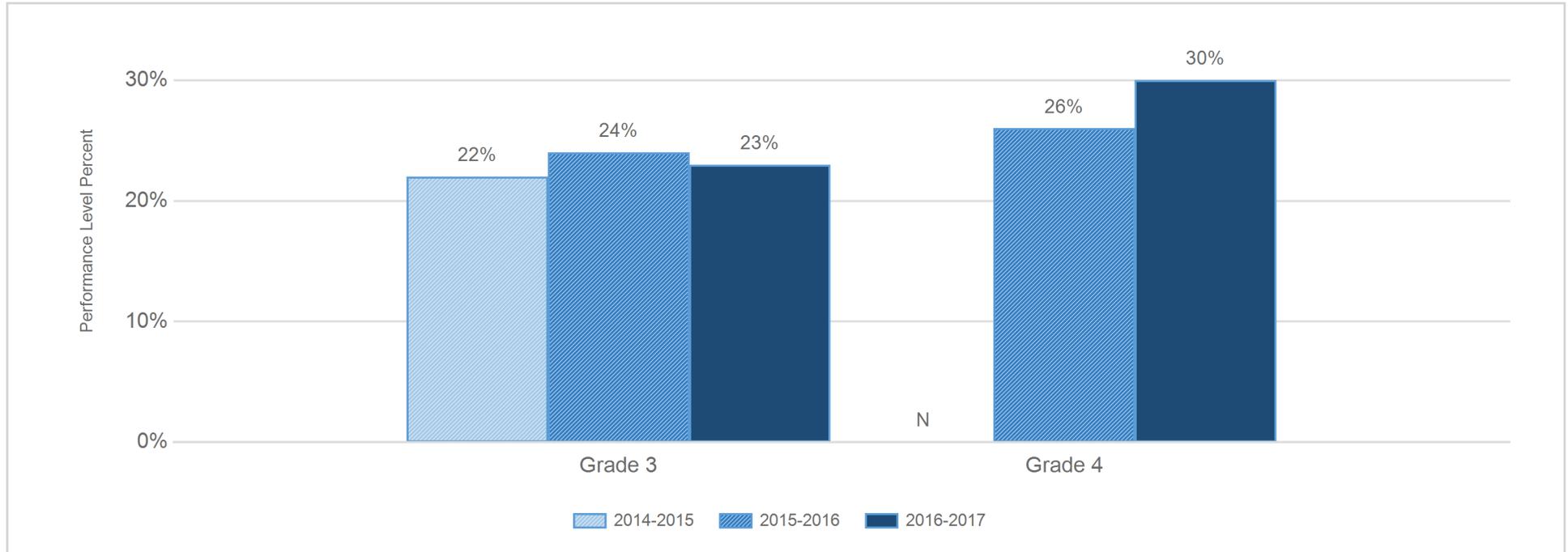


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**Mathematics Assessment – Performance Trends**

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	N	N
4	N	N

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

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

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



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

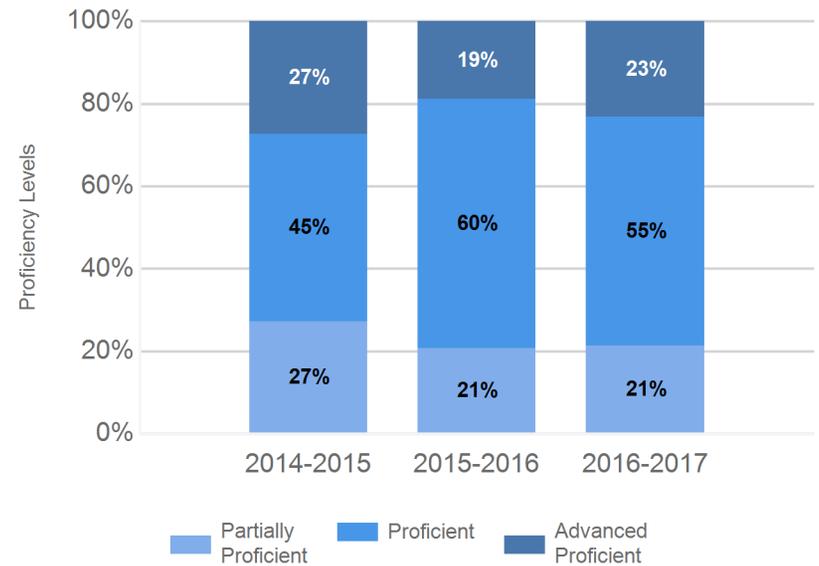
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	23%	55%	21%
White	*	*	*
Hispanic	17%	64%	19%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	21%	56%	24%
Students with Disabilities	N	50%	50%
English Learners	N	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	51	47	50	Met Target	57	44	50	Met Target
White	*	52	50	**	*	45	52	**
Hispanic	47.5	45	49	Met Target	51.5	42	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
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	46	46	47	Met Target	58	45	46	Met Target
Students with Disabilities	27.5	39	41	**	35.5	38	43	**
English Learners	N	N	N	N	N	N	N	N

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



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

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

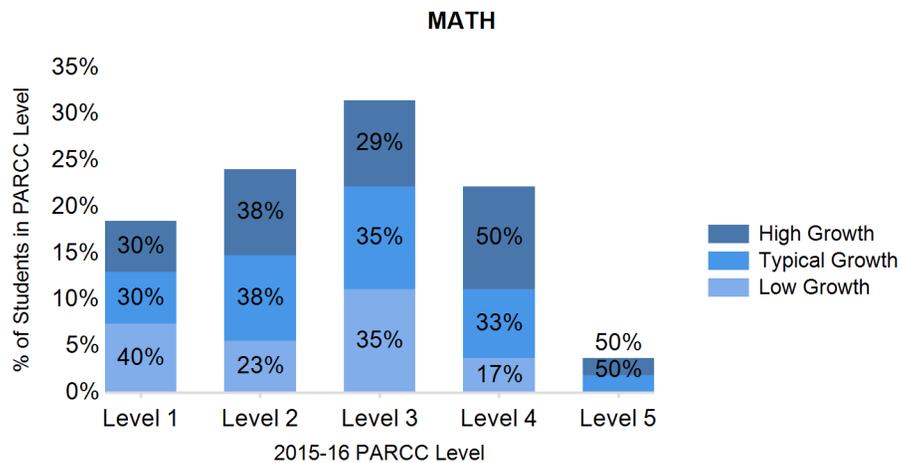
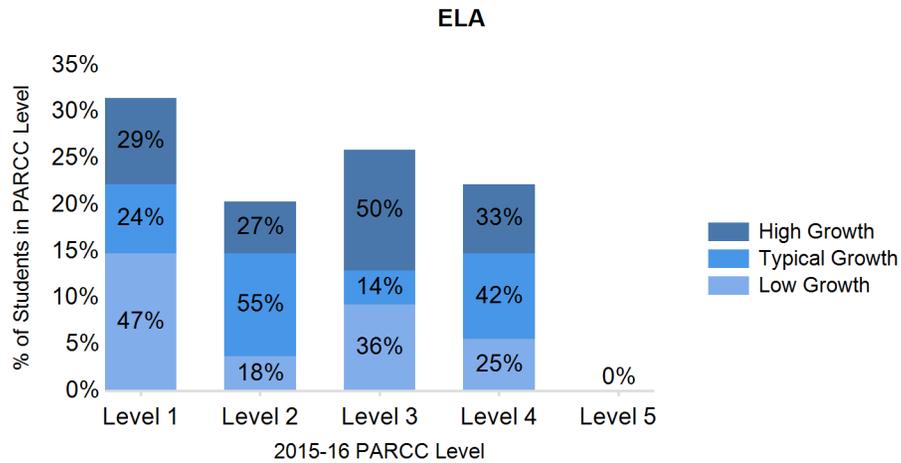
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

