




Evergreen Elementary School
2016-2017
Grade Span PK-04

39-4670-090
UNION
SCOTCH PLAINS-FANWOOD REG
2280 EVERGREEN AVENUE
SCOTCH PLAINS, NJ 07076

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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	29	27	29
KG	67	41	68
1	79	84	67
2	79	76	77
3	69	80	75
4	75	74	81
Ungraded	8	1	5
Total	406	383	402

Student Group	2014-15	2015-16	2016-17
Female	51%	49%	50%
Male	50%	51%	50%
Economically Disadvantaged Students	7%	5%	5%
Students with Disabilities	16%	14%	13%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	76.1%
Asian	9.0%
Black or African American	7.2%
Hispanic	5.2%
American Indian or Alaska Native	0.7%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.7%

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	28	27	29
PK - Full Day	0	0	0
KG - Half Day	67	41	0
KG - Full Day	0	0	68

Home Language	% of Students
English	98.0%
Other	1.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	158	98.8	79.80	77.40	54.90	79.8	74.4	Met Target
White	129	99.2	84.50	78.50	63.90	84.5	75.6	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.00	*	80.70	90	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	84.80	54.90	N	**	**
Female	84	97.7	90.50	84.30	62.20	90.5		
Male	74	100.0	67.50	70.60	48.10	67.5		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	22	95.8	50.00	38.00	20.50	50	N	N
Students without Disabilities	136	99.3	84.60	84.70	61.90	84.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	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
Schoolwide	77	768	766	749	0%	14%	18%	53%	14%	68%	50%
White	60	771	767	759	0%	*	*	58%	17%	75%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	34	782	772	754	0%	*	*	62%	*	85%	55%
Male	43	757	760	745	0%	*	*	47%	*	54%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	12	748	*	720	*	*	*	*	*	42%	24%
Students without Disabilities	65	772	*	755	*	*	*	*	*	72%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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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	81	786	777	753	*	*	*	46%	46%	91%	56%
White	70	786	777	762	*	*	*	46%	46%	91%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	50	792	784	758	*	*	*	42%	52%	94%	61%
Male	31	776	769	749	*	*	*	52%	36%	87%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	10	747	744	725	*	*	*	*	0%	60%	25%
Students without Disabilities	71	791	783	759	*	*	*	*	52%	96%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	81	786	777	755	*	*	*	46%	46%	91%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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%

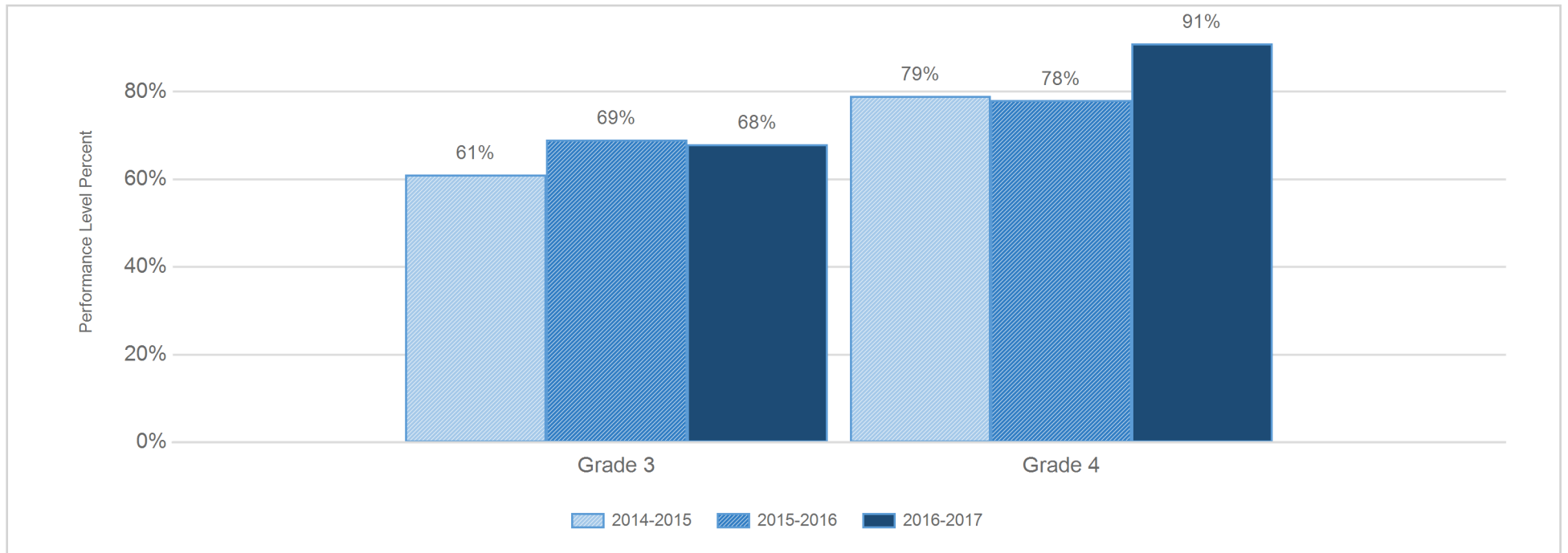


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English Language Arts/Literacy Assessment - Performance Trends

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	158	98.8	74.70	66.50	43.50	74.7	75.1	Met Target†
White	129	99.2	80.60	68.70	52.40	80.6	76.5	Met Goal
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	100.00	*	75.60	100	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	70.70	44.90	N	**	**
Female	84	97.7	76.20	67.20	44.10	76.2		
Male	74	100.0	73.00	65.80	42.90	73		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	22	95.8	40.90	31.80	16.50	40.9	N	N
Students without Disabilities	136	99.3	80.10	72.80	48.80	80.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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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	77	764	765	751	*	*	21%	46%	23%	69%	53%
White	60	766	765	759	0%	*	*	57%	22%	78%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	34	767	765	751	*	*	*	38%	*	71%	52%
Male	43	762	764	751	*	*	*	51%	*	67%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	12	753	*	729	*	*	*	*	*	50%	29%
Students without Disabilities	65	766	*	755	*	*	*	*	*	72%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	771	768	747	*	*	15%	62%	19%	80%	47%
White	70	770	768	755	*	*	14%	66%	16%	81%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	50	772	768	747	*	*	*	62%	*	80%	47%
Male	31	769	768	747	*	*	*	61%	*	81%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	10	739	747	724	*	*	*	*	0%	30%	22%
Students without Disabilities	71	775	772	751	*	*	*	*	21%	87%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	81	771	768	749	*	*	15%	62%	19%	80%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

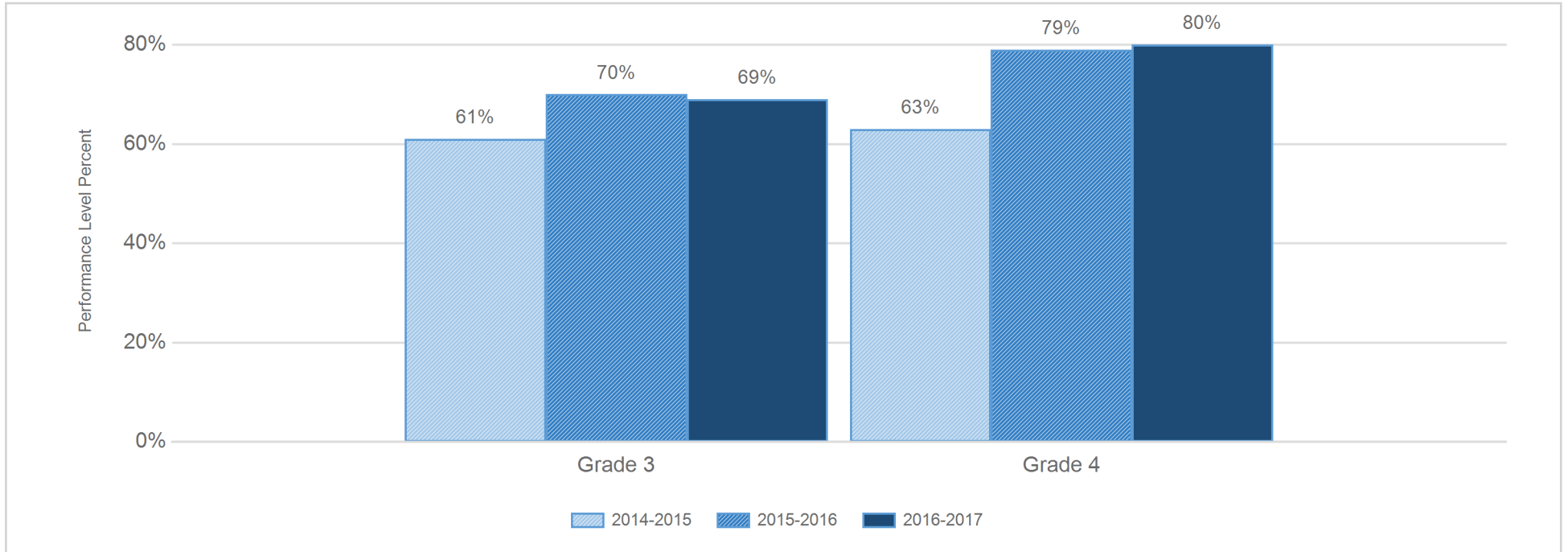


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Mathematics Assessment – Performance Trends

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	*	*

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	*	*	*
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.

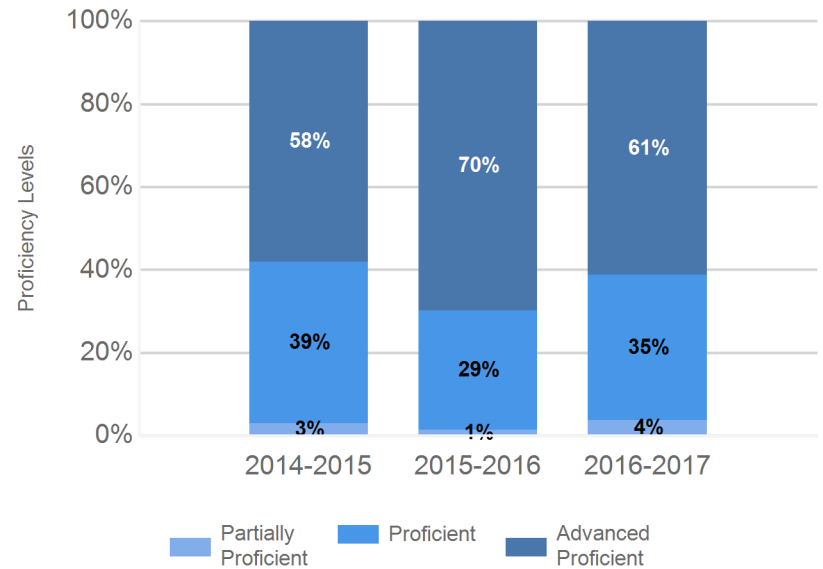
NJASK Science Assessment Performance: Grade 4

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	61%	35%	4%
White	65%	33%	1%
Hispanic	N	*	N
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	*	*	N
Students with Disabilities	36%	36%	27%
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	85	55	50	Exceeds Target	81	52	50	Exceeds Target
White	83	55	50	Exceeds Target	82	52	52	Exceeds Target
Hispanic	*	52	49	**	*	49.5	47	**
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	60	**	*	58	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	*	48	47	**	*	50	46	**
Students with Disabilities	*	*	41	**	*	*	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.



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

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

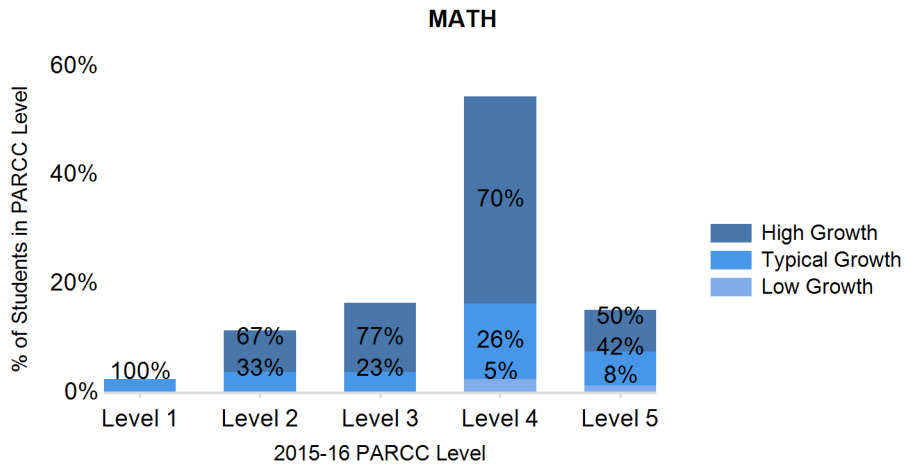
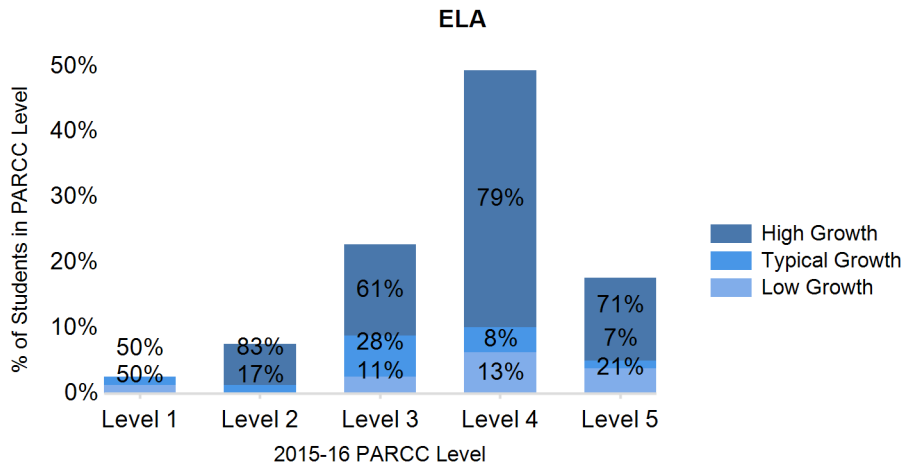
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

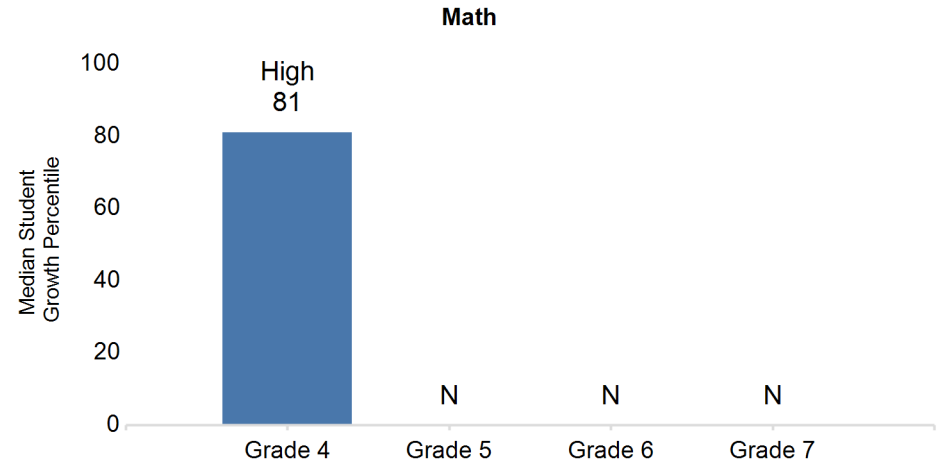
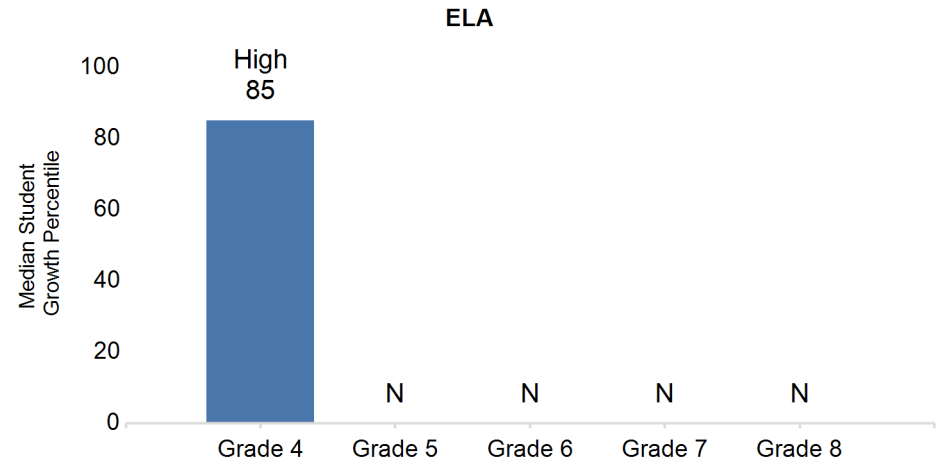
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

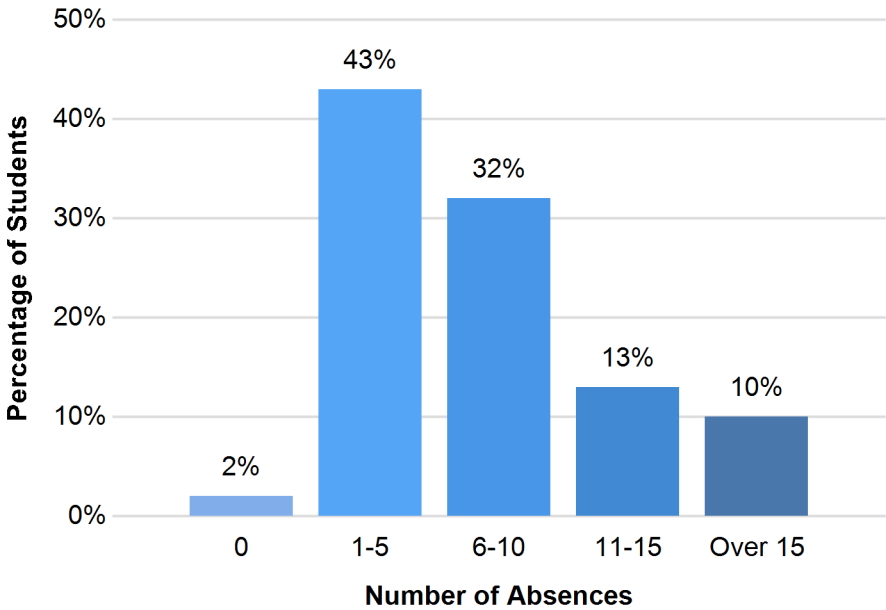
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.70	Met Target
White	4.20	8.70	Met Target
Hispanic	0	8.70	Met Target
Black or African American	10.30	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	14.70	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.00	8.70	Not Met
Students with Disabilities	9.60	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



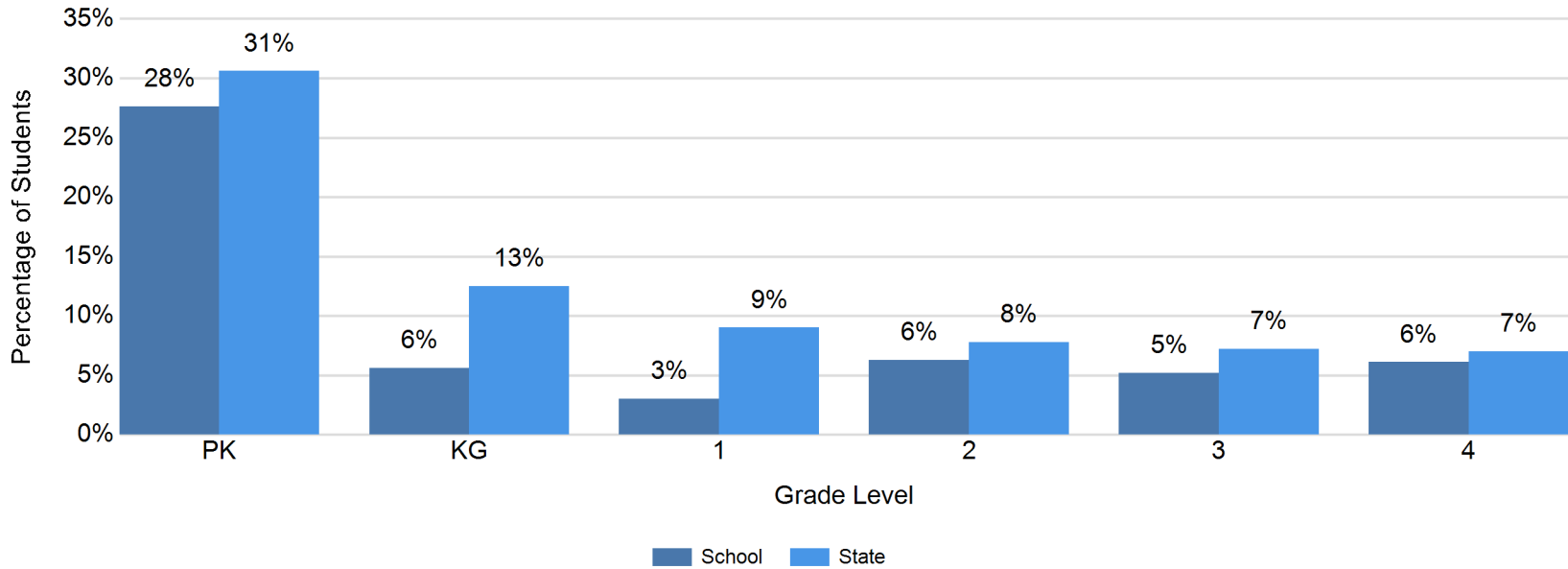


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	182.9 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$293	\$12,917	\$13,210



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	402:1	195:1
Librarian/Media Specialists		684:1
Nurses		497:1
Counselors		497:1
Child Study Team		391:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	93%	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	93.9	17.5%
Mathematics Proficiency	93.3	17.5%
English Language Arts Growth	99.9	25.0%
Mathematics Growth	99.5	25.0%
Chronic Absenteeism	43.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		89.2
Summative Rating: Percentile rank of Summative Score		98.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	89.2	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	94.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	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	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Haubert	Email Address:	chaubert@spfk12.org
Address:	2280 EVERGREEN AVENUE SCOTCH PLAINS, NJ 07076	Website:	https://www.spfk12.org/evergreen
Phone:	(908)889-5331		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Everyday Math, Balanced Literacy, Global Perspectives, and Next Generation Science Standards. • Technology incorporates a focus on student production of work through laptops, iPads, and document cameras. • Evergreen’s positive school climate is enhanced through Responsive Classroom, Peer Buddy and Bucket Filler programs.
 <p>Mission, Vision, Theme:</p>	<p>Evergreen School strives to educate and empower our community of individual learners to be successful citizens of the world. We are committed to fostering effective communicators who use verbal, written, artistic, and technological forms of communication. In partnership with families, we strengthen and support our students’ academic and social growth. Our staff is committed to empower our students to be reflective lifelong learners who will grow to be leaders in our global community.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses Everyday Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).</p>
 <p>Clubs and Activities:</p>	<p>Many activities are offered beyond the curriculum, such as the Evergreen School Helping Hands and Kindness Club. A great number of PTA-sponsored activities, such as the Variety Show and Junior Achievement, reflect the commitment and importance the community places on education. A highly qualified and motivated staff is involved and supportive, completing the home-school partnership. The combination results in a wealth of opportunities for the children.</p>
 <p>Before and After School Programs:</p>	<p>After School Enrichment, Variety Show, and various evening activities for students and families are offered by the PTA. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Professional development is delivered through three full days of professional development for teachers. Additionally, after school programs as well as summer programs are also available for all staff. In the 2016-2017 school year, the district moved to full-day kindergarten and provided a series of professional development workshops for this staff. Further, teachers in grades 1-3 attended professional learning opportunities through the National Institute for Early Education Research.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners are supported at one of the district's five elementary schools. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for language arts and math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in a comprehensive PE/health program offered by a certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.</p>
 <p>Parent and Community Involvement:</p>	<p>The Evergreen School community enjoys a very respectful and productive home-school partnership. Our highly professional and committed faculty works closely with our parent community to create an educational environment that encourages student learning and growth. We are proud of our very vibrant and active PTA that offers enriching cultural arts programs and many family centered activities during the year.</p>



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School Narrative

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Facilities:

Evergreen School is 65 years old and includes a Library/Media Center, an art room, full gym as well as a multi-purpose room, which houses vocal and instrumental music and our cafeteria. In September 2016, a new wing was completed with five new classrooms designed for the new full day Kindergarten Program. Field areas and a playground promote active play at recess.



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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:

Evergreen Elementary School enrolls approximately 400 students. Our knowledgeable and dedicated faculty strives to meet the needs of our diverse population through differentiated instruction and varied learning activities designed to promote critical thinking and collaboration. During the 2016-2017 school year, Evergreen School had 20 general education classrooms grades pre-k through four. Evergreen is also home to one of the district's multi-graded self-contained classes for students with learning disabilities. The staff of Evergreen School is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. Our school provides a well-defined Program of Studies that includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and to adjust instruction accordingly. In 2016-2017, full day kindergarten was implemented. The instructional program is aligned with the NJ Kindergarten Guidelines and uses Teaching Strategies Gold to monitor student development in a variety of learning and social emotional domains. Teachers enhanced their learning through participation in the National Institute of Early Education Research professional development series on the NJ Guidelines for Early Learning in Grades K-3. We are proud of our 4th Grade Peer Buddy Program in which students volunteer to work and play with students from our self-contained class. This fosters acceptance and inclusion. Responsive Classroom techniques such as Morning Meeting build a sense of community within the classroom and school. The Bucket Filler Program for early grades helps students to understand how their words can be a source of encouragement or discouragement. Students practice being kind by filling other students' buckets with notes of appreciation.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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	47	40	39
KG	44	57	57
1	61	68	79
2	88	62	67
3	79	85	61
4	58	76	84
Ungraded	23	29	16
Total	400	417	403

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	48%
Male	50%	50%	52%
Economically Disadvantaged Students	9%	8%	8%
Students with Disabilities	20%	21%	17%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	71.2%
Black or African American	9.2%
Hispanic	9.2%
Asian	8.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.7%

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	50	40	39
PK - Full Day	0	0	0
KG - Half Day	42	57	0
KG - Full Day	0	0	57

Home Language	% of Students
English	88.1%
Spanish	4.0%
Chinese	1.0%
Other	6.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	142	97.3	71.80	77.40	54.90	71.8	75.5	Met Target†
White	108	96.4	76.00	78.50	63.90	76	77.9	Met Target†
Hispanic	10	100.0	70.00	*	39.80	70	**	**
Black or African American	15	100.0	53.30	58.10	35.20	53.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	68	97.1	75.00	84.30	62.20	75		
Male	74	97.4	68.90	70.60	48.10	68.9		
Economically Disadvantaged Students	14	100.0	64.30	57.40	36.20	64.3	**	**
Non-Economically Disadvantaged Students	128	97.0	72.70	78.80	65.80	72.7		
Students with Disabilities	22	100.0	40.90	38.00	20.50	40.9	48.8	Met Target†
Students without Disabilities	120	96.8	77.50	84.70	61.90	77.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	763	766	749	*	*	21%	59%	*	67%	50%
White	43	772	767	759	*	*	*	65%	*	74%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	26	764	772	754	*	*	*	58%	*	65%	55%
Male	32	763	760	745	*	*	*	59%	*	69%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	58	763	*	752	*	*	21%	59%	*	67%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	769	777	753	*	*	23%	54%	21%	75%	56%
White	65	771	777	762	*	*	22%	55%	22%	77%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	42	772	784	758	*	*	*	60%	*	81%	61%
Male	42	766	769	749	*	*	*	48%	*	69%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	747	744	725	*	*	*	*	*	31%	25%
Students without Disabilities	71	773	783	759	*	*	*	*	*	83%	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	*	*	*	728	*	*	*	*	*	*	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%

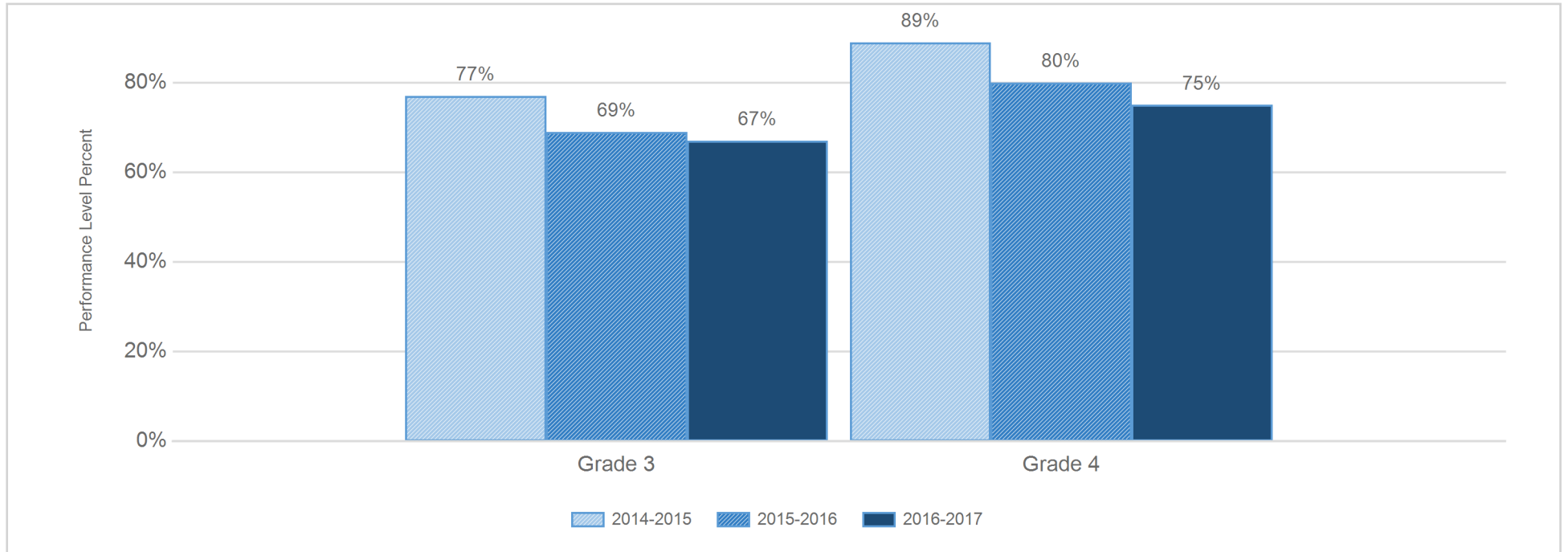


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English Language Arts/Literacy Assessment - Performance Trends

