



## Community Middle School

2016-2017

Grade Span 06-08

21-5715-140

MERCER

W WINDSOR-PLAINSBORO REG

95 GROVERS MILL ROAD

PLAINSBORO, NJ 08536

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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## Footnotes

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	386	369	389
7	352	405	379
8	347	360	401
Ungraded	51	9	10
<b>Total</b>	<b>1136</b>	<b>1143</b>	<b>1179</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	51%
Male	49%	50%	49%
Economically Disadvantaged Students	6%	7%	6%
Students with Disabilities	10%	11%	10%
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
Asian	67.0%
White	21.1%
Black or African American	6.6%
Hispanic	4.2%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
<i>Two or More Races</i>	0.9%

### 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	56.4%
Telugu	8.4%
Hindi	7.9%
Chinese	6.5%
Tamil	4.8%
<i>Other</i>	16.3%



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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	1092	97.1	86.60	82.00	54.90	86.6	80	Met Goal
White	231	94.5	81.80	74.50	63.90	81.2	66.1	Met Goal
Hispanic	44	92.0	50.00	*	39.80	48.3	68.1	Not Met
Black or African American	73	91.4	61.60	54.10	35.20	59.9	48.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	735	99.2	92.90	88.00	80.70	92.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	553	97.5	92.40	87.60	62.20	92.4		
Male	539	96.8	80.70	76.80	48.10	80.7		
Economically Disadvantaged Students	71	90.2	59.20	46.20	36.20	56.7	48.7	Met Target
Non-Economically Disadvantaged Students	1021	97.7	88.50	83.80	65.80	88.5		
Students with Disabilities	116	89.4	44.00	*	20.50	41.6	32.7	Met Target
Students without Disabilities	976	98.1	91.70	*	61.90	91.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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
<b>Schoolwide</b>	386	776	774	752	*	*	10%	54%	31%	85%	54%
White	73	771	767	758	*	*	*	63%	22%	85%	63%
Hispanic	14	734	745	740	0%	*	*	*	0%	36%	38%
Black or African American	25	754	752	736	*	*	*	64%	*	68%	32%
Asian, Native Hawaiian, or Pacific Islander	268	781	780	776	*	*	9%	52%	38%	90%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	204	783	781	758	*	*	7%	53%	40%	93%	61%
Male	182	768	767	746	*	*	13%	55%	22%	77%	46%
Economically Disadvantaged Students	21	746	746	737	*	*	*	52%	*	57%	34%
Non-Economically Disadvantaged Students	365	778	776	761	*	*	*	54%	*	87%	65%
Students with Disabilities	27	744	734	722	*	*	*	37%	*	48%	17%
Students without Disabilities	359	778	778	758	*	*	*	55%	*	88%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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
<b>Schoolwide</b>	363	784	783	756	*	*	11%	28%	56%	84%	59%
White	73	768	773	764	*	*	19%	41%	32%	73%	69%
Hispanic	15	740	*	742	*	*	*	*	*	40%	44%
Black or African American	12	742	746	737	*	*	*	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	262	793	790	784	*	*	6%	24%	67%	92%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	175	795	794	764	*	*	6%	22%	70%	91%	68%
Male	188	774	773	749	*	*	15%	34%	43%	77%	51%
Economically Disadvantaged Students	12	744	752	739	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	351	785	784	766	*	*	*	*	*	86%	70%
Students with Disabilities	38	734	730	719	*	*	*	29%	*	40%	19%
Students without Disabilities	325	790	788	763	*	*	*	28%	*	89%	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
<b>Schoolwide</b>	385	797	790	757	*	*	5%	31%	59%	90%	59%
White	89	789	782	764	*	*	*	30%	54%	84%	68%
Hispanic	13	769	*	742	*	*	*	*	*	77%	44%
Black or African American	34	758	760	738	*	*	*	44%	*	59%	39%
Asian, Native Hawaiian, or Pacific Islander	247	807	798	786	0%	*	*	29%	69%	98%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	196	802	795	766	*	*	*	30%	65%	95%	68%
Male	189	791	784	749	*	*	*	33%	52%	86%	50%
Economically Disadvantaged Students	20	754	*	739	*	*	*	50%	*	60%	40%
Non-Economically Disadvantaged Students	365	799	*	766	*	*	*	30%	*	92%	69%
Students with Disabilities	32	733	737	718	*	*	*	*	*	34%	18%
Students without Disabilities	353	803	795	764	*	*	*	*	*	96%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	385	797	*	759	*	*	5%	31%	59%	90%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	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%

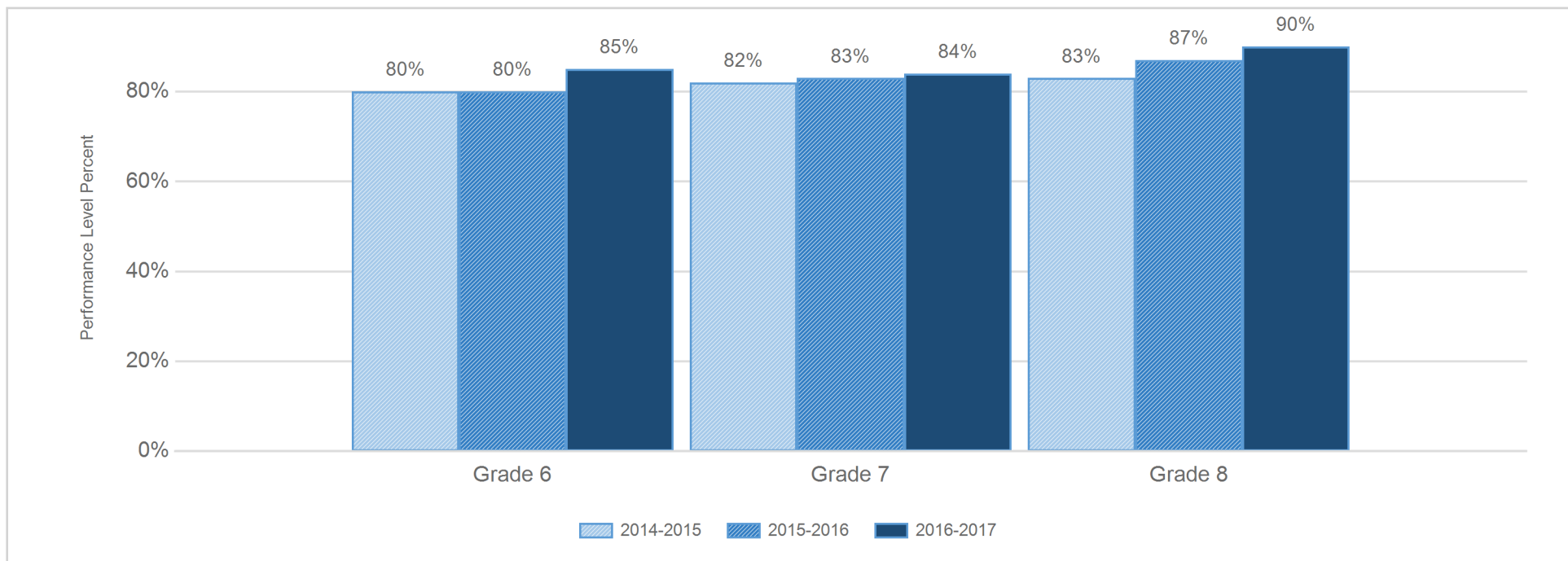


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**English Language Arts/Literacy Assessment - Performance Trends**

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**

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Schoolwide	1092	97.1	79.50	75.10	43.50	79.5	75.5	Met Target
White	231	94.5	71.00	61.50	52.40	70.5	58.9	Met Target
Hispanic	44	92.0	22.70	32.20	27.60	21.9	42	Not Met
Black or African American	73	91.4	26.10	27.20	21.70	25.3	25.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	735	99.2	90.70	85.90	75.60	90.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	553	97.5	80.30	74.60	44.10	80.3		
Male	539	96.8	78.70	75.70	42.90	78.7		
Economically Disadvantaged Students	67	89.7	20.90	27.40	25.10	19.9	24.9	Met Target†
Non-Economically Disadvantaged Students	1025	97.7	83.30	77.50	54.30	83.3		
Students with Disabilities	116	89.4	30.10	29.20	16.50	28.6	23.4	Met Target
Students without Disabilities	976	98.1	85.30	80.40	48.80	85.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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.

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<b>Schoolwide</b>	387	773	770	743	*	*	15%	48%	33%	81%	44%
White	73	762	757	751	*	*	19%	58%	16%	74%	54%
Hispanic	14	727	732	731	*	*	*	*	*	*	27%
Black or African American	25	736	738	724	*	*	60%	*	0%	24%	20%
Asian, Native Hawaiian, or Pacific Islander	269	782	779	771	*	*	7%	48%	43%	91%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	204	773	771	745	*	*	17%	47%	33%	80%	45%
Male	183	773	770	742	*	*	12%	48%	33%	81%	43%
Economically Disadvantaged Students	21	733	735	728	*	*	52%	*	0%	19%	24%
Non-Economically Disadvantaged Students	366	775	772	752	*	*	12%	*	35%	84%	56%
Students with Disabilities	28	737	729	717	*	*	*	36%	*	39%	13%
Students without Disabilities	359	776	774	748	*	*	*	49%	*	84%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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.

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<b>Schoolwide</b>	330	770	767	741	*	*	14%	48%	30%	78%	40%
White	73	759	758	748	0%	*	25%	60%	*	67%	49%
Hispanic	16	724	728	730	*	*	*	*	0%	19%	23%
Black or African American	12	735	735	726	*	*	*	*	0%	33%	19%
Asian, Native Hawaiian, or Pacific Islander	228	779	774	764	*	*	9%	47%	41%	88%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	158	774	769	743	*	*	11%	49%	34%	83%	41%
Male	172	767	765	740	*	*	16%	46%	27%	73%	38%
Economically Disadvantaged Students	13	732	736	729	*	*	*	*	0%	23%	22%
Non-Economically Disadvantaged Students	317	772	768	749	*	*	*	*	32%	80%	50%
Students with Disabilities	42	733	731	716	*	*	31%	*	*	26%	11%
Students without Disabilities	288	776	771	746	*	*	11%	*	*	85%	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
<b>Schoolwide</b>	27	708	704	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	13	710	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	11	722	709	730	*	*	*	*	*	*	30%
Male	16	699	701	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	17	706	698	705	*	*	*	*	*	*	*
Students without Disabilities	10	712	714	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	27	708	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	355	790	777	743	*	*	11%	52%	34%	87%	42%
White	76	778	*	751	*	*	13%	62%	21%	83%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	20	751	737	724	*	*	*	*	*	45%	19%
Asian, Native Hawaiian, or Pacific Islander	246	799	788	774	*	*	7%	50%	43%	93%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	187	783	773	744	*	*	11%	62%	23%	85%	43%
Male	168	798	781	741	*	*	11%	42%	47%	89%	40%
Economically Disadvantaged Students	12	755	733	727	*	*	*	*	*	33%	23%
Non-Economically Disadvantaged Students	343	791	779	751	*	*	*	*	*	89%	52%
Students with Disabilities	13	757	733	714	*	*	*	*	0%	62%	10%
Students without Disabilities	342	791	781	747	*	*	*	*	36%	88%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	355	790	778	745	*	*	11%	52%	34%	87%	*
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
<b>Schoolwide</b>	*	*	*	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	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	*	*	*	735	*	*	*	*	*	*	31%
Male	N	N	N	733	N	N	N	N	N	N	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 by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	38	832	774	725	*	*	*	*	90%	100%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	14	823	*	725	*	*	*	*	71%	100%	27%
Male	24	837	*	725	*	*	*	*	100%	100%	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	38	832	775	733	*	*	*	*	90%	100%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	38	832	*	726	*	*	*	*	90%	100%	*
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%

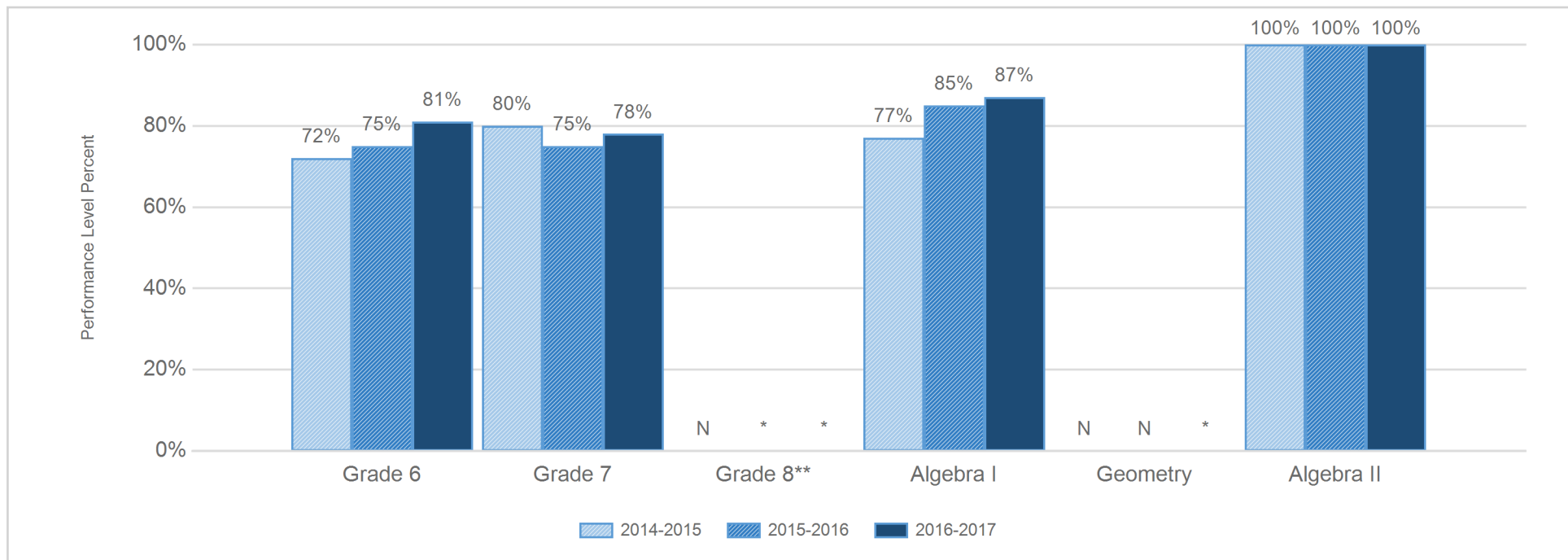


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**Mathematics Assessment – Performance Trends**

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



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



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## Alternate Assessments - Participation

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

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

## English Language Proficiency Test - Participation and Performance

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

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

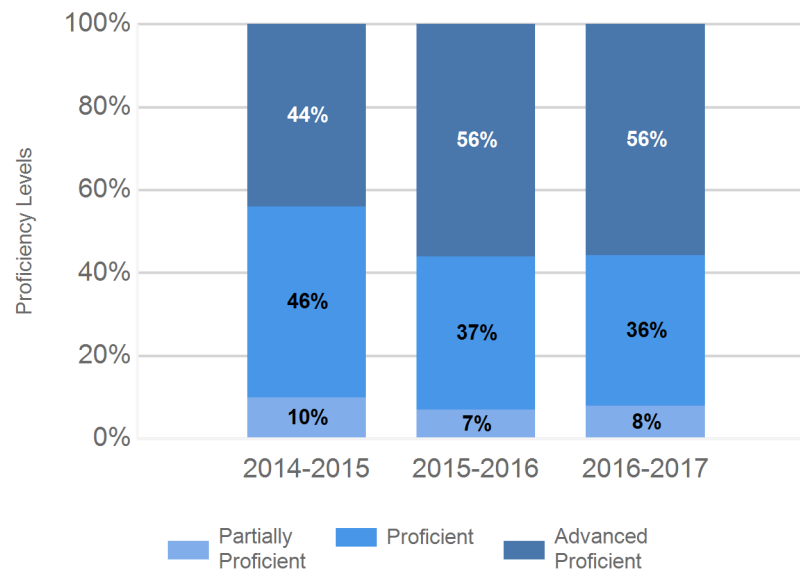
**NJASK Science Assessment Performance: Grade 8**

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	56%	36%	8%
White	58%	35%	7%
Hispanic	*	60%	*
Black or African American	8%	56%	36%
Asian, Native Hawaiian, or Pacific Islander	65%	33%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	14%	36%	50%
Students with Disabilities	16%	36%	49%
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	57	56	50	Met Target	62	58	50	Exceeds Target
White	48	50	50	Met Target	59	52.5	52	Met Target
Hispanic	46.5	*	49	Met Target	60	48.5	47	Exceeds Target
Black or African American	55.5	*	45	Met Target	49	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	59	60	Exceeds Target	64	61	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	59	48	47	Met Target	67	56.5	46	Exceeds Target
Students with Disabilities	31.5	35	41	Not Met	51	45	43	Met Target
English Learners	*	*	53	**	*	*	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:

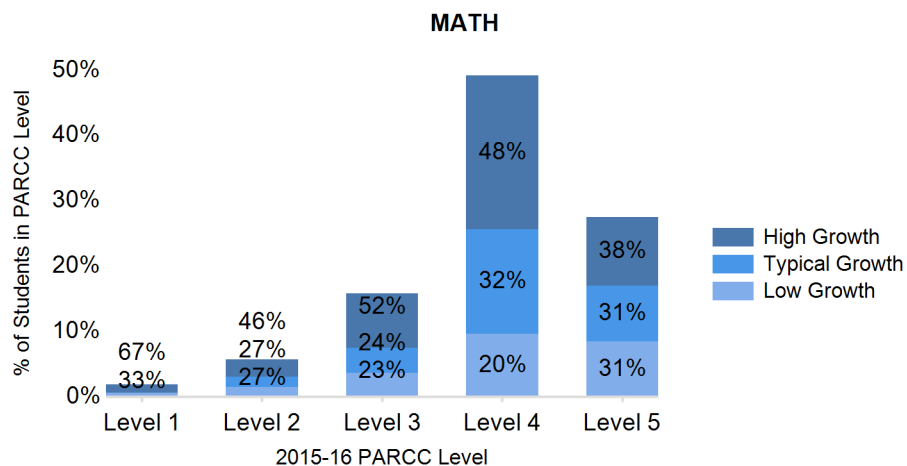
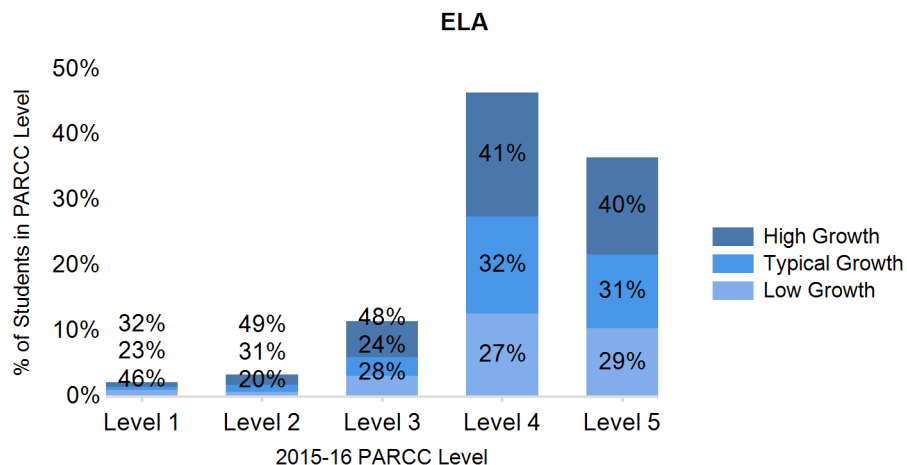
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**High Growth: Greater than 65**

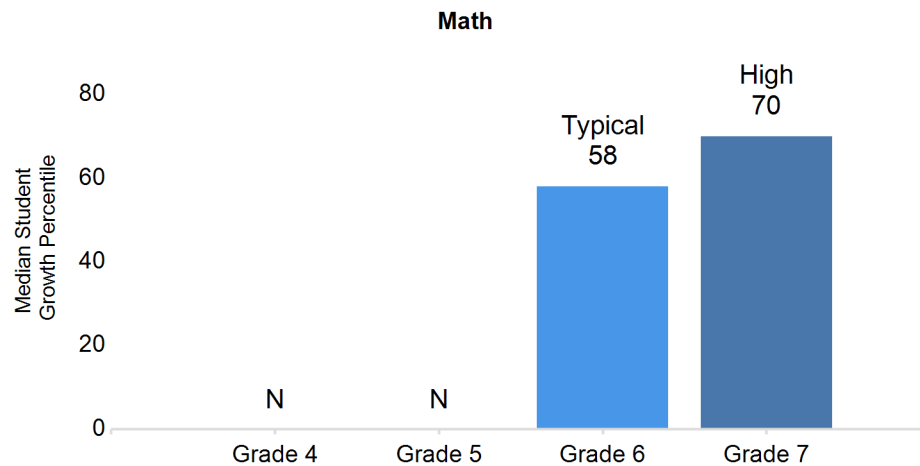
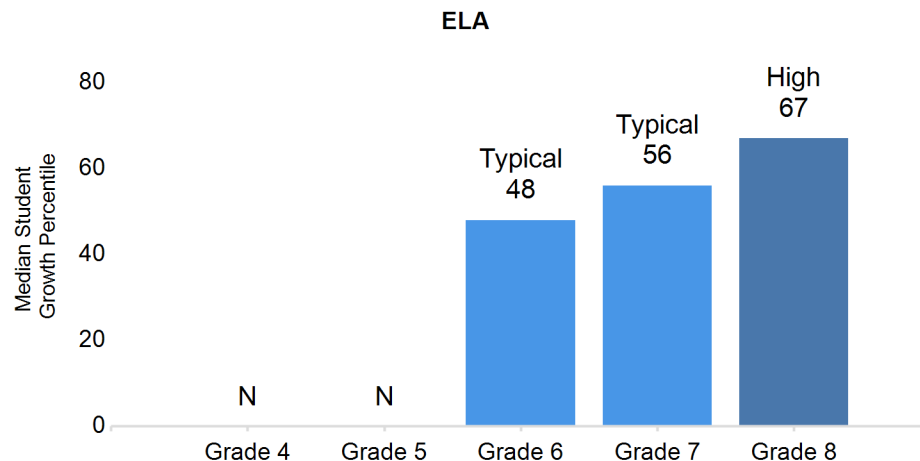
**Student Growth by Performance Level**