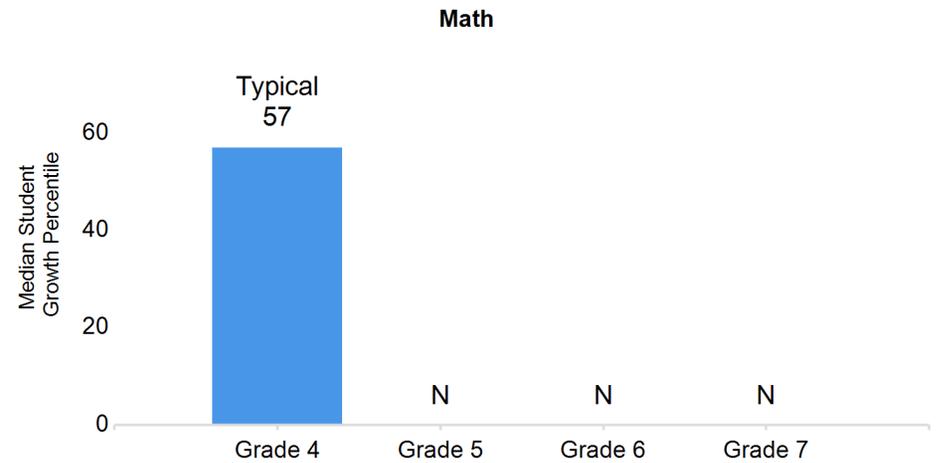
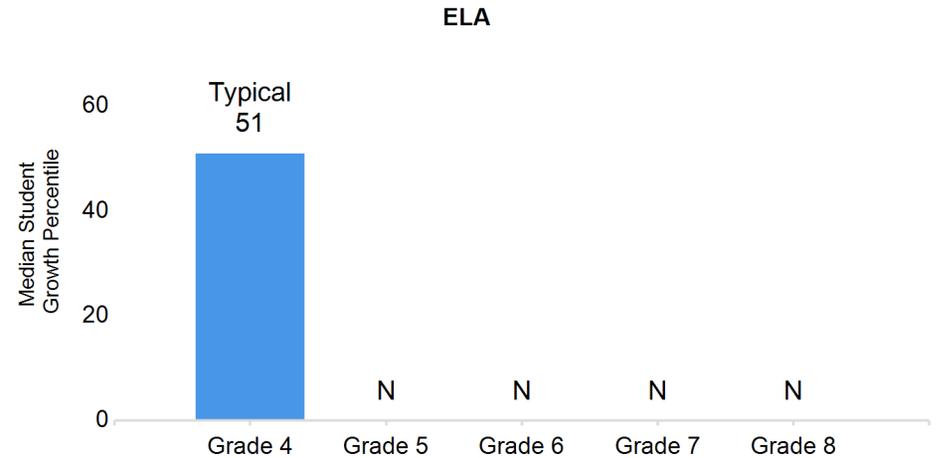
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

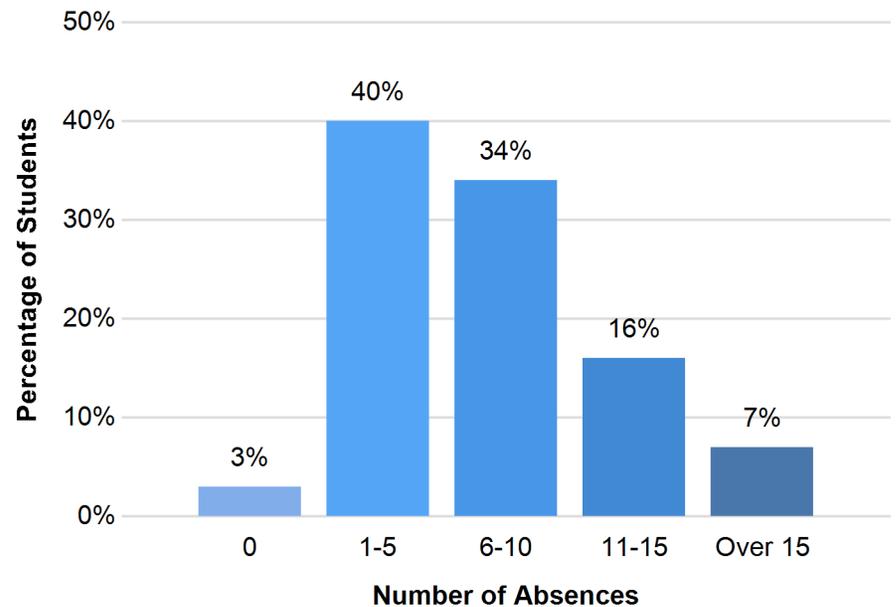
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	8.70	Met Target
White	N	**	**
Hispanic	4.10	8.70	Met Target
Black or African American	9.80	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.00	8.70	Met Target
Students with Disabilities	5.20	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.