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	142	97.3	74.00	66.50	43.50	74	78.7	Met Target†
White	108	96.4	79.60	68.70	52.40	79.6	80	Met Target†
Hispanic	10	100.0	40.00	*	27.60	40	**	**
Black or African American	15	100.0	46.70	35.40	21.70	46.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	68	97.1	70.60	67.20	44.10	70.6		
Male	74	97.4	77.10	65.80	42.90	77.1		
Economically Disadvantaged Students	14	100.0	42.90	39.90	25.10	42.9	**	**
Non-Economically Disadvantaged Students	128	97.0	77.30	68.30	54.30	77.3		
Students with Disabilities	22	100.0	45.40	31.80	16.50	45.4	62.6	Met Target†
Students without Disabilities	120	96.8	79.20	72.80	48.80	79.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	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	58	767	765	751	*	*	21%	53%	21%	74%	53%
White	43	775	765	759	*	*	*	56%	28%	84%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	26	766	765	751	*	*	*	54%	*	69%	52%
Male	32	768	764	751	*	*	*	53%	*	78%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	58	767	*	753	*	*	21%	53%	21%	74%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	764	768	747	*	*	23%	66%	*	74%	47%
White	65	766	768	755	*	*	20%	66%	*	77%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	42	761	768	747	*	*	*	67%	*	71%	47%
Male	42	767	768	747	*	*	*	64%	*	76%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	744	747	724	*	*	*	*	*	46%	22%
Students without Disabilities	71	767	772	751	*	*	*	*	*	79%	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	*	*	*	722	*	*	*	*	*	*	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%

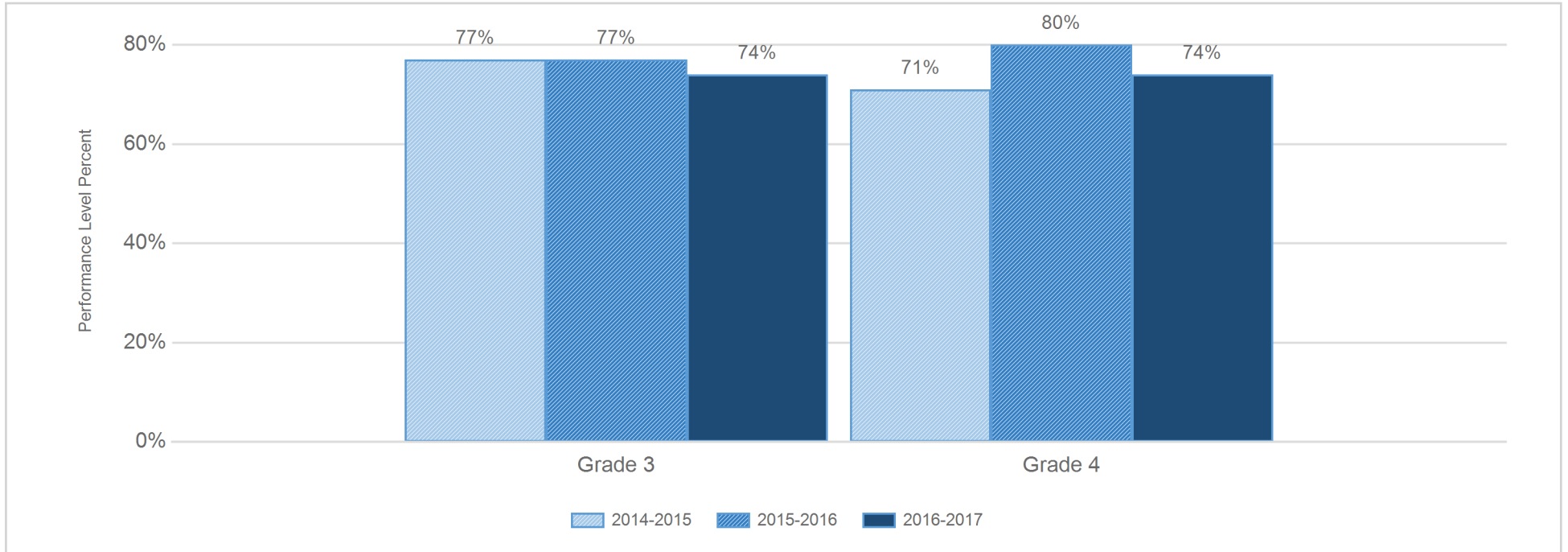


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Mathematics Assessment – Performance Trends

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	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.

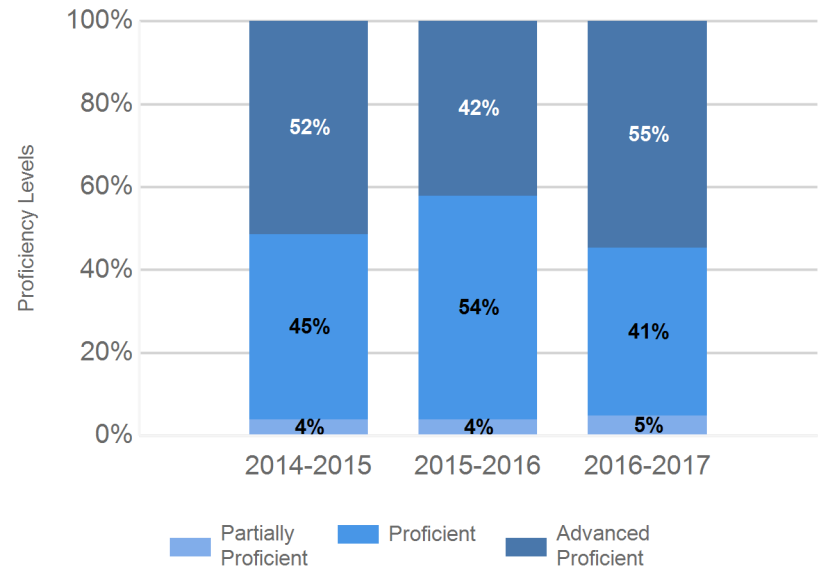
NJASK Science Assessment Performance: Grade 4

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	55%	41%	5%
White	57%	40%	*
Hispanic	*	*	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	40%	47%	13%
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	52	55	50	Met Target	57	52	50	Met Target
White	48	55	50	Met Target	59	52	52	Met Target
Hispanic	*	52	49	**	*	49.5	47	**
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	60	**	*	58	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	48	47	**	*	50	46	**
Students with Disabilities	38.5	*	41	**	61.5	*	43	**
English Learners	*	67	53	**	*	72	51	**

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



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

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

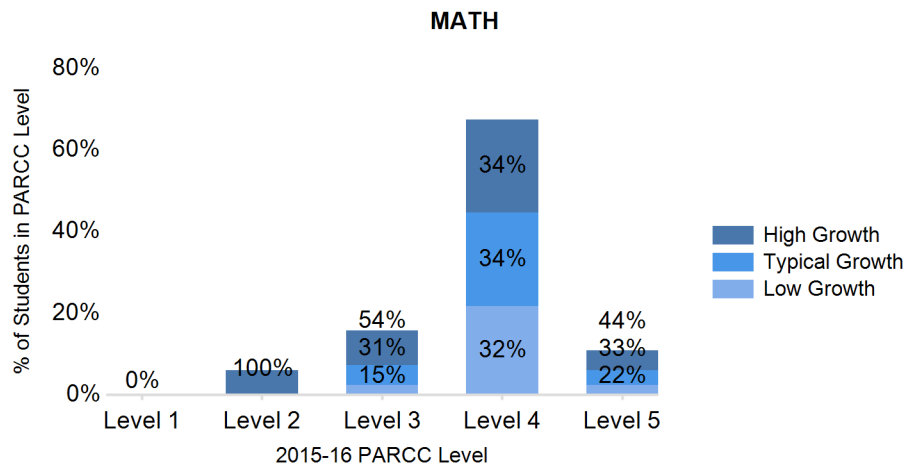
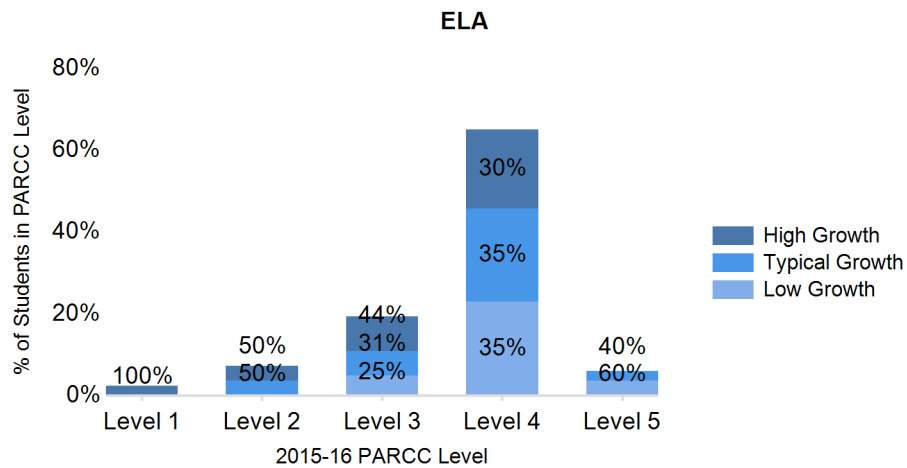
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

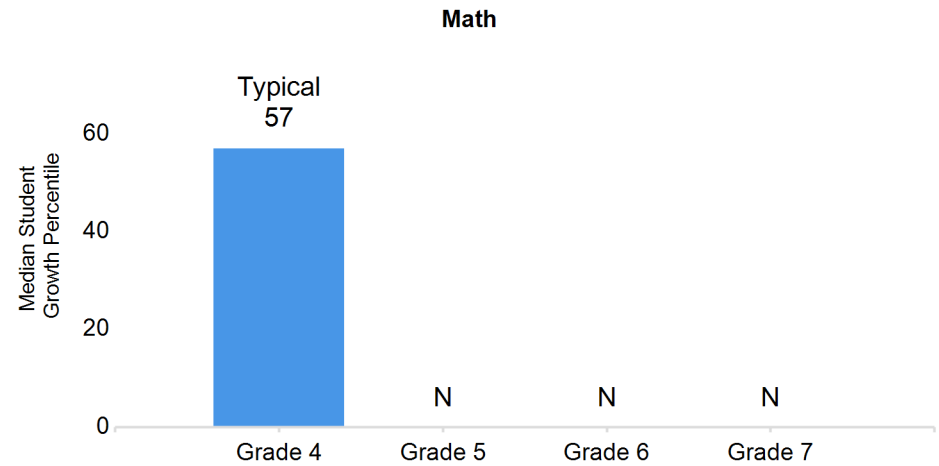
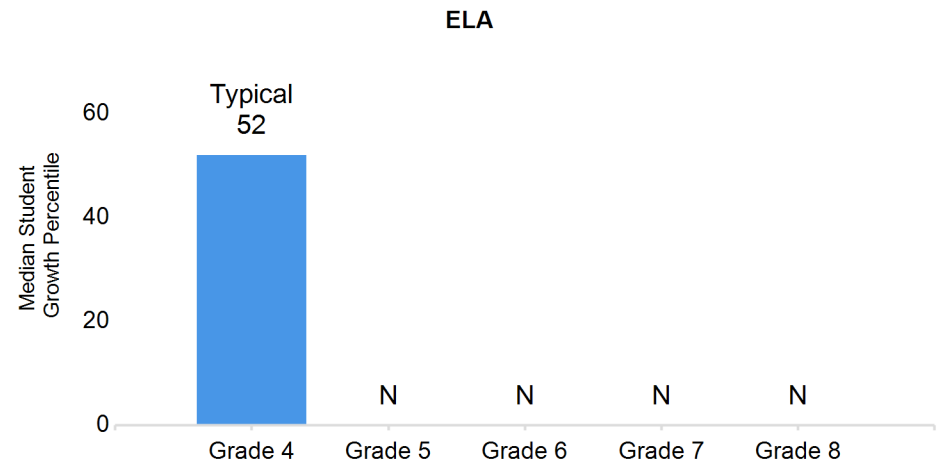
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

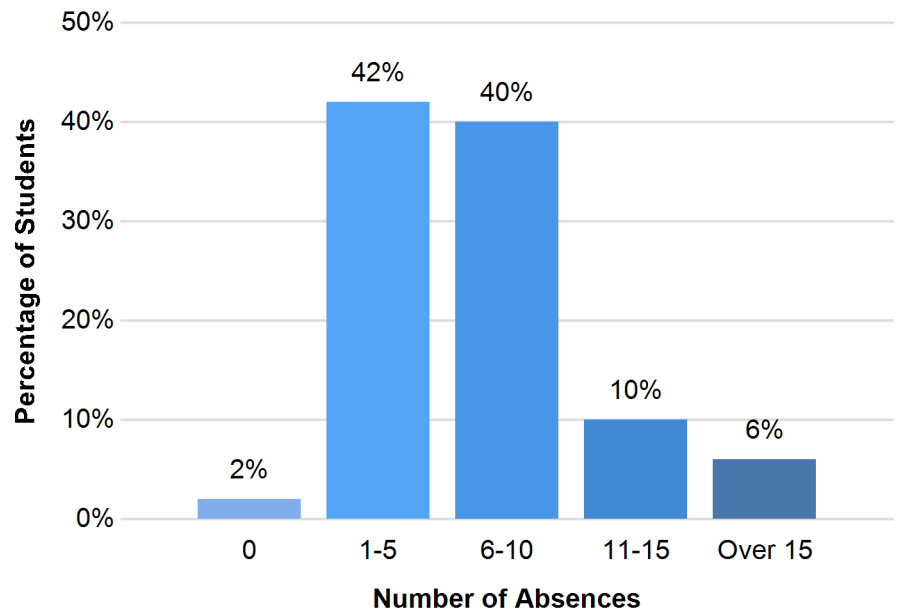
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.90	8.70	Met Target
White	2.30	8.70	Met Target
Hispanic	3.70	8.70	Met Target
Black or African American	6.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.30	8.70	Met Target
Students with Disabilities	4.50	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.



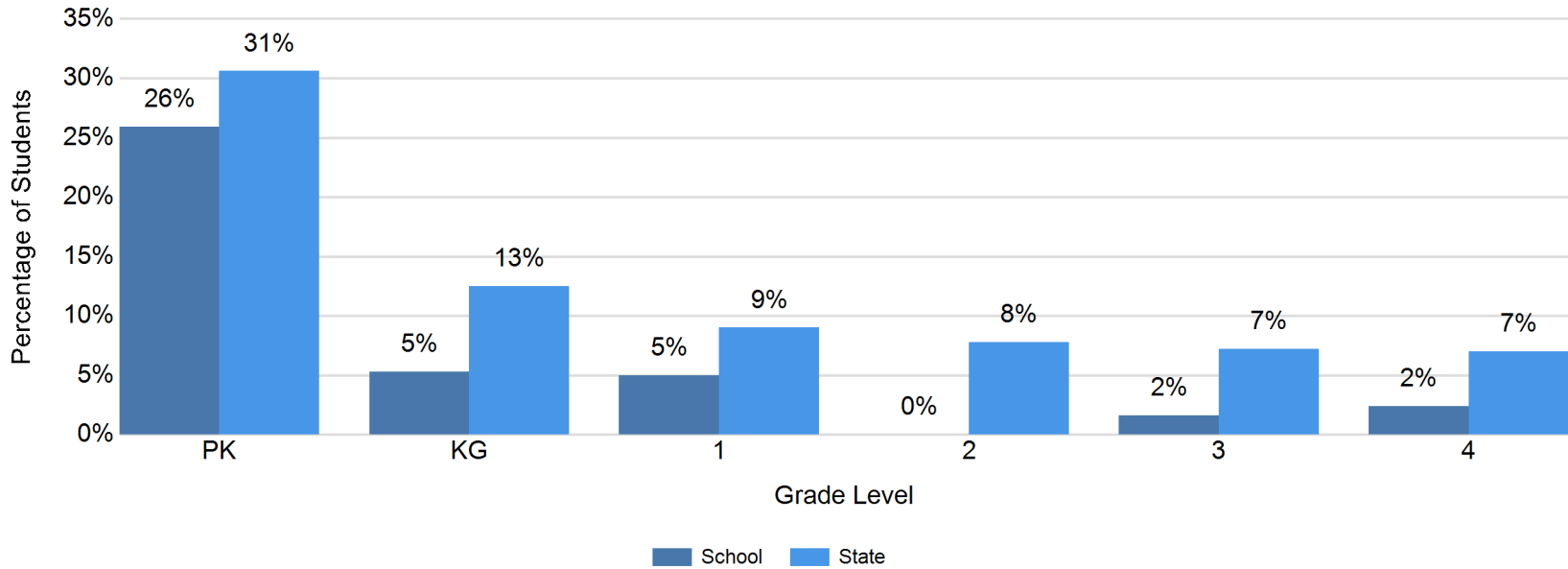


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Chronic Absenteeism by Grade

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	8:35AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 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	0.50

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	182.9 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$293	\$12,917	\$13,210



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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	35	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	83%	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	28	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	403:1	195:1
Librarian/Media Specialists		684:1
Nurses		497:1
Counselors		497:1
Child Study Team		391:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	93%	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	79.7	17.5%
Mathematics Proficiency	94.3	17.5%
English Language Arts Growth	46.4	25.0%
Mathematics Growth	72.4	25.0%
Chronic Absenteeism	85.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		73.0
Summative Rating: Percentile rank of Summative Score		83.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	73.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	71.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	Met Target†	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

Principal:	Mr. Bortnick	Email Address:	sbortnick@spfk12.org
Address:	721 WESTFIELD ROAD SCOTCH PLAINS, NJ 07076	Website:	https://www.spfk12.org/brunner
Phone:	(908)889-2148	Facebook:	http://www.facebook.com/howardbrunnerelementary

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Everyday Math, Balanced Literacy, Global Perspectives, and Next Generation Science Standards. • Technology incorporates a focus on student production of work through laptops, iPads, and document cameras. • Brunner was recently awarded a grant to integrate interdisciplinary experiences into its garden.
 <p>Mission, Vision, Theme:</p>	<p>Brunner Elementary School strives to educate and empower our community of individual learners to be successful citizens of the world. The Brunner School community is committed to empowering students to achieve their goals through collaboration, flexibility and creativity.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Brunner was proud to receive the Union County Means Green Garden Grant in 2017.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses EveryDay Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).</p>
 <p>Clubs and Activities:</p>	<p>Many activities are offered such as the B.Y.T.E Club and Helping Hands. A great number of PTA-sponsored activities, such as After School Enrichment and the Variety Show, reflect the commitment and importance our community places on education. A highly qualified and motivated staff is involved and supportive, completing the home-school partnership. The combination results in a wealth of opportunities for the children.</p>
 <p>Before and After School Programs:</p>	<p>After School Enrichment, Variety Show, and various evening activities for students and families are offered by the PTA. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development is delivered through three full days of professional development for teachers. Additionally, after school programs as well as summer programs are also available for all staff. In the 2016-17 school year, the district moved to full-day kindergarten and provided a series of professional development workshops for this staff. Further, teachers in grades 1-3 attended professional learning opportunities through the National Institute for Early Education Research.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners are supported at one of the district's five elementary schools. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for Language Arts and Math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in a comprehensive PE/health program offered by a certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.</p>
 <p>Parent and Community Involvement:</p>	<p>Brunner has a Parent Teacher Association (PTA) that includes involvement from parents in grades pre-k through four. They have a number of volunteer activities throughout the year including a school wide Variety Show, Science Fair, and wonderful children's garden, among other things. They run fundraisers throughout the year to secure resources that support the students and staff.</p>



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School Narrative

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Facilities:

Howard Brunner Elementary School was built in 1960. There is a library/media center, art room, gymnasium, and multi-purpose room that houses vocal and instrumental music and our cafeteria. Small group instruction rooms support special programs. In recent years, air conditioned areas have been expanded. This is an on-going initiative.



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School Narrative

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Other Information:

Brunner Elementary School enrolls approximately 400 students. We have a diverse population and strive to meet the needs of all students through differentiated instruction and varied learning activities. During the 2016-17 school year, Brunner supported 22 classrooms in grades pre-k through four. We had 4 half-day sections of pre-k, 2 sections of full day self-contained pre-k, 3 sections of full-day kindergarten, 4 sections of first grade, 3 sections of second, third and fourth grades. Our entire staff at Brunner is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. A well-defined Program of Studies includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and adjust instruction accordingly. In 2016-17, a full day kindergarten program was implemented. The instructional program is aligned with the NJ Kindergarten Guidelines, and Teaching Strategies Gold is employed to monitor student development in a variety of learning and social emotional domains. Teachers enhanced their professional learning through participation in the NIEER professional development series on the NJ Guidelines for Early Learning in grades k-3. Brunner is proud of its Service Learning initiative, which integrates social studies and language arts. Through this experience, students learn about a topic, identify groups in the community impacted by the issues being studied, establish contact with these groups, and work on a project to address the identified challenges. Central components of this truly impressive project include student reflections on project themes through analysis of children’s literature and integrating technology to explore and address challenges experienced by the community of need.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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	40	39	50
KG	63	70	78
1	85	95	96
2	90	82	106
3	86	94	89
4	91	90	98
Ungraded	2	2	6
Total	457	472	523

Student Group	2014-15	2015-16	2016-17
Female	53%	52%	52%
Male	47%	48%	48%
Economically Disadvantaged Students	4%	6%	3%
Students with Disabilities	15%	17%	16%
English Learners	0%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	66.0%
Asian	14.7%
Hispanic	10.9%
Black or African American	5.2%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.2%
Two or More Races	2.7%

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	47	39	50
PK - Full Day	0	0	0
KG - Half Day	64	70	0
KG - Full Day	0	0	78

Home Language	% of Students
English	93.3%
Spanish	1.9%
Other	5.0%



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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	183	98.9	82.50	77.40	54.90	82.5	74.9	Met Goal
White	127	98.5	82.70	78.50	63.90	82.7	75.1	Met Goal
Hispanic	18	100.0	88.90	*	39.80	88.9	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	75.00	*	80.70	75	80	Met Target†
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	98	100.0	83.60	84.30	62.20	83.6		
Male	85	97.7	81.20	70.60	48.10	81.2		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	28	96.6	53.50	38.00	20.50	53.5	43.6	Met Target
Students without Disabilities	155	99.4	87.70	84.70	61.90	87.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	774	766	749	*	*	11%	66%	15%	81%	50%
White	62	775	767	759	*	*	16%	63%	16%	79%	61%
Hispanic	10	778	754	734	0%	*	0%	*	*	90%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	766	775	775	0%	*	0%	*	*	75%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	47	780	772	754	*	*	*	66%	*	85%	55%
Male	42	768	760	745	*	*	*	67%	*	76%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	15	757	*	720	*	*	*	*	*	60%	24%
Students without Disabilities	74	778	*	755	*	*	*	*	*	85%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	89	774	*	752	*	*	11%	66%	15%	81%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	779	777	753	*	*	*	48%	37%	85%	56%
White	66	784	777	762	0%	*	*	42%	44%	86%	67%
Hispanic	10	764	765	740	0%	0%	*	*	0%	90%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	17	772	782	777	*	*	*	*	*	77%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	54	784	784	758	*	*	*	39%	44%	83%	61%
Male	44	773	769	749	*	*	*	59%	27%	86%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	741	744	725	*	*	*	*	*	46%	25%
Students without Disabilities	85	785	783	759	*	*	*	*	*	91%	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%

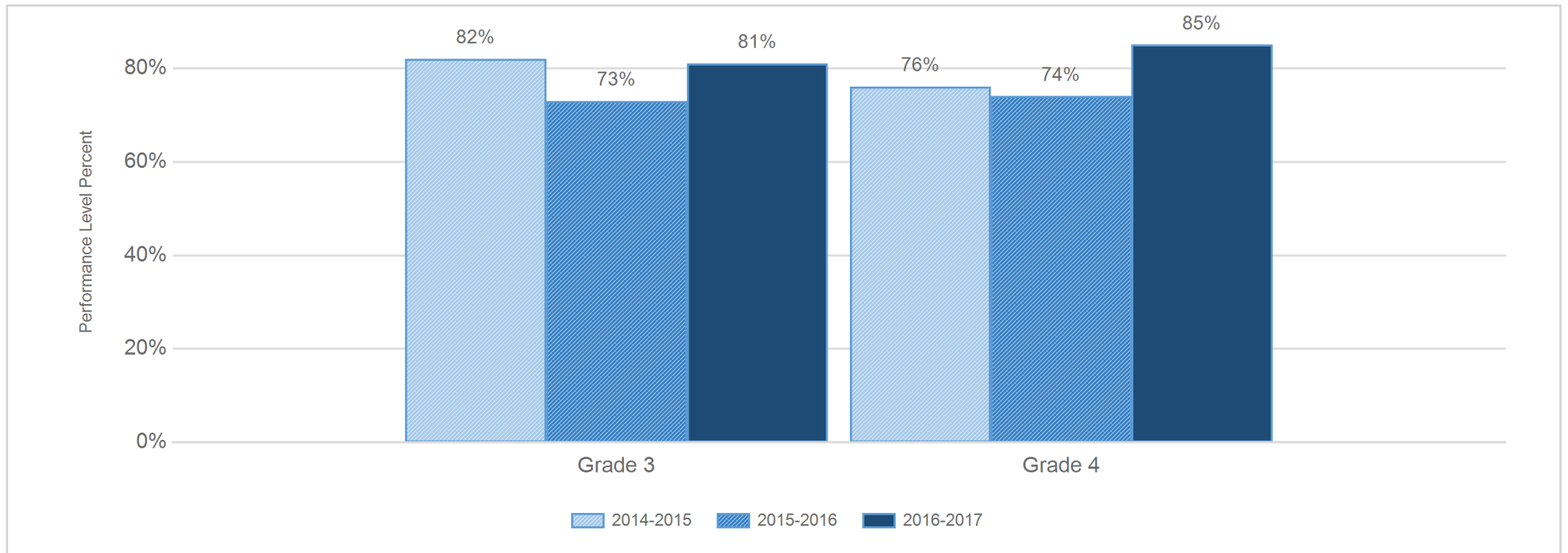


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English Language Arts/Literacy Assessment - Performance Trends

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	183	98.9	80.90	66.50	43.50	80.9	74.9	Met Goal
White	127	98.5	81.10	68.70	52.40	81.1	75.1	Met Goal
Hispanic	18	100.0	83.40	*	27.60	83.4	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	78.60	*	75.60	78.6	80	Met Target†
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	98	100.0	80.60	67.20	44.10	80.6		
Male	85	97.7	81.10	65.80	42.90	81.1		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	28	96.6	60.80	31.80	16.50	60.8	41	Met Target
Students without Disabilities	155	99.4	84.50	72.80	48.80	84.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	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	89	775	765	751	0%	*	*	54%	29%	83%	53%
White	62	776	765	759	0%	*	*	57%	29%	86%	63%
Hispanic	10	765	751	738	0%	*	*	*	*	80%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	775	779	779	0%	*	*	*	*	75%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	47	774	765	751	0%	*	*	51%	32%	83%	52%
Male	42	777	764	751	0%	*	*	57%	26%	83%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	15	763	*	729	0%	*	*	*	*	67%	29%
Students without Disabilities	74	778	*	755	0%	*	*	*	*	87%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	89	775	*	753	0%	*	*	54%	29%	83%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	770	768	747	*	*	16%	59%	19%	79%	47%
White	66	772	768	755	*	*	18%	53%	24%	77%	59%
Hispanic	10	765	761	734	0%	0%	*	*	0%	80%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	17	771	781	774	0%	*	*	65%	*	82%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	54	769	768	747	0%	*	*	61%	*	80%	47%
Male	44	772	768	747	0%	*	*	57%	*	77%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	751	747	724	*	*	*	*	*	54%	22%
Students without Disabilities	85	773	772	751	*	*	*	*	*	82%	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%

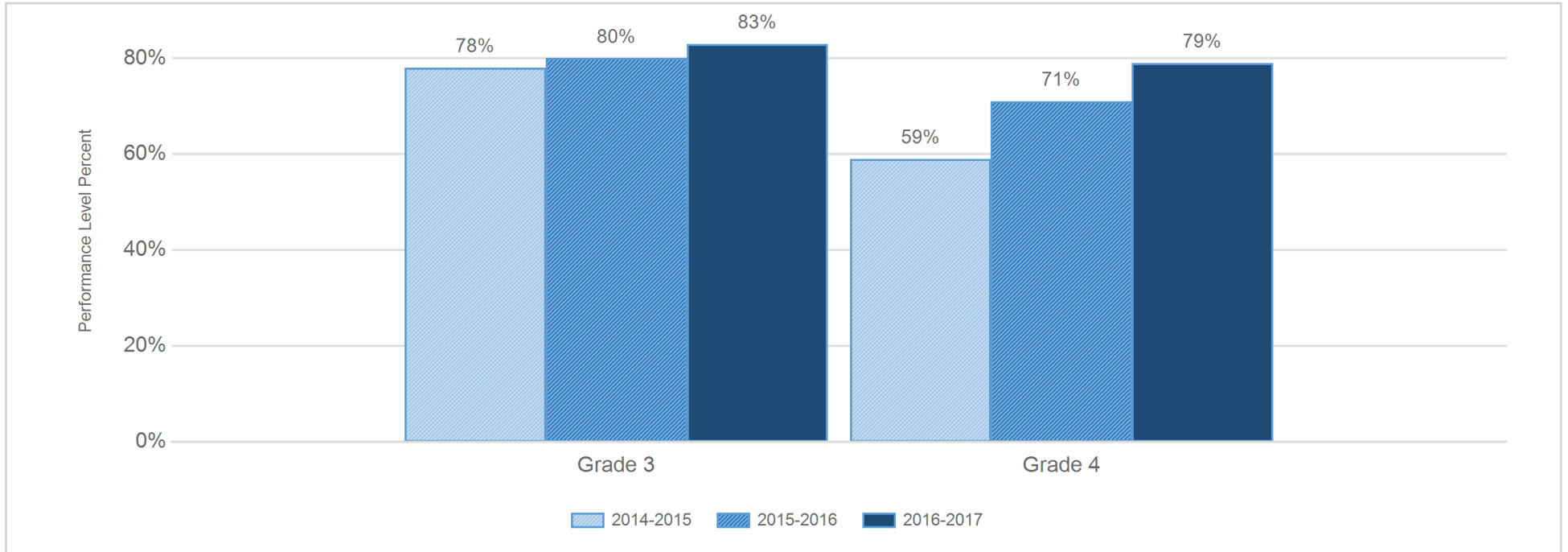


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Mathematics Assessment – Performance Trends

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	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.