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	392
7	37	0	346
8	325	0	76
Schoolwide	362	0	814

## 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	183	143	0	0	36	20	0
7	185	0	112	0	37	38	0
8	205	118	0	0	27	35	0
Schoolwide	573	261	112	0	100	93	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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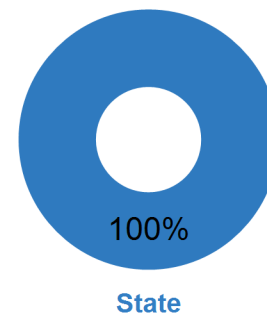
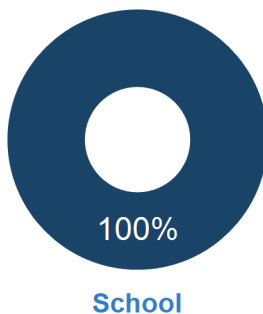
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### Visual and Performing Arts – Course Participation

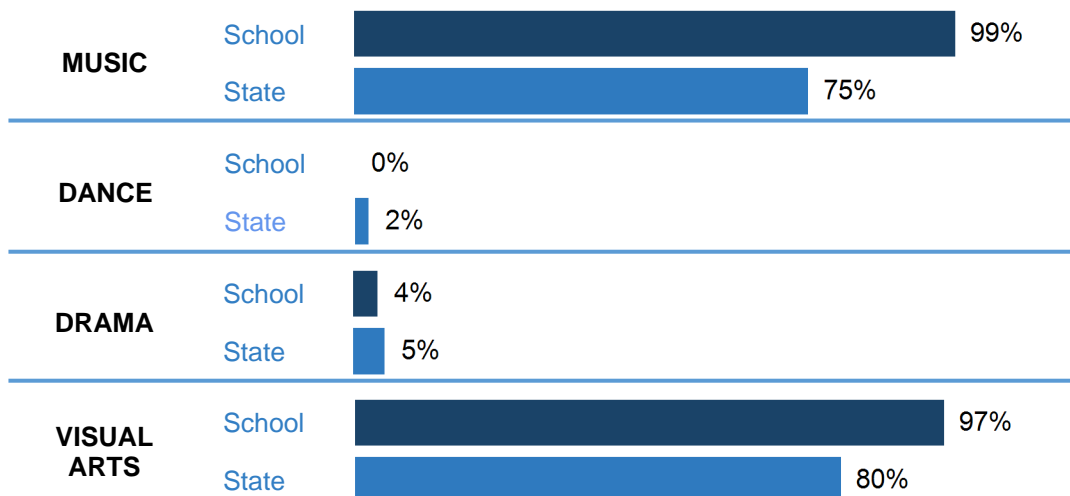
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

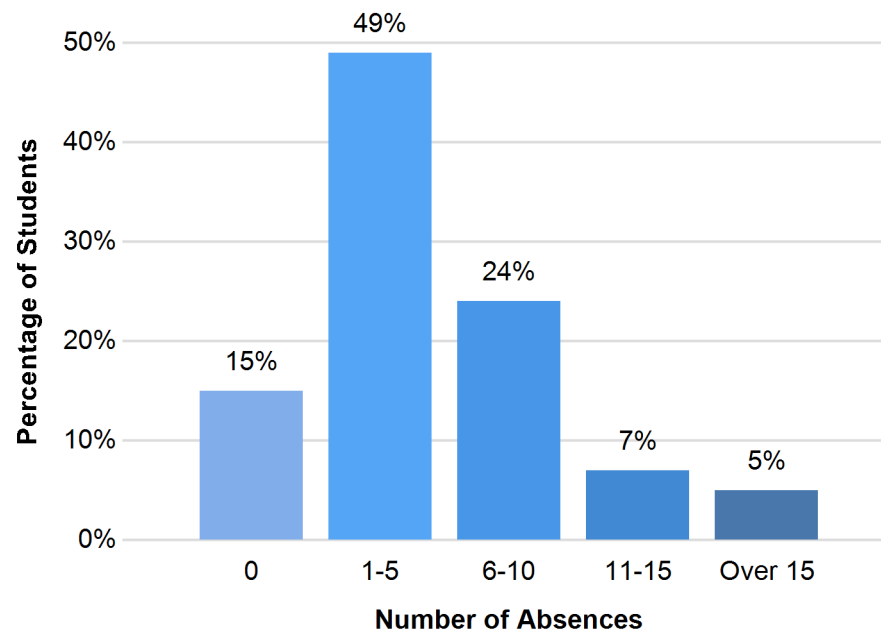
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.40	8.70	Met Target
White	6.30	8.70	Met Target
Hispanic	7.70	8.70	Met Target
Black or African American	3.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.20	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.10	8.70	Met Target
Students with Disabilities	9.40	8.70	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.

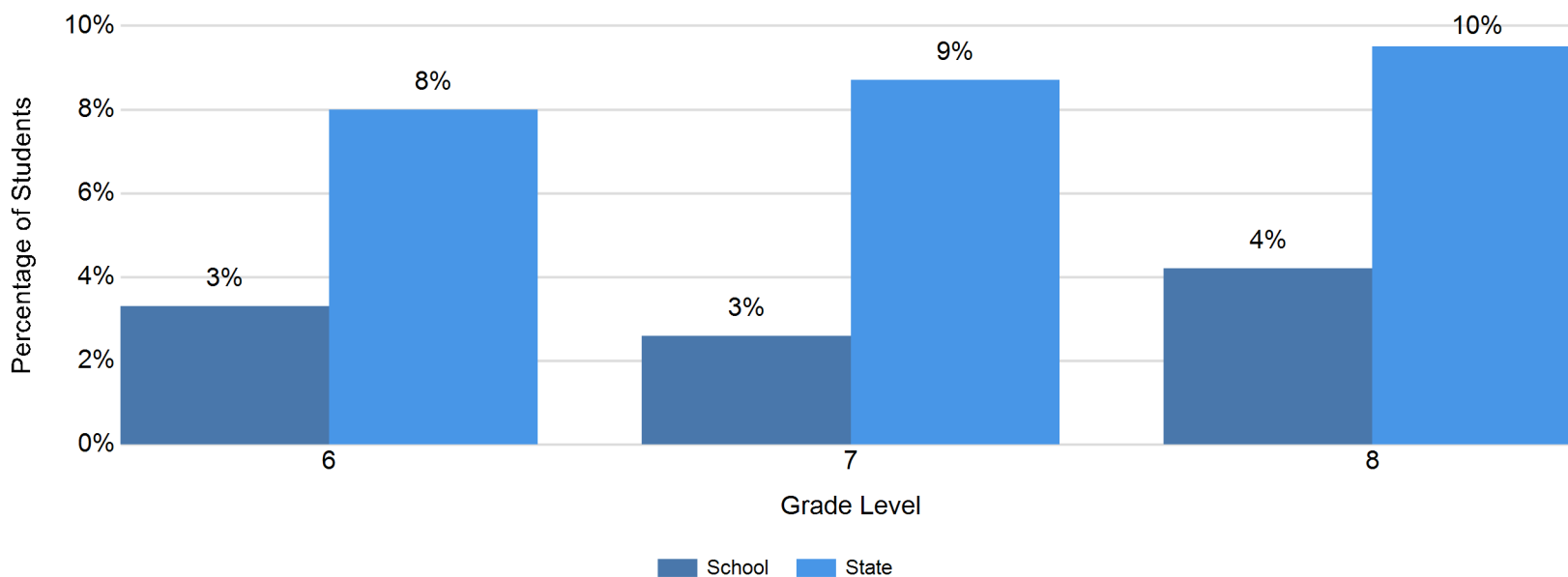


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### Chronic Absenteeism by Grade

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	7:40AM
Typical End Time	2:45PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 12 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	1
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.12

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.5%
Out-of-School Suspensions	0.9%
Any Suspension	3.2%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	568.9 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)	\$250	\$13,143	\$13,393



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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	108	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	69%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	13:1
Administrators	393:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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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.

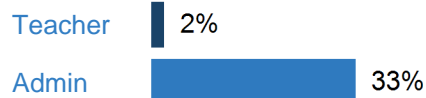
**Bachelor's Degree**



**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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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## Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	91.5	17.5%
Mathematics Proficiency	79.3	17.5%
English Language Arts Growth	64.1	25.0%
Mathematics Growth	82.7	25.0%
Chronic Absenteeism	76.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		78.0
<b>Summative Rating:</b> Percentile rank of Summative Score		88.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	78.0	11.9	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
White	64.6	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	54.9	11.9	No	Not Met	Not Met	Met Target	Met Target	Exceeds Target	No
Black or African American	78.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	67.7	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	75.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	61.1	11.9	No	Met Target	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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School General Info

<b>Principal:</b>	Dr. Carter	<b>Email Address:</b>	<a href="mailto:shauna.carter@ww-p.org">shauna.carter@ww-p.org</a>
<b>Address:</b>	95 GROVERS MILL ROAD PLAINSBORO, NJ 08536	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-5300		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• CMS students took First Place at the FPS International Competition for work on student stress and mental wellness</li> <li>• Grade 7 students engage in interdisciplinary learning experiences and produce documentaries on real-world topics</li> <li>• CommUNITY Service Day raises awareness of global issues and collects funds for local organizations</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students' growth, empowering them to value individual learning journeys.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students have extraordinary opportunities to develop knowledge and skill in world languages, science, language arts, history, and mathematics. The district's vocal &amp; instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. WW-P provides a broad array of co-curricular &amp; athletic programs, including after-school clubs for early adolescents. WW-P offers resources &amp; technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Co-ed), Field Hockey (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Co-ed), Track and Field - Spring (Co-ed), Wrestling (Boys)</p> <p>The West Windsor-Plainsboro Regional School District offers a broad array of sports and athletic programs in Grades 6-12.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Community Middle School offers a variety of after-school clubs and activities. Information about these programs can be found on the links for the individual schools on the district web site: <a href="http://www.west-windsor-plainsboro.k12.nj.us/schools/community_middle_school">http://www.west-windsor-plainsboro.k12.nj.us/schools/community_middle_school</a></p>
 <p><b>Before and After School Programs:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8. The programs are called Kindergarten Extension and Extended Day Program and are run by the Community Education Department; specific information can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education">http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education</a></p>



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## School Narrative

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 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student's individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (<a href="http://www.west-windsor-plainsboro.k12.nj.us/Guidance">http://www.west-windsor-plainsboro.k12.nj.us/Guidance</a>) and Food Services (<a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services</a>), which includes daily breakfast and lunch menus, and nutrition news.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about the Community Middle School PTSA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



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Climate Surveys:

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

The school district commits resources to the social, emotional, and ethical development of students. Each elementary school has a nurse, and full-time guidance counselor, in addition to guidance counselors who support students at grades 6 through 12. The district also employs substance abuse counselors for grades 6-12 & child study teams (learning consultant, psychologist, and social worker) at every school.



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School Narrative

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Other Information:

Community Middle School provides a comprehensive, developmentally responsive middle school experience based on the principles of middle level education outlined in the most current middle level research. The facilities and programs are uniquely designed to promote discovery, effective interdisciplinary learning through teaming, and academic excellence. The core academic program consists of language arts, mathematics, science, social studies, and world language. The language arts program is integrated in its approach to literature and writing. The program is well articulated and promotes literacy and effective writing and oration skills. The mathematics program is theme-based, integrating hands-on, discovery-based learning, problem solving, mathematical modeling, and exploration, with skill development, thereby making mathematical concepts easier to learn and remember. The science program is designed to promote inquiry and critical thinking. The hands-on, minds-on format engages students in problem-solving activities that foster scientific inquiry and understanding. Social studies deals with ancient civilizations, United States history, and world cultures to develop critical thinking about how historical events shape modern perceptions and civilizations. Students have a choice of learning communication and culture in world languages. Students discover their own particular abilities, talents, interests, & preferences through cycle courses that include instruction in life skills, broadcasting and television production, and art. Health and physical education classes affirm the commitment to the concept of a healthy mind in a healthy body. Students may participate in choral, orchestra, & instrumental music programs that provide group and individual instruction. Students in Grades 6-8 are part of the 1:1 Learning Initiative to have universal access to digital technology to develop the skills necessary to manage their own learning in an ever-increasing digital world.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
KG	145	133	106
1	159	193	161
2	160	198	209
3	191	188	219
Ungraded	17	0	0
Total	672	712	695

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	53%	51%	50%
Male	47%	49%	50%
Economically Disadvantaged Students	2%	4%	3%
Students with Disabilities	7%	7%	7%
English Learners	4%	5%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
Asian	72.7%
White	17.3%
Black or African American	4.6%
Hispanic	4.5%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.9%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	138	133	106
KG - Full Day	0	0	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	54.5%
Telugu	8.1%
Hindi	7.8%
Tamil	6.3%
Chinese	6.0%
Other	16.8%



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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	196	99.5	76.00	82.00	54.90	76	78.4	Met Target†
White	40	100.0	65.00	74.50	63.90	65	77.9	Not Met
Hispanic	11	91.7	72.70	*	39.80	70.1	**	**
Black or African American	13	100.0	30.80	54.10	35.20	30.8	**	**
Asian, Native Hawaiian, or Pacific Islander	129	100.0	85.30	88.00	80.70	85.3	80	Met Goal
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	102	99.1	77.50	87.60	62.20	77.5		
Male	94	100.0	74.50	76.80	48.10	74.5		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	27	100.0	33.30	*	20.50	33.3	23	Met Target
Students without Disabilities	169	99.5	82.80	*	61.90	82.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	217	773	774	749	*	*	13%	60%	17%	77%	50%
White	40	762	765	759	*	*	*	60%	*	70%	61%
Hispanic	11	780	*	734	0%	*	*	*	*	73%	35%
Black or African American	14	734	733	731	*	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	149	780	780	775	*	*	11%	64%	20%	84%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	115	779	777	754	*	*	12%	57%	22%	79%	55%
Male	102	768	771	745	*	*	15%	63%	12%	75%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	25	729	*	720	*	*	*	*	*	36%	24%
Students without Disabilities	192	779	*	755	*	*	*	*	*	82%	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%

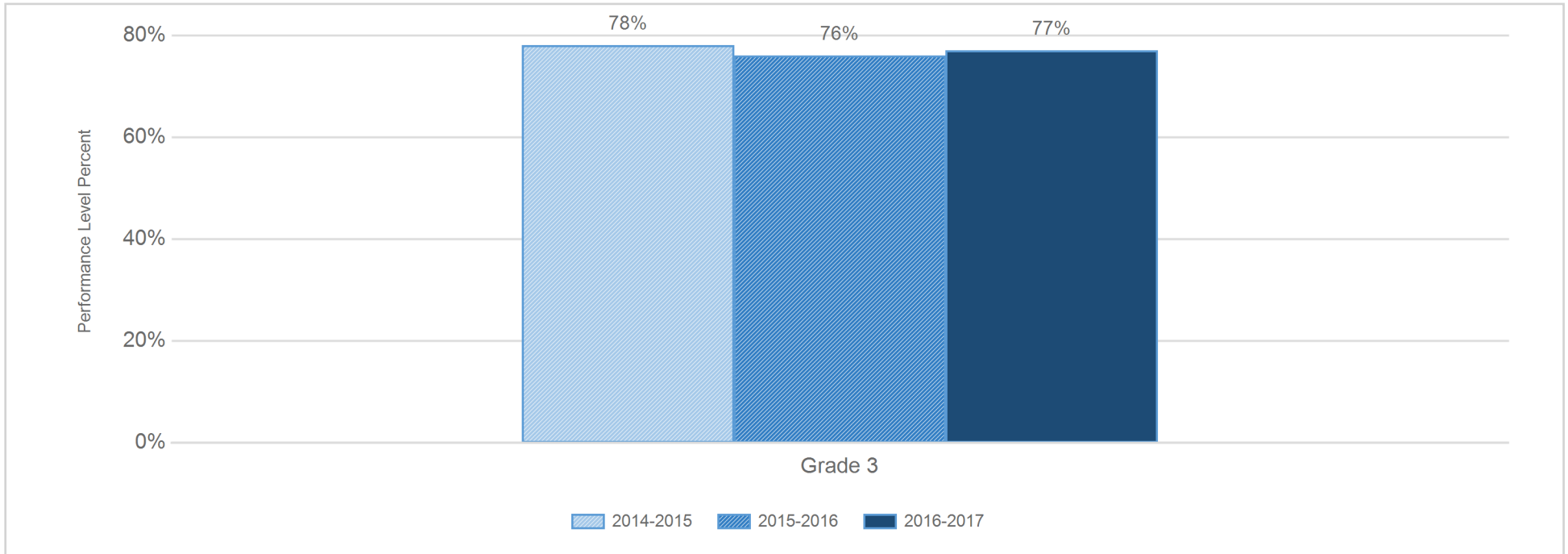


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**English Language Arts/Literacy Assessment - Performance Trends**

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	196	99.5	73.90	75.10	43.50	73.9	80	Not Met
White	40	100.0	50.00	61.50	52.40	50	80	Not Met
Hispanic	11	91.7	54.60	32.20	27.60	52.6	**	**
Black or African American	13	100.0	23.10	27.20	21.70	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	129	100.0	89.10	85.90	75.60	89.1	80	Met Goal
American Indian or Alaska Native	*	*	*	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	102	99.1	71.60	74.60	44.10	71.6		
Male	94	100.0	76.60	75.70	42.90	76.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	27	100.0	37.00	29.20	16.50	37	37.3	Met Target†
Students without Disabilities	169	99.5	79.90	80.40	48.80	79.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	219	770	773	751	5%	6%	16%	43%	32%	74%	53%
White	40	754	759	759	*	*	43%	38%	*	50%	63%
Hispanic	11	750	735	738	*	*	*	*	*	55%	37%
Black or African American	14	724	729	733	*	*	*	*	*	21%	32%
Asian, Native Hawaiian, or Pacific Islander	151	781	783	779	*	*	9%	47%	40%	87%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	116	771	771	751	*	*	17%	40%	34%	73%	52%
Male	103	770	775	751	*	*	15%	46%	29%	75%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	25	730	*	729	*	*	*	*	*	36%	29%
Students without Disabilities	194	775	*	755	*	*	*	*	*	79%	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%

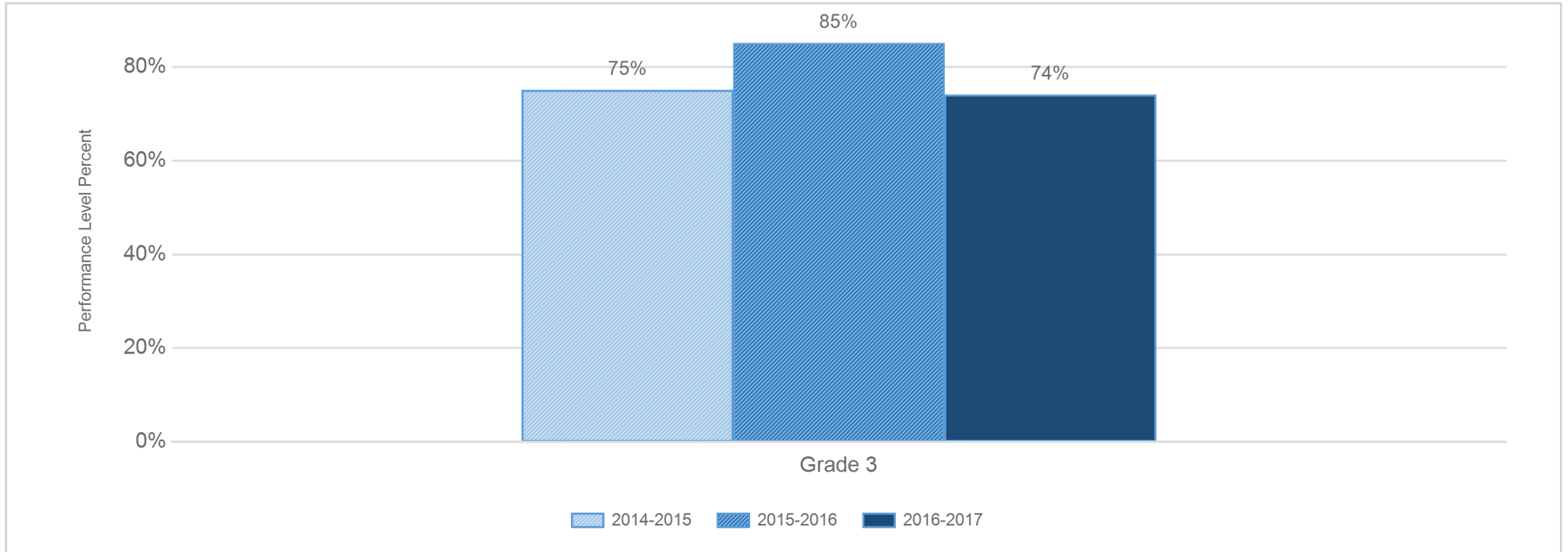


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**Mathematics Assessment – Performance Trends**

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	*	*

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	21	85.7%	14.3%
2	10	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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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.