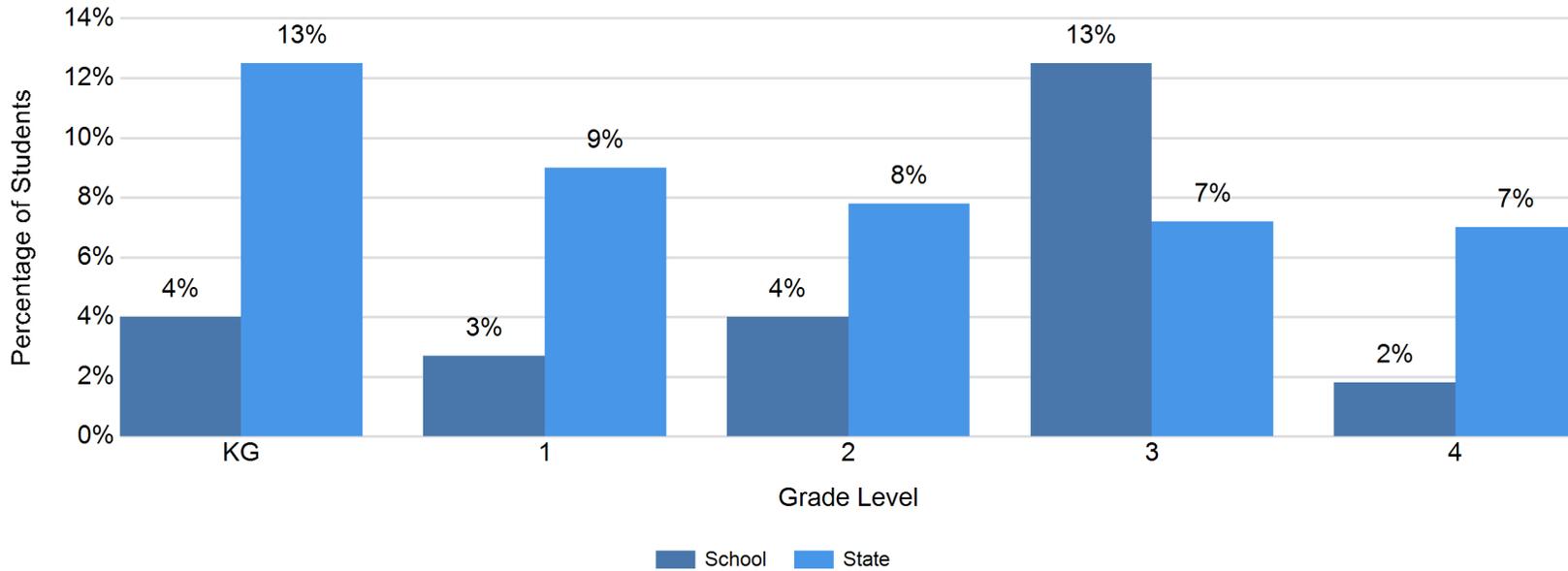


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### Chronic Absenteeism by Grade

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	8:25AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 25 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	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	2.11

### 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	1.3%
Any Suspension	1.3%

### 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	1.4:1	903.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$591	\$15,369	\$15,960



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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	19	120,724
Average years experience in public schools	8.9	11.8
Average years experience in district	6.9	10.5
Teachers in district for 4 or more years	58%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	14.5	15.9
Average years experience in district	10.8	11.6
Administrators in district for 4 or more years	64%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	237:1	133:1
Librarian/Media Specialists		554:1
Nurses		554:1
Counselors		302:1
Child Study Team		208:1



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

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

**Teachers:** All classroom teachers

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

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	75%	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	99%



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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	12.0	17.5%
Mathematics Proficiency	19.5	17.5%
English Language Arts Growth	48.3	25.0%
Mathematics Growth	74.1	25.0%
Chronic Absenteeism	75.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		47.4
<b>Summative Rating:</b> Percentile rank of Summative Score		45.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	47.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	50.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	51.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	N	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Kobylarz	<b>Email Address:</b>	<a href="mailto:catherine_kobylarz@nplainfield.org">catherine_kobylarz@nplainfield.org</a>
<b>Address:</b>	269 GROVE ST N PLAINFIELD, NJ 07060-4005	<b>Website:</b>	<a href="https://www.nplainfield.org/SBS">https://www.nplainfield.org/SBS</a>
<b>Phone:</b>	(908)769-6063		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Recognized by the Rotary Club of N.P. as an officially chartered Youth Service Club for its ideal of Service Above Self</li> <li>• Curriculum includes Everyday Math, Readers Workshop and Next Gen Science Standards</li> <li>• Technology includes classroom interactive boards, iPads, and Chromeboards</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The school's mission is to live, learn and grow together; to appreciate and respect our rich, cultural heritage and to understand the importance of celebrating the community. Our learning motto continues to be: "Read! Read! Read!"</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Stony Brook received recognition by the State Department of Education for a Best Practice in Character Education. The program is titled, "LEAP-Living Equally and Peacefully" has continued since its inception in '04. It encompasses a variety of character education lessons, whole brain activities and responsive classroom community building. Stony Brook also was recognized as a Sustainable NJ School this year and received recognition by the Rotary Club of N.P. for the Early Act Club.</p>



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Stony Brook School is home to the district's Gifted &amp; Talented Program for grades K-6. This program offers enrichment to its identified students and seeks to support higher level skills in Kindergarten and first grade. The school's curriculum encompasses Everyday Mathematics, Readers Workshop and Next Gen Science Standards. Technology has been embedded into the curriculum.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Extracurricular activities are recognized as important educational components. The School Band, School Chorus, Safety Patrol, Student Council, the Early Act Club, Afterschool Art, the Computer Club, the Lego Club and the Extended Day program offer students the opportunity for academic and social gain under the watchful and encouraging eyes of their teachers. Students are given the opportunity to participate in volunteer programs such as Food Drives, JumpRope for Heart and Girls on the Run.</p>



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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Administrators and teachers are involved in a high degree of professional development during the year. New teachers entering the district attend a week of Induction. Afterschool professional development classes are led by Supervisors and Master Teachers. Tuition reimbursement is offered for pre-approved classes. Teachers participate in Professional Learning Communities and School Based Planning Teams. Educational Consultants are also part of the professional development team.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Supports and Services are provided in varying levels based on the needs of the students. Stony Brook has a full time Guidance Counselor, an Academic Support Team and a Depart. of Special Services. Intervention and referral services meets monthly to assist students with learning, behavior or health difficulties. Instruction is targeted and differentiated based on student data and growth. Progress reports, conferences and report cards inform parents of student progress.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Student health and wellness is an important component of the school's culture. A full time School Nurse offers a multitude of programs to promote student health. Nutritional breakfast and lunch programs are offered daily. A full time physical education/health teacher provides educational classes on strategies for promoting student wellness with supervised recess activities daily.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent and community involvement has been extensive. The PTA offers monthly meetings, Parent Information Evenings and outreach to all families. Classrooms have a set of homeroom parents offering assistance. Parent Advisory groups such as the Special Education Parent Advisory Group, are available for consultation. The Mayor, and Police Officers visit schools monthly to assist with the "Safe Routes" program. The Parent Portal offers an array of information regarding students.</p>