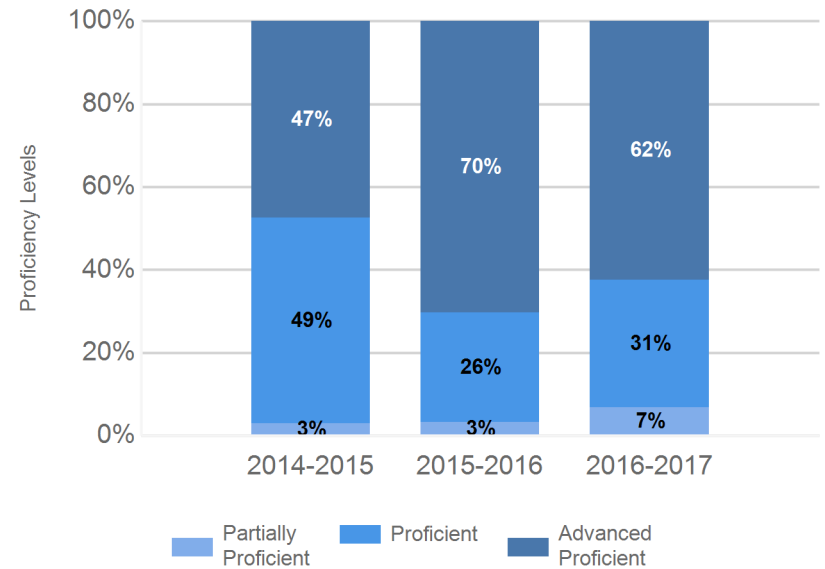
NJASK Science Assessment Performance: Grade 4

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	62%	31%	7%
White	63%	31%	6%
Hispanic	*	40%	N
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	77%	12%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	47%	20%	33%
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	65.5	55	50	Exceeds Target	60.5	52	50	Exceeds Target
White	67.5	55	50	Exceeds Target	53.5	52	52	Met Target
Hispanic	*	52	49	**	*	49.5	47	**
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	48	62	60	**	61	58	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	48	47	**	*	50	46	**
Students with Disabilities	45	*	41	**	66	*	43	**
English Learners	*	67	53	**	*	72	51	**

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



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

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

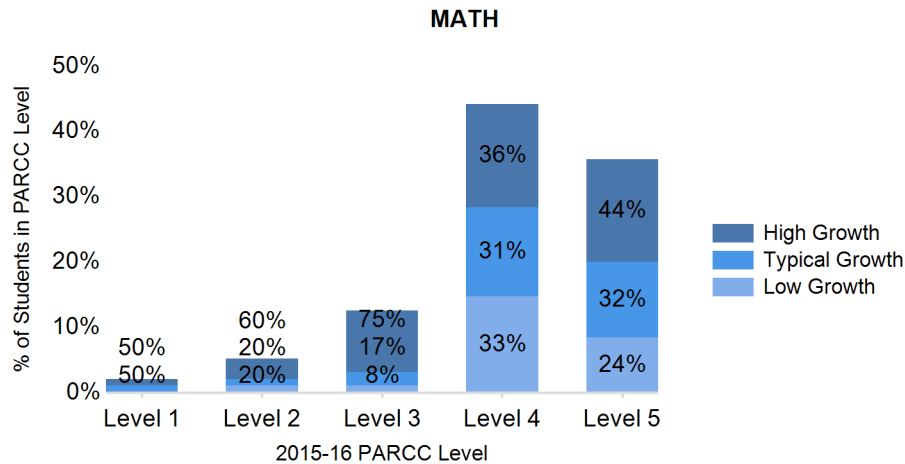
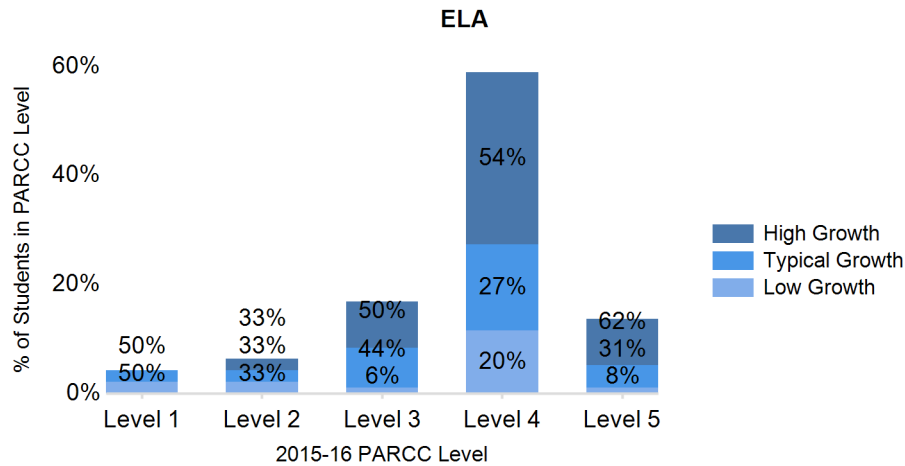
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

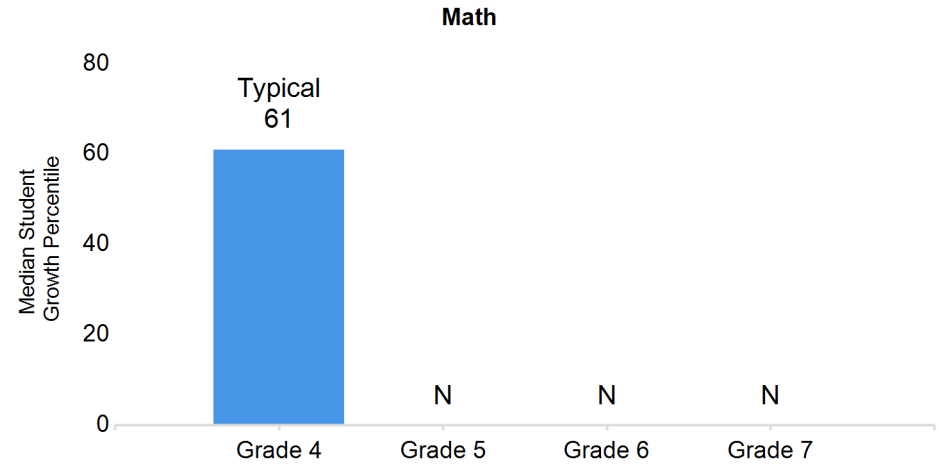
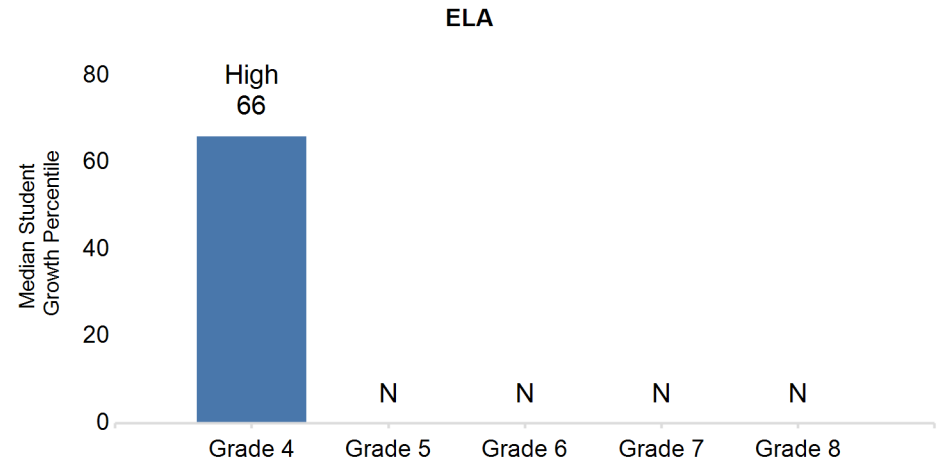
Student Growth by Performance Level

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



Student Growth by Grade

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





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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

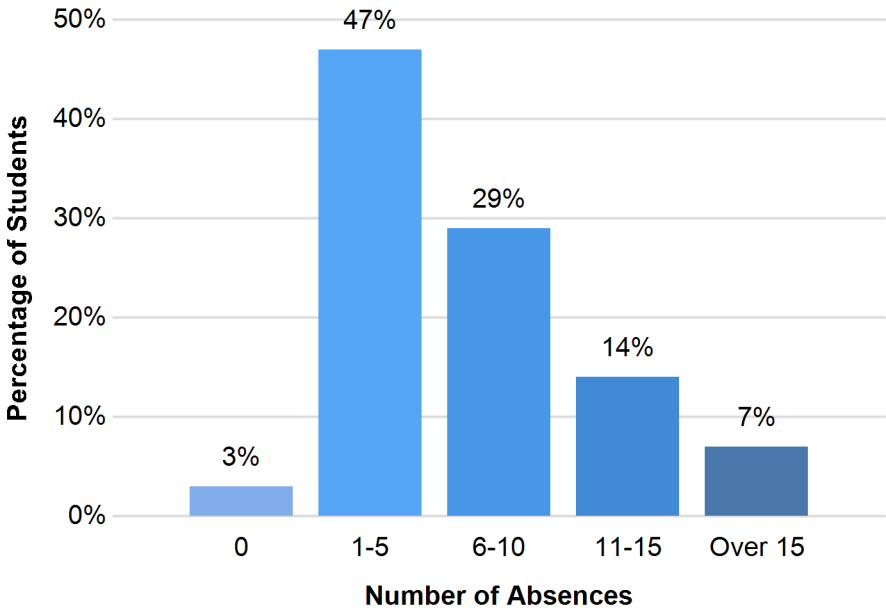
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.00	8.70	Met Target
White	4.50	8.70	Met Target
Hispanic	3.90	8.70	Met Target
Black or African American	0	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	9.40	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



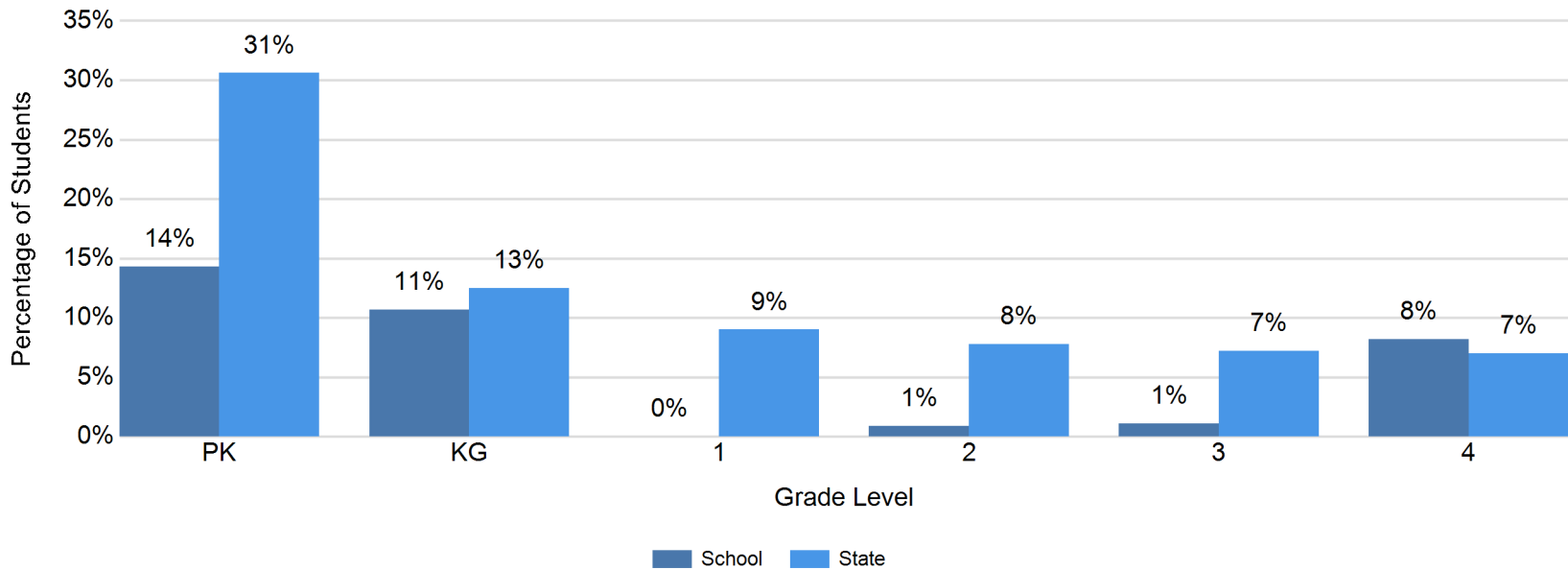


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	182.9 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$293	\$12,917	\$13,210



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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	42	120,724
Average years experience in public schools	11.6	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	523:1	195:1
Librarian/Media Specialists		684:1
Nurses		497:1
Counselors		497:1
Child Study Team		391:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	93%	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	92.8	17.5%
Mathematics Proficiency	98.2	17.5%
English Language Arts Growth	93.4	25.0%
Mathematics Growth	69.5	25.0%
Chronic Absenteeism	77.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		85.8
Summative Rating: Percentile rank of Summative Score		96.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	85.8	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
White	79.7	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Wetherell	Email Address:	kwetherell@spfk12.org
Address:	16 KEVIN ROAD SCOTCH PLAINS, NJ 07076	Website:	https://www.spfk12.org/coles
Phone:	(908)757-7555		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Balanced Literacy, EveryDay Math, Global Perspectives and Next Generation Science Standards. • Technology incorporates a focus on student production of work through laptops, iPads, and document cameras. • A working garden enhances our science curriculum and arts instruction is supported through fourth grade chorus and band.
 <p>Mission, Vision, Theme:</p>	<p>J. A. Coles Elementary School strives to educate and empower our community of individual learners to be successful citizens of the world. Serving over 530 students in preschool through fourth grade, we strive to meet the needs of all students through differentiated instruction and varied instructional activities. Teachers, staff, and parents work collaboratively to provide rich, meaningful, academic and social experiences for our students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Parents work with students to learn about and care for a garden. The kindergarten students count and plant sunflower seeds. First graders plant various types of lettuce and enjoy a salad party at the end of the year. Second grade students plant tomatoes and basil which are made into sauce for pizza. Third grade students study Native Americans and plant the three sister crops of corn, squash and beans. Fourth grade students beautify the school by planting bulbs and various annuals.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses EveryDay Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).</p>
 <p>Clubs and Activities:</p>	<p>Many other activities beyond the curriculum, such as the Coles School Student Ambassadors and Helping Hands, and a great number of PTA-sponsored activities such as After School Enrichment, the Variety Show, and Junior Achievement, reflect the commitment and importance the community places on education. A highly qualified and motivated staff is involved and supportive, completing the home-school partnership. The combination results in a wealth of opportunity for the children.</p>
 <p>Before and After School Programs:</p>	<p>After School Enrichment, Variety Show, and various evening activities for students and families are offered by the PTA. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Professional development is delivered through three full days of professional development for teachers. Additionally, after school programs as well as summer programs are also available for all staff. In the 2016-17 school year, the district moved to full-day kindergarten and provided a series of professional development workshops for this staff. Further, teachers in grades 1-3 attended professional learning opportunities through the National Institute for Early Education Research.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners are supported at one of the district's five elementary schools. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for Language Arts and Math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in a comprehensive PE/health program offered by the certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.</p>
 <p>Parent and Community Involvement:</p>	<p>J. A. Coles has a PTA that includes involvement from parents in grades pre-k through four. They have a number of volunteer activities throughout the year including a school wide Variety Show, Science Fair, Activity Nights, amongst other things. They run fundraisers throughout the year to secure resources that support the students and staff. The PTA assists with the Coles Kids Care Program. This program provides assistance to local families.</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>Facilities:</p>	<p>J. A. Coles Elementary School was built in 1963 and there have been several additions. There is a library/media center, art room, gymnasium, music room, and multi-purpose room, which houses instrumental music and our cafeteria. There are several small group instruction rooms and several areas of the school are air-conditioned. Fields and playground areas support active play at recess.</p>
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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



Other Information:

J. A. Coles Elementary School enrolls approximately 530 students. We have a diverse population and strive to meet the needs of all students through differentiated instruction and varied learning activities. During the 2016-17 school year, Coles School was comprised of 26 classrooms grades pre-k through 4. We have two half-day sections of pre-k, 5 sections of full-day kindergarten, 5 sections of first grade, 5 sections of second grade and 4 sections each of third and fourth. In addition, we provide special programs for the district: one multi-graded self-contained class for students with learning disabilities. Our entire staff at Coles is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. A well-defined Program of Studies includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and adjust instruction accordingly. In 2016-17, a full day kindergarten program was implemented. The instructional program is aligned with the NJ Kindergarten Guidelines. Teaching Strategies Gold is employed to monitor student development in a variety of learning and social emotional domains. Teachers enhanced their professional learning through participation in the National Institute of Early Education Research professional development series on the NJ Guidelines for Early Learning in Grades K - 3. Coles School is extremely proud of the diligent and tireless efforts of the staff, the unwavering support of the parents, and the accomplishments of the students. The rapport between all and the recognition of a shared commitment to Coles School children is witnessed at special events like the Variety Show, Field Day, Junior Achievement Day, and Read Across America Day. Coles School is truly a great place to learn!




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	218	210	228
6	233	227	209
7	233	234	230
8	242	237	238
Ungraded	8	9	9
Total	934	917	914

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%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	8%	6%	7%
Students with Disabilities	16%	16%	15%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	65.8%
Hispanic	10.6%
Asian	10.4%
Black or African American	8.5%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	4.0%

Enrollment by Home Language

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

Home Language	% of Students
English	91.0%
Spanish	2.8%
Chinese	1.0%
Other	4.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	887	98.3	77.50	77.40	54.90	77.5	77.2	Met Target
White	581	97.8	80.00	78.50	63.90	80	79.4	Met Goal
Hispanic	92	99.0	69.60	*	39.80	69.6	65.9	Met Target
Black or African American	80	98.8	51.30	58.10	35.20	51.3	56.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	95	100.0	87.40	*	80.70	87.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	84.80	54.90	86.1	80	Met Goal
Female	441	98.5	84.60	84.30	62.20	84.6		
Male	446	98.1	70.40	70.60	48.10	70.4		
Economically Disadvantaged Students	70	100.0	51.40	57.40	36.20	51.4	67.4	Not Met
Non-Economically Disadvantaged Students	817	98.1	79.70	78.80	65.80	79.7		
Students with Disabilities	134	94.7	28.30	38.00	20.50	28.2	41	Not Met
Students without Disabilities	753	99.0	86.20	84.70	61.90	86.2		
English Learners	12	100.0	58.40	63.80	25.20	58.4	**	**
Non-English Learners	875	98.2	77.80	77.60	57.40	77.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** 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	224	765	768	756	*	*	19%	59%	13%	72%	59%
White	142	768	770	763	*	*	18%	63%	15%	78%	69%
Hispanic	29	762	765	743	*	*	*	55%	*	66%	44%
Black or African American	19	737	*	740	*	*	*	*	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	25	770	776	779	0%	*	*	64%	*	80%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	123	770	774	761	*	*	18%	57%	*	76%	66%
Male	101	759	762	750	*	*	21%	61%	*	68%	53%
Economically Disadvantaged Students	13	745	751	740	*	*	*	*	0%	46%	40%
Non-Economically Disadvantaged Students	211	766	769	765	*	*	*	*	14%	74%	71%
Students with Disabilities	29	725	728	725	*	*	*	*	0%	21%	22%
Students without Disabilities	195	771	774	762	*	*	*	*	15%	80%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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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	207	776	777	752	*	*	17%	44%	34%	78%	54%
White	123	775	777	758	*	*	18%	46%	31%	77%	63%
Hispanic	29	771	773	740	0%	*	*	38%	*	69%	38%
Black or African American	17	762	*	736	0%	*	*	*	*	71%	32%
Asian, Native Hawaiian, or Pacific Islander	29	786	789	776	*	0%	*	41%	52%	93%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	108	786	787	758	*	*	*	47%	45%	93%	61%
Male	99	764	767	746	*	*	*	41%	21%	63%	46%
Economically Disadvantaged Students	18	764	*	737	*	*	*	56%	*	72%	34%
Non-Economically Disadvantaged Students	189	777	*	761	*	*	*	43%	*	79%	65%
Students with Disabilities	25	738	747	722	*	*	52%	*	*	20%	17%
Students without Disabilities	182	781	783	758	*	*	12%	*	*	86%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	207	776	*	753	*	*	17%	44%	34%	78%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	225	776	780	756	*	*	13%	37%	43%	80%	59%
White	167	776	778	764	*	*	13%	39%	43%	81%	69%
Hispanic	13	765	776	742	0%	*	*	*	*	69%	44%
Black or African American	19	760	766	737	*	*	*	*	*	63%	38%
Asian, Native Hawaiian, or Pacific Islander	18	794	803	784	0%	0%	*	*	67%	94%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	106	784	787	764	*	*	*	32%	56%	88%	68%
Male	119	768	773	749	*	*	*	42%	32%	74%	51%
Economically Disadvantaged Students	16	756	*	739	*	*	*	*	*	63%	40%
Non-Economically Disadvantaged Students	209	777	*	766	*	*	*	*	*	82%	70%
Students with Disabilities	41	739	743	719	*	*	32%	27%	*	37%	19%
Students without Disabilities	184	784	788	763	*	*	9%	40%	*	90%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	*	*	*	708	*	*	*	*	*	*	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	776	783	757	*	*	14%	51%	30%	81%	59%
White	150	779	784	764	*	*	13%	56%	29%	85%	68%
Hispanic	23	769	775	742	*	*	*	*	*	74%	44%
Black or African American	21	752	764	738	*	*	*	*	*	48%	39%
Asian, Native Hawaiian, or Pacific Islander	24	781	794	786	0%	*	*	*	46%	83%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	13	784	*	758	0%	0%	*	*	*	92%	60%
Female	107	780	788	766	*	*	13%	50%	34%	83%	68%
Male	124	773	778	749	*	*	15%	52%	27%	78%	50%
Economically Disadvantaged Students	12	751	*	739	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	219	778	*	766	*	*	*	*	*	82%	69%
Students with Disabilities	34	737	743	718	*	*	35%	*	*	32%	18%
Students without Disabilities	197	783	789	764	*	*	10%	*	*	89%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

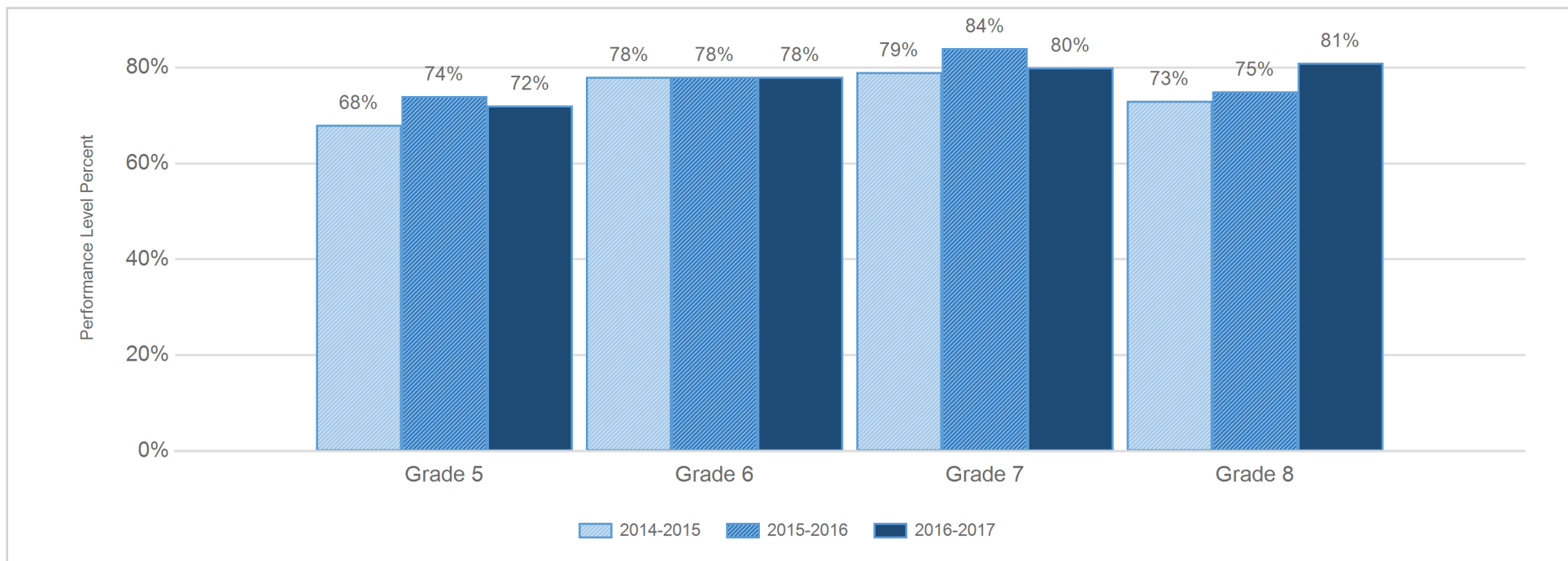


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English Language Arts/Literacy Assessment - Performance Trends

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	893	98.9	64.60	66.50	43.50	64.6	65.8	Met Target†
White	586	98.7	66.70	68.70	52.40	66.7	66.9	Met Target†
Hispanic	93	100.0	58.10	*	27.60	58.1	53.6	Met Target
Black or African American	79	98.8	30.40	35.40	21.70	30.4	42	Not Met
Asian, Native Hawaiian, or Pacific Islander	96	100.0	82.30	*	75.60	82.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	70.70	44.90	75	76.7	Met Target†
Female	442	98.7	65.00	67.20	44.10	65		
Male	451	99.1	64.30	65.80	42.90	64.3		
Economically Disadvantaged Students	70	100.0	32.90	39.90	25.10	32.9	57.3	Not Met
Non-Economically Disadvantaged Students	823	98.8	67.40	68.30	54.30	67.4		
Students with Disabilities	133	95.3	23.40	31.80	16.50	23.4	26.2	Met Target†
Students without Disabilities	760	99.6	71.90	72.80	48.80	71.9		
English Learners	14	100.0	42.90	56.70	23.30	42.9	**	**
Non-English Learners	879	98.9	65.00	66.60	45.20	65		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** 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
Schoolwide	224	752	756	747	*	13%	29%	52%	*	57%	46%
White	142	754	757	754	*	9%	28%	56%	*	61%	57%
Hispanic	29	750	751	735	0%	*	*	59%	0%	59%	30%
Black or African American	19	720	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	25	766	772	774	*	*	*	52%	*	68%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	123	751	755	747	*	15%	32%	50%	*	53%	47%
Male	101	754	756	746	*	11%	25%	54%	*	61%	46%
Economically Disadvantaged Students	13	732	733	732	*	*	*	*	*	15%	27%
Non-Economically Disadvantaged Students	211	754	757	756	*	*	*	*	*	59%	59%
Students with Disabilities	29	720	725	725	*	41%	35%	*	0%	10%	19%
Students without Disabilities	195	757	761	751	*	9%	28%	*	6%	64%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	760	760	743	*	*	25%	50%	16%	66%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	29	755	756	731	0%	*	*	48%	*	59%	27%
Black or African American	17	745	*	724	0%	*	*	*	*	41%	20%
Asian, Native Hawaiian, or Pacific Islander	30	771	773	771	*	*	*	50%	*	80%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	109	764	763	745	*	*	22%	50%	*	73%	45%
Male	100	756	758	742	*	*	28%	50%	*	59%	43%
Economically Disadvantaged Students	18	748	*	728	*	*	*	*	*	44%	24%
Non-Economically Disadvantaged Students	191	761	*	752	*	*	*	*	*	68%	56%
Students with Disabilities	26	736	738	717	*	*	39%	*	0%	27%	13%
Students without Disabilities	183	764	764	748	*	*	23%	*	19%	72%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	757	760	741	*	*	28%	50%	12%	62%	40%
White	169	757	758	748	*	*	27%	52%	11%	63%	49%
Hispanic	13	748	760	730	0%	*	*	*	*	46%	23%
Black or African American	19	740	743	726	*	*	*	*	*	37%	19%
Asian, Native Hawaiian, or Pacific Islander	18	773	783	764	0%	*	*	67%	*	89%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	106	759	759	743	*	*	27%	51%	*	64%	41%
Male	121	755	760	740	*	*	28%	50%	*	60%	38%
Economically Disadvantaged Students	18	736	*	729	*	*	*	*	*	33%	22%
Non-Economically Disadvantaged Students	209	758	*	749	*	*	*	*	*	64%	50%
Students with Disabilities	41	735	735	716	*	*	37%	*	*	27%	11%
Students without Disabilities	186	762	765	746	*	*	26%	*	*	69%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