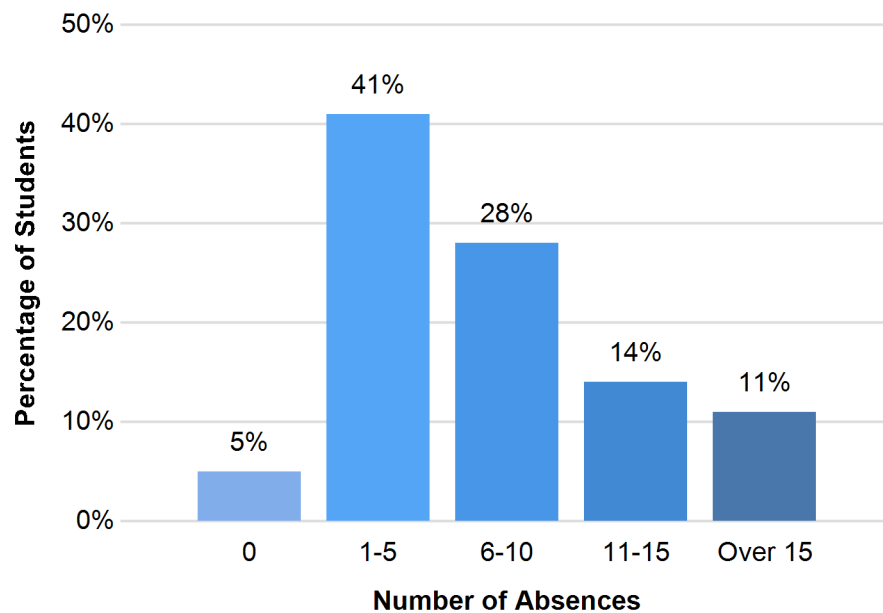
**Chronic Absenteeism**

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	7.00	9.10	Met Target
White	4.00	9.10	Met Target
Hispanic	9.70	9.10	Not Met
Black or African American	5.90	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.80	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.00	9.10	Met Target
Students with Disabilities	1.70	9.10	Met Target
English Learners	10.80	9.10	Not Met

**Days Absent**

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



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

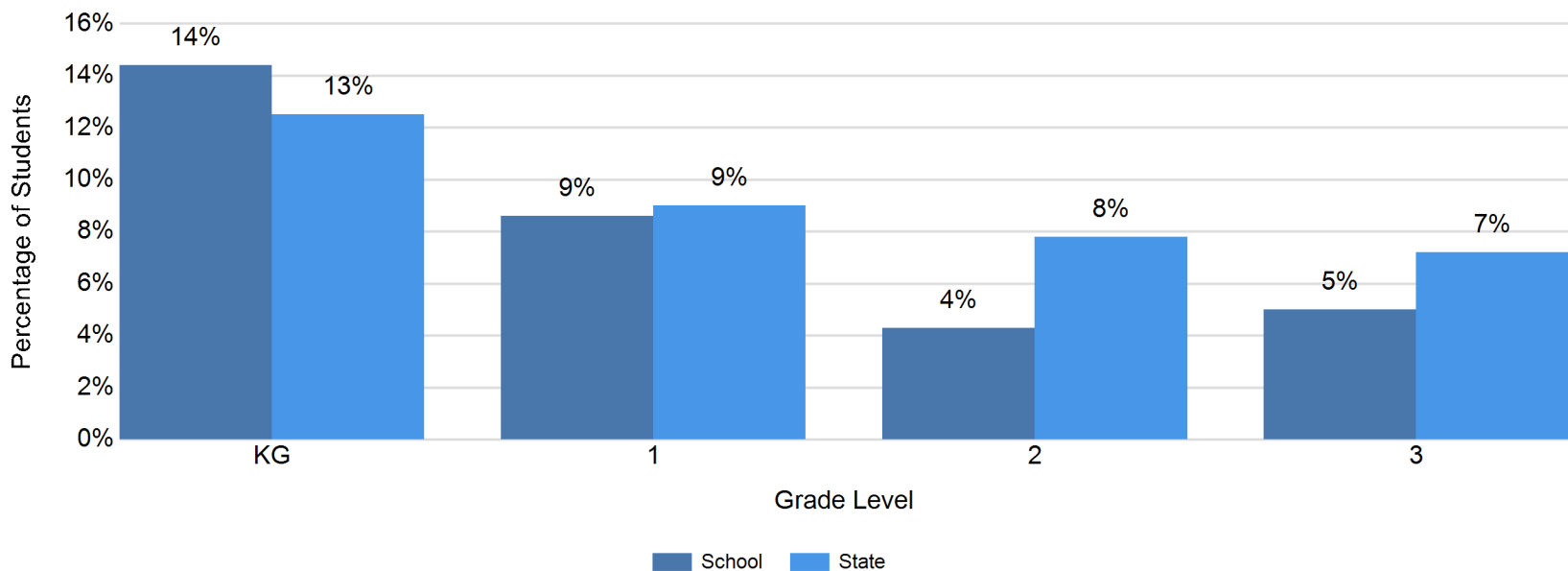


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**Chronic Absenteeism by Grade**

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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 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	7.6:1	568.9 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)	\$250	\$13,143	\$13,393



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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	51	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	9.2	10.5
Teachers in district for 4 or more years	65%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	14:1	13:1
Administrators	695:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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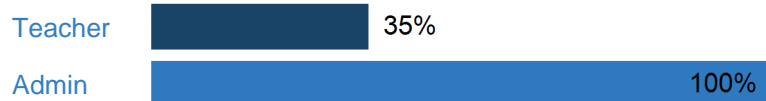
**Teachers and Administrators - Level of Education**

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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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**Accountability Indicator Scores and Summative Rating**

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

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

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

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



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Accountability Summary by Student Group

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

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

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Argese	<b>Email Address:</b>	<a href="mailto:david.argese@ww-p.org">david.argese@ww-p.org</a>
<b>Address:</b>	392 VILLAGE ROAD EAST WEST WINDSOR, NJ 08550	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-5400		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Responsive Classroom, a research-based approach, allows us to model and teach children valuable social skills</li> <li>• Second graders use the Dutch Neck Postal Service; they write letters to people in the school and then deliver letters</li> <li>• With the Workshop Approach, we teach &amp; model a strategy, &amp; students use it for reading, writing, &amp; solving problems</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students' growth, empowering them to value individual learning journeys.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students in the West Windsor-Plainsboro Regional School District have extraordinary opportunities to develop knowledge and skill in world languages, science, language arts, history, and mathematics. The District's vocal and instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. The district offers state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.</p>







**DUTCH NECK ELEMENTARY SCHOOL**  
2016-2017

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WEST WINDSOR, NJ 08550

**School Narrative**

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

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a broad array of sports and athletic programs in Grades 6-12.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of after-school clubs and activities for students in Grades 6-12.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8. The programs are called Kindergarten Extension and Extended Day Program and are run by the Community Education Department; specific information can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education">http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education</a></p>






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 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student's individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (<a href="http://www.west-windsor-plainsboro.k12.nj.us/Guidance">http://www.west-windsor-plainsboro.k12.nj.us/Guidance</a>) and Food Services (<a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services</a>), which includes daily breakfast and lunch menus, and nutrition news.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about Dutch Neck Elementary School PTA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



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School Narrative

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Dutch Neck Elementary School provides a nurturing environment where students are empowered with academic and social skills to become enthusiastic lifelong learners. This is accomplished by working in close partnership with parents and the community to provide child-centered programs that recognize and build upon the unique potential of each child. The school's primary goal is to build the foundations that will sustain and promote a life of learning.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
KG	84	111	104
1	115	108	128
2	109	113	111
3	110	110	109
Ungraded	31	8	12
Total	462	450	464

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	46%	48%	47%
Male	55%	52%	53%
Economically Disadvantaged Students	5%	5%	4%
Students with Disabilities	11%	8%	10%
English Learners	9%	10%	13%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
Asian	79.1%
White	14.0%
Black or African American	2.6%
Hispanic	2.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.9%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	85	108	104
KG - Full Day	0	3	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	39.0%
Telugu	14.0%
Hindi	11.6%
Tamil	8.8%
Chinese	5.0%
Other	21.3%



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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	98	96.3	78.50	82.00	54.90	78.5	80	Met Target†
White	14	93.3	85.70	74.50	63.90	83.9	**	**
Hispanic	N	N	N	*	39.80	N	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	81	97.7	77.80	88.00	80.70	77.8	80	Met Target†
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	48	100.0	81.30	87.60	62.20	81.3		
Male	50	93.0	76.00	76.80	48.10	75.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	103	776	774	749	*	*	*	58%	20%	79%	50%
White	14	767	765	759	*	*	0%	86%	0%	86%	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	86	779	780	775	*	*	*	54%	24%	78%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	50	778	777	754	*	*	*	56%	*	82%	55%
Male	53	774	771	745	*	*	*	60%	*	76%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

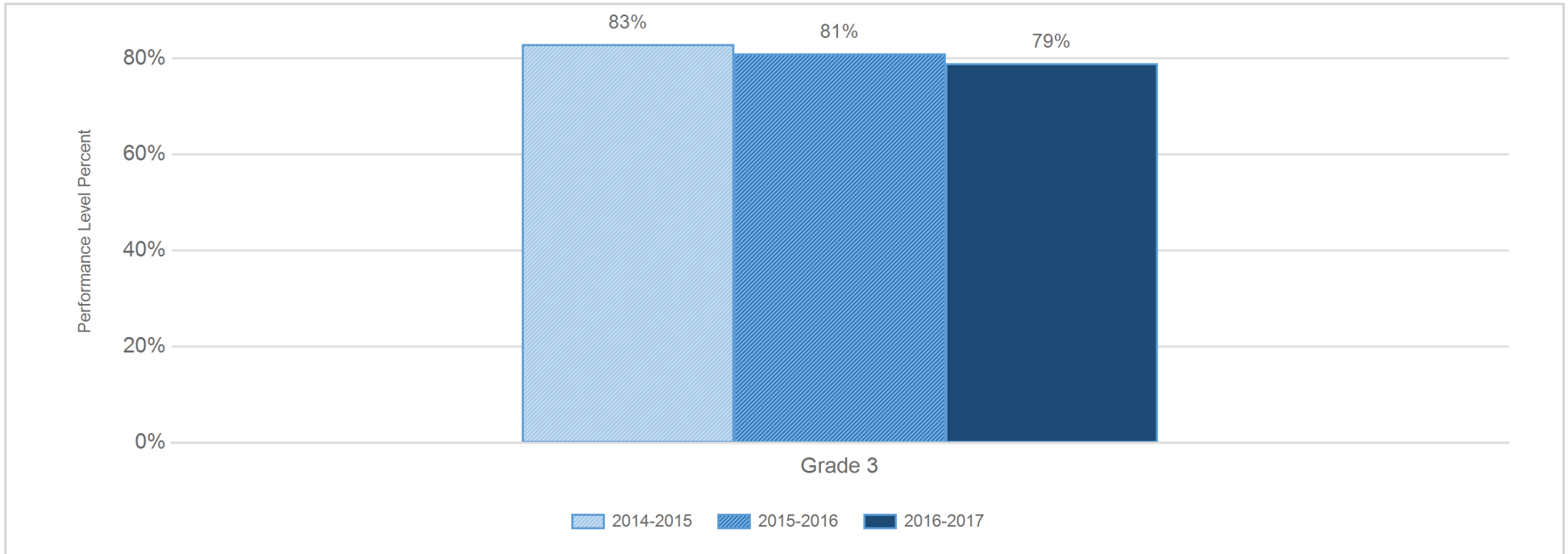


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	102	96.4	76.50	75.10	43.50	76.5	77.3	Met Target†
White	14	93.3	71.50	61.50	52.40	70	**	**
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	84	97.8	79.80	85.90	75.60	79.8	80	Met Target†
American Indian or Alaska Native	N	N	N	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	50	100.0	68.00	74.60	44.10	68		
Male	52	93.2	84.70	75.70	42.90	84.1		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	11	92.3	36.40	45.40	23.30	35.1	**	**
Non-English Learners	91	97.0	81.40	76.00	45.20	81.4		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	108	774	773	751	*	*	11%	43%	35%	78%	53%
White	14	765	759	759	*	*	*	*	*	71%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	90	778	783	779	0%	*	*	43%	38%	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	53	769	771	751	*	*	*	38%	32%	70%	52%
Male	55	779	775	751	*	*	*	47%	38%	86%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	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%

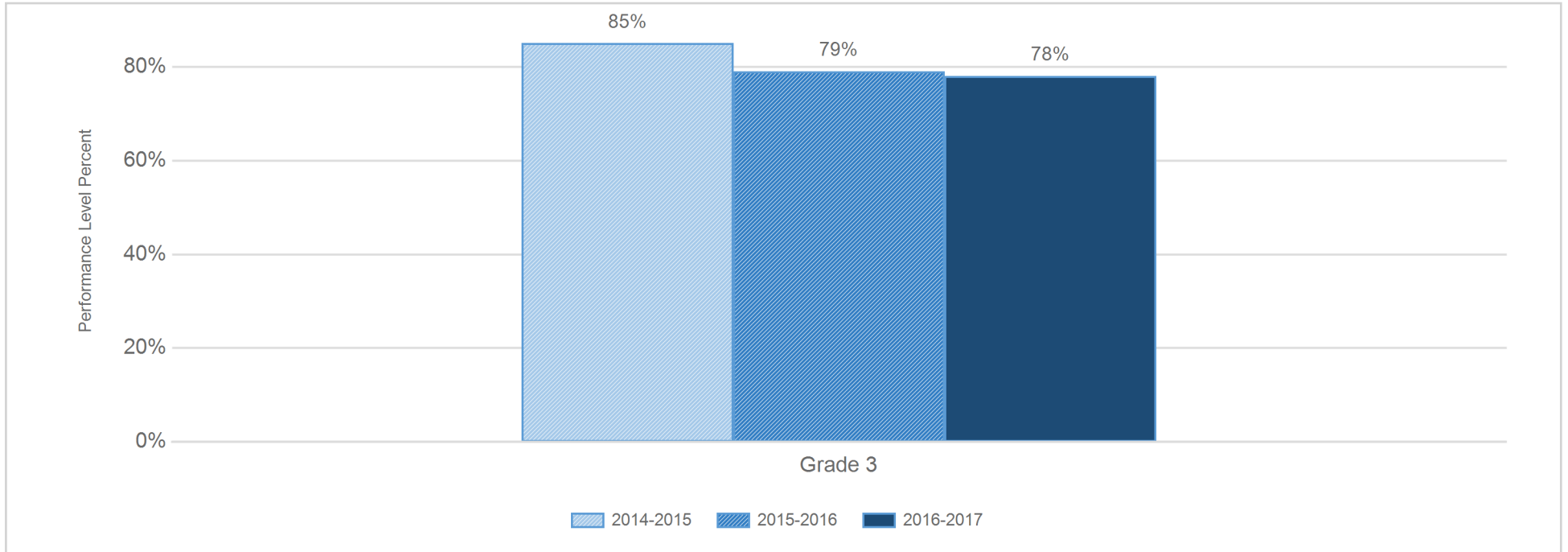


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**Mathematics Assessment – Performance Trends**

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

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	28	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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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.

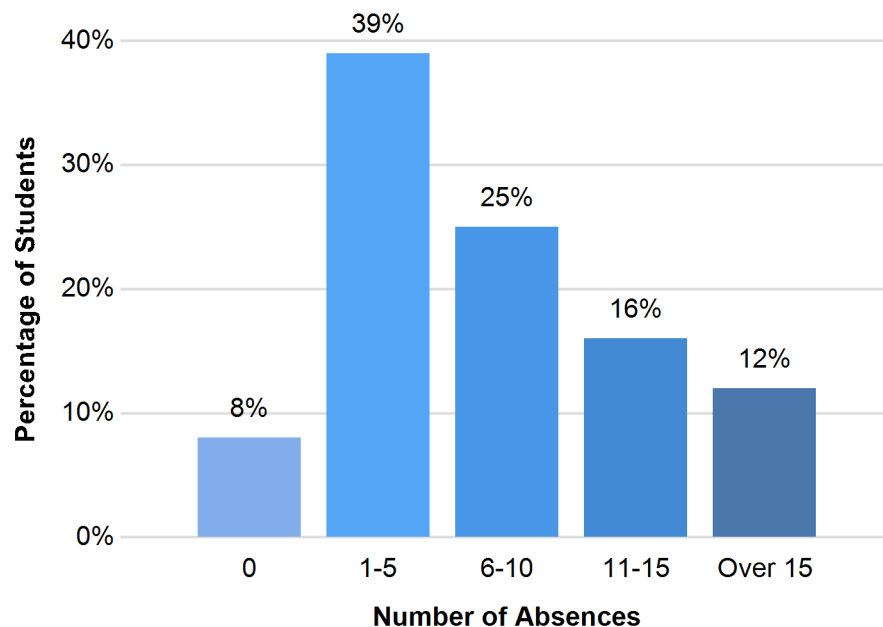
**Chronic Absenteeism**

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	9.30	9.10	Not Met
White	12.10	9.10	Not Met
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	9.60	9.10	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	10.40	9.10	Not Met
English Learners	5.70	9.10	Met Target

**Days Absent**

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



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



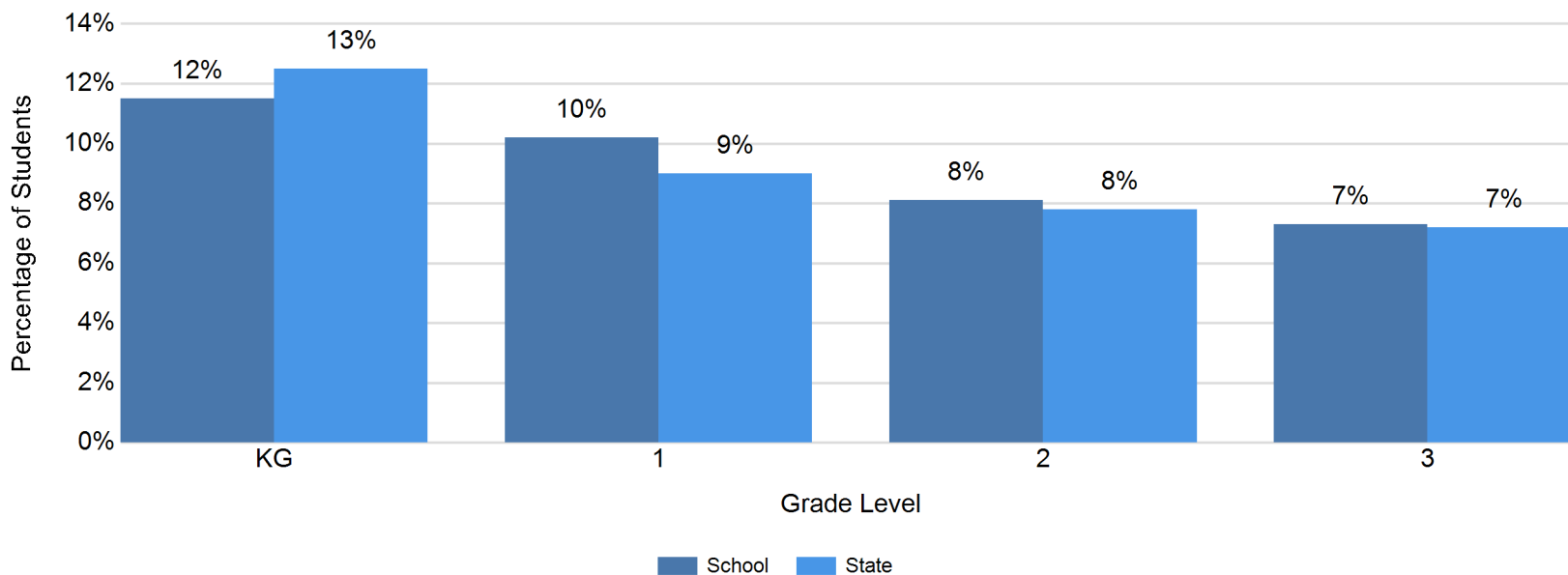
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

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	5.2:1	568.9 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)	\$250	\$13,143	\$13,393



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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	11.7	11.8
Average years experience in district	10.4	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	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	13:1
Administrators	464:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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**Accountability Indicator Scores and Summative Rating**

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

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

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

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



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**Accountability Summary by Student Group**

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

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

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Welborn	<b>Email Address:</b>	<a href="mailto:michael.welborn@ww-p.org">michael.welborn@ww-p.org</a>
<b>Address:</b>	510 PLAINSBORO ROAD PLAINSBORO, NJ 08536	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-5450		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• To meet social-emotional needs of students, we host Morning Mgmts, Character Ed, STAR Students, &amp; Buddy Benches</li> <li>• Math Workshop and Math Labs are invaluable components of our program</li> <li>• Columbia University’s Teachers College provides staff professional development for Reading &amp; Writing Workshops</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students’ growth, empowering them to value individual learning journeys.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Students in the West Windsor-Plainsboro Regional School District have extraordinary opportunities to develop knowledge and skill in world languages, science, language arts, history, and mathematics. The District’s vocal and instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. The district offers state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a broad array of sports and athletic programs in Grades 6-12.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of after-school clubs and activities for students in Grades 6-12.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8. The programs are called Kindergarten Extension and Extended Day Program and are run by the Community Education Department; specific information can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education">http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education</a></p>






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School Narrative

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 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student’s individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (<a href="http://www.west-windsor-plainsboro.k12.nj.us/Guidance">http://www.west-windsor-plainsboro.k12.nj.us/Guidance</a>) and Food Services (<a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services</a>), which includes daily breakfast and lunch menus, and nutrition news.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about Wicoff Elementary School PTA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



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### School Narrative

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**School Narrative**

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**Other Information:**

Wicoff Elementary School, built in 1919, provides K-3 students with learning experiences that foster academic, social, physical, and emotional success. The principal and staff believe there must be cooperation and communication between family and school. The mission of the Wicoff Elementary School is to prepare its diverse community of children for their continuing educational journey, to be responsible and productive citizens, and to respect themselves and others. This is accomplished by providing a nurturing environment, developing a foundation of skills necessary for independent thinking and problem solving, and meeting individual needs through a strong partnership among students, staff, parents, and community. Wicoff Elementary School is able to take advantage of technology and the many resources it makes available including a fully equipped computer lab and global connections via the Internet. The curriculum provides students with a strong basis for lifelong learning. In this culturally rich and diverse community, students gain an understanding and respect for individual and ethnic uniqueness. At the Wicoff Elementary School, an accepting and supportive environment allows each child to grow and learn among a community of caring adults who contribute to the child's positive self-esteem. Wicoff Elementary School faculty challenge and encourage children to take risks and to strive to reach their full potential. Education at Wicoff Elementary School is a shared responsibility. The staff keeps current through a variety of professional development activities such as faculty meetings, morning share sessions, in-district workshops, local and national conferences, and graduate course work.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
KG	166	173	142
1	165	194	190
2	240	164	205
3	203	257	166
Ungraded	16	8	19
Total	790	796	722

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	47%
Male	54%	54%	53%
Economically Disadvantaged Students	4%	3%	3%
Students with Disabilities	6%	8%	9%
English Learners	4%	2%	4%
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
Asian	65.8%
White	25.8%
Hispanic	3.5%
Black or African American	1.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.8%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	161	171	142
KG - Full Day	0	2	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	57.5%
Chinese	8.6%
Hindi	7.8%
Telugu	6.1%
Tamil	3.9%
Other	15.9%