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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A School Climate Survey has been conducted yearly and has become an important component in the school's decision policy. The results have been shared with staff at faculty meetings and with parents during the PTA meetings. Questions focus on student safety, academic programs and growth as well as any parent concerns. Parents have been comforted in knowing school safety drills are conducted monthly.</p>
 <p><b>Facilities:</b></p>	<p>Stony Brook School was established in 1950 as the third elementary building in a growing town. The building contains 15 classrooms, one library media center and a gymnasium/auditorium/lunchroom titled the "cafegymatorium." The building contains the main office, nurse's office, guidance office and the department of special services office. Stony Brook School overlooks a backcourt yard beautifully decorated with recycled art projects and benches for family gatherings during student dismissal.</p>



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School Narrative

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



Other Information:

Stony Brook School, established in 1950 was named in honor of the "Stony Brook" that babbles through its property line. Located in the center of North Plainfield, Stony Brook educates approximately 240 students with 50 staff members. In October 2017 the school became a PreK-Grade 4 building, happy to welcome our youngest learners. The doors open at 7:30am offering a nutritious breakfast program for students. The academic day begins with morning announcements which include a daily pledge of allegiance, a patriotic song, a morning jumpstart containing CORE values and birthday acknowledgements. Classes begin with a Morning Meeting greeting & activity. Students are involved in 150 minutes of Language Arts, 60 minutes of Mathematics daily. Throughout the week their program includes classes in Social Studies, Science PE/Health, Choral Music, Art, Library, Computers. Lunch is served daily followed by a supervised recess period. Each classroom contains an interactive whiteboard, iPads and access to Chromebooks for a high level of technology integration. All instruction is Standards based using best practices recommended for instruction. The school motto, "Read!Read!Read!" A dedicated staff and a community of helpful and caring parents offer the Stony Brook students the foundational opportunities to flourish as they begin their lifelong journey in education.



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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
PK	8	5	0
KG	98	101	100
1	121	95	96
2	131	112	93
3	114	123	117
4	127	113	121
Ungraded	9	12	13
Total	608	561	540

Student Group	2014-15	2015-16	2016-17
Female	45%	48%	47%
Male	55%	52%	53%
Economically Disadvantaged Students	67%	65%	62%
Students with Disabilities	9%	11%	12%
English Learners	12%	16%	18%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	59.3%
Black or African American	19.4%
White	17.2%
Asian	3.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

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

**Enrollment by Home Language**

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

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.

Grade	2014-15	2015-16	2016-17
PK - Half Day	8	5	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	94	101	100

Home Language	% of Students
English	53.0%
Spanish	42.0%
Arabic	1.9%
Urdu	1.1%
Other	2.1%



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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	220	97.5	35.40	34.90	54.90	35.4	34.5	Met Target
White	38	97.4	44.70	47.60	63.90	44.7	43.3	Met Target
Hispanic	121	97.7	27.30	31.00	39.80	27.3	30.2	Met Target†
Black or African American	48	98.1	45.90	36.20	35.20	45.9	39.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	92.3	45.50	48.10	80.70	43.9	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	104	97.3	40.40	44.30	62.20	40.4		
Male	116	97.7	31.00	26.00	48.10	31		
Economically Disadvantaged Students	140	98.1	27.10	29.50	36.20	27.1	30.3	Met Target†
Non-Economically Disadvantaged Students	80	96.5	50.10	44.90	65.80	50.1		
Students with Disabilities	33	100.0	*	*	20.50	*	14.8	Met Target†
Students without Disabilities	187	97.1	*	*	61.90	*		
English Learners	34	97.4	11.80	*	25.20	11.8	15.9	Met Target†
Non-English Learners	186	97.5	39.80	*	57.40	39.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	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
<b>Schoolwide</b>	114	728	726	749	26%	20%	*	33%	*	34%	50%
White	22	727	*	759	*	*	*	*	0%	41%	61%
Hispanic	61	720	719	734	33%	*	*	23%	*	25%	35%
Black or African American	25	742	*	731	*	*	*	48%	0%	48%	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	51	726	727	754	28%	*	24%	28%	*	29%	55%
Male	63	729	724	745	25%	*	16%	38%	*	38%	46%
Economically Disadvantaged Students	78	721	718	731	*	*	*	26%	*	27%	31%
Non-Economically Disadvantaged Students	36	742	743	762	*	*	*	50%	*	50%	63%
Students with Disabilities	16	690	*	720	*	*	*	*	*	*	24%
Students without Disabilities	98	734	*	755	*	*	*	*	*	*	55%
English Learners	12	688	*	709	*	*	*	*	*	*	11%
Non-English Learners	102	732	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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	118	739	739	753	*	20%	31%	30%	*	36%	56%
White	16	748	747	762	*	*	*	*	*	50%	67%
Hispanic	68	734	734	740	*	24%	34%	28%	*	29%	40%
Black or African American	27	745	*	737	*	*	*	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	57	748	745	758	*	*	26%	39%	*	49%	61%
Male	61	730	732	749	*	*	36%	21%	*	25%	51%
Economically Disadvantaged Students	71	732	731	737	*	*	35%	24%	*	27%	36%
Non-Economically Disadvantaged Students	47	749	752	764	*	*	26%	38%	*	51%	69%
Students with Disabilities	16	713	706	725	*	*	*	*	*	13%	25%
Students without Disabilities	102	743	747	759	*	*	*	*	*	40%	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%