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

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	233	766	766	743	*	*	17%	65%	9%	74%	42%
White	153	767	769	751	*	*	19%	67%	8%	75%	52%
Hispanic	22	754	*	728	0%	*	*	59%	0%	59%	24%
Black or African American	21	748	743	724	*	*	*	*	*	48%	19%
Asian, Native Hawaiian, or Pacific Islander	24	781	791	774	*	0%	0%	79%	*	96%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	13	778	780	741	0%	0%	*	*	*	92%	41%
Female	106	763	765	744	*	*	20%	70%	*	73%	43%
Male	127	769	768	741	*	*	15%	61%	*	76%	40%
Economically Disadvantaged Students	13	742	731	727	*	*	*	*	0%	39%	23%
Non-Economically Disadvantaged Students	220	768	769	751	*	*	*	*	10%	76%	52%
Students with Disabilities	31	733	733	714	*	*	*	*	0%	26%	10%
Students without Disabilities	202	772	774	747	*	*	*	*	10%	82%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

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

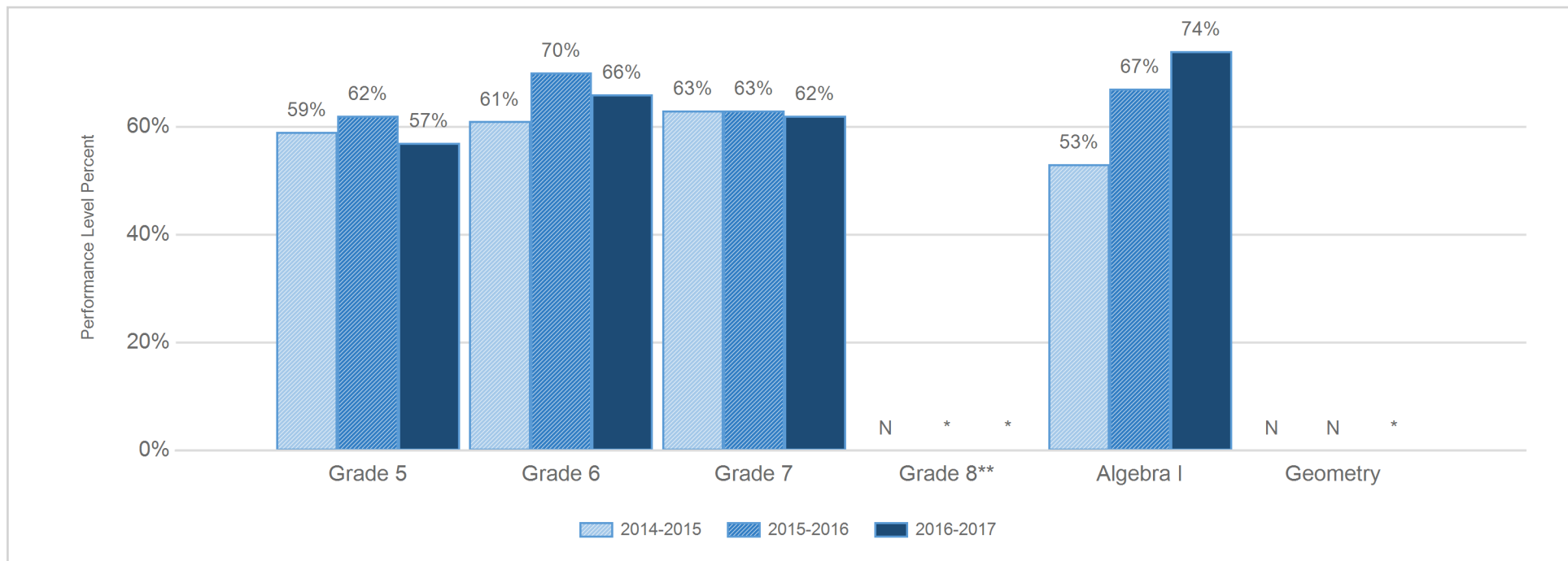


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Mathematics Assessment – Performance Trends

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	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



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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.

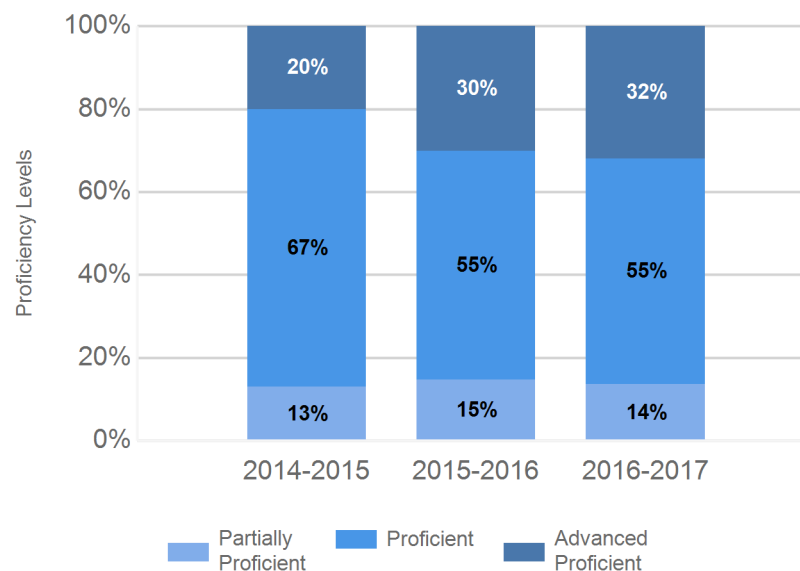
NJASK Science Assessment Performance: Grade 8

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	32%	55%	14%
White	33%	54%	12%
Hispanic	25%	63%	13%
Black or African American	10%	48%	43%
Asian, Native Hawaiian, or Pacific Islander	33%	63%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	62%	39%	N
Economically Disadvantaged Students	15%	62%	23%
Students with Disabilities	N	56%	44%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	55	50	Met Target	46	52	50	Met Target
White	49.5	55	50	Met Target	45	52	52	Met Target
Hispanic	49.5	52	49	Met Target	43	49.5	47	Met Target
Black or African American	45	51	45	Met Target	42	54	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	50.5	62	60	Met Target	54	58	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Not Met	*	*	52	Met Target
Economically Disadvantaged	41	48	47	Met Target	47	50	46	Met Target
Students with Disabilities	37	*	41	Not Met	45	*	43	Met Target
English Learners	62	67	53	**	*	72	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:

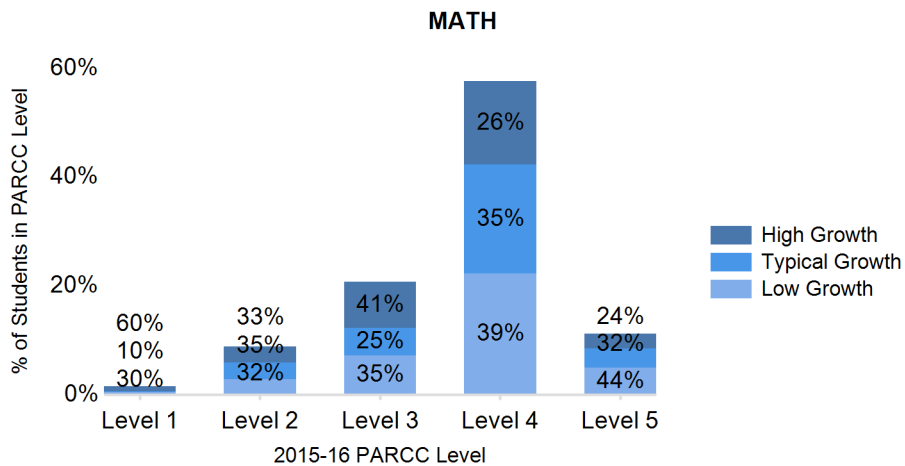
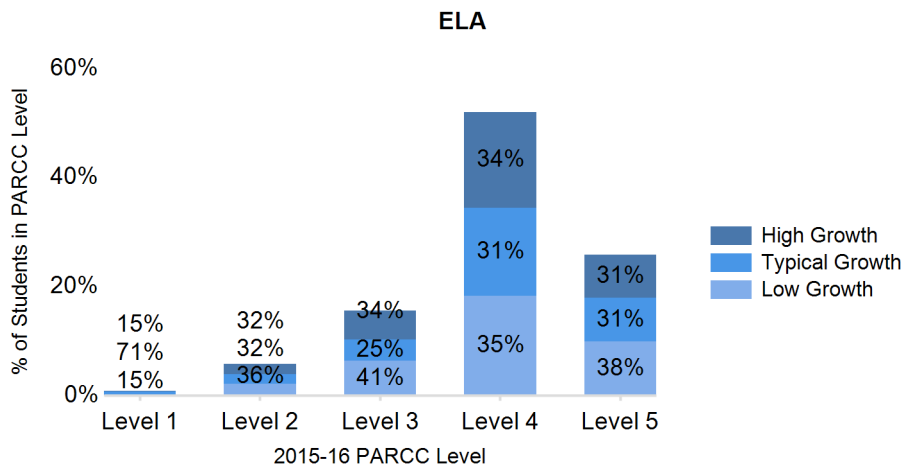
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

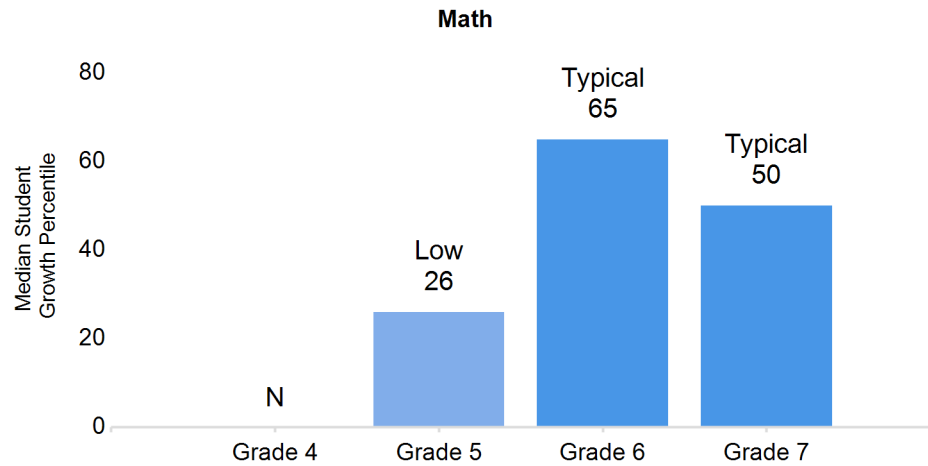
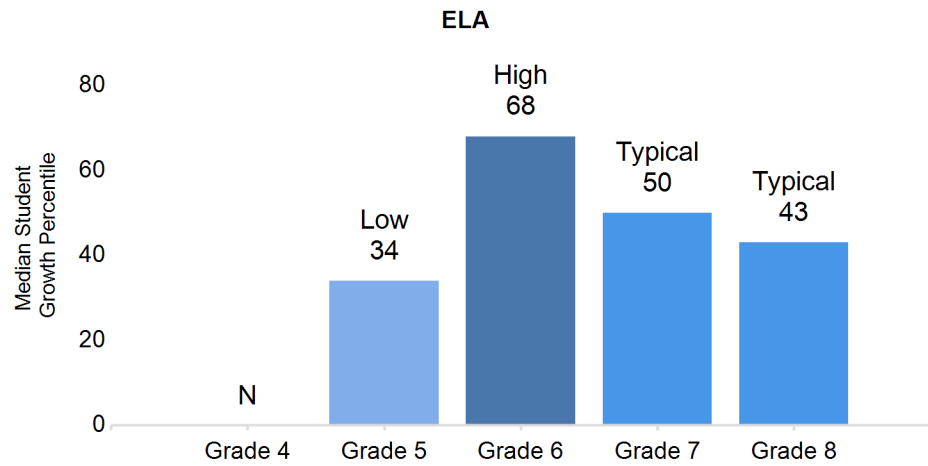
Student Growth by Performance Level

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.





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	209
7	0	0	233
8	242	0	239
Schoolwide	242	0	681

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	81	18	110	0	0	0	0
7	117	25	87	0	0	0	0
8	147	27	63	0	0	0	0
Schoolwide	345	70	260	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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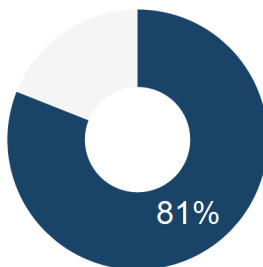
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Visual and Performing Arts – Course Participation

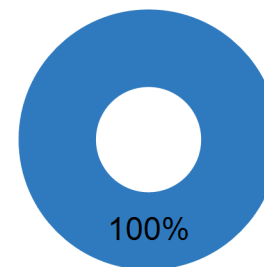
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

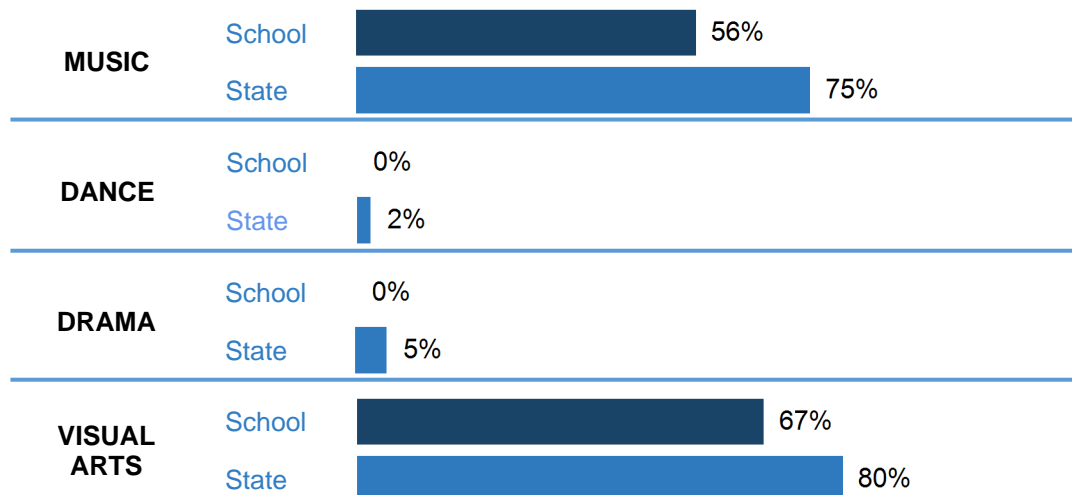


School



State

Students enrolled in one or more classes by discipline:





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

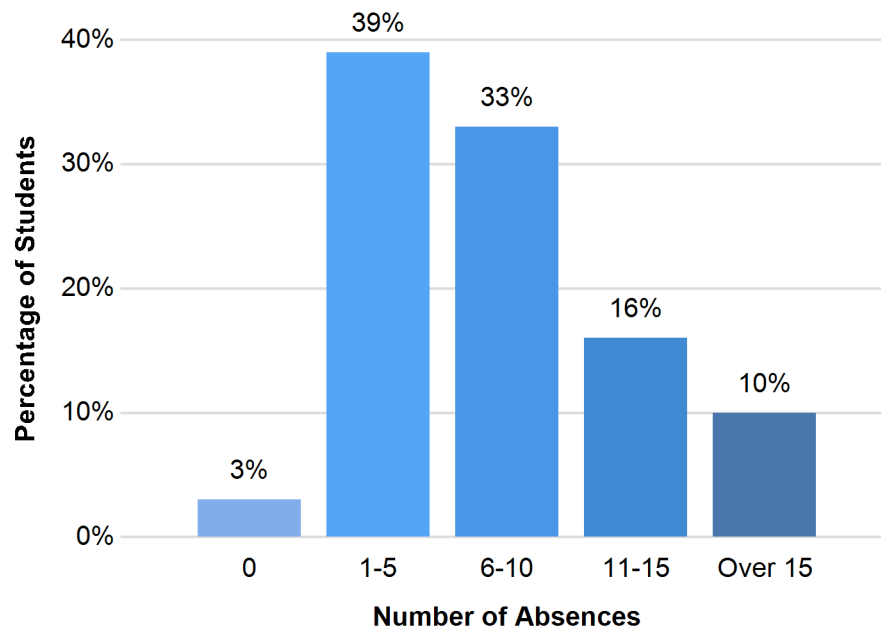
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	8.30	Met Target
White	6.30	8.30	Met Target
Hispanic	4.10	8.30	Met Target
Black or African American	12.00	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.00	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	10.80	8.30	Not Met
Economically Disadvantaged Students	12.70	8.30	Not Met
Students with Disabilities	13.90	8.30	Not Met
English Learners	N	**	**

Days Absent

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



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

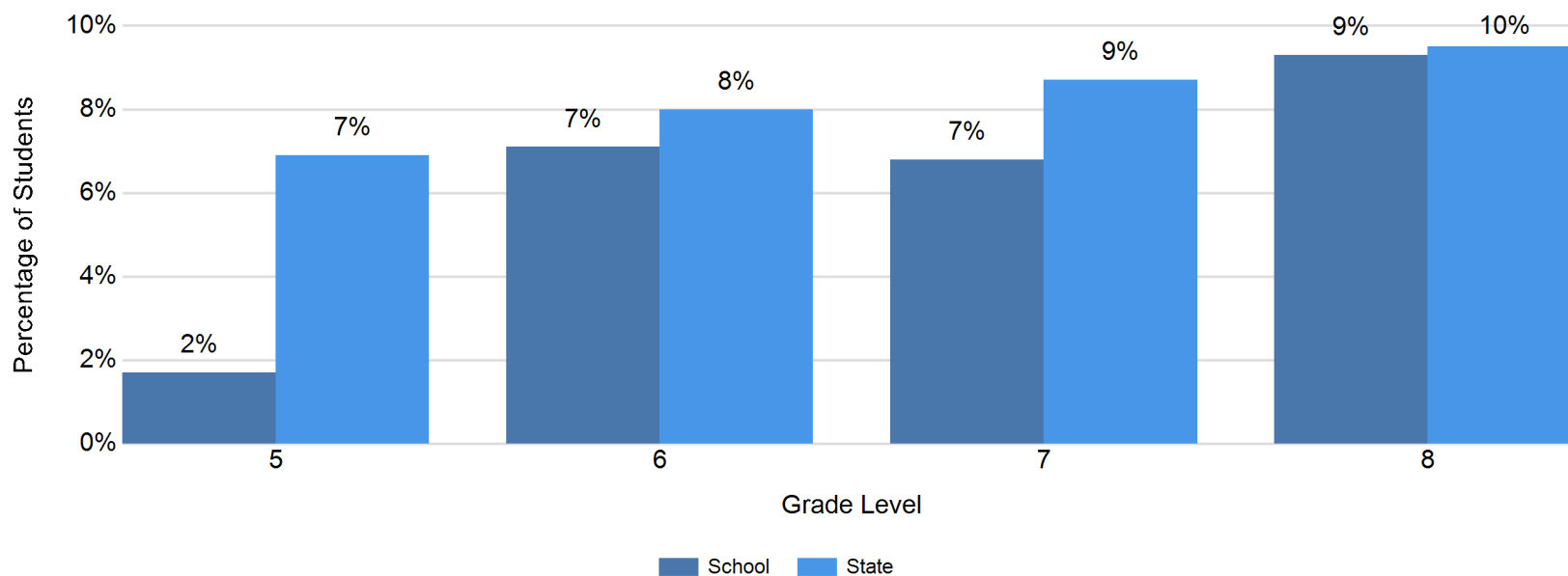


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 30 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	12
Vandalism	2
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.19

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.4%
Out-of-School Suspensions	0.2%
Any Suspension	1.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	182.9 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$293	\$12,917	\$13,210



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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	94	120,724
Average years experience in public schools	8.0	11.8
Average years experience in district	7.1	10.5
Teachers in district for 4 or more years	64%	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	28	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	457:1	195:1
Librarian/Media Specialists		684:1
Nurses		497:1
Counselors		497:1
Child Study Team		391:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	93%	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	84.0	17.5%
Mathematics Proficiency	75.3	17.5%
English Language Arts Growth	36.7	25.0%
Mathematics Growth	38.2	25.0%
Chronic Absenteeism	50.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		54.2
Summative Rating: Percentile rank of Summative Score		56.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	54.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	52.6	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	67.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	58.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	42.7	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	52.1	11.9	No	Met Goal	Met Target†	Not Met	Not Met	Met Target	No
Economically Disadvantaged Students	51.8	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	51.9	11.9	No	Not Met	Met Target†	Not Met	Not Met	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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 SCOTCH PLAINS-FANWOOD REG
 580 PARK AVENUE
 SCOTCH PLAINS, NJ 07076

School General Info

Principal:	Dr. Dumaresq	Email Address:	jdumaresq@spfk12.org
Address:	580 PARK AVENUE SCOTCH PLAINS, NJ 07076	Website:	https://www.spfk12.org/parkms
Phone:	(908)322-4445	Twitter:	https://twitter.com/ParkMiddleSPF

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"> • Problem based learning engages students, e.g., eCYBERMISSION in science and service learning in social studies. • Arts integration in writing is a continuing focus through professional development labs with students and faculty. • Park Middle School is committed to teaching students the importance of digital citizenship and cyber safety.
	<p>Mission, Vision, Theme:</p> <p>Park Middle School strives to educate and empower our community of individual learners to be successful citizens of the world. The educators of Park Middle School, with parents as partners, are highly committed to pursuing and maintaining an academically excellent, developmentally responsive, and socially equitable learning environment for every student.</p>






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Grade Span 05-08

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 <p>Courses, Curriculum, Instruction:</p>	<p>All students in grades 5 - 8 take the following courses: language arts, writing workshop, mathematics, science, social studies and world language. Fifth, sixth and eighth grade students have an art experience; seventh grade students explore industrial technology. Students in every grade level may elect to participate in our outstanding music program through band and/or chorus.</p>
 <p>Clubs and Activities:</p>	<p>Students may participate in clubs and after school activities such as Computer Club, Environmental Club, Homework Club, Jazz Band, PALS (Peer and Leadership Support), Student Council, newspaper, yearbook, a musical production, and select chorus.</p>
 <p>Before and After School Programs:</p>	<p>Students who have been identified as needing extra support in language arts and mathematics may participate in our iSquared Program. This after school program runs throughout the year and focuses on hands-on, collaborative projects. In addition, in partnership with the Fanwood-Scotch Plains YMCA, an after school care program is available.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>All staff members participate in bi-monthly professional learning communities at their school and with their content area colleagues across the district. The district also offers optional professional development sessions on a variety of topics throughout the year. These offerings are in addition to the district-wide professional development days where teacher leaders spearhead the sessions.</p>
 <p>Student Supports and Services:</p>	<p>Experiences for academically talented children in grades 5 through 8 are offered through the QUEST (Question, Understand, Explore, Seek, Think) Program. The district offers three distinct course placements for special education students: in-class support, resource room, and self-contained classes. Additionally, Park has an active Intervention and Referral Services Committee to identify and support students who may struggle. English Language Learners benefit from specific instruction at Park.</p>
 <p>Student Health and Wellness:</p>	<p>Aside from participating in regular physical education, all students have had the opportunity to participate in Walk to School Day, co-sponsored by the Fanwood-Scotch Plains YMCA. In addition, students collaborate with food services to suggest healthy options for lunch.</p>
 <p>Parent and Community Involvement:</p>	<p>Park Middle has an active PTA that helps sponsor a variety of events like our assemblies and the Book Fair. Last year, parents also had the opportunity to attend a workshop given in conjunction with the Scotch Plains Police on Cyber Safety. The district also hosts PowerSchool, which provides access to a parent portal. Park also collaborates with its Municipal Alliance and the Educational Enrichment Foundation of Scotch Plains-Fanwood, a local educational foundation that awards grants.</p>



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



Facilities:

Park Middle School was built in 1926, making the building 91 years old. Recent renovations include air conditioning throughout the building, a renovated media center and a renovated auditorium. Park's facilities include the "Field of Dreams" complex, which has five athletic fields that are jointly supported by the school district, Scotch Plains Township and Fanwood Borough.



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Other Information:

The fifth grade instructional program is primarily a self-contained environment with a strong emphasis on mathematics, language arts literacy, science, and social studies. In addition to these core subjects, students experience three world languages, fine arts and physical education/health. Understanding the importance and effectiveness of small learning communities, the departmentalized sixth, seventh, and eighth grade instructional programs are structured on a team concept. Students engage in classes in language arts, writing workshop, mathematics (Connected Math), science, social studies and world language (selecting from Spanish, French, and Italian) as well as physical education and health. Art is taught in grades six and eight and technology education takes place in grade seven. All students can elect to take band with supportive small group lessons and/or chorus. Recognizing the importance of the social and emotional growth of students, the middle school program incorporates a student-centered advisory program, entitled S.T.A.R. (Students Taking Academic Responsibility) for students in grades six through eight. In small group settings, students participate in interactive modules that afford them the opportunity to forge stronger relationships with teachers, develop stronger interpersonal skills, and expand their understanding of specific topics of interest to middle school students. Additionally, the S.T.A.R. program is designed to enhance students' citizenship, while bolstering a positive school climate through a variety of character education experiences. For the coming year, the S.T.A.R. program will focus on digital citizenship, specifically how students can be more thoughtful consumers and producers of information online. As more and more learning becomes digital, as is the case for our teachers and students using Google Classroom, we believe this to be an important focus.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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	18	20	29
KG	52	38	64
1	85	86	62
2	74	81	85
3	83	75	82
4	76	83	79
Ungraded	8	8	5
Total	396	391	406

Student Group	2014-15	2015-16	2016-17
Female	47%	44%	47%
Male	53%	56%	53%
Economically Disadvantaged Students	10%	6%	10%
Students with Disabilities	16%	16%	15%
English Learners	3%	5%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	63.1%
Hispanic	13.3%
Asian	11.8%
Black or African American	7.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	3.9%

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	18	20	29
PK - Full Day	0	0	0
KG - Half Day	52	38	0
KG - Full Day	0	0	64

Home Language	% of Students
English	90.6%
Chinese	2.2%
Spanish	2.2%
Arabic	1.0%
Other	3.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	154	97.5	68.80	77.40	54.90	68.8	69.7	Met Target†
White	93	96.9	64.50	78.50	63.90	64.5	72.7	Met Target†
Hispanic	20	95.2	75.00	*	39.80	75	76.4	Met Target†
Black or African American	13	100.0	61.60	58.10	35.20	61.6	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	80.00	*	80.70	80	N	N
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	76	98.7	77.60	84.30	62.20	77.6		
Male	78	96.3	60.30	70.60	48.10	60.3		
Economically Disadvantaged Students	14	100.0	64.30	57.40	36.20	64.3	**	**
Non-Economically Disadvantaged Students	140	97.2	69.30	78.80	65.80	69.3		
Students with Disabilities	26	96.3	23.00	38.00	20.50	23	36.8	Not Met
Students without Disabilities	128	97.7	78.10	84.70	61.90	78.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	762	766	749	*	*	21%	50%	13%	63%	50%
White	50	760	767	759	*	*	22%	48%	*	58%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	42	771	772	754	*	*	*	60%	*	74%	55%
Male	38	753	760	745	*	*	*	40%	*	50%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	14	713	*	720	*	*	*	*	0%	14%	24%
Students without Disabilities	66	773	*	755	*	*	*	*	15%	73%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	80	762	*	752	*	*	21%	50%	13%	63%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	777	777	753	*	*	18%	40%	37%	77%	56%
White	42	775	777	762	0%	*	*	36%	38%	74%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	34	779	784	758	*	*	*	47%	35%	82%	61%
Male	39	775	769	749	*	*	*	33%	39%	72%	51%
Economically Disadvantaged Students	12	767	765	737	*	*	*	*	*	67%	36%
Non-Economically Disadvantaged Students	61	779	778	764	*	*	*	*	*	79%	69%
Students with Disabilities	11	744	744	725	*	*	*	*	*	36%	25%
Students without Disabilities	62	783	783	759	*	*	*	*	*	84%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	73	777	777	755	*	*	18%	40%	37%	77%	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%

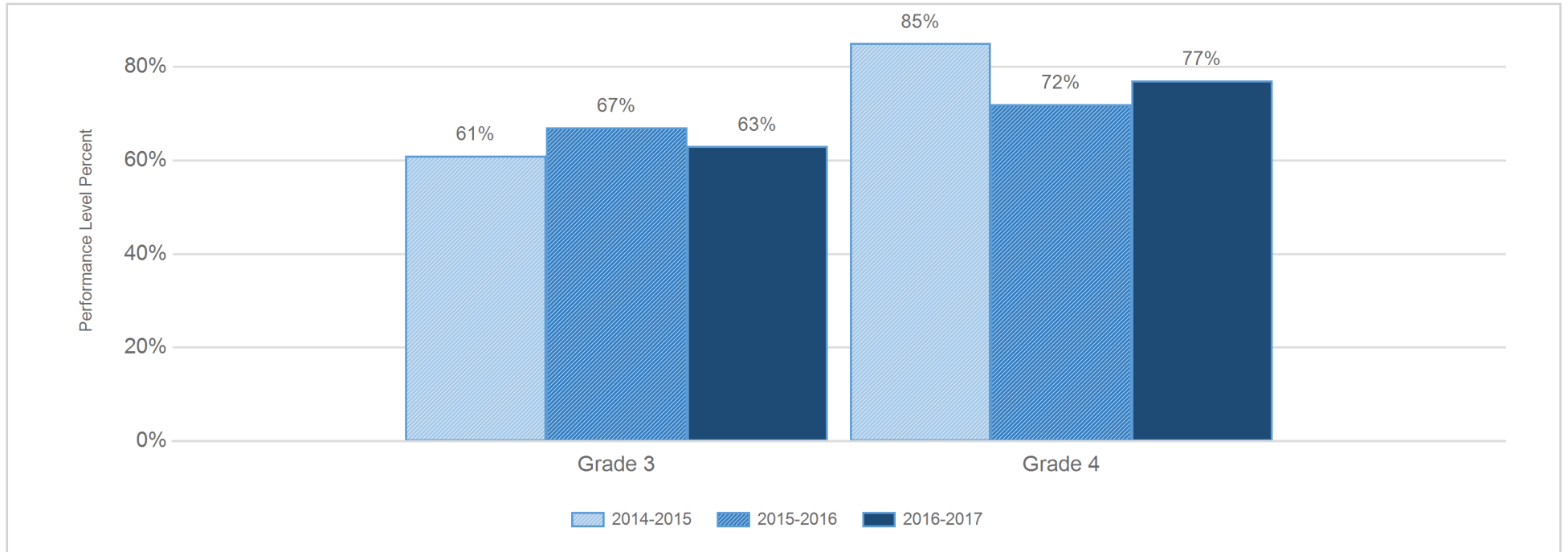


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English Language Arts/Literacy Assessment - Performance Trends

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](#).