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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	157	98.8	82.20	82.00	54.90	82.2	75.6	Met Goal
White	39	100.0	71.80	74.50	63.90	71.8	74	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	106	99.1	88.70	88.00	80.70	88.7	79.3	Met Goal
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	71	100.0	87.30	87.60	62.20	87.3		
Male	86	97.8	77.90	76.80	48.10	77.9		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	12	92.9	33.40	*	20.50	32.2	**	**
Students without Disabilities	145	99.3	86.20	*	61.90	86.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	785	774	749	*	*	11%	56%	26%	82%	50%
White	39	773	765	759	0%	*	*	59%	*	72%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	109	793	780	775	*	*	10%	55%	33%	88%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	74	790	777	754	*	*	*	58%	28%	87%	55%
Male	88	782	771	745	*	*	*	55%	24%	78%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	12	751	*	720	*	*	*	*	*	33%	24%
Students without Disabilities	150	788	*	755	*	*	*	*	*	86%	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%

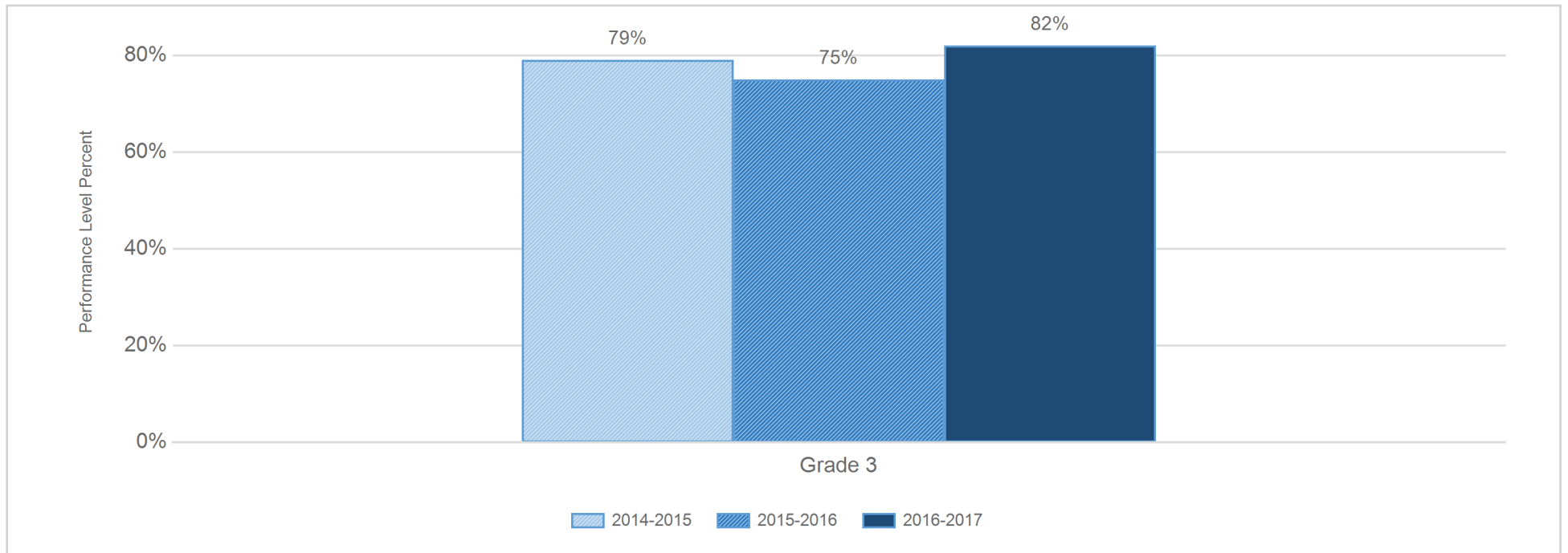


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English Language Arts/Literacy Assessment - Performance Trends

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	159	98.8	81.10	75.10	43.50	81.1	80	Met Goal
White	39	100.0	64.10	61.50	52.40	64.1	72.8	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	107	99.1	90.70	85.90	75.60	90.7	80	Met Goal
American Indian or Alaska Native	N	N	N	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	71	100.0	80.30	74.60	44.10	80.3		
Male	88	97.8	81.90	75.70	42.90	81.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	12	92.9	33.30	29.20	16.50	32.3	**	**
Students without Disabilities	147	99.4	85.10	80.40	48.80	85.1		
English Learners	10	100.0	60.00	45.40	23.30	60	**	**
Non-English Learners	149	98.7	82.50	76.00	45.20	82.5		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	166	778	773	751	*	*	13%	40%	40%	80%	53%
White	40	765	759	759	*	*	28%	38%	25%	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	111	787	783	779	0%	*	*	40%	50%	89%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	76	775	771	751	*	*	16%	42%	36%	78%	52%
Male	90	781	775	751	*	*	11%	38%	44%	82%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	12	756	*	729	*	*	*	*	*	33%	29%
Students without Disabilities	154	780	*	755	*	*	*	*	*	84%	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%

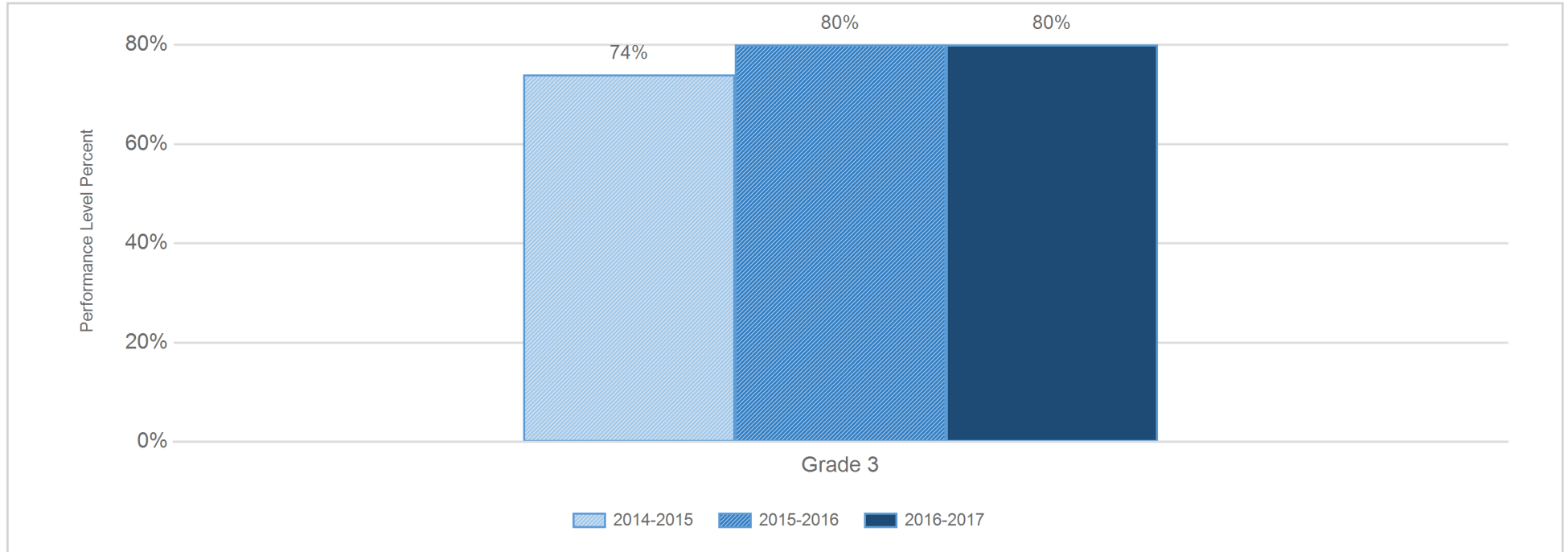


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**Mathematics Assessment – Performance Trends**

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	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

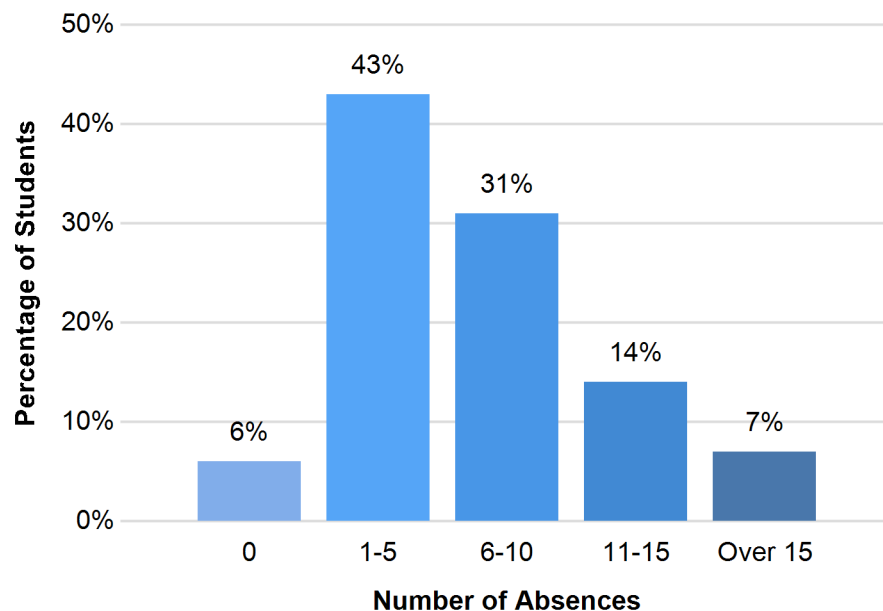
**Chronic Absenteeism**

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	9.10	Met Target
White	4.20	9.10	Met Target
Hispanic	4.00	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	5.30	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.50	9.10	Not Met
Economically Disadvantaged Students	N	**	**
Students with Disabilities	7.40	9.10	Met Target
English Learners	7.70	9.10	Met Target

**Days Absent**

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



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

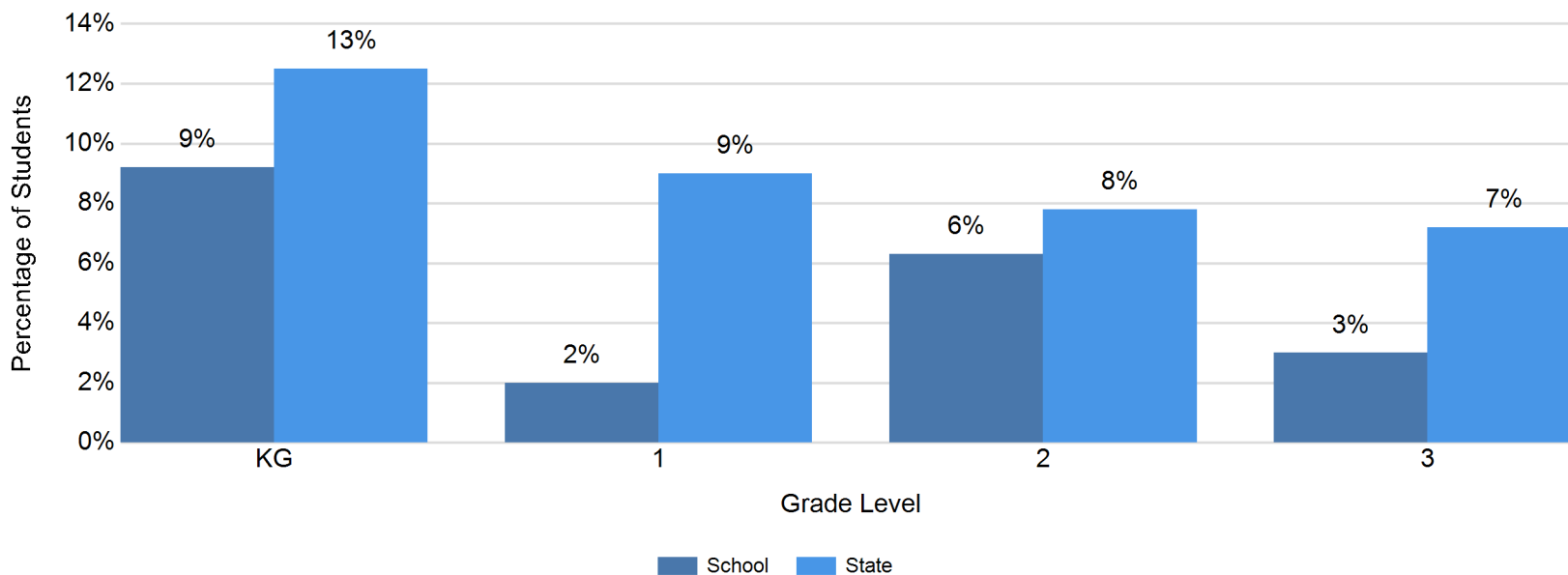


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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.14

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	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	7.8:1	568.9 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)	\$250	\$13,143	\$13,393



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	14.0	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	81%	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	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	14:1	13:1
Administrators	361:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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**Accountability Indicator Scores and Summative Rating**

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

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

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

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



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Accountability Summary by Student Group

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

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

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

† Target was met within a confidence interval.



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303 305 CLARKSVILLE ROAD  
WEST WINDSOR, NJ 08550

School General Info

<b>Principal:</b>	Ms. Buell	<b>Email Address:</b>	<a href="mailto:patricia.buell@ww-p.org">patricia.buell@ww-p.org</a>
<b>Address:</b>	303 305 CLARKSVILLE ROAD WEST WINDSOR, NJ 08550	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-5425		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• We host Responsive Classroom and Morning Meeting activities to build a classroom &amp; school community based on respect</li> <li>• For our International Fair, students and parents wear cultural attire and share cultural heritage experiences</li> <li>• Math Workshop Model enables teachers to create flexible groups and provide differentiated instruction for students</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students' growth, empowering them to value individual learning journeys.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Students in the West Windsor-Plainsboro Regional School District have extraordinary opportunities to develop knowledge and skill in world languages, science, language arts, history, and mathematics. The District's vocal and instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. The district offers state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.</p>







**Maurice Hawk Elementary School**  
**2016-2017**  
**Grade Span KG-03**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a broad array of sports and athletic programs in Grades 6-12.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of after-school clubs and activities for students in Grades 6-12.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8. The programs are called Kindergarten Extension and Extended Day Program and are run by the Community Education Department; specific information can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education">http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education</a></p>






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 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student’s individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (<a href="http://www.west-windsor-plainsboro.k12.nj.us/Guidance">http://www.west-windsor-plainsboro.k12.nj.us/Guidance</a>) and Food Services (<a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services</a>), which includes daily breakfast and lunch menus, and nutrition news.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about Maurice Hawk Elementary School PTA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



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Other Information:

A K-3 elementary school, Maurice Hawk School offers an encouraging school atmosphere that inspires the staff in promoting collegiality, becoming unified with students in learning, and integrating all subject areas so students and teachers have a more meaningful learning experience. A culturally, ethnically, and economically diverse community, Maurice Hawk Elementary School endeavors to prepare its students to live effectively in a society that will become more diverse. One of its overriding goals is to enlighten each student to the richness of cultural diversity and to encourage the student to feel pride in one's cultural uniqueness. The curriculum emphasizes literacy, language learning, mathematical reasoning, critical thinking, problem solving, and cross-cultural understanding. The hallmark of this school is a nurturing teaching staff that fosters lifelong learning skills for all students. All instructional practices are based on district curriculum, which provides for the teaching of literacy, mathematics, science, and social studies, and provides for social and emotional development. The school district commits resources to the social, emotional, and ethical development of students. Each elementary school has a nurse, and full-time guidance counselor who support all students.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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### Footnotes

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
3	0	206	206
4	424	389	434
5	397	456	385
Ungraded	54	16	16
<b>Total</b>	<b>875</b>	<b>1067</b>	<b>1041</b>

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	7%	6%	5%
Students with Disabilities	12%	9%	10%
English Learners	2%	4%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Asian	73.6%
White	15.7%
Hispanic	5.4%
Black or African American	4.2%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	1.1%

**Enrollment by Home Language**

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

Home Language	% of Students
English	47.3%
Telugu	11.0%
Hindi	7.7%
Chinese	6.8%
Tamil	6.7%
<i>Other</i>	20.6%



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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	937	99.1	79.10	82.00	54.90	79.1	80	Met Target†
White	151	96.3	70.80	74.50	63.90	70.8	80	Not Met
Hispanic	49	100.0	49.00	*	39.80	49	56.5	Met Target†
Black or African American	39	100.0	48.80	54.10	35.20	48.8	59.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	689	99.9	84.70	88.00	80.70	84.7	80	Met Goal
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	457	99.4	81.40	87.60	62.20	81.4		
Male	480	98.9	76.90	76.80	48.10	76.9		
Economically Disadvantaged Students	61	100.0	42.60	46.20	36.20	42.6	47.5	Met Target†
Non-Economically Disadvantaged Students	876	99.1	81.70	83.80	65.80	81.7		
Students with Disabilities	110	96.6	41.80	*	20.50	41.8	56.7	Not Met
Students without Disabilities	827	99.5	84.10	*	61.90	84.1		
English Learners	44	98.0	29.60	38.40	25.20	29.6	N	N
Non-English Learners	893	99.2	81.60	83.10	57.40	81.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	198	764	774	749	5%	5%	22%	57%	11%	68%	50%
White	23	753	765	759	*	*	*	61%	0%	61%	61%
Hispanic	17	736	*	734	*	*	*	*	0%	29%	35%
Black or African American	11	729	733	731	*	*	*	*	0%	27%	32%
Asian, Native Hawaiian, or Pacific Islander	145	772	780	775	*	*	19%	61%	15%	76%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	103	766	777	754	*	*	26%	55%	*	67%	55%
Male	95	762	771	745	*	*	18%	59%	*	68%	46%
Economically Disadvantaged Students	13	736	738	731	*	*	*	*	0%	46%	31%
Non-Economically Disadvantaged Students	185	766	775	762	*	*	*	*	11%	69%	63%
Students with Disabilities	17	724	*	720	*	*	*	*	0%	24%	24%
Students without Disabilities	181	768	*	755	*	*	*	*	12%	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**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	422	773	775	753	*	*	16%	49%	29%	78%	56%
White	83	769	774	762	*	*	19%	43%	25%	69%	67%
Hispanic	19	748	742	740	*	*	*	*	*	53%	40%
Black or African American	19	747	745	737	0%	*	*	*	0%	42%	36%
Asian, Native Hawaiian, or Pacific Islander	299	777	781	777	*	*	13%	51%	33%	84%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	208	777	780	758	*	*	14%	45%	36%	81%	61%
Male	214	768	771	749	*	*	18%	52%	22%	74%	51%
Economically Disadvantaged Students	20	735	742	737	*	*	*	*	*	35%	36%
Non-Economically Disadvantaged Students	402	775	777	764	*	*	*	*	*	80%	69%
Students with Disabilities	42	741	740	725	*	*	26%	33%	*	38%	25%
Students without Disabilities	380	776	779	759	*	*	15%	50%	*	82%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	377	782	778	756	*	*	9%	55%	33%	87%	59%
White	47	776	769	763	*	*	*	51%	26%	77%	69%
Hispanic	12	746	753	743	*	0%	*	*	0%	50%	44%
Black or African American	12	764	752	740	0%	*	*	*	*	83%	39%
Asian, Native Hawaiian, or Pacific Islander	301	785	783	779	*	*	6%	55%	36%	91%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	182	787	786	761	*	*	8%	54%	36%	91%	66%
Male	195	778	772	750	*	*	9%	55%	29%	84%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	29	747	741	725	*	*	35%	52%	0%	52%	22%
Students without Disabilities	348	785	782	762	*	*	6%	55%	35%	90%	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%

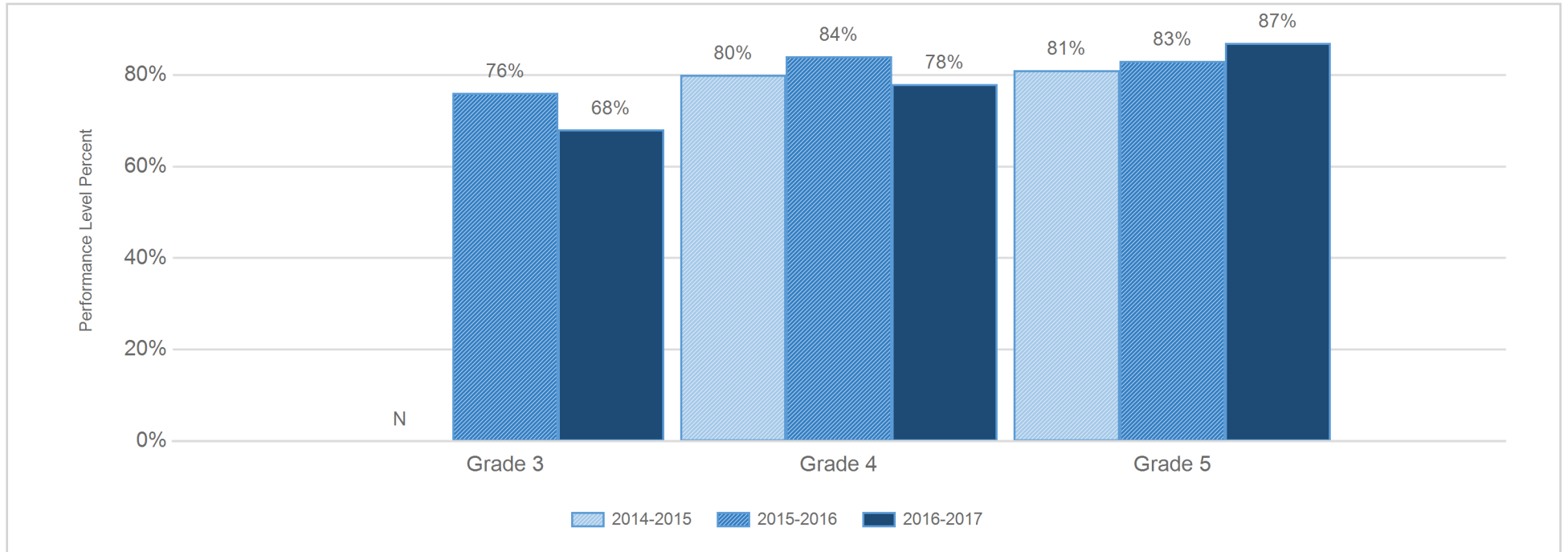


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**English Language Arts/Literacy Assessment - Performance Trends**