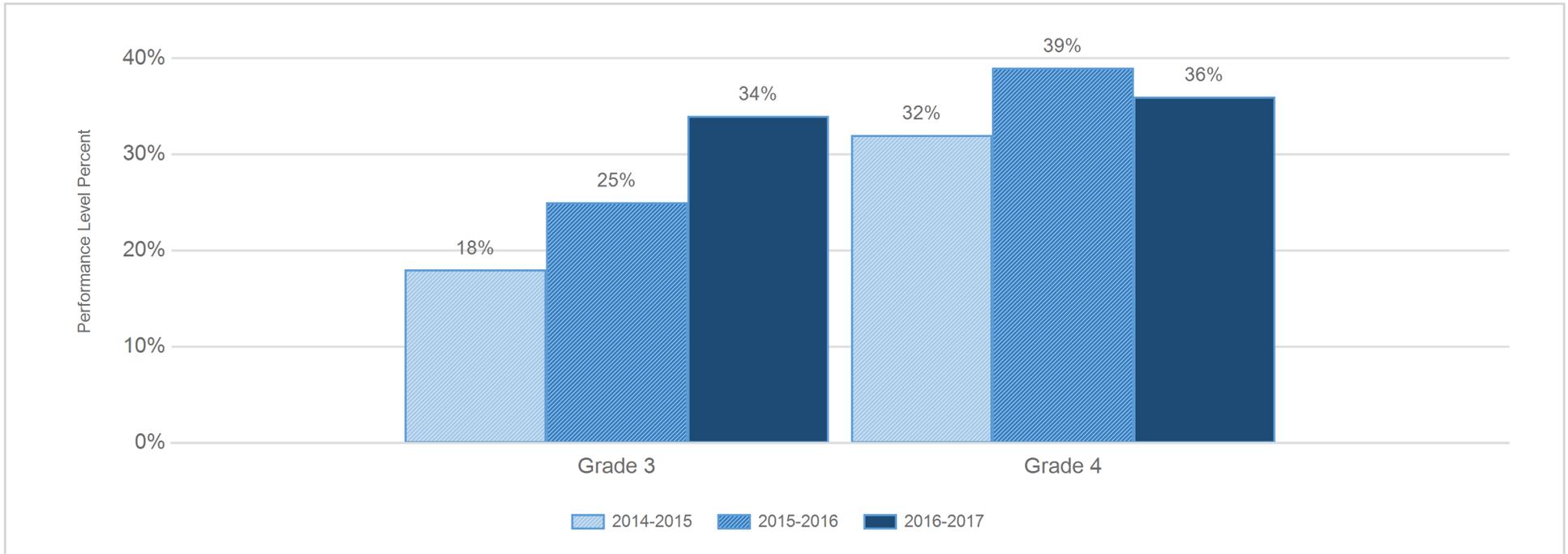


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**English Language Arts/Literacy Assessment - Performance Trends**

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	220	97.5	31.40	24.20	43.50	31.4	32.2	Met Target†
White	38	97.6	36.80	33.80	52.40	36.8	39.7	Met Target†
Hispanic	120	97.0	23.40	22.10	27.60	23.4	30.6	Not Met
Black or African American	48	98.1	43.80	23.50	21.70	43.8	32.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	100.0	41.70	30.90	75.60	41.7	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	104	97.4	36.60	26.50	44.10	36.6		
Male	116	97.7	26.70	22.20	42.90	26.7		
Economically Disadvantaged Students	140	98.1	24.30	20.60	25.10	24.3	27.2	Met Target†
Non-Economically Disadvantaged Students	80	96.6	43.80	31.00	54.30	43.8		
Students with Disabilities	32	97.1	12.50	*	16.50	12.5	23	Not Met
Students without Disabilities	188	97.6	34.60	*	48.80	34.6		
English Learners	34	97.6	14.70	10.10	23.30	14.7	10	Met Target
Non-English Learners	186	97.5	34.40	26.20	45.20	34.4		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	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	115	733	732	751	21%	23%	*	30%	*	37%	53%
White	23	737	*	759	*	*	*	*	*	35%	63%
Hispanic	61	725	728	738	28%	26%	*	25%	*	28%	37%
Black or African American	25	745	*	733	*	*	*	44%	*	52%	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	52	733	732	751	*	*	*	29%	*	35%	52%
Male	63	733	732	751	*	*	*	30%	*	38%	53%
Economically Disadvantaged Students	78	726	727	736	*	*	*	26%	*	30%	34%
Non-Economically Disadvantaged Students	37	747	744	761	*	*	*	38%	*	51%	65%
Students with Disabilities	15	703	*	729	*	*	0%	*	*	13%	29%
Students without Disabilities	100	738	*	755	*	*	23%	*	*	40%	57%
English Learners	14	700	704	724	*	*	*	*	*	*	21%
Non-English Learners	101	738	735	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Mathematics Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	121	732	737	747	*	30%	32%	26%	*	26%	47%
White	17	734	734	755	*	*	*	*	0%	35%	59%
Hispanic	69	729	735	734	15%	26%	39%	20%	0%	20%	30%
Black or African American	27	737	*	729	*	*	*	*	*	33%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	58	737	741	747	*	29%	22%	36%	*	38%	47%
Male	63	728	734	747	*	30%	41%	16%	*	16%	48%
Economically Disadvantaged Students	72	729	733	732	*	29%	39%	19%	*	19%	27%
Non-Economically Disadvantaged Students	49	737	744	757	*	31%	22%	35%	*	37%	61%
Students with Disabilities	16	717	713	724	*	63%	*	*	*	13%	22%
Students without Disabilities	105	735	743	751	*	25%	*	*	*	29%	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%

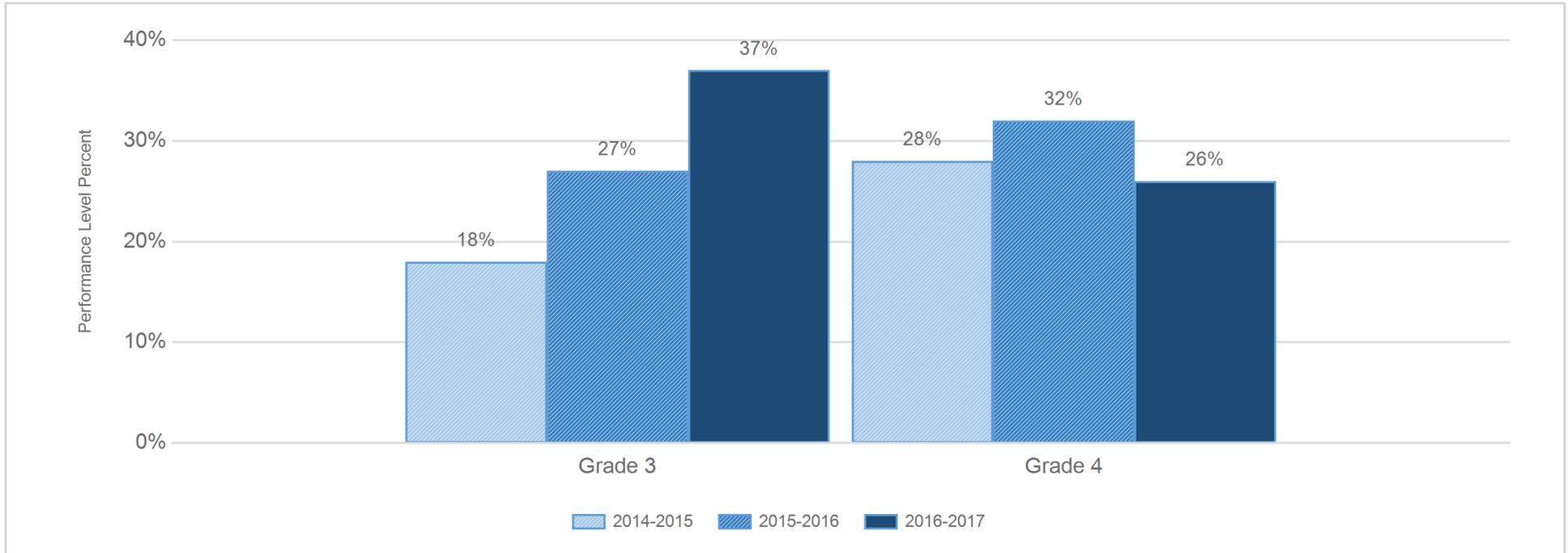


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**Mathematics Assessment – Performance Trends**