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Schoolwide	155	97.5	60.60	66.50	43.50	60.6	63.8	Met Target†
White	94	96.9	61.70	68.70	52.40	61.7	64.7	Met Target†
Hispanic	20	95.2	50.00	*	27.60	50	67.4	Met Target†
Black or African American	13	100.0	38.50	35.40	21.70	38.5	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	70.00	*	75.60	70	N	N
American Indian or Alaska Native	*	*	*	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	77	98.7	57.20	67.20	44.10	57.2		
Male	78	96.3	64.10	65.80	42.90	64.1		
Economically Disadvantaged Students	15	100.0	53.30	39.90	25.10	53.3	**	**
Non-Economically Disadvantaged Students	140	97.2	61.40	68.30	54.30	61.4		
Students with Disabilities	26	96.3	42.30	31.80	16.50	42.3	43.3	Met Target†
Students without Disabilities	129	97.7	64.30	72.80	48.80	64.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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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	80	756	765	751	*	*	30%	41%	15%	56%	53%
White	50	754	765	759	*	*	26%	46%	*	58%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	42	756	765	751	*	*	33%	45%	*	55%	52%
Male	38	756	764	751	*	*	26%	37%	*	58%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	14	725	*	729	*	*	*	*	0%	21%	29%
Students without Disabilities	66	763	*	755	*	*	*	*	18%	64%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	80	756	*	753	*	*	30%	41%	15%	56%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	762	768	747	*	*	28%	55%	*	66%	47%
White	43	759	768	755	*	*	26%	61%	*	67%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	755	768	747	*	*	31%	54%	*	60%	47%
Male	39	768	768	747	*	*	26%	56%	*	72%	48%
Economically Disadvantaged Students	13	749	751	732	*	*	*	*	*	54%	27%
Non-Economically Disadvantaged Students	61	764	769	757	*	*	*	*	*	69%	61%
Students with Disabilities	11	745	747	724	*	*	*	*	*	73%	22%
Students without Disabilities	63	765	772	751	*	*	*	*	*	65%	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%

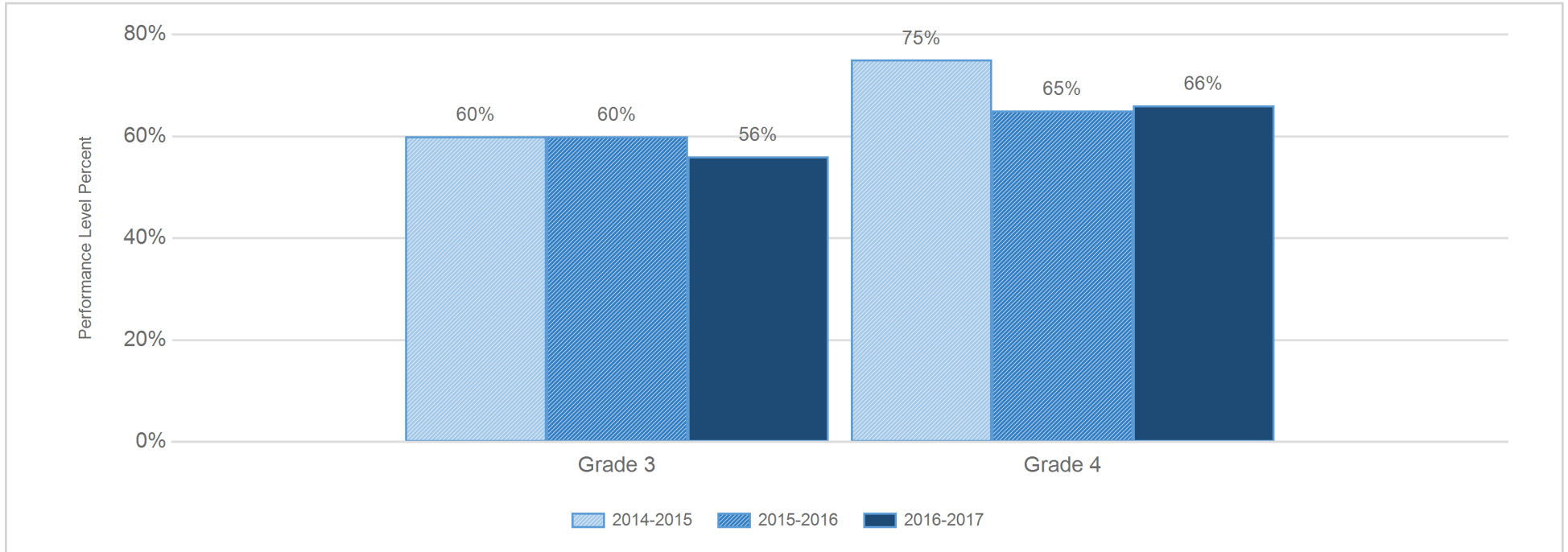


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Mathematics Assessment – Performance Trends

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	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	11	81.8%	18.2%
3	*	*	*
4	N	N	N
5+	N	N	N



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

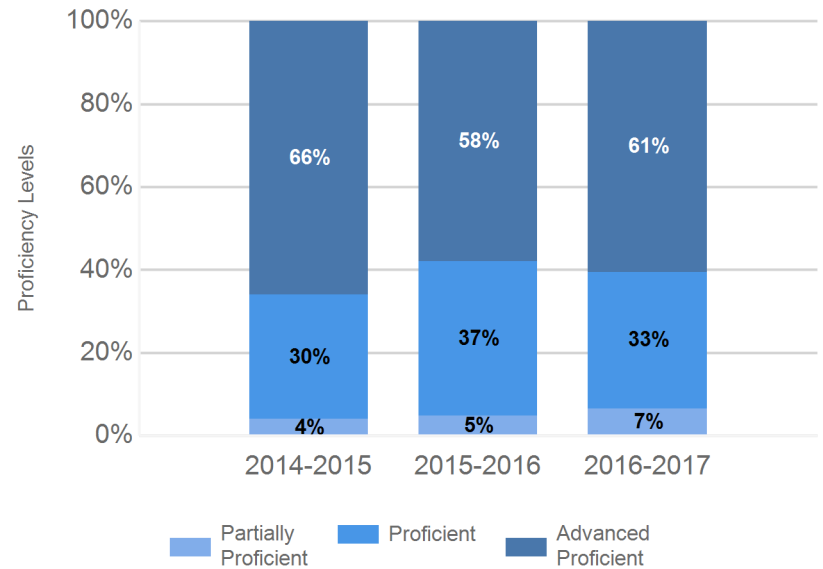
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	61%	33%	7%
White	64%	31%	4%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	39%	39%	23%
Students with Disabilities	18%	64%	18%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62	55	50	Exceeds Target	63	52	50	Exceeds Target
White	50	55	50	Met Target	61.5	52	52	Exceeds Target
Hispanic	*	52	49	**	*	49.5	47	**
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	60	**	*	58	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	64.5	48	47	**	47	50	46	**
Students with Disabilities	44	*	41	**	61	*	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.



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

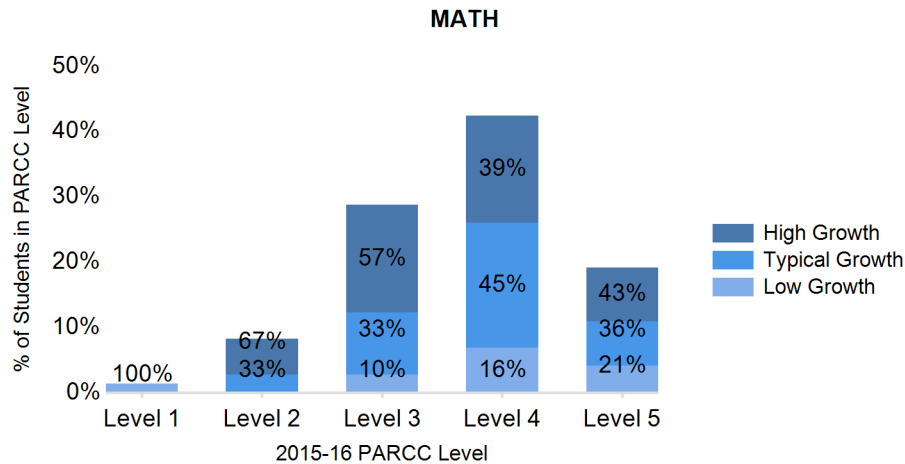
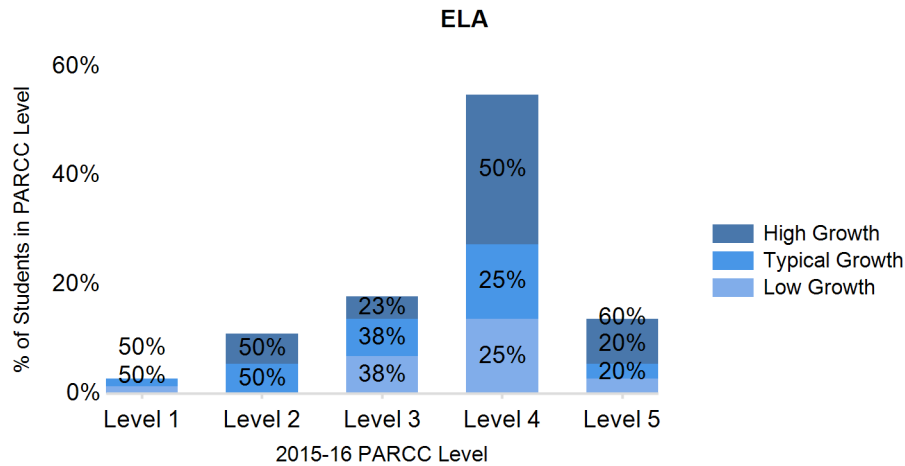
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

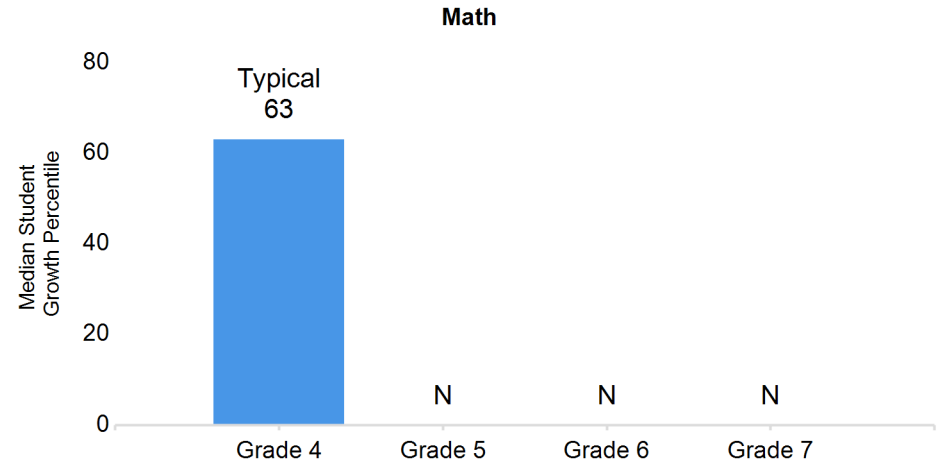
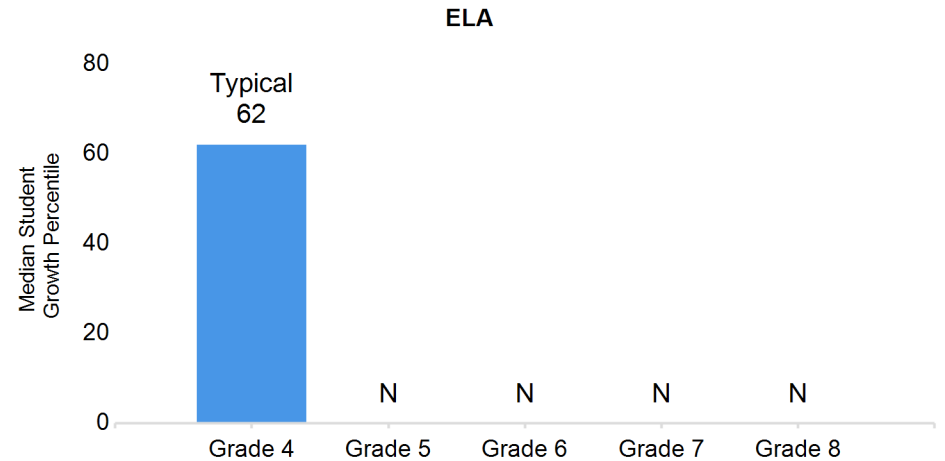
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

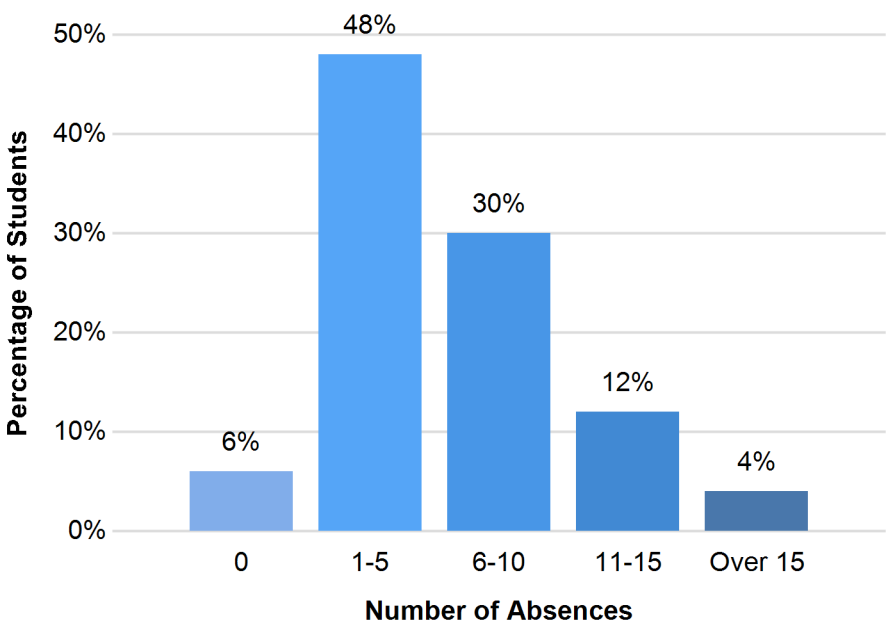
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.30	8.70	Met Target
White	1.30	8.70	Met Target
Hispanic	0	8.70	Met Target
Black or African American	6.70	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.30	8.70	Met Target
Students with Disabilities	1.90	8.70	Met Target
English Learners	0	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.



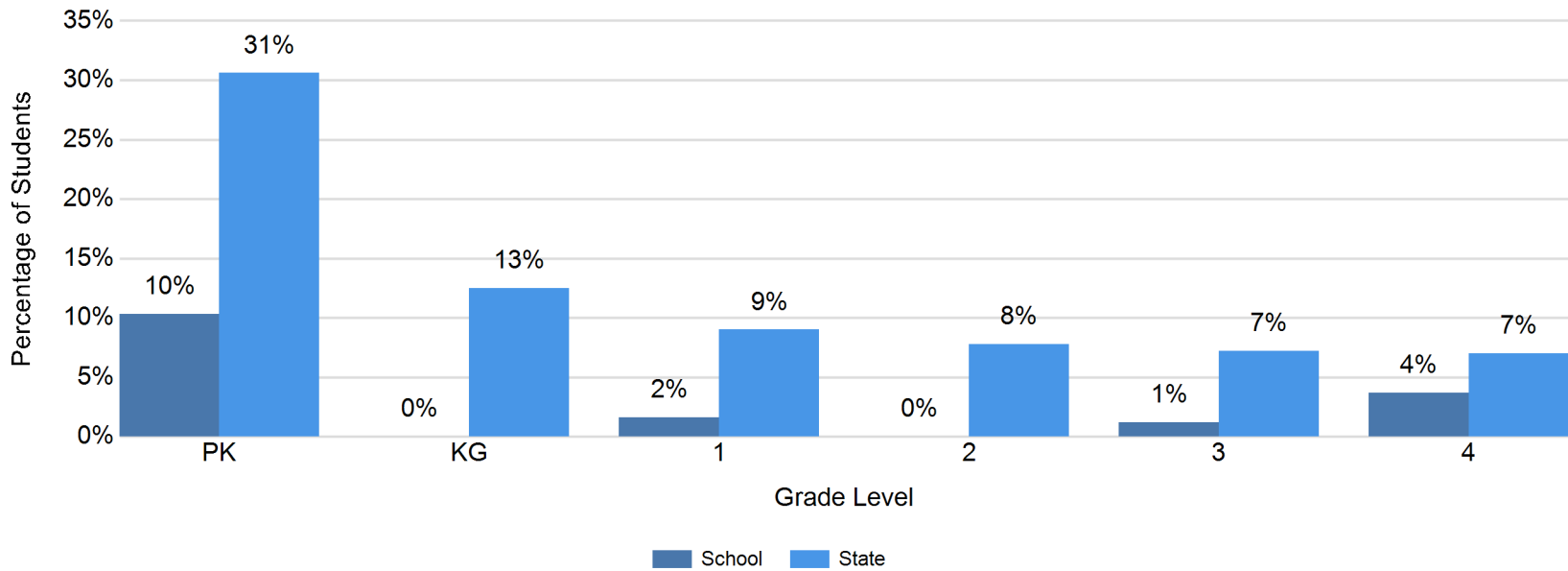


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Chronic Absenteeism by Grade

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	8:35AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	182.9 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$293	\$12,917	\$13,210



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	40	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	406:1	195:1
Librarian/Media Specialists		684:1
Nurses		497:1
Counselors		497:1
Child Study Team		391:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	93%	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	67.3	17.5%
Mathematics Proficiency	70.8	17.5%
English Language Arts Growth	69.2	25.0%
Mathematics Growth	83.7	25.0%
Chronic Absenteeism	97.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		77.1
Summative Rating: Percentile rank of Summative Score		87.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	77.1	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	65.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	Not Met	Met Target†	Met Target	**	**	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Fiory	Email Address:	jfiory@spfk12.org
Address:	563 WILLOW AVENUE SCOTCH PLAINS, NJ 07076	Website:	https://www.spfk12.org/schoolone
Phone:	(908)322-7731	Twitter:	https://twitter.com/@school1spf

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Everyday Math, Balanced Literacy, Global Perspectives, and Next Generation Science Standards. • Technology incorporates a focus on student production of work through laptops, iPads, and document cameras. • Successfully supports English Language Learners from throughout the school district at the K-4 level.
 <p>Mission, Vision, Theme:</p>	<p>School One strives to educate and empower our community of individual learners to be successful citizens of the world. School One’s mission is to prepare our students for an ever-changing world. To help support our mission, each year we strive to enhance our curriculum and facilities to better fit our students’ needs. Our staff is an integral part of School One and is committed to the academic and social development of our students.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses Everyday Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).</p>
 <p>Clubs and Activities:</p>	<p>Many activities are offered beyond the curriculum, such as Helping Hands and the School One Kids Care Club. A great number of PTA-sponsored activities, such as Beyond School Explorers (BSE) and the Variety Show, reflect the commitment and importance the community places on education. A highly qualified and motivated staff is involved and supportive, completing the home-school partnership. The combination results in a wealth of opportunity for the children.</p>
 <p>Before and After School Programs:</p>	<p>Our PTA offers various evening activities including our Variety Show and Science Fair and after-school Beyond School Explorers. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. Innovation and Inspiration is an after-school Title I funded class for select fourth grade students. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.</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>Staff and Professional Learning:</p>	<p>Professional development is delivered through three full days of professional development for teachers. Additionally, after school programs as well as summer programs are also available for all staff. In the 2016-2017 school year, the district moved to full-day kindergarten and provided a series of professional development workshops for this staff. Further, teachers in grades 1-3 attended professional learning opportunities through the National Institute for Early Education Research.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners for the district are supported at School One. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for language arts and math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in a comprehensive PE/health program offered by the certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.</p>
 <p>Parent and Community Involvement:</p>	<p>School One has a PTA that includes involvement from parents in grades pre-k through four. They have a number of volunteer activities throughout the year including a school wide Variety Show, Science Fair, amongst other things. They run fundraisers throughout the year that raise money to support the students and staff. School One has established a partnership with the local Rotary Club that supports our Kids Care Program.</p>



School One Elementary
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Grade Span PK-04

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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:

School One was built in 1972 and major renovations were done in 2002. There is a library/media center, art room, gymnasium and multi-purpose room, which houses vocal and instrumental music and our cafeteria. The entire School One building is air-conditioned. A playground area and field support active play at recess.



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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:

School One Elementary School enrolls approximately 400 students. We have a diverse population and strive to meet the needs of all students through differentiated instruction and varied learning activities. During the 2016-2017 school year, School One was comprised of 20 classrooms in grades pre-k through four. We have two half-day sections of pre-k, 3 sections of full-day kindergarten, 3 sections of first grade, and 4 sections of second through fourth. In addition, we provide special programs for the district: one multi-graded self-contained class for students with learning disabilities and also one English as a Second Language. Our entire staff at School One is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. A well-defined Program of Studies includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and adjust instruction accordingly. In 2016-2017, a full day kindergarten program was implemented. The instructional program is aligned with the New Jersey Kindergarten Guidelines, and Teaching Strategies Gold is employed to monitor student development in a variety of learning and social emotional domains. Teachers enhanced their professional learning through participation in the National Institute of Early Education Research professional development series on the NJ Guidelines for Early Learning in Grades K-3. The involvement of our staff, parents, and PTA speaks volumes of the commitment placed on our students' success. We are proud to make up School One Elementary and take pride in representing our district and community.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	396	387	384
10	384	385	384
11	402	341	367
12	375	377	360
Ungraded	4	7	8
Total	1561	1497	1503

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%	49%
Male	50%	49%	51%
Economically Disadvantaged Students	7%	6%	6%
Students with Disabilities	11%	10%	11%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	71.4%
Black or African American	10.5%
Hispanic	9.5%
Asian	5.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.6%

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	1464
Shared Time Students	76
Full Time Equivalent	1502

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	92.9%
Spanish	2.4%
Other	4.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	649	85.4	74.10	77.40	54.90	66.8	56.4	Met Target
White	464	86.6	76.50	78.50	63.90	69.7	57.5	Met Target
Hispanic	54	78.6	64.90	*	39.80	55	50.4	Met Target
Black or African American	70	83.9	51.50	58.10	35.20	45.6	41	Met Target
Asian, Native Hawaiian, or Pacific Islander	44	86.3	90.90	*	80.70	82.5	79.7	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	17	81.0	88.20	84.80	54.90	75	64.9	Met Target
Female	309	84.1	80.60	84.30	62.20	71.6		
Male	340	86.5	68.30	70.60	48.10	62.3		
Economically Disadvantaged Students	37	87.2	62.10	57.40	36.20	*	29.5	Met Target
Non-Economically Disadvantaged Students	612	85.3	74.90	78.80	65.80	*		
Students with Disabilities	76	83.9	39.40	38.00	20.50	34.7	28.3	Met Target
Students without Disabilities	573	85.6	78.70	84.70	61.90	71.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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† 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	384	769	769	749	*	*	20%	50%	24%	74%	52%
White	271	770	770	757	*	*	18%	54%	24%	78%	62%
Hispanic	31	761	761	733	*	*	32%	52%	*	61%	35%
Black or African American	44	747	747	730	*	*	30%	34%	*	46%	30%
Asian, Native Hawaiian, or Pacific Islander	28	790	790	777	*	*	*	39%	50%	89%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	10	784	784	746	0%	*	*	*	*	80%	48%
Female	190	777	777	756	*	*	13%	52%	31%	83%	60%
Male	194	760	760	741	*	*	26%	48%	17%	64%	43%
Economically Disadvantaged Students	24	754	754	731	*	*	*	58%	*	67%	32%
Non-Economically Disadvantaged Students	360	770	770	758	*	*	*	49%	*	74%	62%
Students with Disabilities	56	739	739	714	*	*	39%	34%	*	36%	13%
Students without Disabilities	328	774	774	754	*	*	17%	53%	*	80%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	274	769	769	743	5%	6%	15%	49%	25%	74%	46%
White	198	771	771	749	*	*	16%	47%	28%	74%	52%
Hispanic	24	758	758	728	*	*	*	54%	*	71%	34%
Black or African American	29	752	752	725	*	*	*	41%	*	55%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	123	775	775	752	*	*	12%	41%	37%	77%	54%
Male	151	763	763	734	*	*	18%	55%	16%	71%	39%
Economically Disadvantaged Students	15	730	730	726	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	259	771	771	751	*	*	*	*	*	76%	54%
Students with Disabilities	20	722	722	704	*	*	*	*	*	45%	12%
Students without Disabilities	254	772	772	749	*	*	*	*	*	76%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	749	749	736	13%	*	27%	39%	*	51%	38%
White	45	752	752	738	*	*	27%	38%	*	53%	40%
Hispanic	15	731	731	731	*	*	*	*	0%	40%	34%
Black or African American	10	744	744	728	*	0%	*	*	0%	40%	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	*	*	*	731	*	*	*	*	*	*	36%
Female	18	757	757	744	*	*	*	*	*	56%	46%
Male	59	746	746	729	*	*	*	*	*	49%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	18	722	722	709	*	*	*	*	*	22%	12%
Students without Disabilities	59	757	757	741	*	*	*	*	*	59%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