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	936	99.1	77.00	75.10	43.50	77	79.3	Met Target†
White	151	96.4	64.20	61.50	52.40	64.2	66.5	Met Target†
Hispanic	49	98.3	24.50	32.20	27.60	24.5	41	Not Met
Black or African American	38	100.0	28.90	27.20	21.70	28.9	41.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	689	99.9	86.60	85.90	75.60	86.6	80	Met Goal
American Indian or Alaska Native	*	*	*	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	457	99.4	75.50	74.60	44.10	75.5		
Male	479	98.7	78.50	75.70	42.90	78.5		
Economically Disadvantaged Students	60	100.0	33.40	27.40	25.10	33.4	34.6	Met Target†
Non-Economically Disadvantaged Students	876	99.0	80.10	77.50	54.30	80.1		
Students with Disabilities	109	96.5	34.90	29.20	16.50	34.9	42.7	Not Met
Students without Disabilities	827	99.4	82.60	80.40	48.80	82.6		
English Learners	44	97.3	45.50	45.40	23.30	45.5	44	Met Target
Non-English Learners	892	99.2	78.60	76.00	45.20	78.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	205	772	773	751	*	*	12%	42%	34%	75%	53%
White	23	754	759	759	0%	*	*	52%	*	57%	63%
Hispanic	20	729	735	738	*	*	*	*	*	30%	37%
Black or African American	11	732	729	733	0%	*	*	*	*	18%	32%
Asian, Native Hawaiian, or Pacific Islander	149	784	783	779	*	*	7%	46%	43%	89%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	106	770	771	751	*	*	*	54%	26%	79%	52%
Male	99	774	775	751	*	*	*	28%	42%	71%	53%
Economically Disadvantaged Students	13	741	729	736	*	*	*	*	*	46%	34%
Non-Economically Disadvantaged Students	192	774	775	761	*	*	*	*	*	77%	65%
Students with Disabilities	17	742	*	729	*	*	*	*	*	35%	29%
Students without Disabilities	188	775	*	755	*	*	*	*	*	79%	57%
English Learners	12	732	735	724	*	*	*	*	0%	50%	21%
Non-English Learners	193	775	775	753	*	*	*	*	36%	77%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	433	769	770	747	3%	5%	19%	51%	22%	73%	47%
White	85	758	761	755	*	*	29%	51%	12%	62%	59%
Hispanic	23	718	721	734	*	*	*	*	0%	17%	30%
Black or African American	19	737	734	729	*	*	*	*	0%	32%	25%
Asian, Native Hawaiian, or Pacific Islander	304	778	779	774	*	*	14%	55%	28%	83%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	210	767	768	747	*	*	21%	52%	20%	72%	47%
Male	223	770	772	747	*	*	18%	49%	24%	74%	48%
Economically Disadvantaged Students	23	720	727	732	*	*	*	*	0%	13%	27%
Non-Economically Disadvantaged Students	410	771	773	757	*	*	*	*	23%	76%	61%
Students with Disabilities	43	734	733	724	*	*	33%	26%	*	30%	22%
Students without Disabilities	390	773	774	751	*	*	18%	54%	*	78%	52%
English Learners	13	721	*	716	*	*	*	*	*	*	12%
Non-English Learners	420	770	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	383	776	773	747	*	*	15%	49%	32%	80%	46%
White	48	759	755	754	*	*	29%	48%	*	63%	57%
Hispanic	12	732	738	735	*	*	*	*	*	*	30%
Black or African American	12	740	735	729	0%	*	*	*	0%	33%	22%
Asian, Native Hawaiian, or Pacific Islander	306	782	781	774	*	*	11%	51%	37%	88%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	186	772	771	747	*	*	18%	53%	24%	77%	47%
Male	197	780	775	746	*	*	13%	44%	39%	83%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	29	742	740	725	*	*	38%	35%	*	38%	19%
Students without Disabilities	354	779	776	751	*	*	14%	50%	*	84%	52%
English Learners	14	737	*	717	*	*	*	*	*	29%	12%
Non-English Learners	369	778	*	748	*	*	*	*	*	82%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

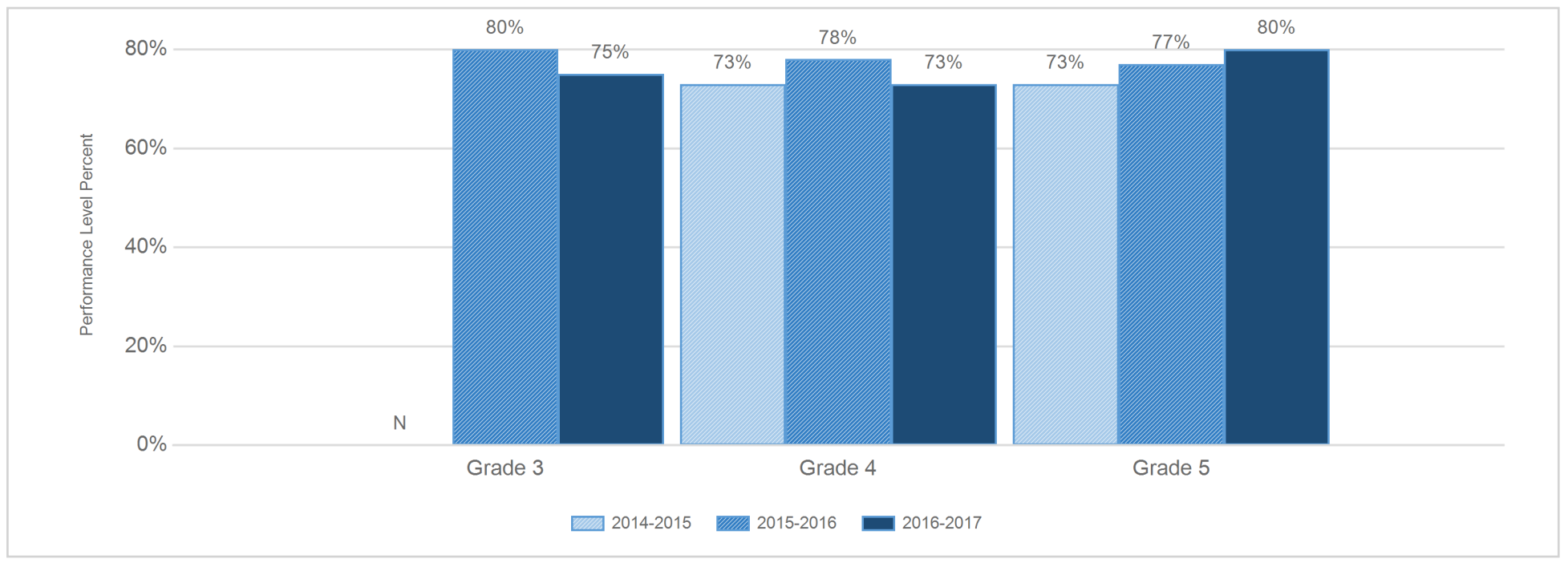


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	24	83.3%	16.7%
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.

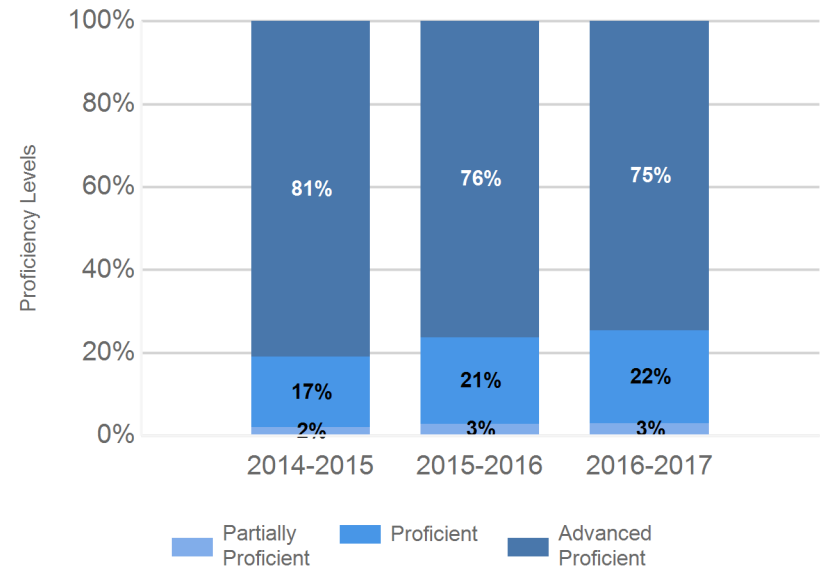
**NJASK Science Assessment Performance: Grade 4**

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	75%	22%	3%
White	72%	25%	4%
Hispanic	24%	62%	14%
Black or African American	37%	63%	N
Asian, Native Hawaiian, or Pacific Islander	84%	15%	1%
American Indian or Alaska Native	N	N	N
Two or More Races	46%	36%	18%
Economically Disadvantaged Students	22%	56%	22%
Students with Disabilities	49%	42%	10%
English Learners	27%	9%	64%

**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	55	56	50	Met Target	59	58	50	Met Target
White	51	50	50	Met Target	56	52.5	52	Met Target
Hispanic	*	*	49	Exceeds Target	33.5	48.5	47	Not Met
Black or African American	*	*	45	Not Met	*	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	56	59	60	Met Target	62	61	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	52	48	47	Met Target	63	56.5	46	Exceeds Target
Students with Disabilities	49	35	41	Met Target	47.5	45	43	Met Target
English Learners	51.5	*	53	**	76	*	51	Exceeds Target

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



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

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

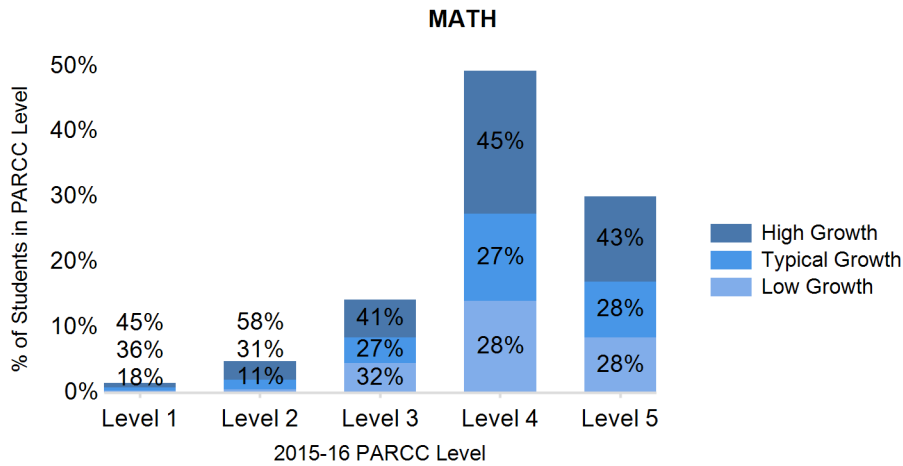
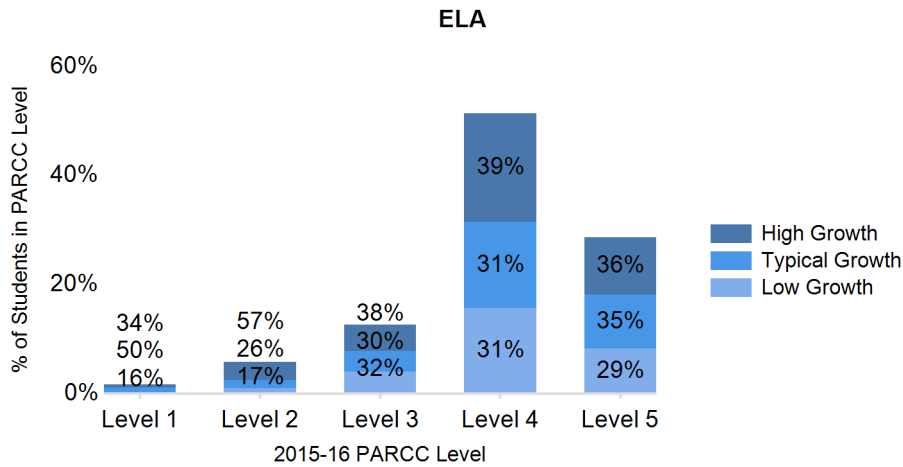
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

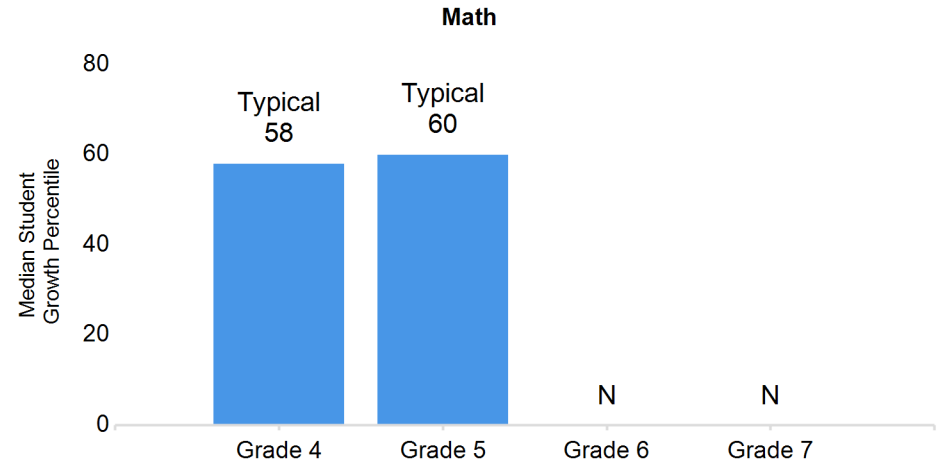
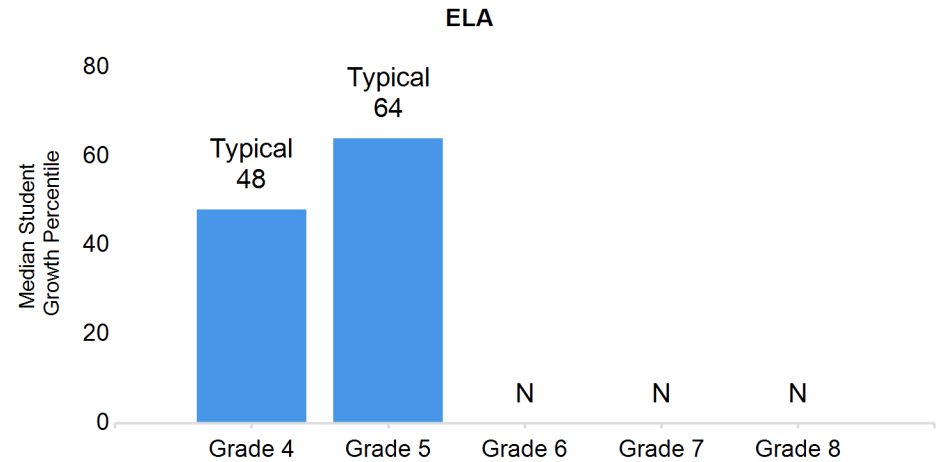
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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**

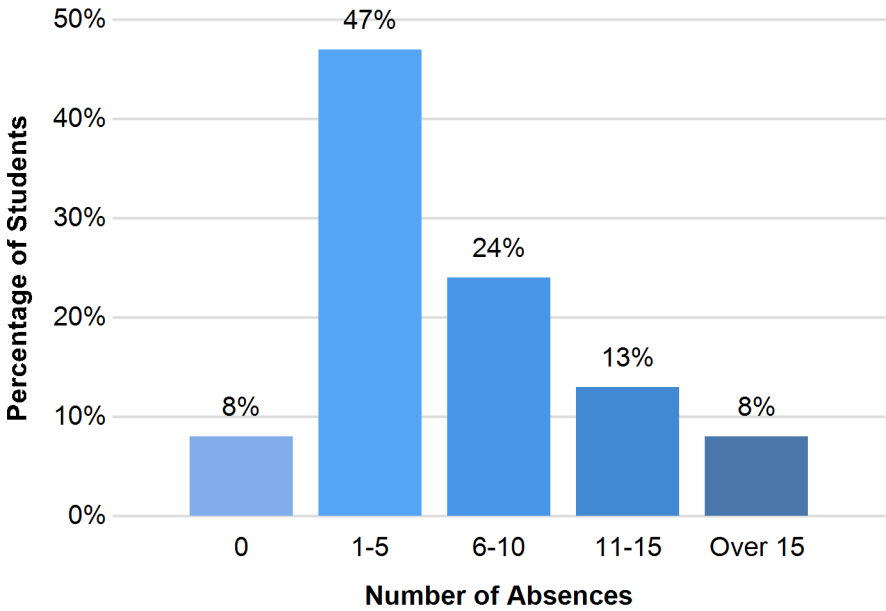
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	7.00	Met Target
White	5.50	7.00	Met Target
Hispanic	1.80	7.00	Met Target
Black or African American	6.70	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.30	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.40	7.00	Met Target
Students with Disabilities	4.40	7.00	Met Target
English Learners	5.10	7.00	Met Target

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

**Days Absent**

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



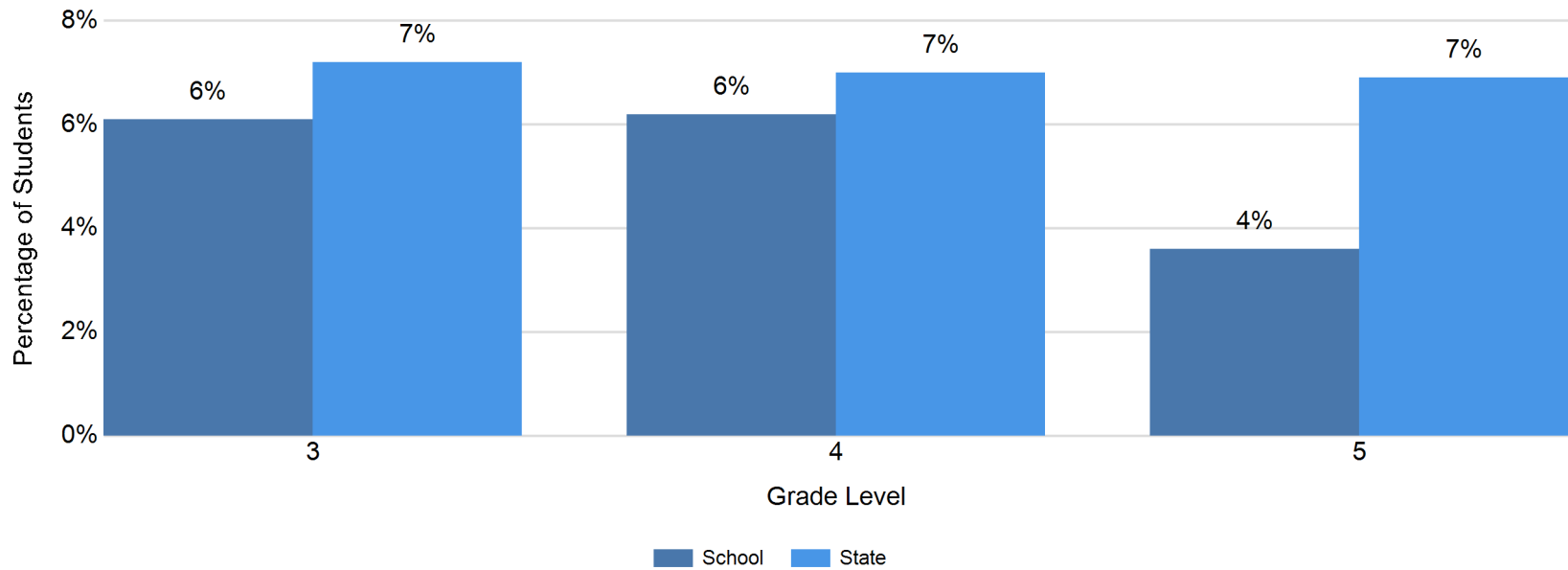


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### Chronic Absenteeism by Grade

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





### 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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.38

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.1%
Out-of-School Suspensions	0.2%
Any Suspension	1.2%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	2.1:1	568.9 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)	\$250	\$13,143	\$13,393



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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	89	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	69%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	13:1
Administrators	347:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	77.3	17.5%
Mathematics Proficiency	81.9	17.5%
English Language Arts Growth	61.9	25.0%
Mathematics Growth	73.2	25.0%
Chronic Absenteeism	70.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		72.3
<b>Summative Rating:</b> Percentile rank of Summative Score		82.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	72.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	59.7	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	54.5	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Not Met	No
Black or African American	59.5	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	48.7	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	75.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	78.2	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
English Learners	80.7	11.9	No	N	Met Target	Met Target	**	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Bonino	<b>Email Address:</b>	<a href="mailto:roseann.bonino@ww-p.org">roseann.bonino@ww-p.org</a>
<b>Address:</b>	75 GROVERS MILL ROAD PLAINSBORO, NJ 08536	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-5500		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• To meet social-emotional needs of students, time is allocated for Morning Meetings to create a supportive classroom</li> <li>• Math Workshop, an invaluable program, develops student mathematical mindset, skills, and interest</li> <li>• Character Education supports friendship, empathy, optimism, honesty, integrity, resilience, responsibility, &amp; respect</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students' growth, empowering them to value individual learning journeys.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Students in the West Windsor-Plainsboro Regional School District have extraordinary opportunities to develop knowledge and skill in world languages, science, language arts, history, and mathematics. The District's vocal and instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. The district offers state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.</p>







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a broad array of sports and athletic programs in Grades 6-12.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of after-school clubs and activities for students in Grades 6-12.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8. The programs are called Kindergarten Extension and Extended Day Program and are run by the Community Education Department; specific information can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education">http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education</a></p>






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**School Narrative**

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 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student’s individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (<a href="http://www.west-windsor-plainsboro.k12.nj.us/Guidance">http://www.west-windsor-plainsboro.k12.nj.us/Guidance</a>) and Food Services (<a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services</a>), which includes daily breakfast and lunch menus, and nutrition news.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about Millstone River School PTA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



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School Narrative

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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 Millstone River School hosts students in Grades 3-5 and values an environment that focuses on student developmental stages for the purpose of maximizing learning opportunities. Students engage in serious educational projects with their classes and in individual study. The culture of the schools encourages collaboration and cooperation among students. Through discussions and activities, the Character Education Program highlights ethics, citizenship, personal integrity, and contributions to the community. Arts and sciences combine in enabling students to learn and express their learning through multiple intelligences. Technology, art, science investigations, and physical education curricula emphasize high standards to develop students' competencies. The district's outstanding instrumental and vocal music programs feature small group lessons and whole group performances. Grade 3 students follow the same academic program as the other Grade 3 students throughout the district. The Media Centers offers resources for learning, as well as access to appropriate information through the Internet. Teachers work on grade-level teams to develop and maintain consistency in curriculum. A technology program, called the "1 to 1 Initiative" is for students in Grade 5; WW-P purchased Chromebook laptops for students to use at home and at school; it is anticipated that the program will continue to grow to additional grade levels. The Initiative provides students with universal access to digital technology so students can develop the skills necessary to manage their own learning in an ever-increasing digital world. Millstone River School has created productive, enjoyable, and humanistic environments through the cooperative efforts of Grades 3-5 faculty, staff, administration, students, and parents. The educational process in each of the grades strives to develop capable and self-confident human beings who in turn enhance a community rich in cultural diversity.