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	*	*

**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	32	*	*
2	31	*	*
3	19	*	*
4	10	*	*
5+	*	*	*



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

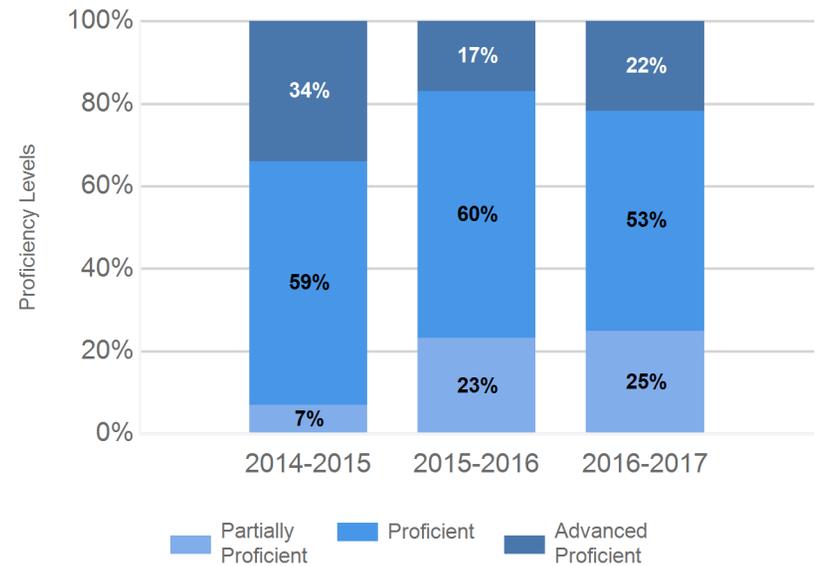
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	22%	53%	25%
White	29%	*	*
Hispanic	19%	56%	26%
Black or African American	19%	59%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	16%	54%	29%
Students with Disabilities	13%	38%	50%
English Learners	*	*	*

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

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	47	50	Met Target	55.5	44	50	Met Target
White	64	52	50	**	64	45	52	**
Hispanic	45	45	49	Met Target	49	42	47	Met Target
Black or African American	45	*	45	Met Target	60	*	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43.5	46	47	Met Target	56	45	46	Met Target
Students with Disabilities	49	39	41	**	43	38	43	**
English Learners	44.5	45	53	**	41	40	51	**

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



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

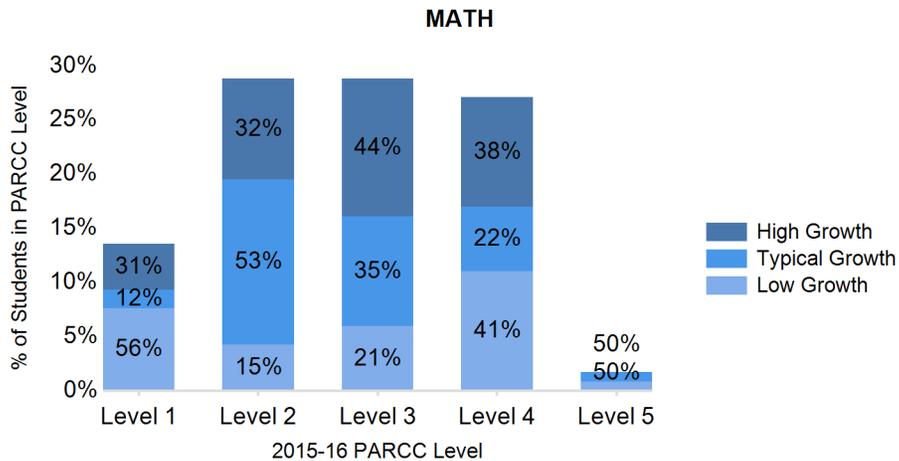
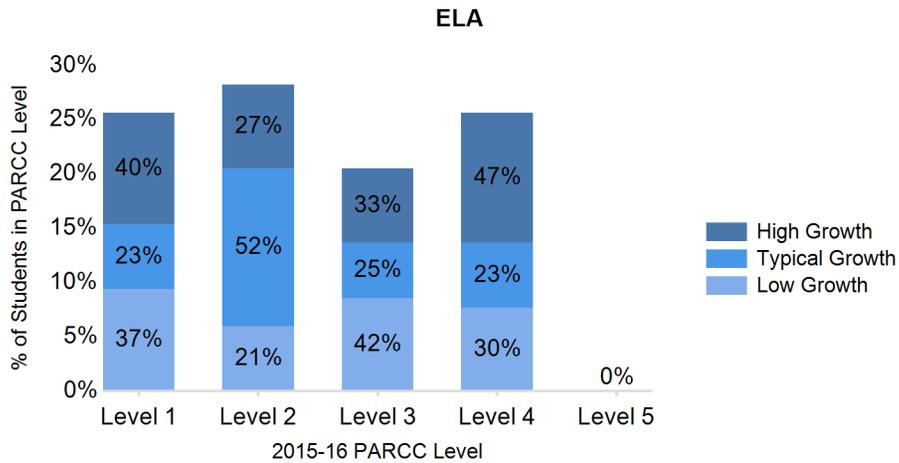
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