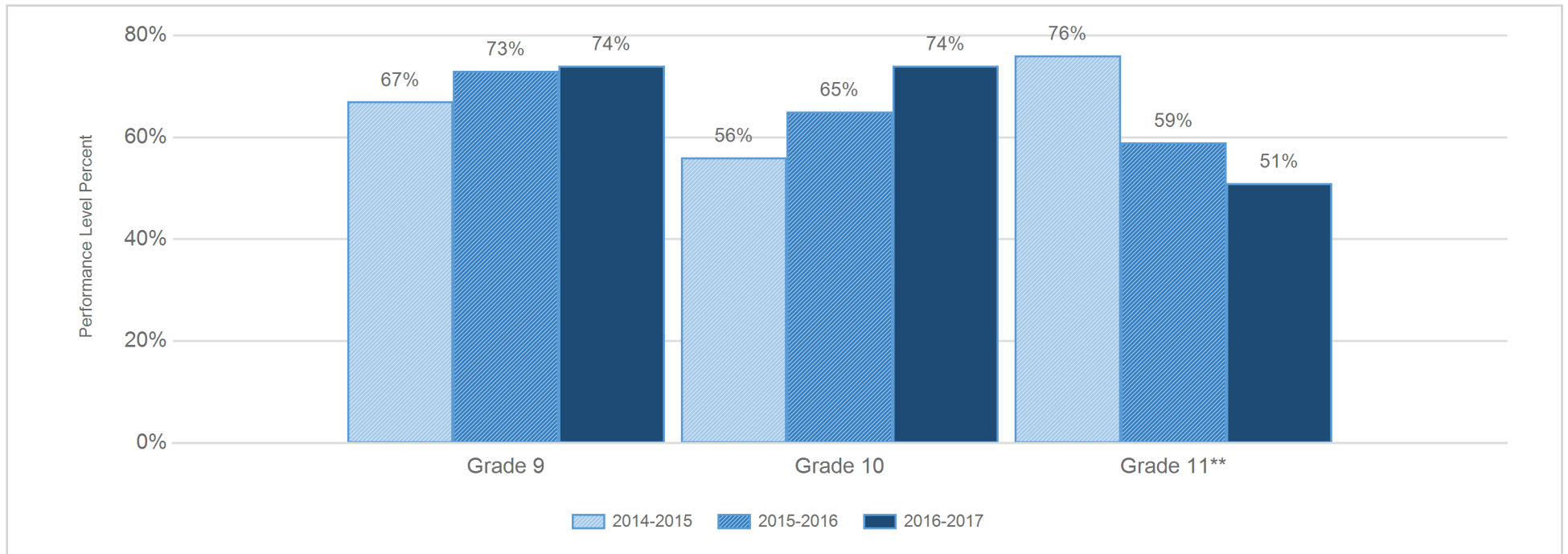


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	610	81.8	53.50	66.50	43.50	46.2	53	Not Met
White	440	82.9	57.70	68.70	52.40	50.4	55.4	Not Met
Hispanic	51	76.5	37.30	*	27.60	30.7	39.8	Met Target†
Black or African American	60	76.8	18.30	35.40	21.70	14.8	34.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	44	88.0	79.60	*	75.60	73.6	70.8	Met Target
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	15	75.0	46.60	70.70	44.90	36.8	N	N
Female	287	79.3	56.10	67.20	44.10	46.9		
Male	323	84.2	51.10	65.80	42.90	45.3		
Economically Disadvantaged Students	32	77.8	40.60	39.90	25.10	*	22.3	Met Target
Non-Economically Disadvantaged Students	578	82.1	54.20	68.30	54.30	*		
Students with Disabilities	67	83.1	22.40	31.80	16.50	19.5	14.5	Met Target
Students without Disabilities	543	81.7	57.30	72.80	48.80	49.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	723	766	743	18%	33%	37%	*	*	12%	42%
White	28	726	769	751	*	*	36%	*	0%	21%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	22	717	743	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	26	725	765	744	*	*	*	*	0%	12%	43%
Male	34	722	768	741	*	*	*	*	0%	12%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	31	718	733	714	*	*	*	*	*	*	10%
Students without Disabilities	29	728	774	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	354	753	753	734	*	8%	32%	52%	*	58%	30%
White	260	754	754	740	*	7%	34%	55%	*	60%	38%
Hispanic	31	741	*	722	*	*	42%	36%	*	39%	14%
Black or African American	26	735	735	719	*	*	42%	*	*	23%	*
Asian, Native Hawaiian, or Pacific Islander	28	768	768	758	0%	*	*	71%	*	93%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	173	755	755	735	*	*	31%	60%	*	64%	31%
Male	181	751	*	733	*	*	33%	44%	*	53%	30%
Economically Disadvantaged Students	18	742	742	721	*	*	*	*	*	50%	13%
Non-Economically Disadvantaged Students	336	753	*	740	*	*	*	*	*	59%	39%
Students with Disabilities	39	736	736	711	*	*	49%	*	*	26%	*
Students without Disabilities	315	755	*	738	*	*	30%	*	*	62%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	750	750	725	*	16%	22%	51%	*	54%	28%
White	167	751	751	731	*	13%	20%	57%	*	59%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	16	738	738	703	*	*	*	*	*	31%	*
Asian, Native Hawaiian, or Pacific Islander	16	759	759	761	0%	*	*	*	*	56%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	95	746	746	725	*	20%	16%	52%	*	54%	27%
Male	125	752	752	725	*	13%	27%	51%	*	54%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	220	750	750	726	*	16%	22%	51%	*	54%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

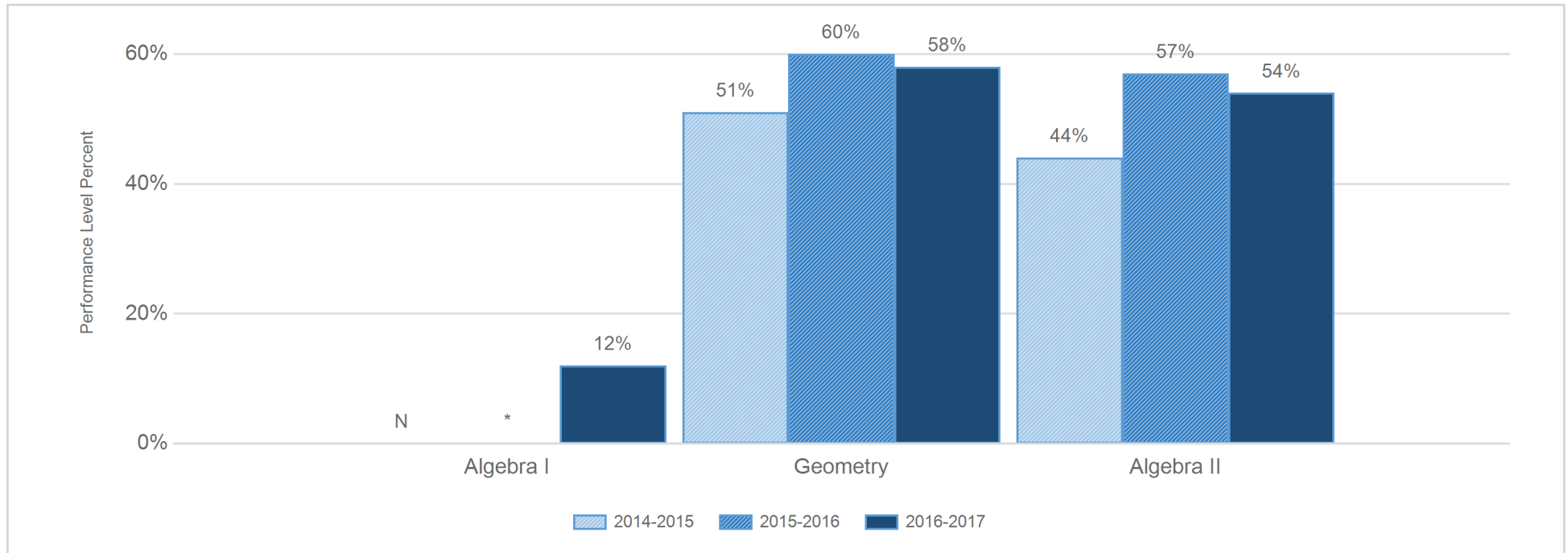


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

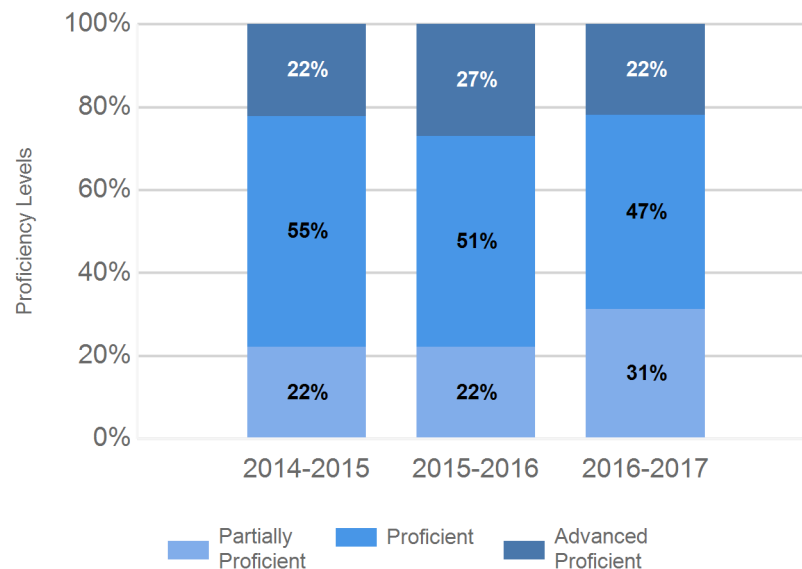
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	22%	47%	31%
White	21%	51%	28%
Hispanic	16%	42%	42%
Black or African American	9%	32%	59%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	14%	48%	38%
Students with Disabilities	2%	33%	65%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	56.5%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	524	481	Varies By Grade	84%	67%
PSAT - Math	528	483	Varies By Grade	73%	49%
SAT - Reading and Writing	578	551	480	89%	77%
SAT - Math	581	552	530	74%	58%
ACT - Reading	25	24	22	71%	65%
ACT - English	25	24	18	88%	79%
ACT - Math	25	24	22	74%	65%
ACT - Science	24	23	23	57%	54%



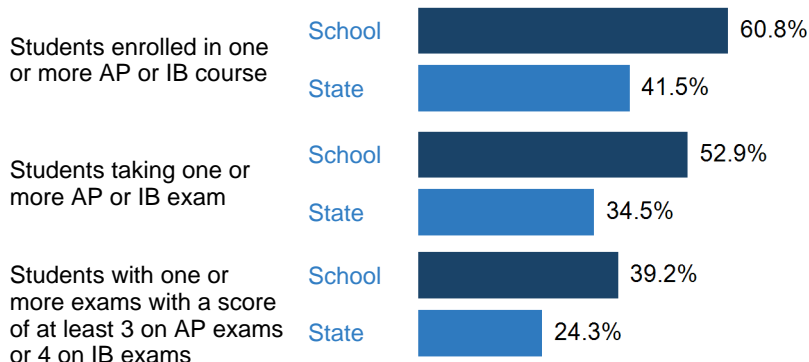
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

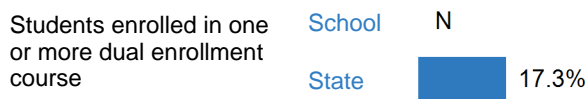
AP/IB Coursework – Participation and Performance

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 Art—History of Art	43	20
AP Biology	0	33
AP Calculus AB	71	44
AP Calculus BC	22	20
AP Chemistry	87	82
AP Chinese Language and Culture	0	1
AP Computer Science A	15	12
AP English Language and Composition	0	172
AP English Literature and Composition	133	35
AP Environmental Science	31	23
AP European History	43	36
AP French Language and Culture	7	2
AP Italian Language and Culture	43	4
AP Macroeconomics	0	52
AP Microeconomics	100	38
AP Physics B	27	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	23
AP Spanish Language	45	14
AP Statistics	40	26



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	69	31
AP U.S. History	45	22
Total Exams Taken		692
Exams with scores of at least 3 on AP exams or 4 on IB exams		491



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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.

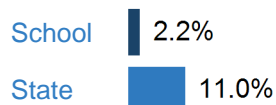
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

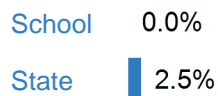
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Architecture & Construction	*	*
Health Science	*	*
Human Services	*	*
Information Technology	16	16
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	34	
Total number of credentials earned in all clusters		34

**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	53	329	0	0	0	0	3
10	6	35	329	0	0	0	16
11	2	15	25	0	1	6	340
12	0	3	14	36	247	34	21
Schoolwide	61	383	368	36	248	40	380
Enrolled in AP/IB Course					93	40	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	384	0	0	0	0	0
10	5	373	0	0	0	3
11	24	90	0	7	112	64
12	32	6	0	24	99	101
Schoolwide	445	469	0	31	211	168
Enrolled in AP/IB Course	0	87		31	27	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	0	385	21	0	0	0
10	7	383	106	63	6	3
11	11	35	18	34	24	346
12	19	36	54	48	24	155
Schoolwide	37	839	199	145	54	504
Enrolled in AP/IB Course	0	45	100	0	0	108

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	222	38	103	0	0	17	0
10	199	79	88	0	0	7	0
11	142	75	67	0	0	9	0
12	99	21	50	0	0	8	0
Schoolwide	662	213	308	0	0	41	0
Enrolled in AP/IB Course	45	7	43	0	0	0	0
Enrolled in Level 3 or Higher	324	168	162	0	0	15	0
Earned Seal of Biliteracy	14	*	0	0	*	0	0



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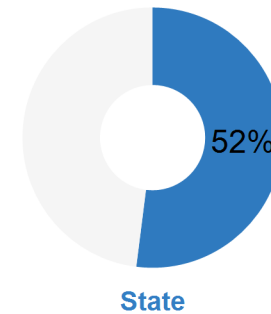
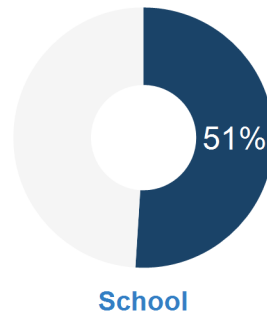
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Visual and Performing Arts – Course Participation

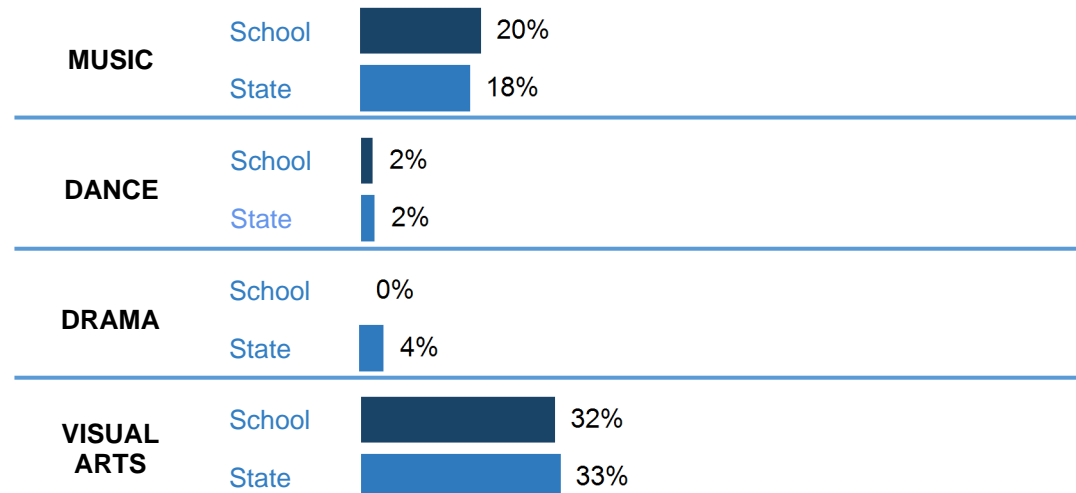
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.7%	90.5%	97.3%	91.8%	96.3%	N	Met Goal	98.2%	N	Met Goal
White	96.4%	94.5%	97.7%	95.1%	96.7%	N	Met Goal	*	N	Met Goal
Hispanic	94.9%	84.3%	96.9%	86.3%	93.8%	95.0%	Not Met	100.0%	N	Met Goal
Black or African American	89.1%	83.4%	*	85.3%	*	95.0%	Not Met	98.2%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	88.5%	83.9%	96.7%	85.6%	93.3%	95.0%	Not Met	95.0%	N	Met Goal
Students with Disabilities	80.0%	78.8%	86.5%	82.1%	82.7%	87.2%	Not Met	86.8%	91.7%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	95.7%	-
2016	96.3%	97.3%
2015	97.7%	98.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.2%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	88.2%	10.4%	89.6%
White	88%	9.4%	90.6%
Hispanic	88.2%	33.3%	66.7%
Black or African American	83.9%	0%	100%
Asian, Native Hawaiian, or Pacific Islander	90.5%	5.3%	94.7%
American Indian or Alaska Native	*	0%	*
Two or More Races	*	0%	*
Economically Disadvantaged Students	84.2%	18.8%	81.3%
Students with Disabilities	60.7%	41.2%	58.8%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	89.8%	16.7%	83.3%	65.1%	34.9%	43.3%	56.7%
White	88%	12%	88%	58.9%	41.1%	34.9%	65.2%
Hispanic	96.6%	39.3%	60.7%	96.4%	3.6%	71.4%	28.6%
Black or African American	91.7%	45.5%	54.6%	81.8%	18.2%	69.7%	30.3%
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	83.3%	25%	75%	75%	25%	75%	25%
Students with Disabilities	66.7%	42.3%	57.7%	73.1%	26.9%	69.2%	30.8%
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

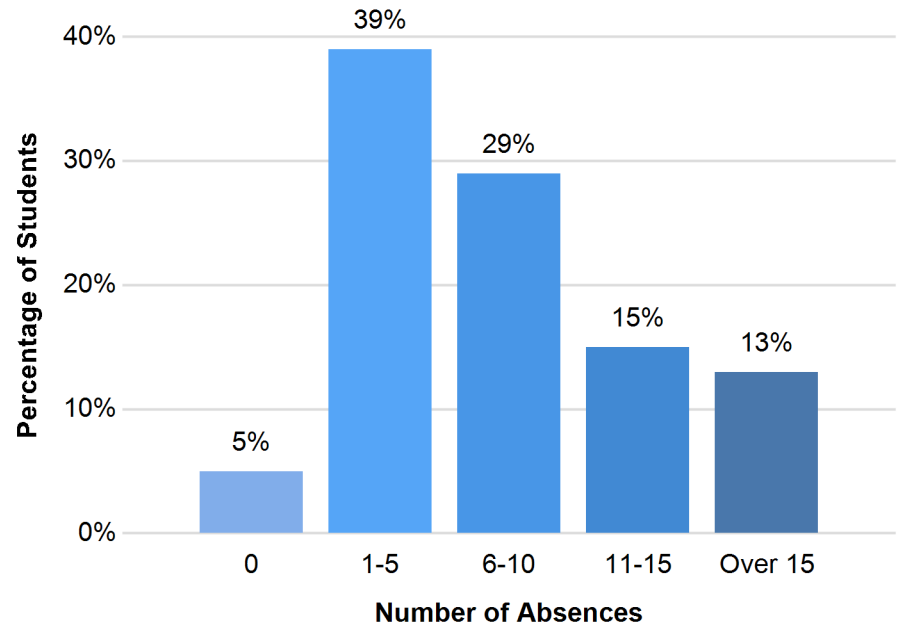
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.40	14.30	Met Target
White	10.60	14.30	Met Target
Hispanic	9.30	14.30	Met Target
Black or African American	11.70	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.50	14.30	Met Target
Economically Disadvantaged Students	14.30	14.30	Met Target
Students with Disabilities	21.00	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



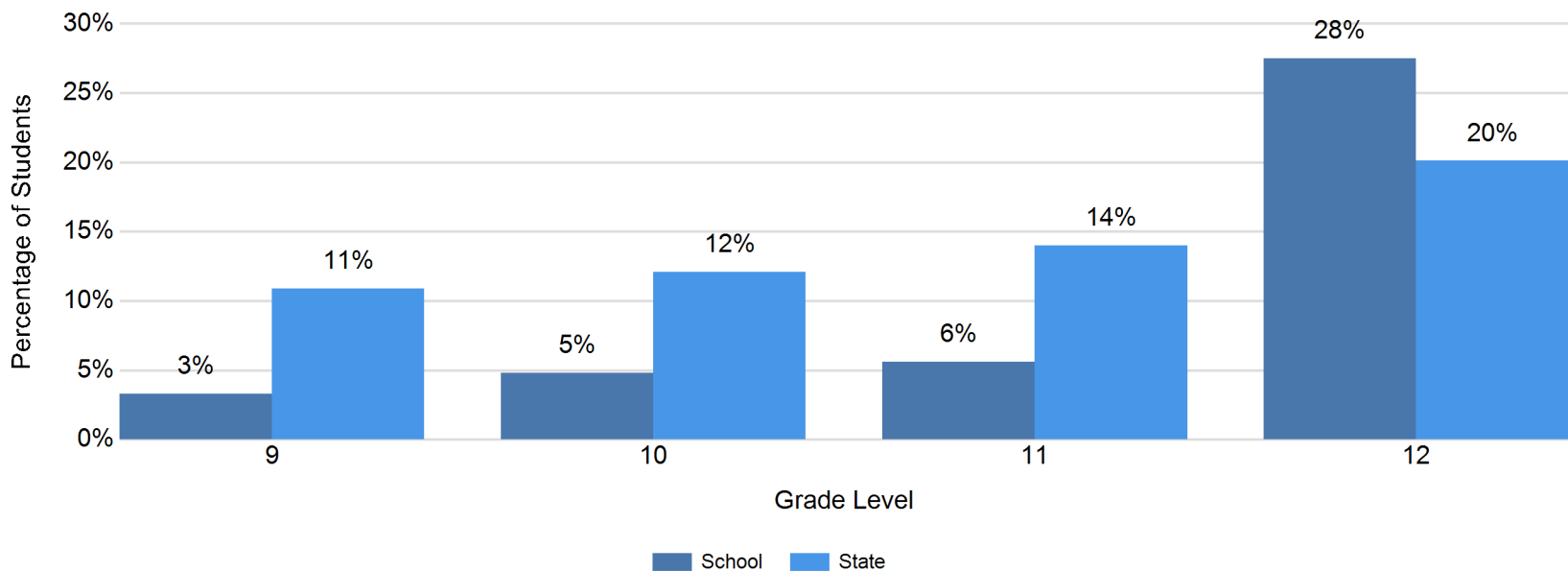


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	3 Hrs. 0 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	9
Vandalism	0
Weapons	0
Substances	10
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	1.60

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	2.5%
Any Suspension	2.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	182.9 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$293	\$12,917	\$13,210



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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	116	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	9.7	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	28	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	376:1	195:1
Librarian/Media Specialists		684:1
Nurses		497:1
Counselors		497:1
Child Study Team		391:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	93%	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	87.0	17.5%
Mathematics Proficiency	80.8	17.5%
Graduation - 4-Year	70.4	25.0%
Graduation - 5-Year	84.8	25.0%
Chronic Absenteeism	54.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.4
Summative Rating: Percentile rank of Summative Score		85.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	76.4	6.2	No	Met Target	Not Met	Met Target	Met Goal	Met Goal	No
White	71.3	6.2	No	Met Target	Not Met	Met Target	Met Goal	Met Goal	No
Hispanic	83.2	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Goal	No
Black or African American	77.5	6.2	No	Met Target	Not Met	Met Target	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	69.1	6.2	No	Met Goal	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	Met Target	N	Met Target	**	**	No
Economically Disadvantaged Students	84.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Students with Disabilities	66.8	6.2	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Heisey	Email Address:	dheisey@spfk12.org
Address:	667 WESTFIELD ROAD SCOTCH PLAINS, NJ 07076	Website:	https://www.spfk12.org/spfhs
Phone:	(908)889-8600		

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"> • Accredited through The Middle States Association of Colleges and Schools. • Recognized for outstanding achievement by Newsweek, NJ Monthly and Niche.com and offers a wide range of AP classes. • Academic programs coupled with a wide variety of student activities offer something for everyone.
<p>Mission, Vision, Theme:</p>	<p>Scotch Plains-Fanwood High School strives to educate and empower our community of individual learners to be successful citizens of the world. The educators at Scotch Plains-Fanwood High School are committed to providing an academically excellent, developmentally responsive, and socially equitable learning environment for every student.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>In the class of 2017, there were eight National Merit Commended students and two students recognized by the National Hispanic Scholarship Program. The New Jersey Monthly Magazine's most recent rankings placed Scotch Plains-Fanwood High School as one of the top 100 high schools in our state.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>As a district, we strive to create the best academic environment for each student. Our school counselors work closely with students and parents regarding course selection, career choices, and post secondary options. The Counseling Department utilizes the Naviance Program as a vehicle to work with students and families on college and career choices.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Our athletic program offers twenty-five different sports during the fall, winter, and spring seasons. The authentic experiences offered by athletic competition are an extension of classroom learning. Many of our athletic programs qualify for post-season play due to regular-season success. The athletic programs serve as a springboard for success as we have many individuals that become student-athletes at the collegiate level.</p>
 <p>Clubs and Activities:</p>	<p>Scotch Plains-Fanwood High School's academic and co-curricular programs are designed to foster the aptitudes and talents of our students. The success of this effort is evident by the overwhelming participation of our students in clubs, athletics, service organizations, and music programs.</p>








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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>We are constantly examining the current research on teaching and learning and applying it to the needs of the students. We feel it is important to embrace and celebrate our tradition of success while also looking to the future of our rapidly changing society. Staff engages in professional development through a variety of formats: whole faculty and department meetings, professional development day offerings, as well as optional workshops on a variety of topics throughout the year.</p>
 <p>Postsecondary Information:</p>	<p>Ninety-two percent of the Class of 2017 continued their education beyond the secondary level. Continuing education is a priority in our school community where a well-educated staff models the benefits of being life-long learners.</p>
 <p>Student Supports and Services:</p>	<p>Scotch Plains-Fanwood High School strives to be a harmonious educational community committed to excellence in developing each member's potential. Within our environment, we consider students to be valued individuals, with unique aptitudes, attitudes, interests, and needs. In order to foster these individual potentials, we have a comprehensive high school providing programs and opportunities for academic, emotional, creative, physical, and social worth and growth.</p>
 <p>Student Health and Wellness:</p>	<p>The Health and Wellness of our students is a top priority. This is evident in the wide-array of activities available to students both through our Physical Education as well as our intramural programs.</p>
 <p>Parent and Community Involvement:</p>	<p>Scotch Plains-Fanwood High School has a strong and well established PTA that supports our academic and co-curricular programs. We utilize PowerSchool as our student information system providing students and parents with instant feedback regarding academic progress. We believe the educational process ultimately depends upon the combined efforts of administration, faculty, students, parents, and the community at large.</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:

The high school offers students and visitors wireless capabilities to enhance instruction. Students have the opportunity to utilize a state-of-the-art media center as well as classrooms that can be converted into computer labs using laptop carts. The high school offers a recently updated science wing offering numerous innovations to enhance teaching and learning. Our athletic facilities provide students with opportunities to excel and are highlighted by two turf fields and indoor facilities.



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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:

Scotch Plains-Fanwood High School is a four-year comprehensive school with an enrollment of approximately 1,560 students reflecting the diversity of the nation at large. In order to qualify for graduation, students must complete one hundred and twenty (120) credits of coursework. The school's academic and co-curricular programs are designed to foster the aptitudes and talents of our students. The success of this effort is evident in the overwhelming participation of our students in clubs, athletics, service organizations, and music programs. Many of our vocal and instrumental music groups have received recognition at the state level, including our award winning Raider Marching Band and our two jazz groups: SPF Jazz and the Moonglowers. Our Business Education Clubs (DECA and FBLA) have received numerous awards for their outstanding achievement. Our school newspaper, the Fanscotian, and the yearbook, the Culmen, have received numerous awards for outstanding reporting and publishing. Raider News, which is televised through local cable channels and through our website, is the longest running student news program in the country. We have many service related clubs and organizations designed to improve conditions throughout the world, the country, our state and local community. Scotch Plains-Fanwood High School operates on a seven period day featuring 44 minute periods. Students in grades 10 through 12 have the option to enroll in an early morning class to maximize the number of courses being taken. Technology is integrated in all academic offerings through the use of Google Classroom and through other means.