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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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## Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	387	414	421
7	367	403	428
8	406	372	419
Ungraded	1	0	0
<b>Total</b>	<b>1161</b>	<b>1189</b>	<b>1268</b>

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	4%	4%	5%
Students with Disabilities	7%	8%	9%
English Learners	3%	2%	3%
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
Asian	65.2%
White	25.2%
Black or African American	4.7%
Hispanic	3.7%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.1%

## Enrollment by Home Language

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

Home Language	% of Students
English	53.8%
Hindi	7.7%
Chinese	7.1%
Telugu	6.9%
Tamil	4.8%
<i>Other</i>	19.9%



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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	1125	97.2	82.70	82.00	54.90	82.7	77.1	Met Goal
White	289	94.3	76.10	74.50	63.90	75.4	64.1	Met Target
Hispanic	39	97.8	66.60	*	39.80	66.6	50.8	Met Target
Black or African American	45	88.9	57.80	54.10	35.20	53.6	41.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	737	98.9	87.50	88.00	80.70	87.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	80.00	54.90	90.3	**	**
Female	542	96.6	89.50	87.60	62.20	89.5		
Male	583	97.8	76.30	76.80	48.10	76.3		
Economically Disadvantaged Students	43	92.7	41.90	46.20	36.20	40.3	26.7	Met Target
Non-Economically Disadvantaged Students	1082	97.4	84.30	83.80	65.80	84.3		
Students with Disabilities	100	93.9	35.00	*	20.50	34.4	33.4	Met Target
Students without Disabilities	1025	97.5	87.30	*	61.90	87.3		
English Learners	28	100.0	35.70	38.40	25.20	35.7	32.5	Met Target
Non-English Learners	1097	97.1	83.90	83.10	57.40	83.9		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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
<b>Schoolwide</b>	402	773	774	752	3%	5%	14%	49%	30%	79%	54%
White	76	763	767	758	*	*	17%	53%	20%	72%	63%
Hispanic	21	751	745	740	*	*	*	62%	*	67%	38%
Black or African American	16	750	752	736	0%	*	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	282	778	780	776	*	*	12%	49%	35%	84%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	199	780	781	758	*	*	12%	48%	37%	85%	61%
Male	203	766	767	746	*	*	16%	50%	24%	74%	46%
Economically Disadvantaged Students	18	746	746	737	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	384	774	776	761	*	*	*	*	*	81%	65%
Students with Disabilities	35	725	734	722	*	*	*	*	0%	26%	17%
Students without Disabilities	367	777	778	758	*	*	*	*	33%	85%	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	*	*	*	727	*	*	*	*	*	*	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
<b>Schoolwide</b>	416	782	783	756	3%	4%	10%	29%	53%	83%	59%
White	101	778	773	764	*	*	14%	26%	49%	74%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	20	748	746	737	*	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	275	788	790	784	*	*	7%	30%	60%	89%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	189	793	794	764	*	*	6%	26%	66%	92%	68%
Male	227	773	773	749	*	*	14%	32%	43%	74%	51%
Economically Disadvantaged Students	23	756	752	739	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	393	784	784	766	*	*	*	*	*	84%	70%
Students with Disabilities	31	725	730	719	*	*	*	*	*	26%	19%
Students without Disabilities	385	787	788	763	*	*	*	*	*	87%	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
<b>Schoolwide</b>	399	783	790	757	3%	4%	8%	44%	42%	86%	59%
White	121	776	782	764	*	*	12%	49%	32%	81%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	12	766	760	738	*	*	*	*	*	67%	39%
Asian, Native Hawaiian, or Pacific Islander	255	789	798	786	*	*	6%	42%	47%	89%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	200	789	795	766	*	*	6%	44%	47%	91%	68%
Male	199	777	784	749	*	*	10%	44%	37%	80%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	38	740	737	718	*	*	*	42%	*	47%	18%
Students without Disabilities	361	788	795	764	*	*	*	44%	*	90%	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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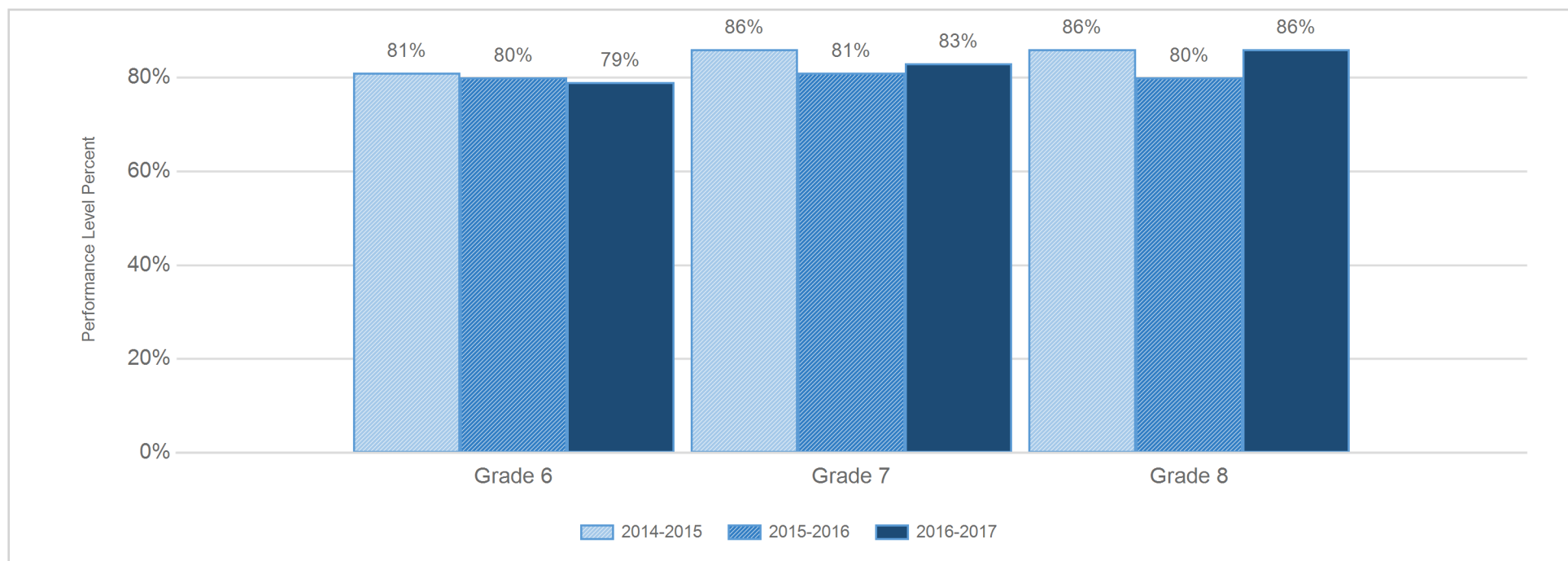
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### English Language Arts/Literacy Assessment - Performance Trends

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	1131	97.3	74.40	75.10	43.50	74.4	74.1	Met Target
White	289	94.4	61.90	61.50	52.40	61.4	56.5	Met Target
Hispanic	43	98.1	39.50	32.20	27.60	39.5	37.3	Met Target
Black or African American	46	89.1	32.60	27.20	21.70	30.4	34.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	738	99.0	83.70	85.90	75.60	83.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	72.10	44.90	82.7	**	**
Female	545	96.6	74.20	74.60	44.10	74.2		
Male	586	98.0	74.60	75.70	42.90	74.6		
Economically Disadvantaged Students	42	93.2	28.50	27.40	25.10	27.5	29	Met Target†
Non-Economically Disadvantaged Students	1089	97.5	76.10	77.50	54.30	76.1		
Students with Disabilities	99	93.8	32.40	29.20	16.50	31.8	36.6	Met Target†
Students without Disabilities	1032	97.7	78.40	80.40	48.80	78.4		
English Learners	35	100.0	37.10	45.40	23.30	37.1	51.5	Not Met
Non-English Learners	1096	97.2	75.60	76.00	45.20	75.6		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	414	768	770	743	3%	8%	17%	43%	30%	73%	44%
White	80	752	757	751	*	14%	28%	45%	*	56%	54%
Hispanic	25	734	732	731	*	*	*	*	0%	36%	27%
Black or African American	17	740	738	724	*	*	*	*	*	41%	20%
Asian, Native Hawaiian, or Pacific Islander	285	777	779	771	*	*	14%	45%	37%	82%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	207	768	771	745	*	*	17%	45%	28%	73%	45%
Male	207	768	770	742	*	*	17%	41%	31%	73%	43%
Economically Disadvantaged Students	21	736	735	728	*	*	*	*	*	38%	24%
Non-Economically Disadvantaged Students	393	770	772	752	*	*	*	*	*	74%	56%
Students with Disabilities	35	724	729	717	*	*	*	*	*	23%	13%
Students without Disabilities	379	772	774	748	*	*	*	*	*	77%	50%
English Learners	17	723	*	710	*	*	*	*	*	29%	*
Non-English Learners	397	770	*	745	*	*	*	*	*	74%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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
<b>Schoolwide</b>	394	764	767	741	3%	7%	18%	52%	21%	73%	40%
White	98	758	758	748	*	*	24%	43%	18%	61%	49%
Hispanic	17	732	728	730	*	*	*	*	*	35%	23%
Black or African American	20	735	735	726	*	*	*	*	*	25%	19%
Asian, Native Hawaiian, or Pacific Islander	255	770	774	764	*	*	12%	58%	25%	83%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	183	765	769	743	*	*	15%	53%	24%	77%	41%
Male	211	763	765	740	*	*	20%	51%	19%	69%	38%
Economically Disadvantaged Students	24	739	736	729	*	*	42%	*	*	29%	22%
Non-Economically Disadvantaged Students	370	765	768	749	*	*	16%	*	*	75%	50%
Students with Disabilities	31	729	731	716	*	*	*	*	*	26%	11%
Students without Disabilities	363	767	771	746	*	*	*	*	*	77%	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
<b>Schoolwide</b>	29	701	704	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	14	707	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	13	697	709	730	*	*	*	*	*	*	30%
Male	16	703	701	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	17	690	698	705	*	*	*	*	*	*	*
Students without Disabilities	12	716	714	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	373	776	777	743	*	*	16%	64%	15%	79%	42%
White	114	766	*	751	*	*	22%	65%	*	70%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	240	784	788	774	*	*	12%	65%	20%	86%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	190	771	773	744	*	*	22%	65%	10%	74%	43%
Male	183	782	781	741	*	*	10%	63%	21%	84%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	19	764	733	714	*	*	*	63%	*	68%	10%
Students without Disabilities	354	777	781	747	*	*	*	64%	*	80%	47%
English Learners	13	762	740	708	*	*	*	*	*	54%	*
Non-English Learners	360	777	778	745	*	*	*	*	*	80%	*
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
<b>Schoolwide</b>	N	N	N	734	N	N	N	N	N	N	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	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	N	N	N	733	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	735	N	N	N	N	N	N	*
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
<b>Schoolwide</b>	31	831	774	725	*	*	*	*	94%	100%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	30	830	*	761	*	*	*	*	93%	100%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	31	831	775	733	*	*	*	*	94%	100%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	31	831	*	726	*	*	*	*	94%	100%	*
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%

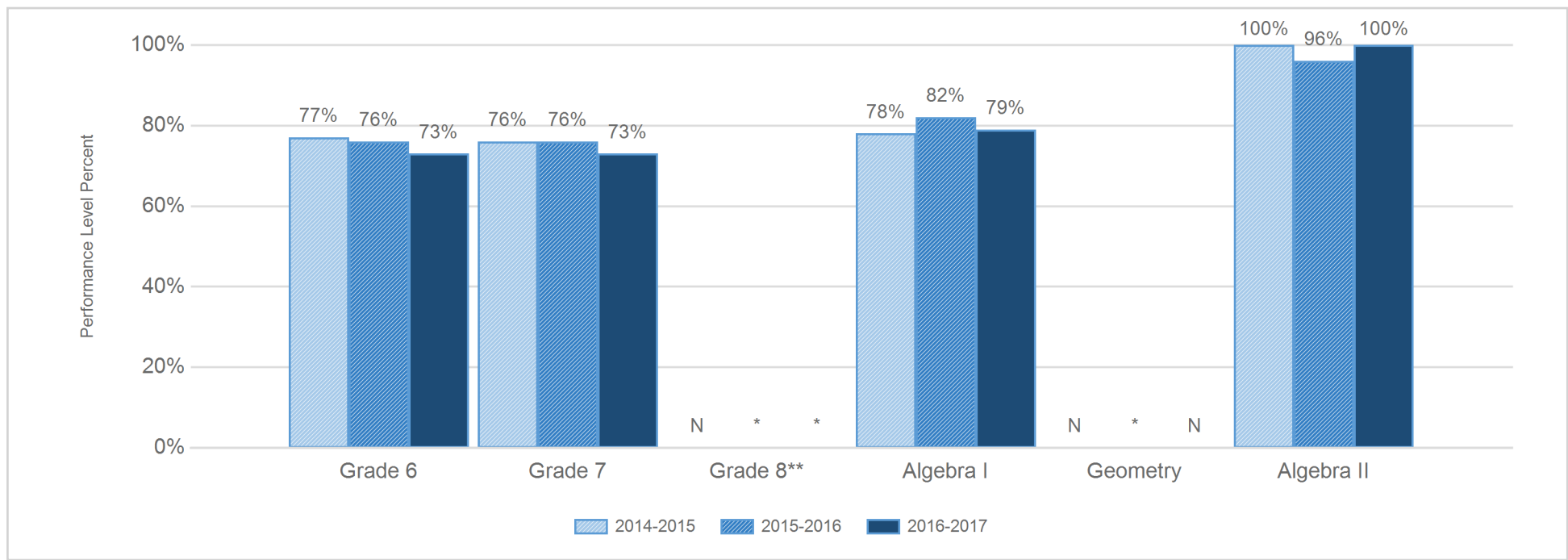


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**Mathematics Assessment – Performance Trends**

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



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



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## Alternate Assessments - Participation

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

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

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	23	60.9%	39.1%
2	10	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

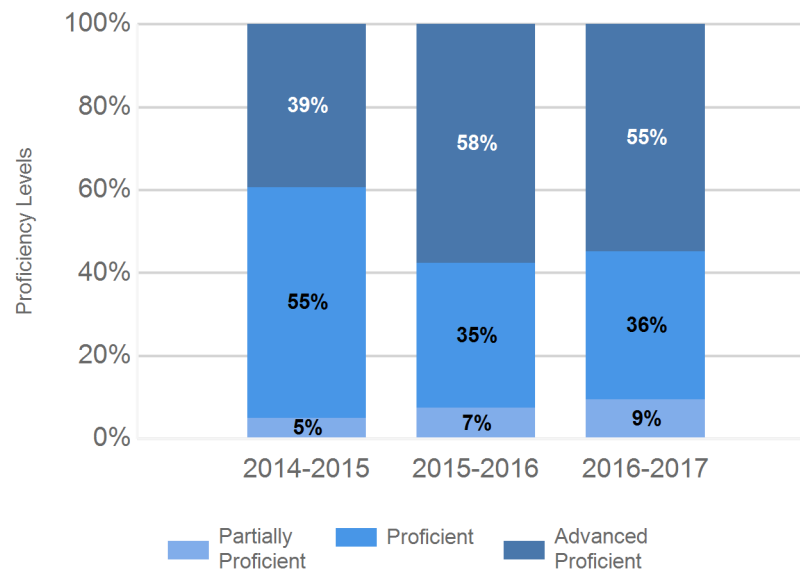
**NJASK Science Assessment Performance: Grade 8**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	55%	36%	9%
White	48%	41%	12%
Hispanic	*	*	*
Black or African American	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	62%	33%	5%
American Indian or Alaska Native	N	N	*
Two or More Races	50%	25%	25%
Economically Disadvantaged Students	N	*	*
Students with Disabilities	42%	23%	36%
English Learners	33%	33%	33%

**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	57	56	50	Met Target	56	58	50	Met Target
White	54.5	50	50	Met Target	50	52.5	52	Met Target
Hispanic	41	*	49	Met Target	56	48.5	47	Met Target
Black or African American	47	*	45	Met Target	55	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	59	60	Exceeds Target	59	61	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	33.5	48	47	Not Met	56	56.5	46	Met Target
Students with Disabilities	29	35	41	Not Met	42.5	45	43	Met Target
English Learners	69.5	*	53	**	56	*	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:

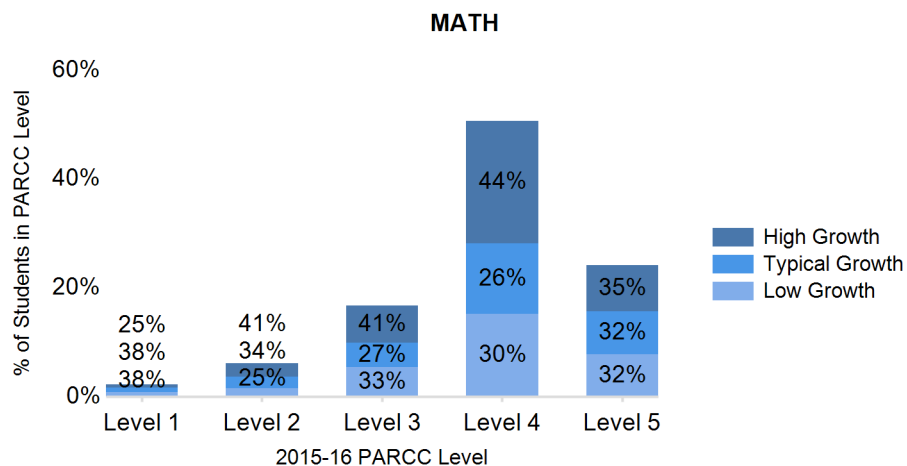
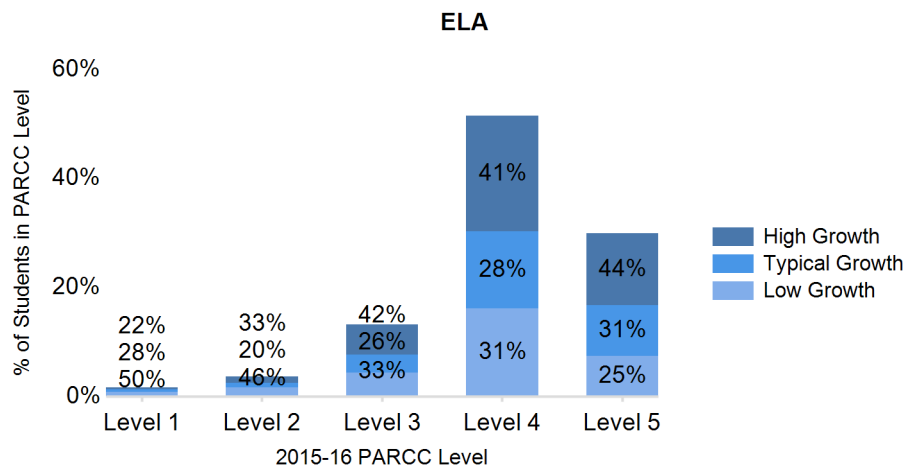
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

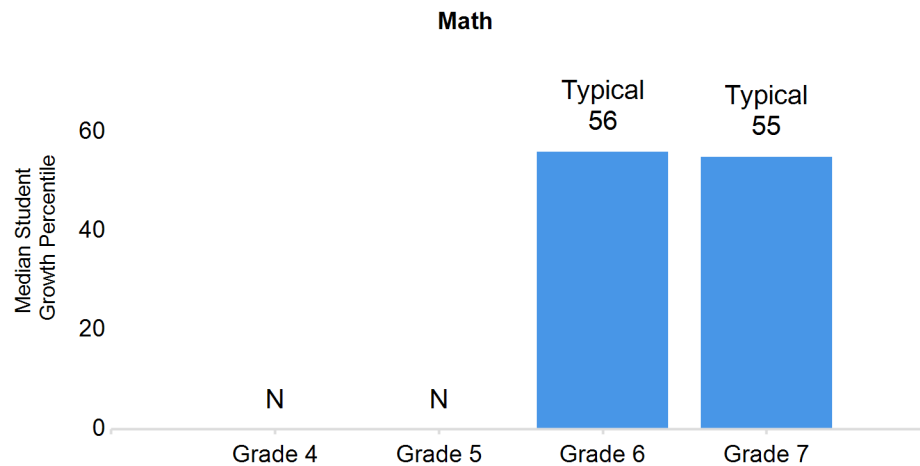
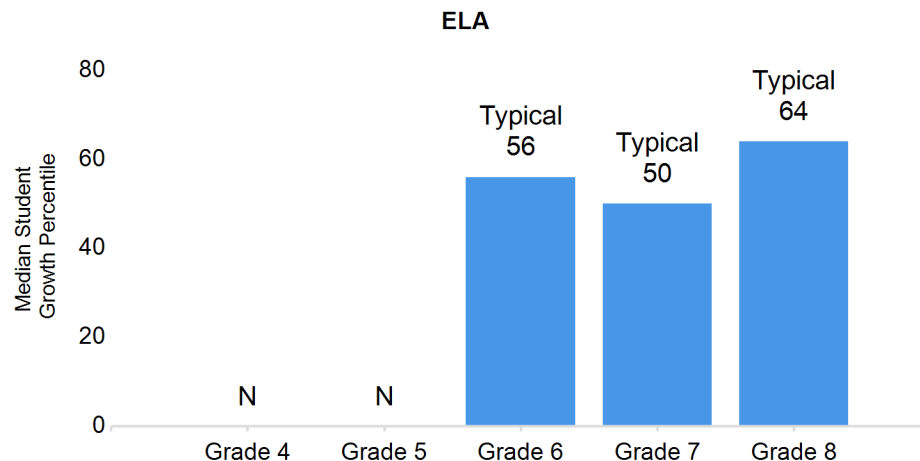
**Student Growth by Performance Level**