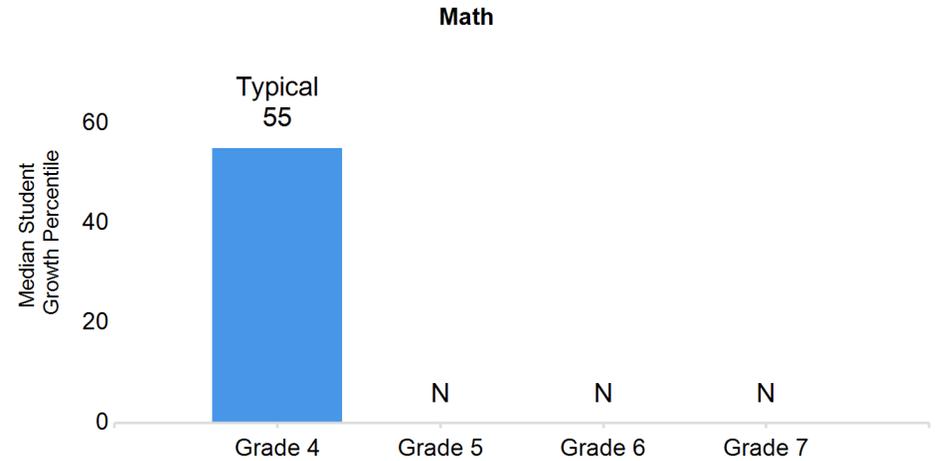
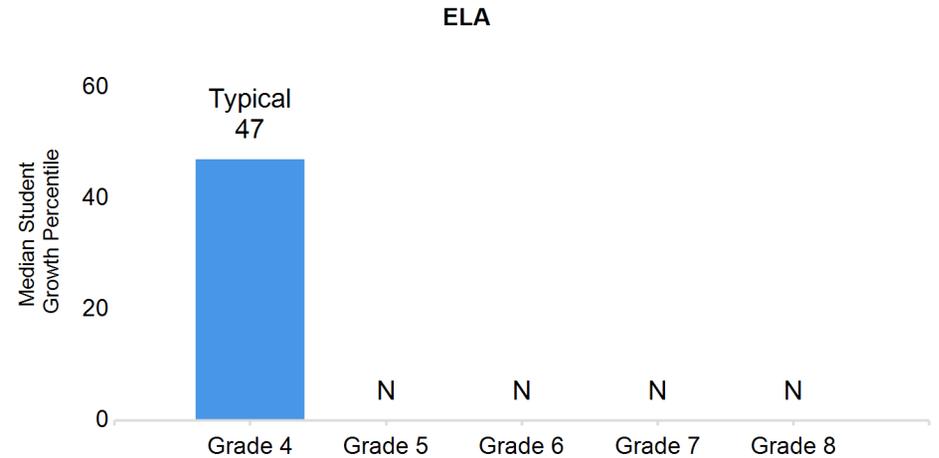
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

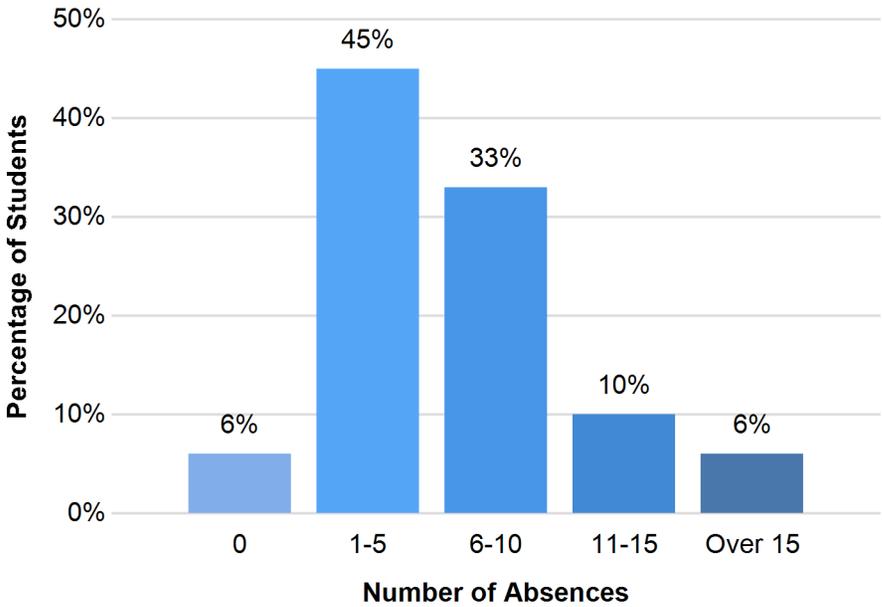
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.70	8.70	Met Target
White	0	8.70	Met Target
Hispanic	4.40	8.70	Met Target
Black or African American	3.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	10.00	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.20	8.70	Met Target
Students with Disabilities	6.20	8.70	Met Target
English Learners	4.00	8.70	Met Target

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

**Days Absent**

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



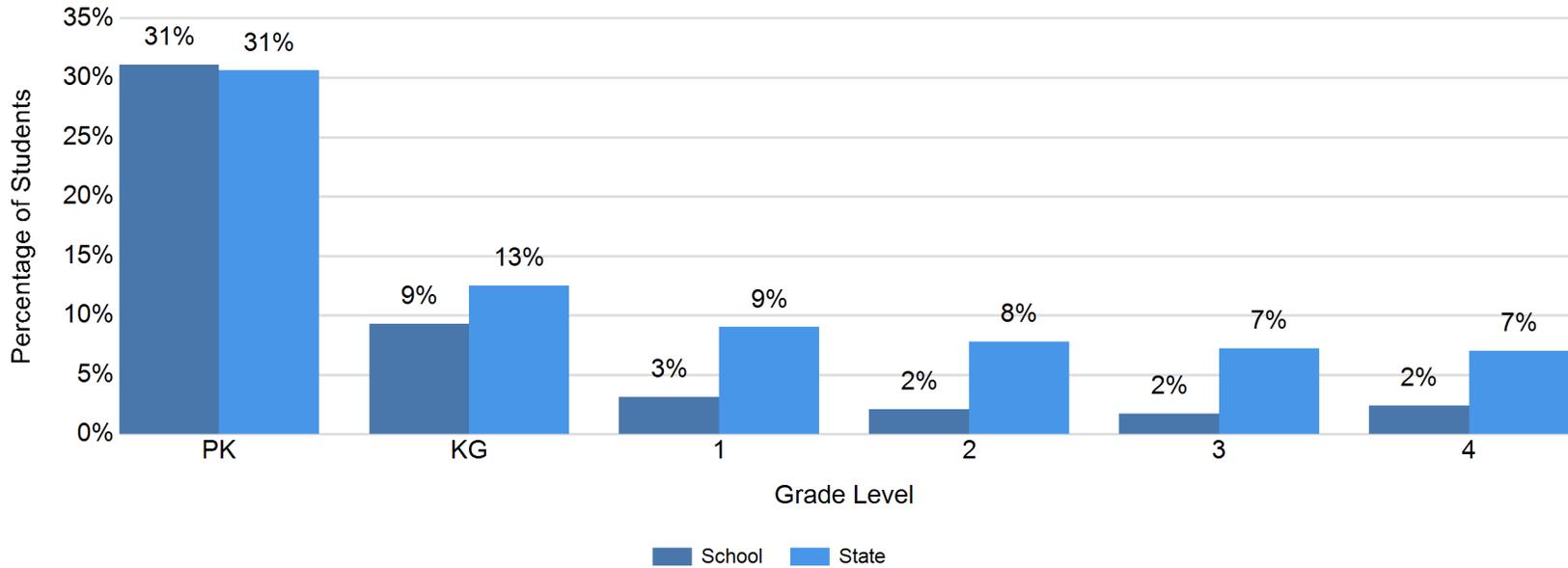


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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 25 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	4
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.74