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	223	194	204
6	201	226	190
7	197	203	222
8	202	205	202
Ungraded	2	8	13
Total	825	836	831

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	50%
Male	50%	50%	50%
Economically Disadvantaged Students	4%	4%	3%
Students with Disabilities	14%	17%	15%
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
White	70.9%
Asian	9.7%
Hispanic	8.2%
Black or African American	5.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.4%

Enrollment by Home Language

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

Home Language	% of Students
English	94.1%
Chinese	1.7%
Spanish	1.0%
Other	3.1%



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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	816	96.8	82.20	77.40	54.90	82.2	77.1	Met Goal
White	578	96.0	81.60	78.50	63.90	81.6	76.8	Met Goal
Hispanic	66	97.1	81.80	*	39.80	81.8	73.1	Met Goal
Black or African American	46	100.0	76.10	58.10	35.20	76.1	60	Met Target
Asian, Native Hawaiian, or Pacific Islander	83	100.0	91.50	*	80.70	91.5	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	43	97.7	79.10	84.80	54.90	79.1	80	N
Female	405	96.9	89.10	84.30	62.20	89.1		
Male	411	96.7	75.50	70.60	48.10	75.5		
Economically Disadvantaged Students	45	100.0	57.80	57.40	36.20	57.8	47.8	Met Target
Non-Economically Disadvantaged Students	771	96.6	83.70	78.80	65.80	83.7		
Students with Disabilities	145	95.5	43.50	38.00	20.50	43.5	43.5	Met Target
Students without Disabilities	671	97.1	90.60	84.70	61.90	90.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	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	200	771	768	756	*	*	12%	61%	19%	80%	59%
White	137	772	770	763	*	*	10%	66%	18%	83%	69%
Hispanic	20	768	765	743	*	*	*	60%	*	75%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	784	776	779	*	0%	*	48%	*	86%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	12	758	*	757	0%	*	*	*	*	58%	60%
Female	102	778	774	761	*	*	*	64%	26%	89%	66%
Male	98	764	762	750	*	*	*	58%	12%	70%	53%
Economically Disadvantaged Students	10	758	751	740	*	*	*	*	0%	80%	40%
Non-Economically Disadvantaged Students	190	772	769	765	*	*	*	*	20%	80%	71%
Students with Disabilities	28	731	728	725	*	*	*	*	0%	32%	22%
Students without Disabilities	172	778	774	762	*	*	*	*	22%	88%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	200	771	*	757	*	*	12%	61%	19%	80%	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	186	779	777	752	*	*	12%	47%	36%	83%	54%
White	133	779	777	758	*	*	12%	47%	35%	82%	63%
Hispanic	16	777	773	740	0%	0%	*	*	*	81%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	19	795	789	776	0%	0%	*	*	53%	95%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	96	787	787	758	*	*	*	50%	42%	92%	61%
Male	90	772	767	746	*	*	*	43%	30%	73%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	35	752	747	722	*	*	*	40%	*	51%	17%
Students without Disabilities	151	786	783	758	*	*	*	48%	*	90%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	783	780	756	*	*	13%	32%	50%	82%	59%
White	156	779	778	764	*	*	14%	34%	46%	80%	69%
Hispanic	16	785	776	742	0%	0%	*	*	*	75%	44%
Black or African American	13	775	766	737	0%	*	*	*	*	85%	38%
Asian, Native Hawaiian, or Pacific Islander	23	811	803	784	0%	*	0%	*	78%	96%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	12	790	*	757	0%	0%	*	*	*	83%	59%
Female	108	789	787	764	*	*	*	29%	59%	88%	68%
Male	112	778	773	749	*	*	*	36%	40%	76%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	42	747	743	719	*	*	31%	33%	*	43%	19%
Students without Disabilities	178	792	788	763	*	*	8%	32%	*	91%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	790	783	757	*	*	10%	39%	47%	86%	59%
White	144	788	784	764	*	*	12%	39%	46%	85%	68%
Hispanic	13	786	775	742	0%	0%	*	*	*	92%	44%
Black or African American	16	781	764	738	0%	0%	*	63%	*	88%	39%
Asian, Native Hawaiian, or Pacific Islander	17	811	794	786	0%	*	0%	*	71%	94%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	96	796	788	766	*	*	*	37%	54%	91%	68%
Male	103	784	778	749	*	*	*	42%	41%	83%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	26	751	743	718	*	*	39%	*	*	42%	18%
Students without Disabilities	173	796	789	764	*	*	6%	*	*	93%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	199	790	*	759	*	*	10%	39%	47%	86%	*
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%

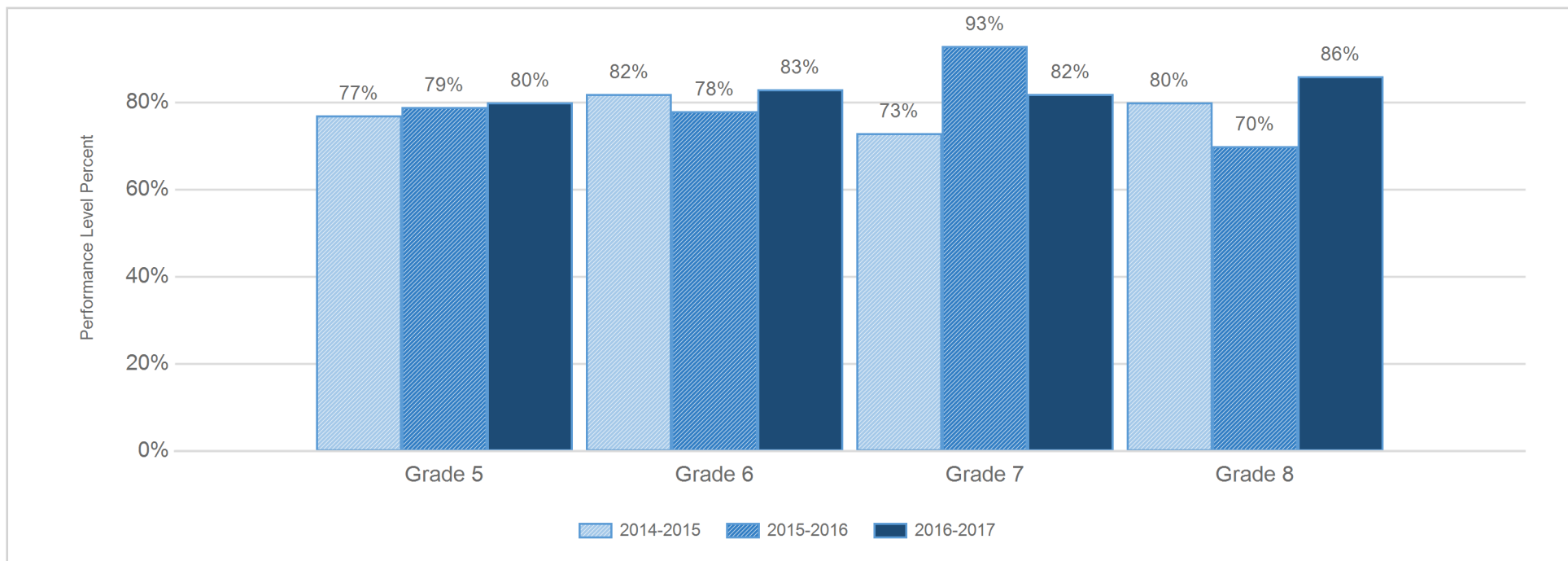


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English Language Arts/Literacy Assessment - Performance Trends

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	822	97.5	72.10	66.50	43.50	72.1	68.8	Met Target
White	583	96.7	72.80	68.70	52.40	72.8	67.7	Met Target
Hispanic	68	100.0	61.70	*	27.60	61.7	62.4	Met Target†
Black or African American	46	100.0	58.70	35.40	21.70	58.7	51.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	82	98.8	87.80	*	75.60	87.8	80	Met Goal
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	43	100.0	65.10	70.70	44.90	65.1	66.4	N
Female	409	97.9	72.10	67.20	44.10	72.1		
Male	413	97.2	72.20	65.80	42.90	72.2		
Economically Disadvantaged Students	45	100.0	40.00	39.90	25.10	40	29	Met Target
Non-Economically Disadvantaged Students	777	97.4	74.00	68.30	54.30	74		
Students with Disabilities	148	96.8	32.50	31.80	16.50	32.5	38.9	Met Target†
Students without Disabilities	674	97.7	80.80	72.80	48.80	80.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	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
Schoolwide	201	760	756	747	*	*	24%	55%	13%	68%	46%
White	138	760	757	754	*	*	20%	61%	12%	73%	57%
Hispanic	20	752	751	735	*	*	*	*	*	55%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	21	779	772	774	0%	*	*	48%	*	86%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	12	752	*	747	0%	0%	*	*	0%	42%	47%
Female	102	760	755	747	*	*	27%	54%	14%	68%	47%
Male	99	759	756	746	*	*	21%	57%	12%	69%	46%
Economically Disadvantaged Students	10	734	733	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	191	761	757	756	*	*	*	*	*	71%	59%
Students with Disabilities	28	730	725	725	*	*	50%	*	*	14%	19%
Students without Disabilities	173	764	761	751	*	*	20%	*	*	77%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	201	760	*	748	*	*	24%	55%	13%	68%	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
Schoolwide	187	761	760	743	*	*	22%	57%	15%	72%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	16	758	756	731	0%	0%	*	*	*	63%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	19	778	773	771	0%	0%	*	63%	*	95%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	96	761	763	745	*	*	19%	64%	14%	77%	45%
Male	91	761	758	742	*	*	25%	50%	17%	66%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	35	741	738	717	*	*	43%	29%	*	34%	13%
Students without Disabilities	152	765	764	748	*	*	17%	63%	*	80%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	763	760	741	*	*	23%	49%	20%	69%	40%
White	156	759	758	748	*	*	24%	53%	15%	67%	49%
Hispanic	16	769	760	730	0%	0%	*	*	*	69%	23%
Black or African American	13	748	743	726	*	*	*	*	0%	69%	19%
Asian, Native Hawaiian, or Pacific Islander	23	790	783	764	0%	*	*	*	57%	83%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	12	771	*	740	0%	0%	*	*	*	67%	39%
Female	108	760	759	743	*	*	26%	47%	18%	65%	41%
Male	112	766	760	740	*	*	20%	51%	22%	73%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	42	735	735	716	*	*	38%	*	*	26%	11%
Students without Disabilities	178	769	765	746	*	*	19%	*	*	79%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

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

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	779	766	743	*	*	16%	60%	22%	82%	42%
White	144	778	769	751	*	*	14%	63%	21%	83%	52%
Hispanic	15	766	*	728	0%	0%	*	*	*	60%	24%
Black or African American	16	771	743	724	0%	*	*	69%	*	75%	19%
Asian, Native Hawaiian, or Pacific Islander	16	805	791	774	0%	*	*	*	*	88%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	99	777	765	744	*	*	13%	63%	18%	81%	43%
Male	101	781	768	741	*	*	18%	57%	25%	82%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	26	750	733	714	*	*	42%	42%	*	46%	10%
Students without Disabilities	174	784	774	747	*	*	12%	63%	*	87%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	200	779	767	745	*	*	16%	60%	22%	82%	*
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%

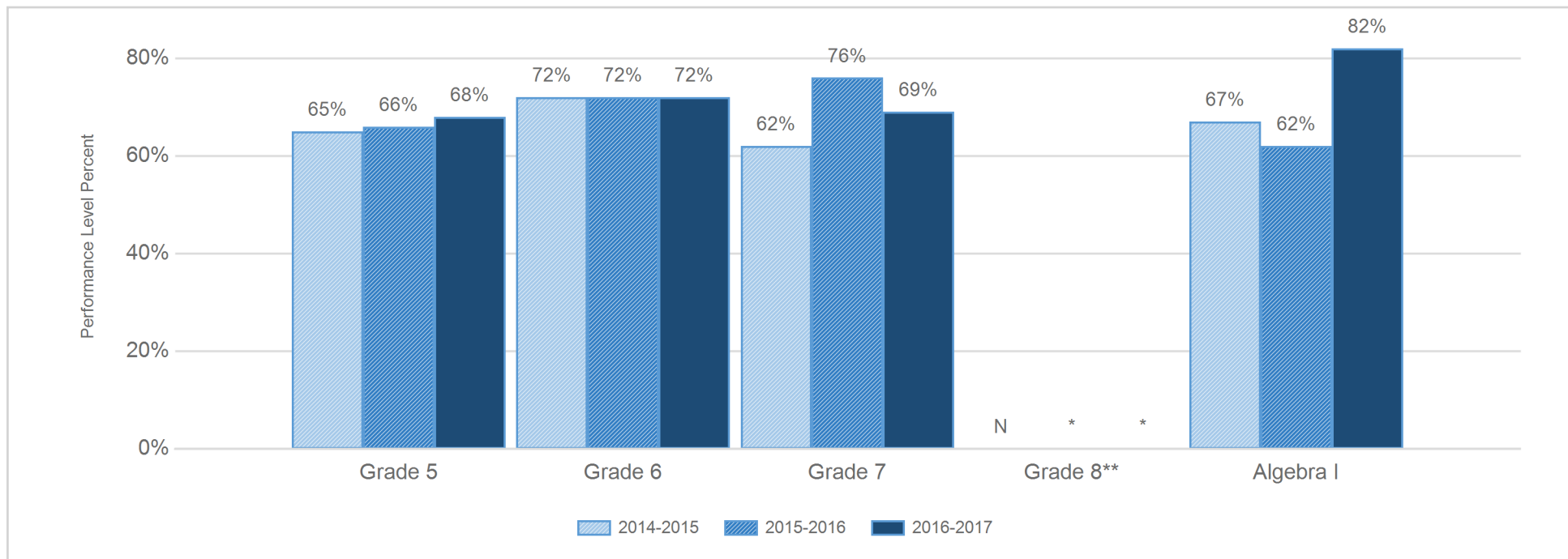


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Mathematics Assessment – Performance Trends

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
5	*	*
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	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.

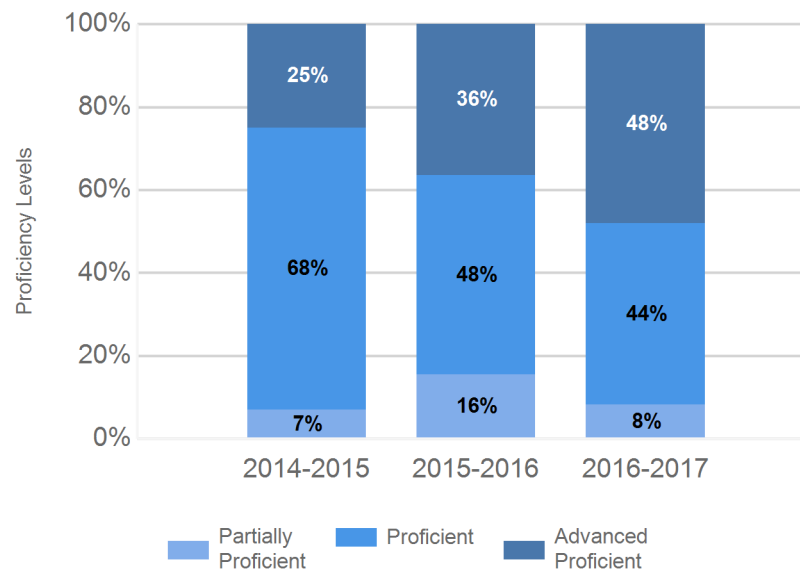
NJASK Science Assessment Performance: Grade 8

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	48%	44%	8%
White	45%	47%	8%
Hispanic	40%	47%	13%
Black or African American	44%	44%	13%
Asian, Native Hawaiian, or Pacific Islander	71%	24%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	70%	30%	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	16%	50%	34%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56.5	55	50	Met Target	50	52	50	Met Target
White	56	55	50	Met Target	47	52	52	Met Target
Hispanic	53	52	49	Met Target	50	49.5	47	Met Target
Black or African American	35	51	45	Not Met	55.5	54	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	71	62	60	Exceeds Target	59	58	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	51	*	51	Met Target	47.5	*	52	Met Target
Economically Disadvantaged	49.5	48	47	Met Target	48.5	50	46	Met Target
Students with Disabilities	52	*	41	Met Target	55	*	43	Met Target
English Learners	*	67	53	**	*	72	51	**

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



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

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

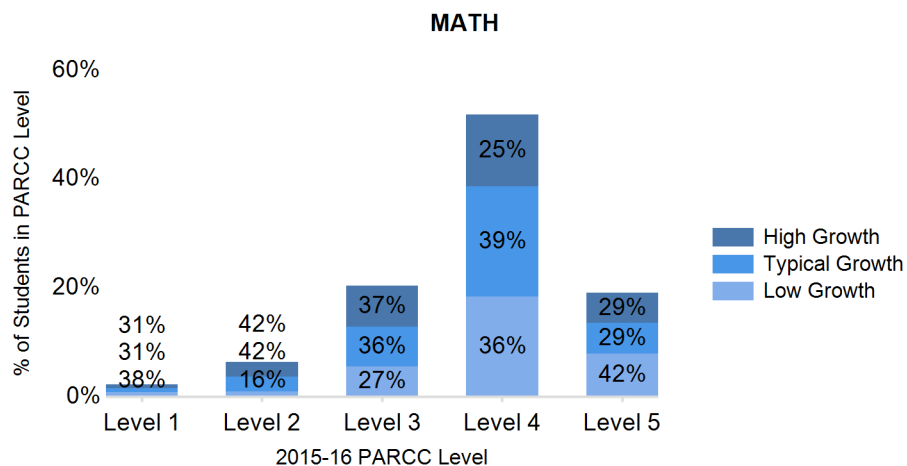
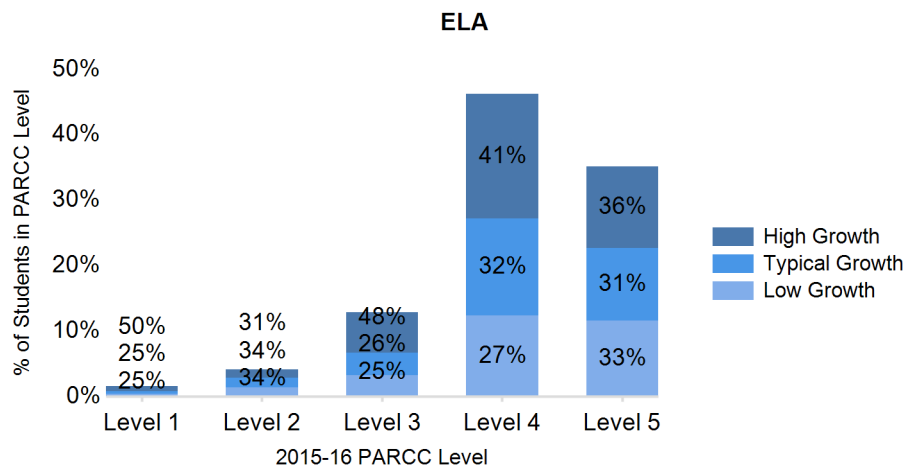
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

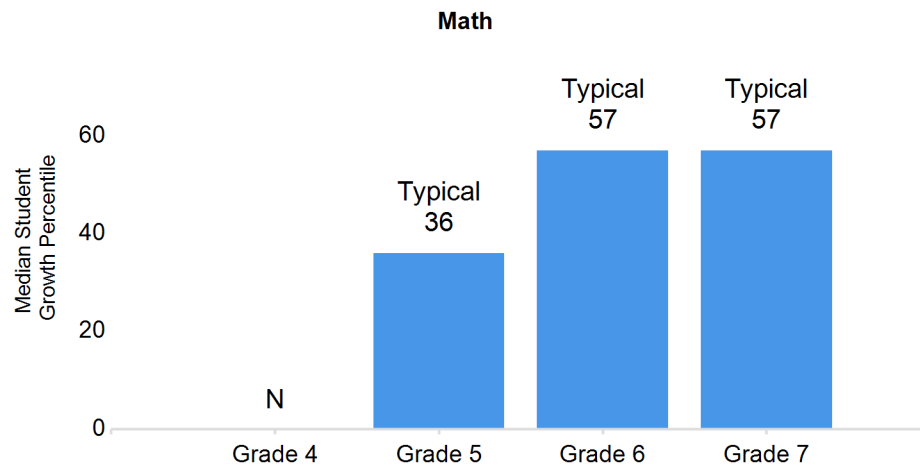
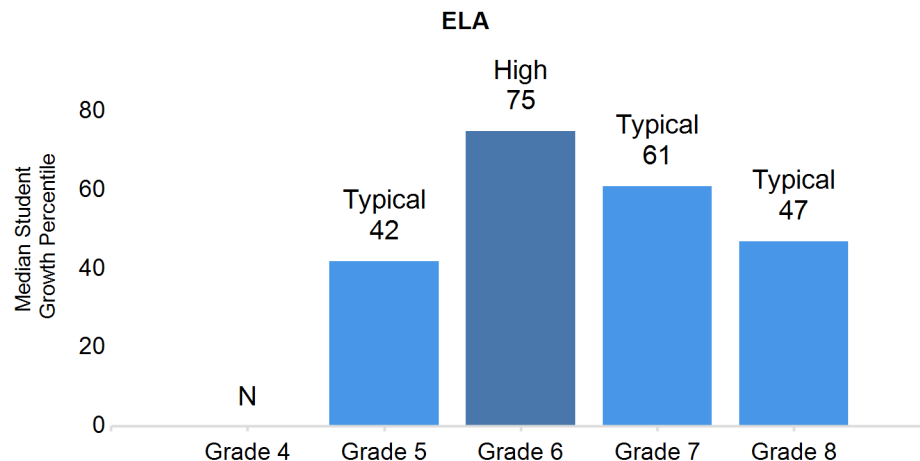
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	198
7	0	0	224
8	202	0	202
Schoolwide	202	0	624

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	71	48	78	0	0	0	0
7	86	67	61	0	0	0	0
8	101	23	70	0	0	0	0
Schoolwide	258	138	209	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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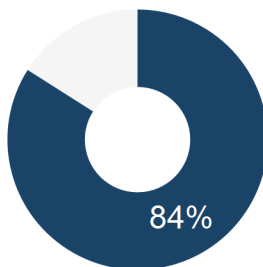
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Visual and Performing Arts – Course Participation

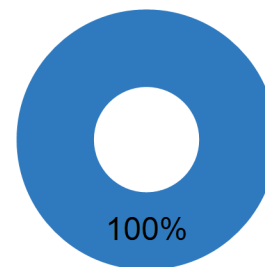
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

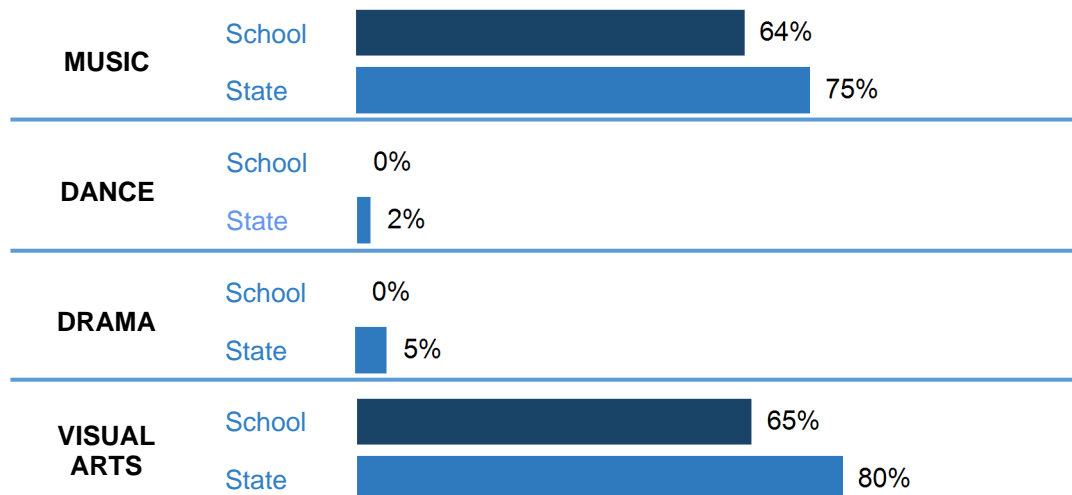


School



State

Students enrolled in one or more classes by discipline:





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

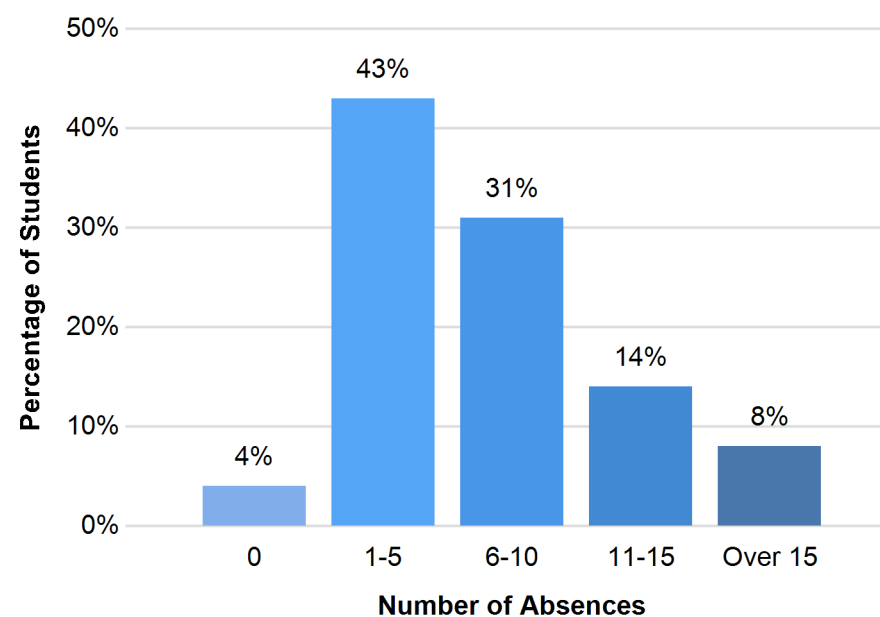
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	8.30	Met Target
White	5.30	8.30	Met Target
Hispanic	10.10	8.30	Not Met
Black or African American	2.10	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.70	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	2.20	8.30	Met Target
Economically Disadvantaged Students	3.60	8.30	Met Target
Students with Disabilities	8.90	8.30	Not Met
English Learners	N	**	**

Days Absent

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



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



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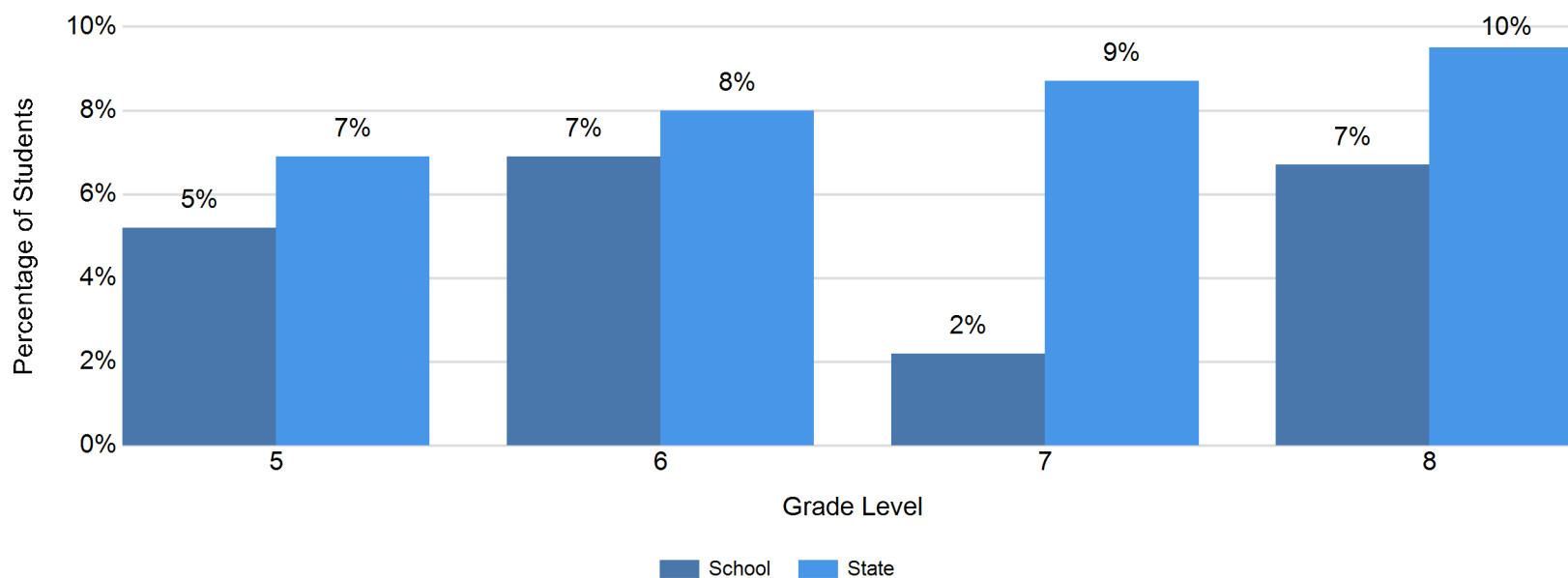
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 30 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	0
Vandalism	3
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.84

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	0.7%
Any Suspension	1.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	1.2:1	182.9 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$293	\$12,917	\$13,210



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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	79	120,724
Average years experience in public schools	9.3	11.8
Average years experience in district	8.4	10.5
Teachers in district for 4 or more years	68%	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	28	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	416:1	195:1
Librarian/Media Specialists		684:1
Nurses		497:1
Counselors		497:1
Child Study Team		391:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	93%	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	94.1	17.5%
Mathematics Proficiency	89.8	17.5%
English Language Arts Growth	66.8	25.0%
Mathematics Growth	52.9	25.0%
Chronic Absenteeism	70.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		72.6
Summative Rating: Percentile rank of Summative Score		83.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	72.6	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
White	64.5	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	70.7	11.9	No	Met Goal	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	75.4	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	66.4	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	58.0	11.9	No	N	N	Met Target	Met Target	Met Target	No
Economically Disadvantaged Students	73.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	80.8	11.9	No	Met Target	Met Target†	Not Met	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.