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	420
7	27	0	401
8	357	0	62
Schoolwide	384	0	883

## 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	178	145	0	0	37	0	31
7	205	121	0	0	47	46	0
8	192	122	0	0	34	36	0
Schoolwide	575	388	0	0	118	82	31
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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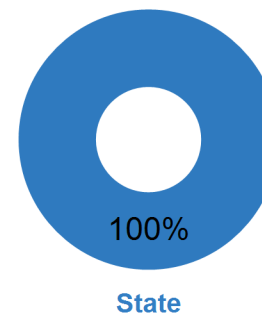
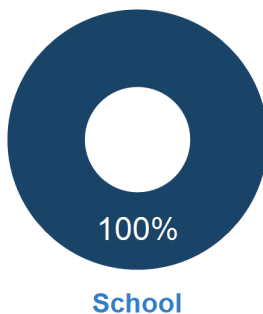
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### Visual and Performing Arts – Course Participation

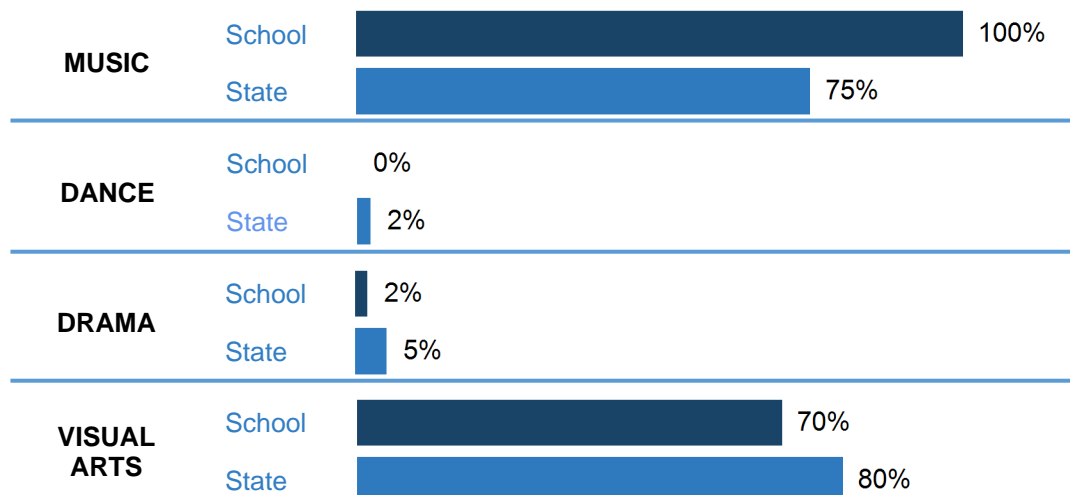
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

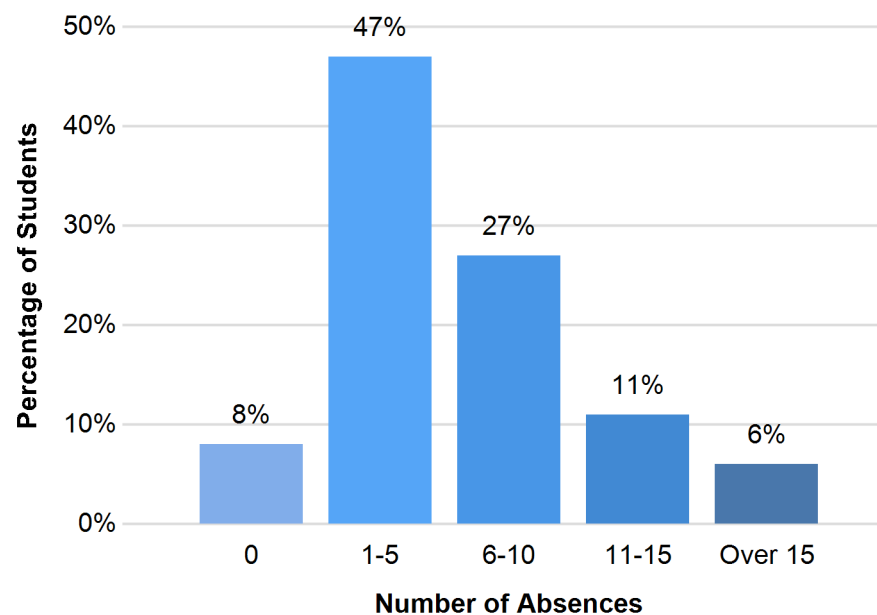
## Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.00	8.70	Met Target
White	5.60	8.70	Met Target
Hispanic	4.10	8.70	Met Target
Black or African American	12.30	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.80	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.70	8.70	Not Met
Students with Disabilities	17.00	8.70	Not Met
English Learners	5.60	8.70	Met Target

## Days Absent

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



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



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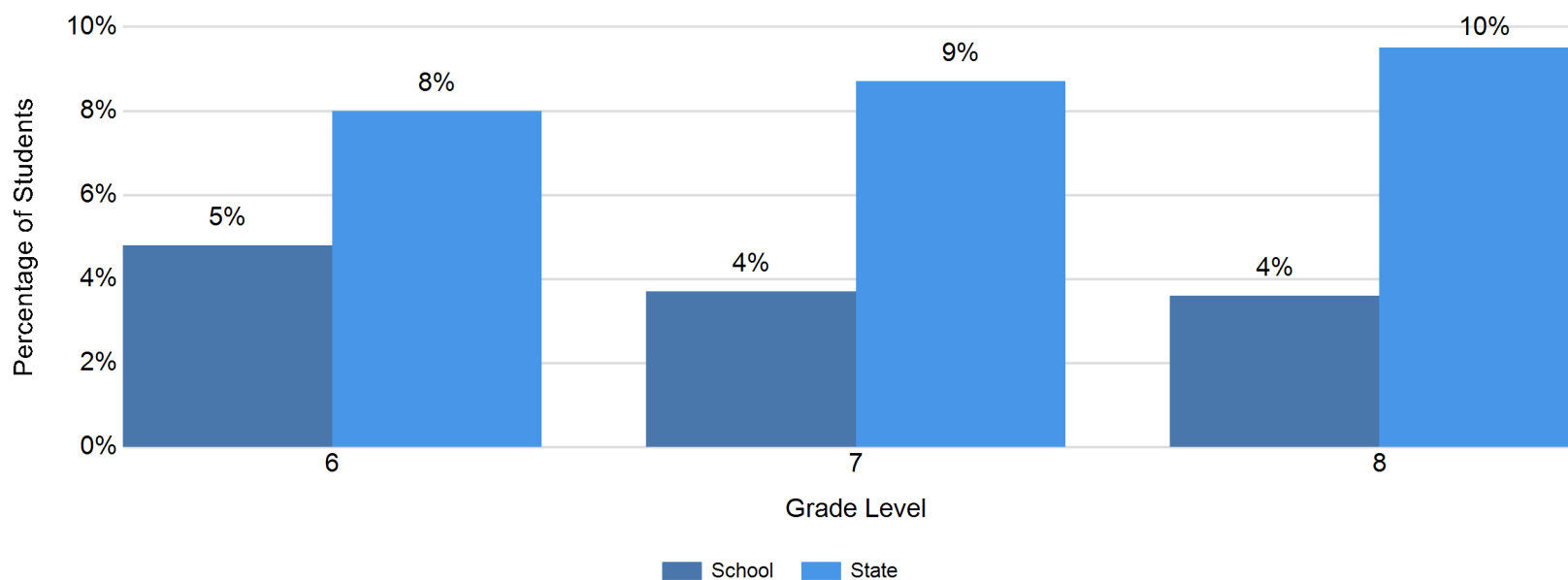
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### Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:45PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 12 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)	20
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	1.58

**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	0.7%
Out-of-School Suspensions	1.4%
Any Suspension	2.1%

**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	1.0:1	568.9 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)	\$250	\$13,143	\$13,393



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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	103	120,724
Average years experience in public schools	14.3	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	76%	74%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	13:1
Administrators	317:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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## Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	84.5	17.5%
Mathematics Proficiency	78.7	17.5%
English Language Arts Growth	52.5	25.0%
Mathematics Growth	67.7	25.0%
Chronic Absenteeism	64.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		68.3
<b>Summative Rating:</b> Percentile rank of Summative Score		77.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	68.3	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
White	58.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	65.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	70.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	53.5	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	47.7	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	46.5	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	Met Target	Not Met	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Thomas	<b>Email Address:</b>	<a href="mailto:lamont.thomas@ww-p.org">lamont.thomas@ww-p.org</a>
<b>Address:</b>	10 SOUTHFIELD ROAD WEST WINDSOR, NJ 08550	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-5250		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Grades 6-8 students participate in a 1:1 Learning Initiative</li> <li>• We received honors from Campaign Connect for accomplishments in making GMS safe, supportive, engaging, and inspiring</li> <li>• Readers workshop is extremely beneficial to GMS students</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students' growth, empowering them to value individual learning journeys.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Students have extraordinary opportunities to develop knowledge and skill in world languages, science, language arts, history, and mathematics. The district's vocal &amp; instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. WW-P provides a broad array of co-curricular &amp; athletic programs, including after-school clubs for early adolescents. WW-P offers resources &amp; technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.</p>



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## School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Co-ed), Field Hockey (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Co-ed), Track and Field - Spring (Co-ed), Wrestling (Boys)</p> <p>The West Windsor-Plainsboro Regional School District offers a broad array of sports and athletic programs in Grades 6-12.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Grover Middle School offers a variety of after-school clubs and activities. Information about these programs can be found on the links for the individual schools on the district web site: <a href="http://www.west-windsor-plainsboro.k12.nj.us/schools/grover_middle_school">http://www.west-windsor-plainsboro.k12.nj.us/schools/grover_middle_school</a></p>
 <p><b>Before and After School Programs:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8. The programs are called Kindergarten Extension and Extended Day Program and are run by the Community Education Department; specific information can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education">http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education</a></p>



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## School Narrative

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

 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student's individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (<a href="http://www.west-windsor-plainsboro.k12.nj.us/Guidance">http://www.west-windsor-plainsboro.k12.nj.us/Guidance</a>) and Food Services (<a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services</a>), which includes daily breakfast and lunch menus, and nutrition news.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about the Grover Middle School PTSA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



**Thomas R Grover Middle School**  
**2016-2017**  
**Grade Span 06-08**

21-5715-035  
 MERCER  
 W WINDSOR-PLAINSBORO REG  
 10 SOUTHFIELD ROAD  
 WEST WINDSOR, NJ 08550

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.



Climate Surveys:

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

The school district commits resources to the social, emotional, and ethical development of students. Each elementary school has a nurse, and full-time guidance counselor, in addition to guidance counselors who support students at grades 6 through 12. The district also employs substance abuse counselors for grades 6-12 & child study teams (learning consultant, psychologist, and social worker) at every school.



**Thomas R Grover Middle School**  
**2016-2017**  
**Grade Span 06-08**

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#### Other Information:

Grover Middle School (GMS) provides a comprehensive, developmentally responsive middle school experience based on the principles of middle level education outlined in the most current middle level research. The facilities and programs are uniquely designed to promote discovery, effective interdisciplinary learning through teaming, and academic excellence. The core academic program consists of language arts, mathematics, science, social studies, and world language. The language arts program is integrated in its approach to literature and writing. The program is well articulated and promotes literacy and effective writing and oration skills. The mathematics program is theme-based, integrating hands-on, discovery-based learning, problem solving, mathematical modeling, and exploration, with skill development, thereby making mathematical concepts easier to learn and remember. The science program is designed to promote inquiry and critical thinking. The hands-on, minds-on format engages students in problem-solving activities that foster scientific inquiry and understanding. Social studies deals with ancient civilizations, United States history, and world cultures to develop critical thinking about how historical events shape modern perceptions and civilizations. Students have a choice of learning communication and culture in world languages. Students discover their own particular abilities, talents, interests, & preferences through cycle courses that include instruction in life skills, broadcasting and television production, and art. Health and physical education classes affirm the commitment to the concept of a healthy mind in a healthy body. Students may participate in choral, orchestra, & instrumental music programs that provide group and individual instruction. Students in Grades 6-8 are part of the 1:1 Learning Initiative to have universal access to digital technology to develop the skills necessary to manage their own learning in an ever-increasing digital world.



TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO  
2016-2017


Grade Span PK-02

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

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

#### Navigating through the reports:

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

#### Other Resources:

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



## TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO

2016-2017

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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.



**TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO**  
2016-2017

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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	4
KG	143	144	135
1	187	194	177
2	199	201	199
3	167	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	36	66	66
Total	732	605	581

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	46%	45%
Male	51%	54%	55%
Economically Disadvantaged Students	9%	9%	8%
Students with Disabilities	8%	17%	18%
English Learners	7%	11%	14%
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
Asian	77.8%
White	9.0%
Hispanic	7.6%
Black or African American	4.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.9%

### PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	2
PK - Full Day	0	0	2
KG - Half Day	142	144	135
KG - Full Day	1	0	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	41.0%
Telugu	16.7%
Hindi	8.8%
Tamil	7.1%
Chinese	5.0%
Other	21.7%



## TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO

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21-5715-130

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

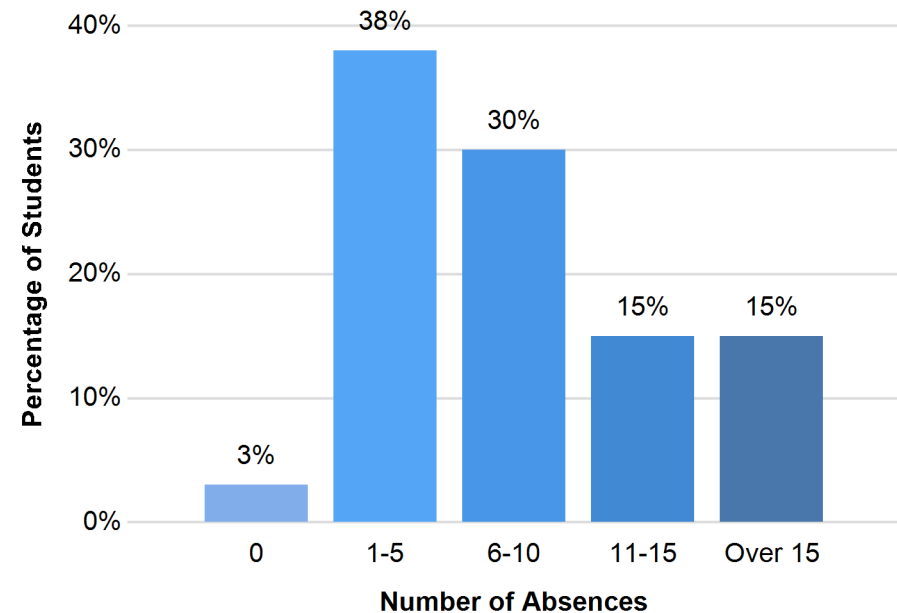
## Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.10	9.80	Not Met
White	14.30	9.80	Not Met
Hispanic	18.40	9.80	Not Met
Black or African American	4.00	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	10.70	9.80	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.70	9.80	Not Met
Students with Disabilities	13.20	9.80	Not Met
English Learners	20.00	9.80	Not Met

## Days Absent

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



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



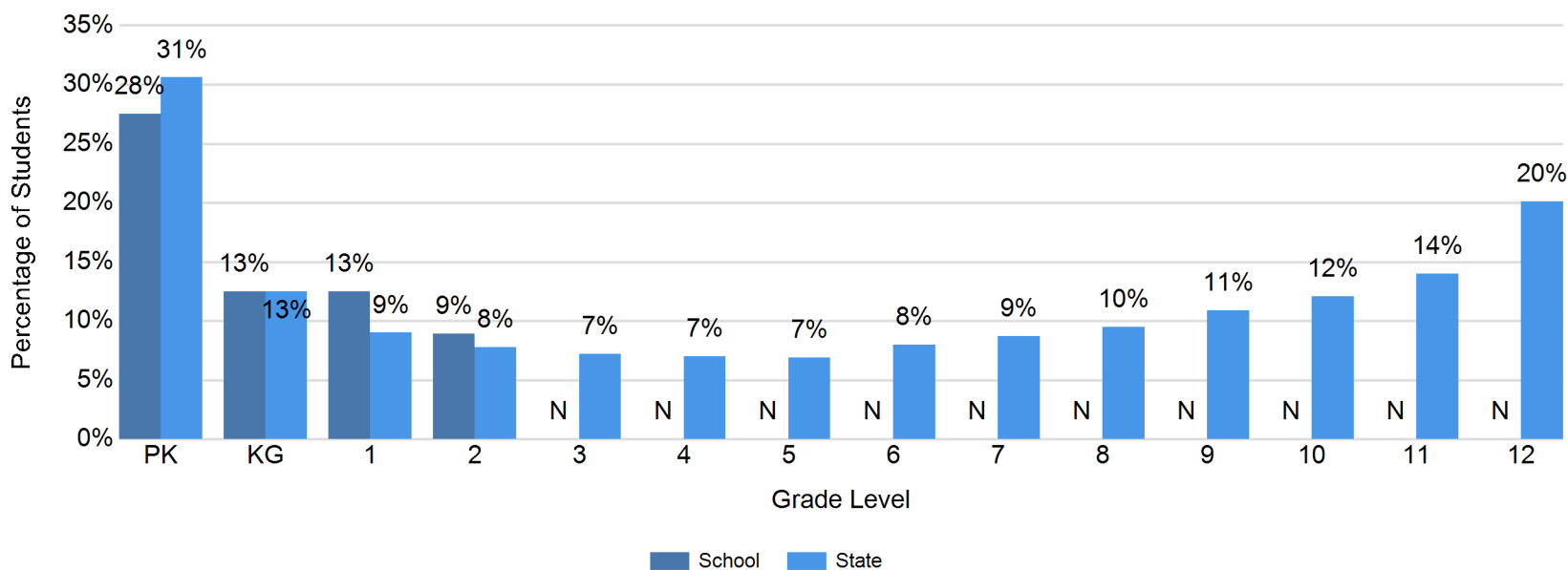
**TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO  
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### Chronic Absenteeism by Grade

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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 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	0.2%
Out-of-School Suspensions	0.0%
Any Suspension	0.2%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



## TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO

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## 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)	\$250	\$13,143	\$13,393



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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	54	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	65%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	13:1
Administrators	291:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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700 WYNDHURST DRIVE  
PLAINSBORO, NJ 08536

### School General Info

<b>Principal:</b>	Mrs. Bowes	<b>Email Address:</b>	<a href="mailto:janet.bowes@ww-p.org">janet.bowes@ww-p.org</a>
<b>Address:</b>	700 WYNDHURST DRIVE PLAINSBORO, NJ 08536	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-8330		

### School Narrative

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 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Monthly meetings highlight Character Education while fostering a community of caring and respectful learners</li> <li>• Math Workshop supports flexible grouping of students, math labs, &amp; multiple pathways for students to explore concepts</li> <li>• STEAM Week project-based classroom experiences incorporate elements of coding, engineering, and scientific method</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students' growth, empowering them to value individual learning journeys.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Students in the West Windsor-Plainsboro Regional School District have extraordinary opportunities to develop knowledge and skill in world languages, science, language arts, history, and mathematics. The District's vocal and instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. The district offers state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.</p>



## TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO





2016-2017

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 <b>Courses, Curriculum, Instruction:</b>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <b>Sports and Athletics:</b>	<p>The West Windsor-Plainsboro Regional School District offers a broad array of sports and athletic programs in Grades 6-12.</p>
 <b>Clubs and Activities:</b>	<p>The West Windsor-Plainsboro Regional School District offers a variety of after-school clubs and activities for students in Grades 6-12.</p>
 <b>Before and After School Programs:</b>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8. The programs are called Kindergarten Extension and Extended Day Program and are run by the Community Education Department; specific information can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education">http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education</a></p>



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**2016-2017**

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 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student's individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
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 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about Town Center Elementary School PTA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



## TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO

2016-2017

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2016-2017

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## Other Information:

Town Center Elementary School is fortunate to be part of a diverse and multicultural community in Plainsboro. Our diversity enriches programs as well as the students' school experience. The students and staff at Town Center Elementary School, a pre-K- Grade 2 school, enthusiastically take advantage of our technology capabilities and the many resources that are available. This includes global connection via the Internet to student computers, a fully equipped computer lab, SmartBoard use in most classrooms, and an intra-school cable broadcast system. Town Center students participate in a live television news program that is broadcast three times each week. We are the proud recipients of Best Practices in Technology Award from the state of New Jersey. Town Center Elementary School's core values -- love of learning, character development, and interpersonal relationships -- influence the teaching and learning environment throughout the school. Learning is valued and cherished as a lifelong commitment. To foster and develop this value, Town Center Elementary School provides a secure and open atmosphere that supports diversity and welcomes inquiry. The school believes that developing positive character traits will empower students throughout their lives and staff members work closely with parents to enhance and strengthen the educational program. The professional commitment and collegiality of our staff is a continuing strength of Town Center Elementary School. They are committed to implementing best practices in teaching and learning and to promoting the self-confidence, integrity, responsibility, and respect that support learning. The annual Fall Fest celebrates the harvest tradition and provides a meaningful opportunity for service learning. The Literacy Celebration, Science Fair, and a host of other special events and programs provide students with ways to develop their potential in many areas.