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.1%
Out-of-School Suspensions	1.1%
Any Suspension	1.7%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	903.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$591	\$15,369	\$15,960



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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	50	120,724
Average years experience in public schools	9.2	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	62%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	14.5	15.9
Average years experience in district	10.8	11.6
Administrators in district for 4 or more years	64%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	270:1	133:1
Librarian/Media Specialists		554:1
Nurses		554:1
Counselors		302:1
Child Study Team		208:1



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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	85%	89%
2015-16 Administrators: Same district 2016-17	75%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	16.0	17.5%
Mathematics Proficiency	26.7	17.5%
English Language Arts Growth	37.8	25.0%
Mathematics Growth	74.3	25.0%
Chronic Absenteeism	79.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		47.4
<b>Summative Rating:</b> Percentile rank of Summative Score		45.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	47.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Hispanic	42.4	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	78.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	52.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Not Met	Met Target	**	**	No
English Learners	**	**	No	Met Target†	Met Target	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Luis	<b>Email Address:</b>	<a href="mailto:filipe_luis@nplainfield.org">filipe_luis@nplainfield.org</a>
<b>Address:</b>	447 GREENBROOK RD N PLAINFIELD, NJ 07060-1738	<b>Website:</b>	<a href="https://www.nplainfield.org/WES">https://www.nplainfield.org/WES</a>
<b>Phone:</b>	(908)769-6083	<b>Facebook:</b>	<a href="https://www.facebook.com/westendnplainfield/">https://www.facebook.com/westendnplainfield/</a>

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• 100% of our academic staff participate in Reading Workshop job-embedded coaching and implementation of model.</li> <li>• Awarded 3 Character Education Promising Practices over the course of two consecutive years.</li> <li>• Integrated technology in all classrooms - smartboards, 2:1 student devices, and Google Suite</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>To achieve our vision as a learning community, West End School is characterized by: * An atmosphere where empowerment extends to children and adults in order to draw on each other's strengths; * A commitment to foster positive self-esteem; * A positive learning environment dedicated to high academic and social standards; * A dedication to the development of critical and creative thinking; * A respect for individual and cultural diversity.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Our school is part of an elite group of schools that have achieved the prestigious Sustainable Jersey for Schools certification. Schools that earn the certification are considered by their peers, state government, experts, and civic organizations in New Jersey to be among the leading schools in the state.</p>



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The language arts program encompasses reading literature and informational text, foundational skills, speaking and listening, language (spelling, grammar, and vocabulary) and writing (crafting narrative, informational, and opinion pieces as well as practicing handwriting). The understandings and skills of each strand of the common core state standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum.</p>
 <p><b>Sports and Athletics:</b></p>	<p>The Girls on the Run program encourage positive emotional, social, mental and physical development. Participants explore and discuss their own beliefs around experiences and challenges girls face at this age. They also develop important strategies and skills to help them navigate life experiences. We start with helping the girls get a better understanding of who they are and what's important to them. And, finally, the girls explore how they can positively connect with and impact the world.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students at West End Elementary School are invited to participate in a variety of co-curricular clubs and activities offered both before and after school. We are proud of the music program, which consists of our school Band and Chorus. Beyond music, West End Elementary School offers students the chance to participate in clubs and activities including Art, Computers, Safety Patrol, and Student Council clubs.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Families who wish to participate in the breakfast program, may be dropped off at the designated breakfast door. We invite and encourage families to look into the breakfast program, especially for those who drop off their children early. Klubhouse Kids provides a paid aftercare program for school-age children until 6:00 PM.</p>



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 <p><b>Staff and Professional Learning:</b></p>	<p>Workshops offered through “For North Plainfield, By North Plainfield” are developed and coordinated to address the professional development needs of district staff while simultaneously cultivating teacher leadership and in-district turnkey efforts. The program focus and workshop offerings are in line with department and district professional development objectives and collaboration goals.</p>
 <p><b>Postsecondary Information:</b></p>	<p>“College and Career Readiness” is the theme for the elementary school level program starting at during the 2017-2018 school year. This program will ensure that the Pre K- Grade 4 students will be involved in the competencies, habits and skills necessary to begin the processes and knowledge necessary to understand college and career readiness opportunities.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our School Counselor provides aid to teachers, parents, and students as needed by providing information on appropriate resources within and outside the district, and acts as a liaison among the school, community agencies, parents, and children as the situation demands. Academic Support for students who demonstrate a need to improve targeted skills in language arts or mathematics is available.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>*Our school has access to a certified school nurse who provides preventative emergency and referral services; organizes dental, visual, and auditory exams and screenings; and acts as a resource to the classroom teachers and school community. *Food Services provides both breakfast and lunch for students. Information on the cost is sent home each year. Children may bring lunch or purchase lunch and/or milk at school.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are encouraged to get involved by joining and becoming an active member of the Parent Teacher Association (PTA). The PTA works to support the children and staff. They are part of the building’s programs and initiatives and are an integral component of the learning community at West End Elementary School. The district also facilitates special education parent groups and ESL advisory groups during the school year to discuss topics of interest identified by parents.</p>



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Climate Surveys:

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

Our students, parents/guardians, and teachers will be asked to complete an online survey that will focus on a range of issues, inclusive of student safety, positive student relationships, and access to resources in the school. The data collected will be reviewed and used to better meet the needs of our students.



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Other Information:

While there are many things to be excited about at West End, we have recently received the following public acknowledgements: Recognition for 2 National Promising Practice in 2017 by Character.org: Community is Unity: A Multifaceted Community Outreach Program - Our program is a community outreach approach that embraces the opportunity to work and build partnerships with our families. West End has initiated a multitude of strategies to foster parent/guardian involvement and engagement which is associated with students' academic performance and social competence. This allows us to reach out to our sub groups of families to unlock the potential and create impact for our school community. West End Leader Readers: Building Reading & Relationships - Leader Readers is a cross-grade literacy/mentoring program that builds reading skills, relationships and character while promoting leadership in character education themed meetings of older and younger students.

To create this exciting environment for children, the school involves its children in a school-wide Character Education based on our district's core value of Caring, Appreciation, Respect, Determination. These concepts will be studied through projects, guest speakers, literature reviews, assemblies, and home involvement. Through this program, the children develop ethical decision-making skills and will create a code of behavior that empowers them to change the world for the better, starting with themselves and then spreading to others.