Terrill Middle School
 2016-2017
 Grade Span 05-08



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School General Info

Principal:	Dr. Holloway	Email Address:	kholloway@spfk12.org
Address:	1301 TERRILL ROAD SCOTCH PLAINS, NJ 07076	Website:	https://www.spfk12.org/terrillms
Phone:	(908)322-5215	Facebook:	https://www.facebook.com/TerrillMiddleSchool

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"> • Problem based learning engages students, e.g., eCYBERMISSION in science and service learning in social studies. • Arts integration in writing is a continuing focus through professional development labs with students and faculty. • Terrill Middle School is committed to teaching students the importance of digital citizenship and cyber safety.
	<p>Mission, Vision, Theme:</p> <p>Terrill Middle School strives to educate and empower our community of individual learners to be successful citizens of the world. The educators of Terrill Middle School, with parents as partners, are highly committed to pursuing and maintaining an academically excellent, developmentally responsive, and socially equitable learning environment for every student.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>All students in grades 5 - 8 take the following courses: language arts, writing workshop, mathematics, science, social studies and world language. Fifth, sixth and eighth grade students have an art experience; seventh grade students explore industrial technology. Students in every grade level may elect to participate in our outstanding music program through band and/or chorus.</p>
 <p>Clubs and Activities:</p>	<p>Students may also participate in clubs and after school activities such as: Robotics Club, Art Club, Homework Club, Jazz Band, PALS (Peer and Leadership Support), Student Council, newspaper, yearbook, a musical production, and select chorus.</p>
 <p>Before and After School Programs:</p>	<p>In partnership with the Fanwood-Scotch Plains YMCA, an after school care program is available.</p>







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 <p>Staff and Professional Learning:</p>	<p>All staff members participate in bi-monthly professional learning communities at their school and with their content area colleagues across the district. The district also offers optional professional development sessions on a variety of topics throughout the year. These offerings are in addition to the district-wide professional development days where teacher leaders spearhead the sessions.</p>
 <p>Student Supports and Services:</p>	<p>Experiences for academically talented children in grades five through eight are offered through the QUEST (Question, Understand, Explore, Seek, Think) Program. The district also offers three distinct course placements for special education students. These include in-class support, resource room, and self-contained classes. Additionally, the school has an active Intervention and Referral Services Committee to identify and support students who may struggle.</p>
 <p>Student Health and Wellness:</p>	<p>Aside from participating in regular physical education, all students have had the opportunity to participate in Walk to School Day, co-sponsored by the Fanwood-Scotch Plains YMCA. In addition, students collaborate with food services to suggest healthy options for lunch.</p>
 <p>Parent and Community Involvement:</p>	<p>Terrill Middle has an active PTA that sponsors a variety of events such as: assemblies, Book Fairs, and socials. Additionally, last year, parents had the opportunity to attend a workshop given in conjunction with the Scotch Plains Police on Cyber-Safety. The district also hosts PowerSchool, which provides access to a parent portal. Terrill also collaborates with the Municipal Alliance and Educational Enrichment Foundation of SPF, a local educational foundation that awards grants.</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>Facilities:</p>	<p>Terrill was constructed in 1965 and sits on a beautiful campus. Recent renovations include upgrades to our auditorium, air conditioning on the second floor and in the cafeteria.</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:

The fifth grade instructional program is primarily a self-contained environment with a strong emphasis on mathematics, language arts literacy, science, and social studies. In addition to these core subjects, students experience three world languages, fine arts and physical education/health. Understanding the importance and effectiveness of small learning communities, the departmentalized sixth, seventh, and eighth grade instructional programs are structured on a team concept. Students engage in classes in language arts, writing workshop, mathematics (Connected Math), science, social studies and world language (selecting from Spanish, French, and Italian) as well as physical education and health. Art is taught in grades six and eight and technology education takes place in grade seven. All students can elect to take band with supportive small group lessons and/or chorus. Recognizing the importance of the social and emotional growth of students, the middle school program incorporates a student-centered advisory program, entitled S.T.A.R. (Students Taking Academic Responsibility) for students in grades six through eight. In small group settings, students participate in interactive modules that afford them the opportunity to forge stronger relationships with teachers, develop stronger interpersonal skills, and expand their understanding of specific topics of interest to middle school students. Additionally, the S.T.A.R. program is designed to enhance students' citizenship, while bolstering a positive school climate through a variety of character education experiences. For the coming year, the S.T.A.R. program will focus on digital citizenship, specifically how students can be more thoughtful consumers and producers of information online. As more and more learning becomes digital, as is the case for our teachers and students using Google Classroom, we believe this to be an important focus.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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
KG	73	79	90
1	90	103	106
2	89	94	101
3	116	94	92
4	96	119	92
Ungraded	14	10	6
Total	478	499	487

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	51%
Male	50%	50%	49%
Economically Disadvantaged Students	5%	5%	4%
Students with Disabilities	14%	16%	16%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	73.5%
Asian	9.7%
Hispanic	8.8%
Black or African American	2.5%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	5.3%

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
KG - Half Day	75	79	0
KG - Full Day	0	0	90

Home Language	% of Students
English	96.3%
Spanish	1.0%
Other	2.6%



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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	181	98.9	71.80	77.40	54.90	71.8	74.3	Met Target†
White	134	98.5	67.90	78.50	63.90	67.9	73.6	Met Target†
Hispanic	14	100.0	64.20	*	39.80	64.2	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	90.40	*	80.70	90.4	N	N
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	96	100.0	81.30	84.30	62.20	81.3		
Male	85	97.7	61.20	70.60	48.10	61.2		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	39	97.5	38.40	38.00	20.50	38.4	48	Met Target†
Students without Disabilities	142	99.3	81.00	84.70	61.90	81		
English Learners	N	N	N	63.80	25.20	N	**	**
Non-English Learners	181	98.9	71.80	77.60	57.40	71.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	761	766	749	*	11%	14%	64%	*	70%	50%
White	67	759	767	759	*	15%	15%	60%	*	66%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	775	775	775	*	0%	0%	*	0%	90%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	47	763	772	754	*	*	*	68%	*	75%	55%
Male	43	758	760	745	*	*	*	61%	*	65%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	18	732	*	720	*	*	*	*	*	39%	24%
Students without Disabilities	72	768	*	755	*	*	*	*	*	78%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	90	761	*	752	*	11%	14%	64%	*	70%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	774	777	753	*	*	18%	38%	37%	74%	56%
White	67	771	777	762	*	*	22%	37%	33%	70%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	11	788	782	777	0%	*	0%	*	*	91%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	50	787	784	758	*	*	*	36%	*	88%	61%
Male	43	758	769	749	*	*	*	40%	*	58%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	21	743	744	725	*	*	*	*	*	38%	25%
Students without Disabilities	72	783	783	759	*	*	*	*	*	85%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	93	774	777	755	*	*	18%	38%	37%	74%	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%

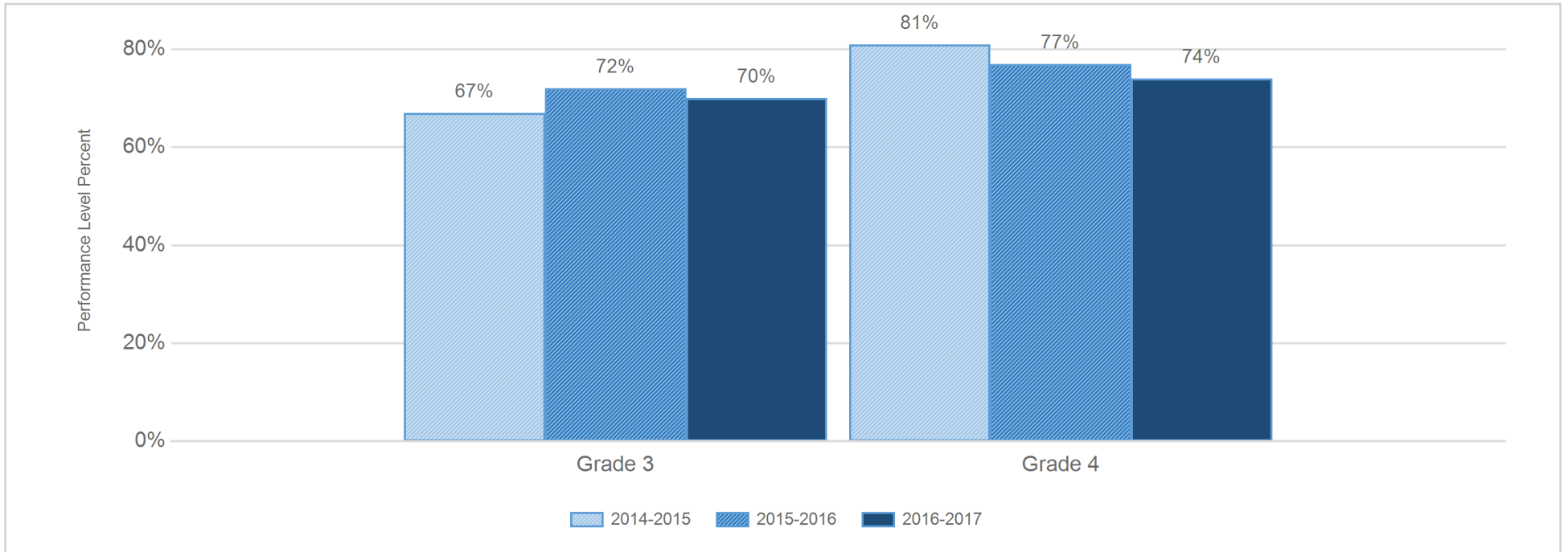


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English Language Arts/Literacy Assessment - Performance Trends

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	180	98.4	71.70	66.50	43.50	71.7	72.1	Met Target†
White	133	97.8	69.20	68.70	52.40	69.2	74.5	Met Target†
Hispanic	14	100.0	57.20	*	27.60	57.2	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	90.50	*	75.60	90.5	N	N
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	96	100.0	73.90	67.20	44.10	73.9		
Male	84	96.6	69.00	65.80	42.90	69		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	38	95.0	34.20	31.80	16.50	34.2	46.9	Met Target†
Students without Disabilities	142	99.3	81.70	72.80	48.80	81.7		
English Learners	N	N	N	56.70	23.30	N	**	**
Non-English Learners	180	98.4	71.70	66.60	45.20	71.7		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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† 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	90	761	765	751	*	*	24%	49%	17%	66%	53%
White	67	758	765	759	*	*	28%	46%	15%	61%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	784	779	779	0%	*	0%	*	*	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	47	762	765	751	*	*	23%	45%	*	66%	52%
Male	43	759	764	751	*	*	26%	54%	*	65%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	18	731	*	729	*	*	56%	*	0%	17%	29%
Students without Disabilities	72	768	*	755	*	*	17%	*	21%	78%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	90	761	*	753	*	*	24%	49%	17%	66%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	772	768	747	*	*	17%	59%	20%	78%	47%
White	66	770	768	755	*	*	18%	61%	17%	77%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	11	785	781	774	0%	*	0%	*	*	91%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	50	777	768	747	0%	*	*	56%	*	82%	47%
Male	42	767	768	747	0%	*	*	62%	*	74%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	20	752	747	724	0%	*	*	*	*	50%	22%
Students without Disabilities	72	778	772	751	0%	*	*	*	*	86%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	92	772	768	749	*	*	17%	59%	20%	78%	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%

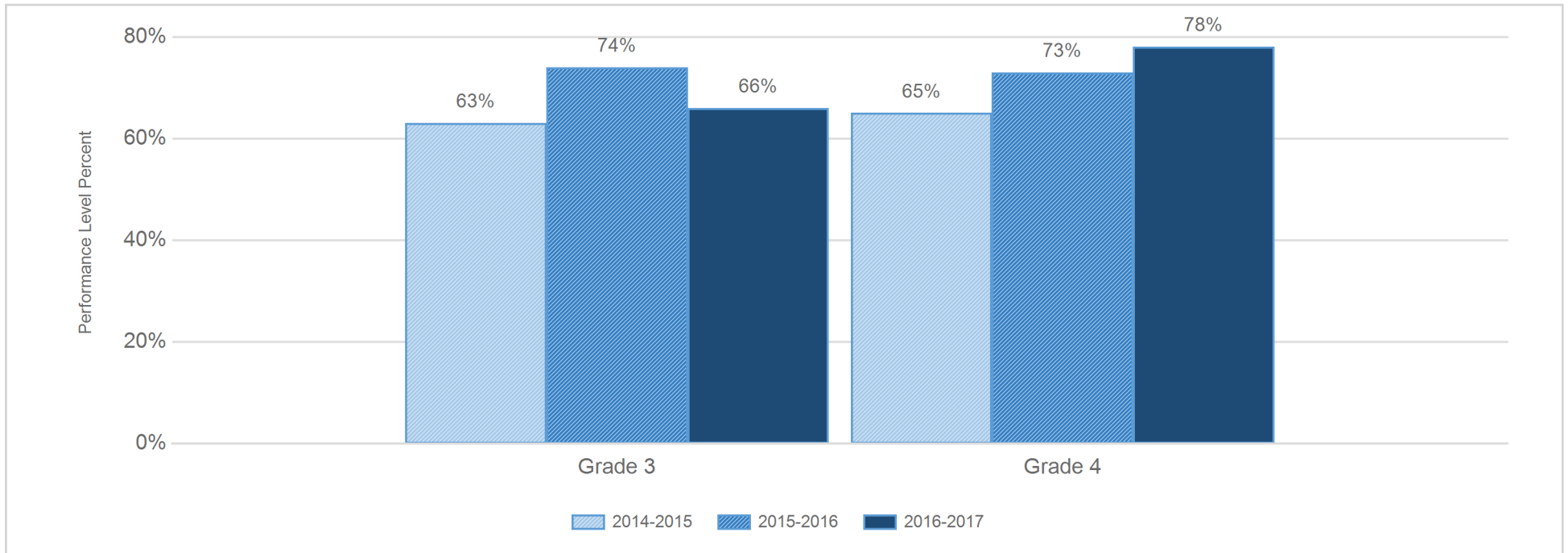


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Mathematics Assessment – Performance Trends

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.

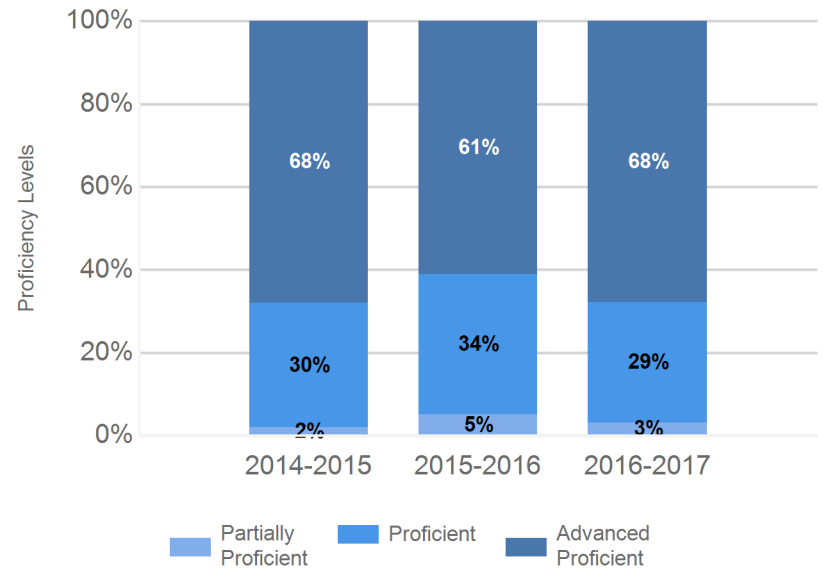
NJASK Science Assessment Performance: Grade 4

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	68%	29%	3%
White	62%	35%	3%
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	82%	9%	9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	48%	43%	10%
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	58	55	50	Met Target	74.5	52	50	Exceeds Target
White	58	55	50	Met Target	73.5	52	52	Exceeds Target
Hispanic	*	52	49	**	*	49.5	47	**
Black or African American	*	51	45	**	*	54	43	**
Asian, Native Hawaiian, or Pacific Islander	73.5	62	60	**	58.5	58	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	48	47	**	*	50	46	**
Students with Disabilities	31	*	41	Not Met	71	*	43	Exceeds Target
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.



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

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

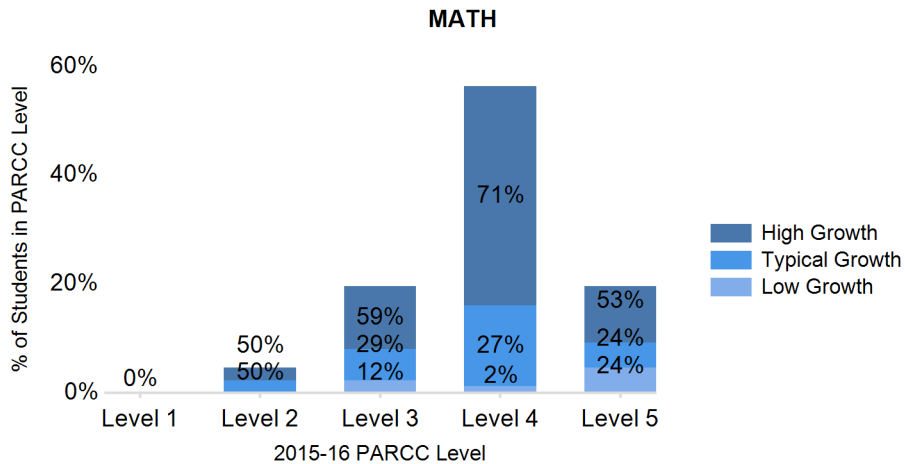
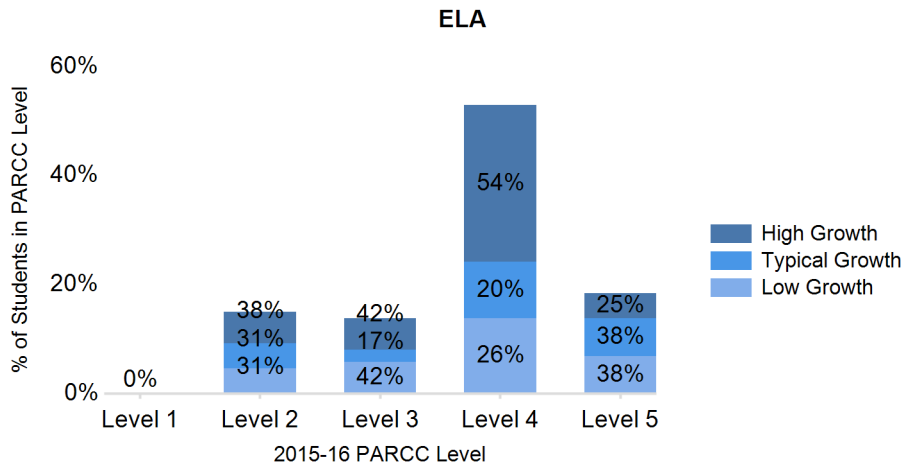
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

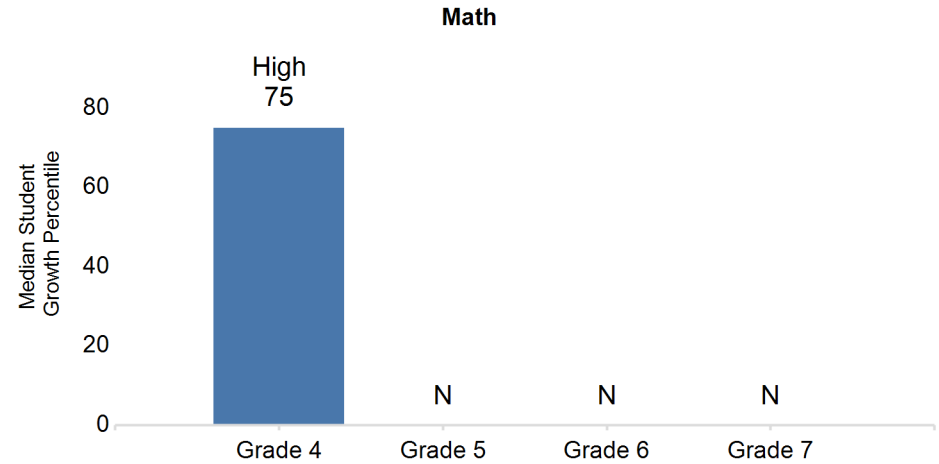
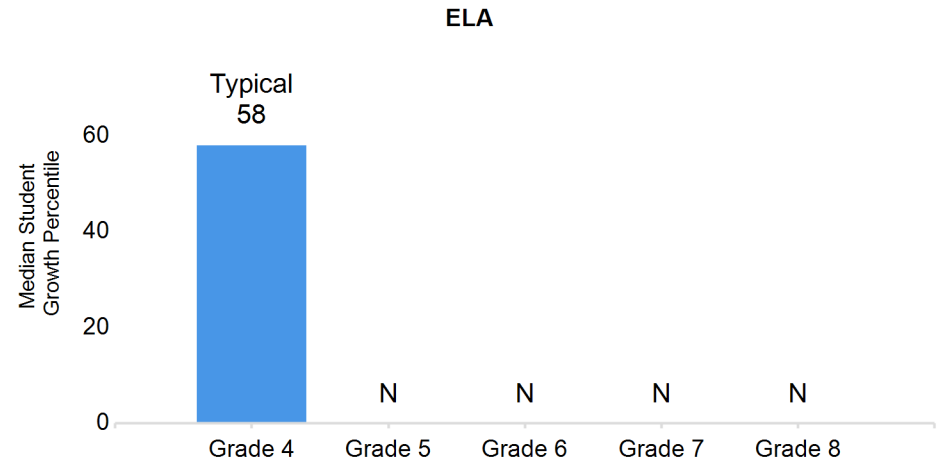
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

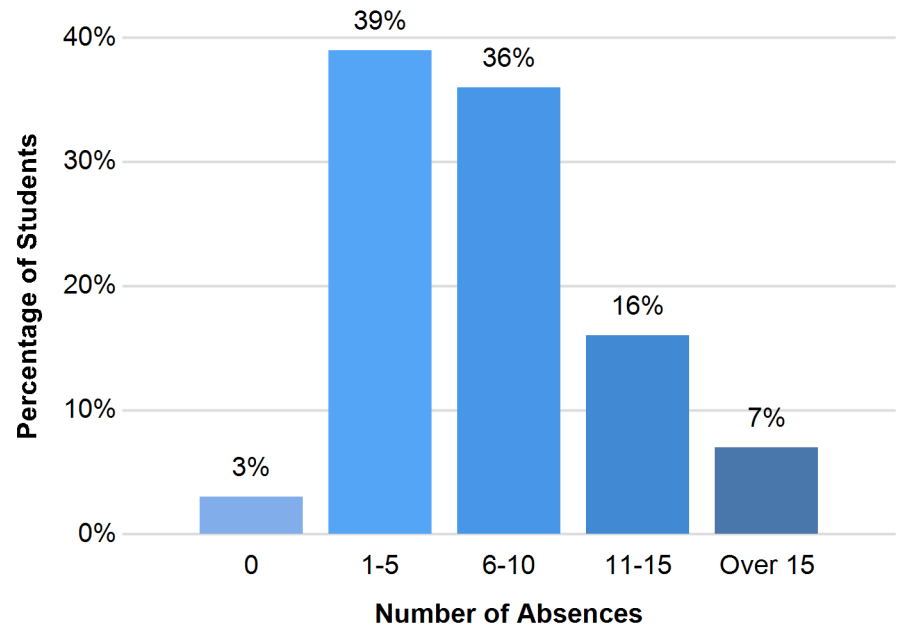
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	8.70	Met Target
White	4.50	8.70	Met Target
Hispanic	6.80	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.70	Met Target
Economically Disadvantaged Students	0	8.70	Met Target
Students with Disabilities	9.00	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



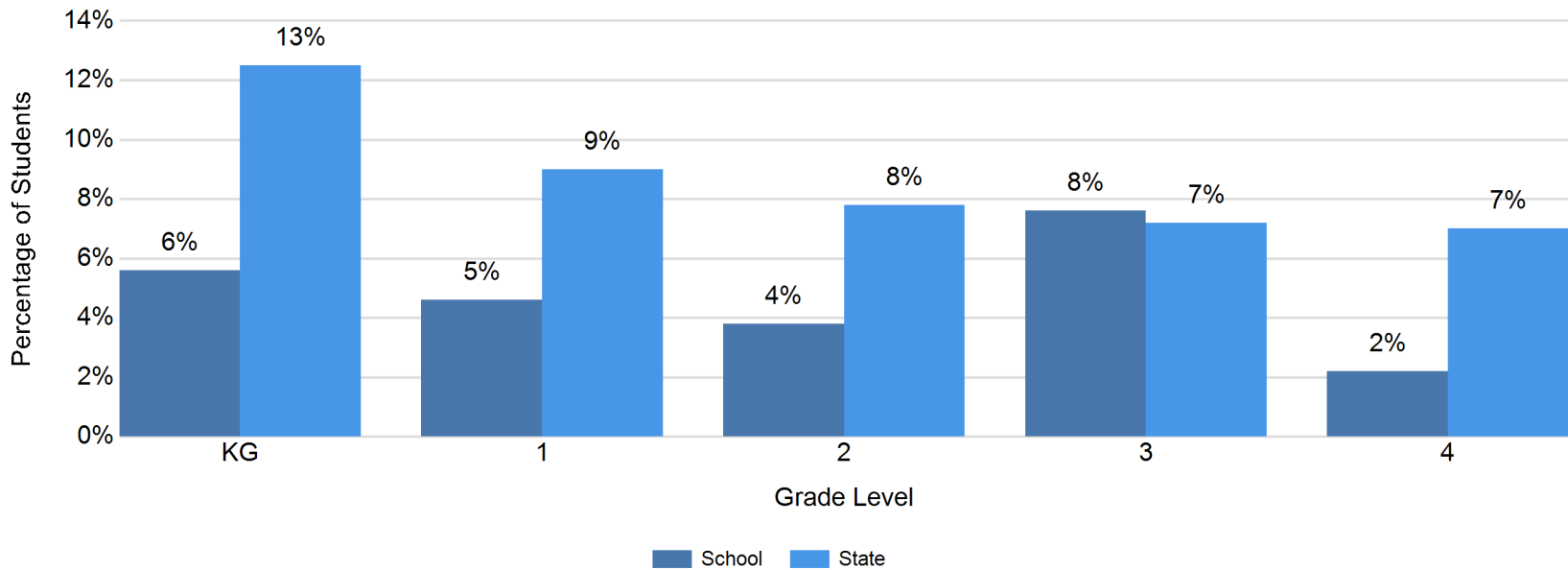


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	182.9 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$293	\$12,917	\$13,210



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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	47	120,724
Average years experience in public schools	9.8	11.8
Average years experience in district	9.2	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	28	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	487:1	195:1
Librarian/Media Specialists		684:1
Nurses		497:1
Counselors		497:1
Child Study Team		391:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	93%	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	75.0	17.5%
Mathematics Proficiency	85.4	17.5%
English Language Arts Growth	59.6	25.0%
Mathematics Growth	98.2	25.0%
Chronic Absenteeism	70.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		78.2
Summative Rating: Percentile rank of Summative Score		88.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	78.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
White	76.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	68.2	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Slocum	Email Address:	sslocum@spfk12.org
Address:	1100 ROOSEVELT AVENUE SCOTCH PLAINS, NJ 07076	Website:	https://www.spfk12.org/mcginn
Phone:	(908)233-7950		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Everyday Math, Balanced Literacy, Global Perspectives, and Next Generation Science Standards. • Technology incorporates a focus on student production of work through laptops, iPads, and document cameras. • McGinn’s award-winning gardens support interdisciplinary curricular experiences and enrich student learning.
 <p>Mission, Vision, Theme:</p>	<p>The William J. McGinn Elementary School strives to educate and empower our community of individual learners to be successful citizens of the world. We strive to meet the needs of all students through differentiated instruction and varied instructional activities. Teachers, staff, and parents work collaboratively to provide rich, meaningful, academic and social experiences for the students. Our mission statement is: The Foundation to Grow. The Compassion to Give. The Imagination to Dream.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>McGinn has been honored with a Union County "Kids Dig In!" Garden Grant.</p>






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SCOTCH PLAINS, NJ 07076

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses Everyday Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).</p>
 <p>Clubs and Activities:</p>	<p>Many interdisciplinary and extracurricular activities, such as McGinn School's Community Health and Garden Project, Helping Hands, Spanish Club, Homework Club and Cultural Arts Assemblies reflect the commitment and importance that the community places on education. District activities further support the curriculum. Our highly qualified staff rounds out the home-school partnership.</p>
 <p>Before and After School Programs:</p>	<p>After School Enrichment, Variety Show, and various evening activities for students and families are offered by the PTA. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.</p>







**William J. McGinn Elementary School
2016-2017**

Grade Span KG-04

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 <p>Staff and Professional Learning:</p>	<p>Professional development is delivered through three full days of professional development for teachers. Additionally, after school programs as well as summer programs are also available for all staff. In the 2016-2017 school year, the district moved to full-day kindergarten and provided a series of professional development workshops for this staff. Further, teachers in grades 1-3 attended professional learning opportunities through the National Institute for Early Education Research.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners are supported at one of the district's five elementary schools. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for language arts and math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in a comprehensive PE/health program offered by the certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.</p>
 <p>Parent and Community Involvement:</p>	<p>McGinn has a PTA that involves parents in grades kindergarten through four. They have a number of volunteer activities throughout the year including a student Variety Show, Science Fair, and Breakfast with Our Mascot. They run fundraisers throughout the year to support students and staff through providing technology and educational mini-grants. Our PTA provides after school programs, such as Lego Club and Fearless Dragon Writers.</p>



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Facilities:

McGinn was built in 1966 with a fourth grade wing/media center added in 1981. Kindergarten classrooms were added in 2016. There is a library/media center, art room, gymnasium and multi-purpose room, which houses vocal and instrumental music and our cafeteria. The fourth grade and kindergarten wings are equipped with air conditioning. Fields and playgrounds support active play at recess.



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Other Information:

McGinn Elementary School enrolls approximately 500 students. We have a diverse population and strive to meet their needs through differentiated instruction and varied learning activities. During the 2016-2017 school year, McGinn was comprised of 25 classrooms in grades K-4. We had 5 sections of full-day kindergarten through third grade and 4 sections of fourth grade. In addition, we provide special programs for the district, including one multi-graded self-contained class for students with Multiple Disabilities. Our entire staff at McGinn is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. A well-defined Program of Studies includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and adjust instruction accordingly. In 2016-2017, a full day kindergarten program was implemented. The instructional program is aligned with the NJ Kindergarten Guidelines. Teaching Strategies Gold is employed to monitor student development in a variety of learning and social emotional domains. Teachers enhanced their professional learning through participation in the National Institute of Early Education Research professional development series on the NJ Guidelines for Early Learning in Grades K-3. McGinn is a community of learners that is made stronger by the collaboration of students, staff, families and community. Families work together through our PTA and with McGinn staff to provide assemblies, grant opportunities, technology, author visits, materials and extra-curricular activities. Our students benefit from interdisciplinary activities, such as McGinn School's Community Health and Garden Project and its Student Council. Together our school community ensures each student can reach his or her potential.