Village Elementary School  
2016-2017  
Grade Span PK-05

21-5715-160  
MERCER  
W WINDSOR-PLAINSBORO REG  
601 NEW VILLAGE ROAD  
WEST WINDSOR, NJ 08550

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



Village Elementary School  
2016-2017  
Grade Span PK-05

21-5715-160  
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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	48	42
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	317	335	349
5	370	339	347
Ungraded	27	2	9
Total	714	724	747

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	4%	4%	4%
Students with Disabilities	12%	13%	14%
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
Asian	67.5%
White	20.9%
Black or African American	4.7%
Hispanic	4.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	11	48	42
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	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	59.4%
Hindi	7.2%
Chinese	7.0%
Telugu	6.6%
Tamil	4.0%
Other	15.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	625	97.6	81.40	82.00	54.90	81.4	80	Met Goal
White	136	94.8	73.50	74.50	63.90	73.1	71.5	Met Target
Hispanic	25	93.3	48.00	*	39.80	46.7	80	Not Met
Black or African American	33	94.4	45.50	54.10	35.20	45.5	59.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	418	99.2	89.00	88.00	80.70	89	80	Met Goal
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	13	93.7	76.90	80.00	54.90	75.2	**	**
Female	293	96.2	86.40	87.60	62.20	86.4		
Male	332	98.9	77.10	76.80	48.10	77.1		
Economically Disadvantaged Students	30	100.0	36.70	46.20	36.20	36.7	53.8	Not Met
Non-Economically Disadvantaged Students	595	97.5	83.70	83.80	65.80	83.7		
Students with Disabilities	71	94.7	39.40	*	20.50	39.3	38.8	Met Target
Students without Disabilities	554	98.0	86.80	*	61.90	86.8		
English Learners	14	83.3	57.20	38.40	25.20	49.4	**	**
Non-English Learners	611	98.0	82.00	83.10	57.40	82		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	749	N	N	N	N	N	N	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	N	N	N	754	N	N	N	N	N	N	55%
Male	N	N	N	745	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	752	N	N	N	N	N	N	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	347	779	775	753	*	*	11%	46%	38%	84%	56%
White	78	779	774	762	*	*	*	53%	33%	86%	67%
Hispanic	13	733	742	740	*	*	*	*	*	31%	40%
Black or African American	16	742	745	737	*	*	*	*	*	44%	36%
Asian, Native Hawaiian, or Pacific Islander	235	785	781	777	*	*	9%	46%	44%	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	177	784	780	758	*	*	9%	42%	45%	87%	61%
Male	170	774	771	749	*	*	14%	51%	30%	81%	51%
Economically Disadvantaged Students	16	750	742	737	*	*	*	*	*	56%	36%
Non-Economically Disadvantaged Students	331	780	777	764	*	*	*	*	*	86%	69%
Students with Disabilities	30	739	740	725	*	*	*	33%	*	43%	25%
Students without Disabilities	317	783	779	759	*	*	*	48%	*	88%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	341	774	778	756	3%	4%	13%	56%	25%	80%	59%
White	63	764	769	763	0%	*	25%	52%	*	65%	69%
Hispanic	15	758	753	743	*	*	*	*	*	67%	44%
Black or African American	18	744	752	740	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	235	781	783	779	*	*	8%	58%	30%	88%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	148	785	786	761	*	*	12%	46%	39%	85%	66%
Male	193	766	772	750	*	*	14%	63%	14%	77%	53%
Economically Disadvantaged Students	12	739	*	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	329	775	*	765	*	*	*	*	*	82%	71%
Students with Disabilities	35	737	741	725	*	*	*	37%	*	40%	22%
Students without Disabilities	306	778	782	762	*	*	*	58%	*	85%	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%

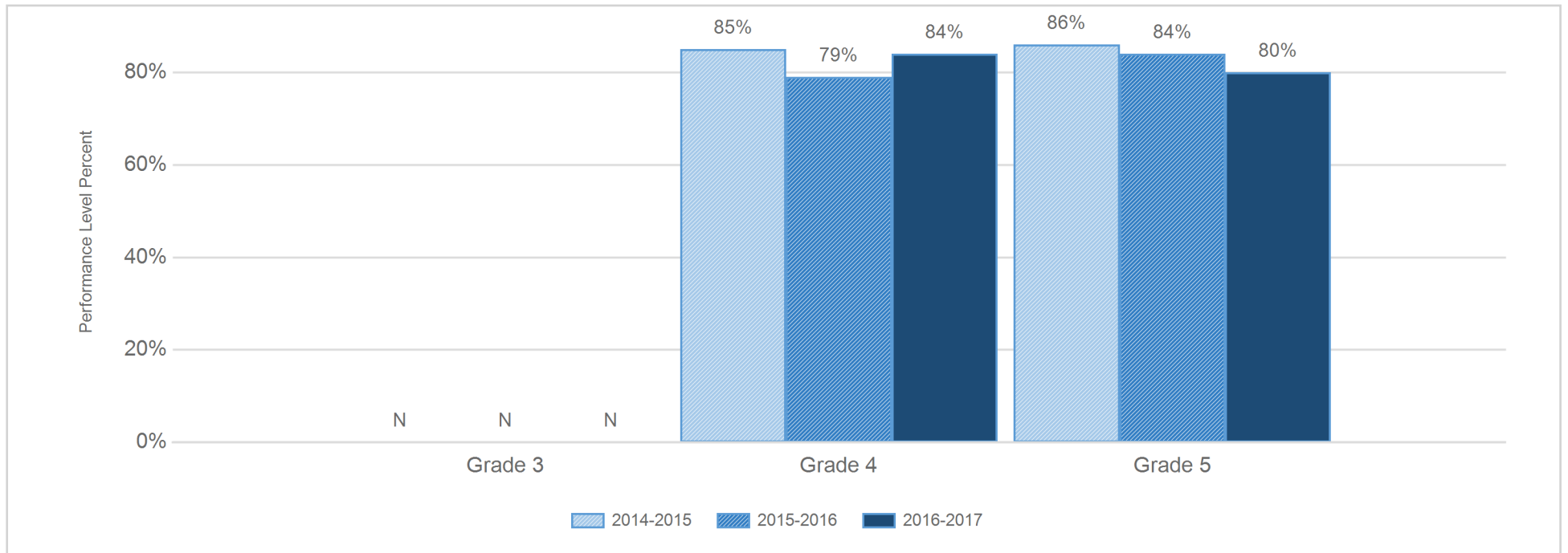


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English Language Arts/Literacy Assessment - Performance Trends

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	625	97.9	77.00	75.10	43.50	77	78	Met Target†
White	136	94.8	66.20	61.50	52.40	65.8	61.6	Met Target
Hispanic	25	93.5	36.00	32.20	27.60	35	56.8	Not Met
Black or African American	33	100.0	33.30	27.20	21.70	33.3	34.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	418	99.2	86.60	85.90	75.60	86.6	80	Met Goal
American Indian or Alaska Native	N	N	N	66.70	42.50	N	**	**
Two or More Races	13	93.7	69.20	72.10	44.90	67.7	**	**
Female	293	96.8	76.50	74.60	44.10	76.5		
Male	332	98.9	77.40	75.70	42.90	77.4		
Economically Disadvantaged Students	30	100.0	26.60	27.40	25.10	26.6	35.6	Met Target†
Non-Economically Disadvantaged Students	595	97.8	79.50	77.50	54.30	79.5		
Students with Disabilities	72	96.0	37.50	29.20	16.50	37.5	46	Met Target†
Students without Disabilities	553	98.1	82.10	80.40	48.80	82.1		
English Learners	14	85.7	71.40	45.40	23.30	61.7	N	N
Non-English Learners	611	98.3	77.00	76.00	45.20	77		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

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



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	348	772	770	747	*	*	13%	57%	23%	80%	47%
White	77	764	761	755	*	*	*	65%	14%	79%	59%
Hispanic	14	727	721	734	*	*	*	*	0%	21%	30%
Black or African American	16	729	734	729	*	*	*	*	0%	25%	25%
Asian, Native Hawaiian, or Pacific Islander	236	781	779	774	*	*	11%	59%	29%	88%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	177	770	768	747	*	*	14%	56%	22%	77%	47%
Male	171	775	772	747	*	*	13%	57%	25%	82%	48%
Economically Disadvantaged Students	16	738	727	732	*	*	*	*	0%	38%	27%
Non-Economically Disadvantaged Students	332	774	773	757	*	*	*	*	24%	82%	61%
Students with Disabilities	30	731	733	724	*	*	*	*	*	27%	22%
Students without Disabilities	318	776	774	751	*	*	*	*	*	85%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	345	770	773	747	*	*	17%	49%	26%	75%	46%
White	64	752	755	754	*	*	31%	47%	*	55%	57%
Hispanic	15	742	738	735	*	*	*	*	*	53%	30%
Black or African American	20	733	735	729	*	*	*	*	0%	35%	22%
Asian, Native Hawaiian, or Pacific Islander	236	780	781	774	*	*	12%	50%	35%	85%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	150	769	771	747	*	*	18%	49%	25%	74%	47%
Male	195	770	775	746	*	*	16%	48%	27%	75%	46%
Economically Disadvantaged Students	12	731	*	732	*	*	*	*	0%	33%	27%
Non-Economically Disadvantaged Students	333	771	*	756	*	*	*	*	27%	76%	59%
Students with Disabilities	36	738	740	725	*	*	*	47%	*	50%	19%
Students without Disabilities	309	773	776	751	*	*	*	49%	*	78%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

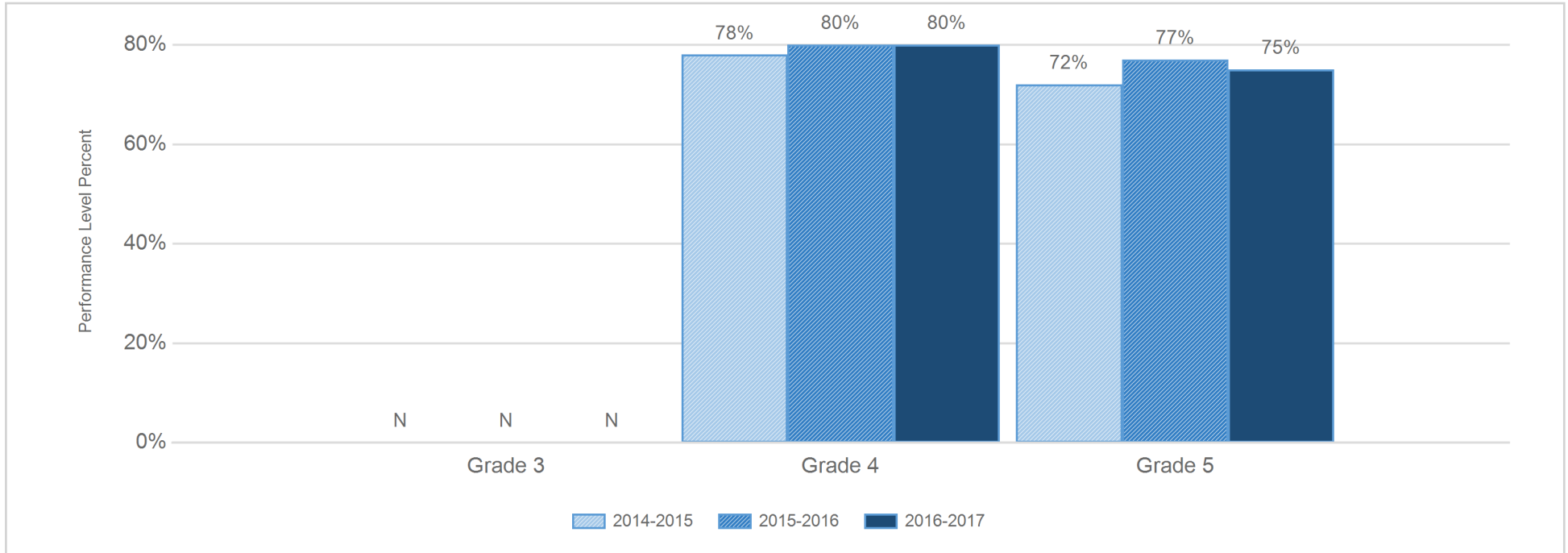


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

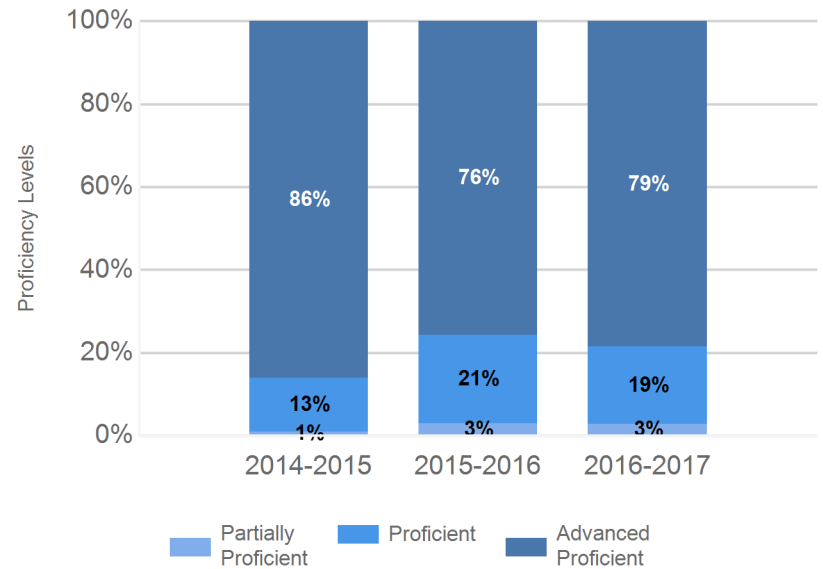
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	79%	19%	3%
White	85%	10%	5%
Hispanic	21%	43%	36%
Black or African American	44%	50%	6%
Asian, Native Hawaiian, or Pacific Islander	83%	17%	N
American Indian or Alaska Native	N	N	N
Two or More Races	70%	30%	N
Economically Disadvantaged Students	53%	33%	13%
Students with Disabilities	44%	34%	22%
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	53	56	50	Met Target	53	58	50	Met Target
White	46.5	50	50	Met Target	45.5	52.5	52	Met Target
Hispanic	40	*	49	Met Target	38	48.5	47	Not Met
Black or African American	35.5	*	45	Not Met	37.5	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	60	59	60	Exceeds Target	58.5	61	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	46	*	51	**	44	*	52	**
Economically Disadvantaged	45	48	47	Met Target	51.5	56.5	46	Met Target
Students with Disabilities	32	35	41	Not Met	38	45	43	Not Met
English Learners	68	*	53	**	68.5	*	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:

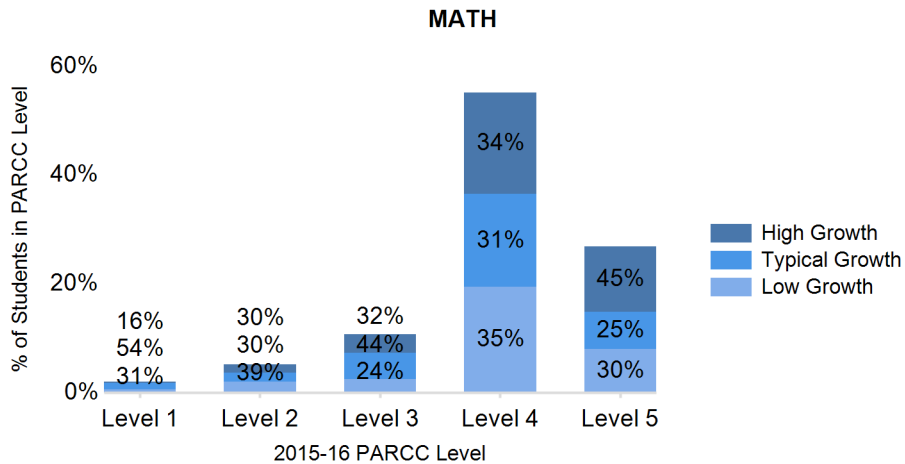
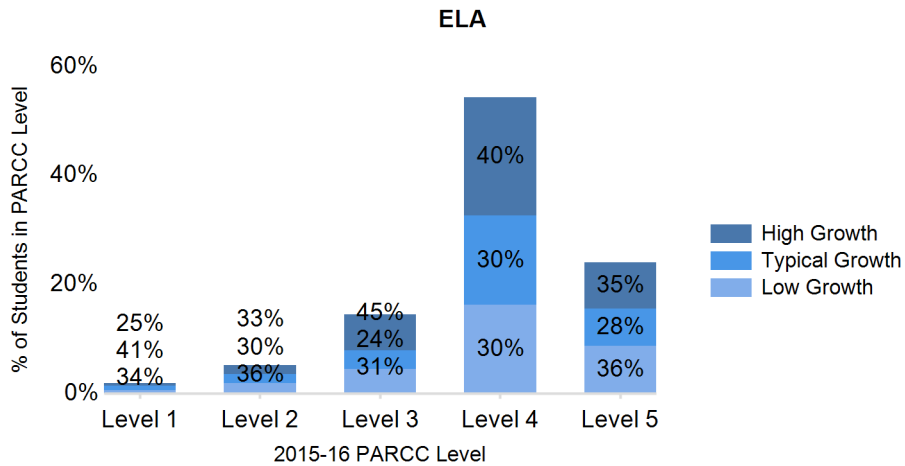
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

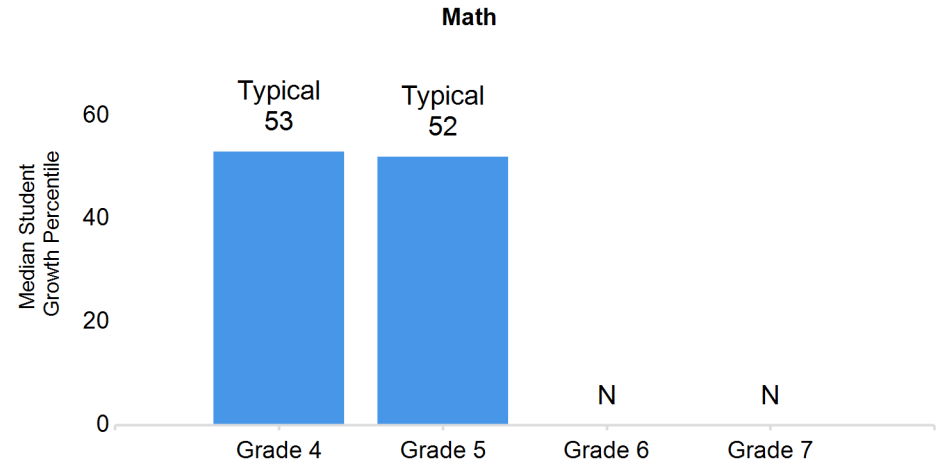
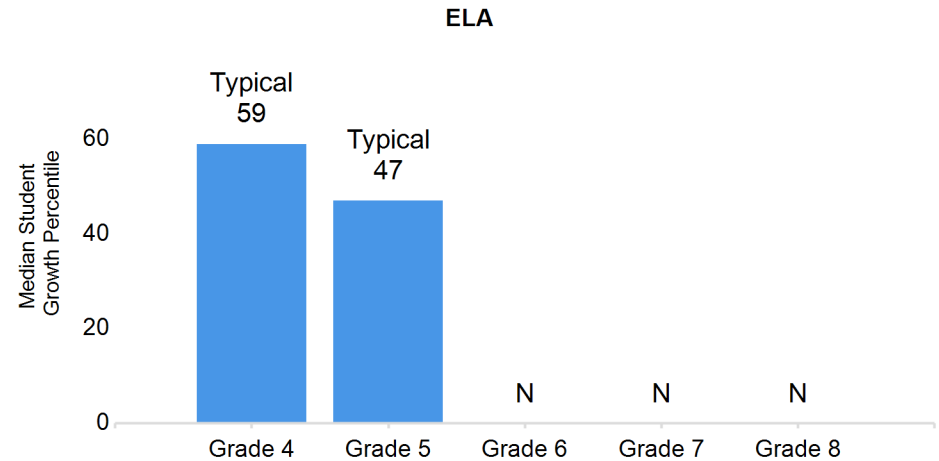
Student Growth by Performance Level

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 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**

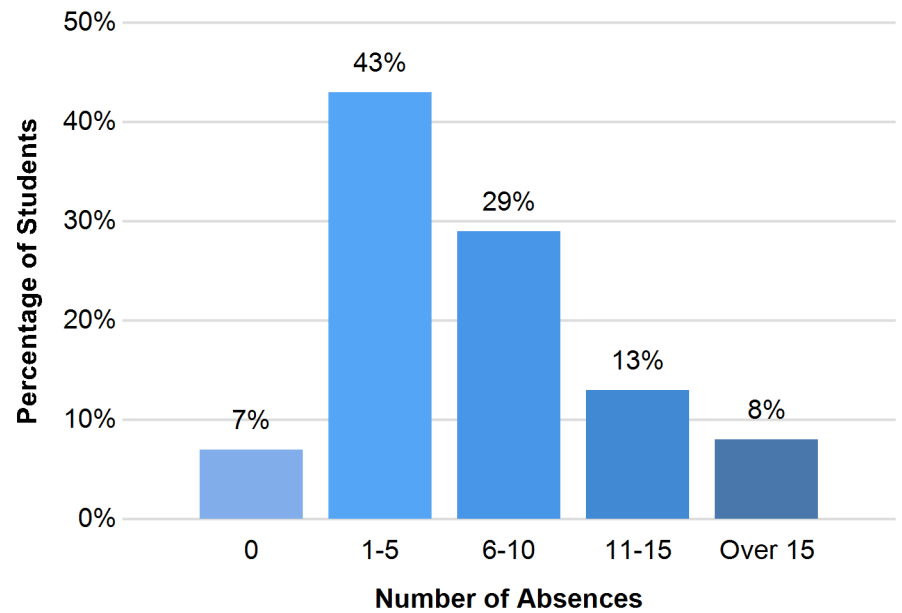
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	7.00	Met Target
White	5.20	7.00	Met Target
Hispanic	0	7.00	Met Target
Black or African American	0	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.70	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	0	7.00	Met Target
Students with Disabilities	3.80	7.00	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.



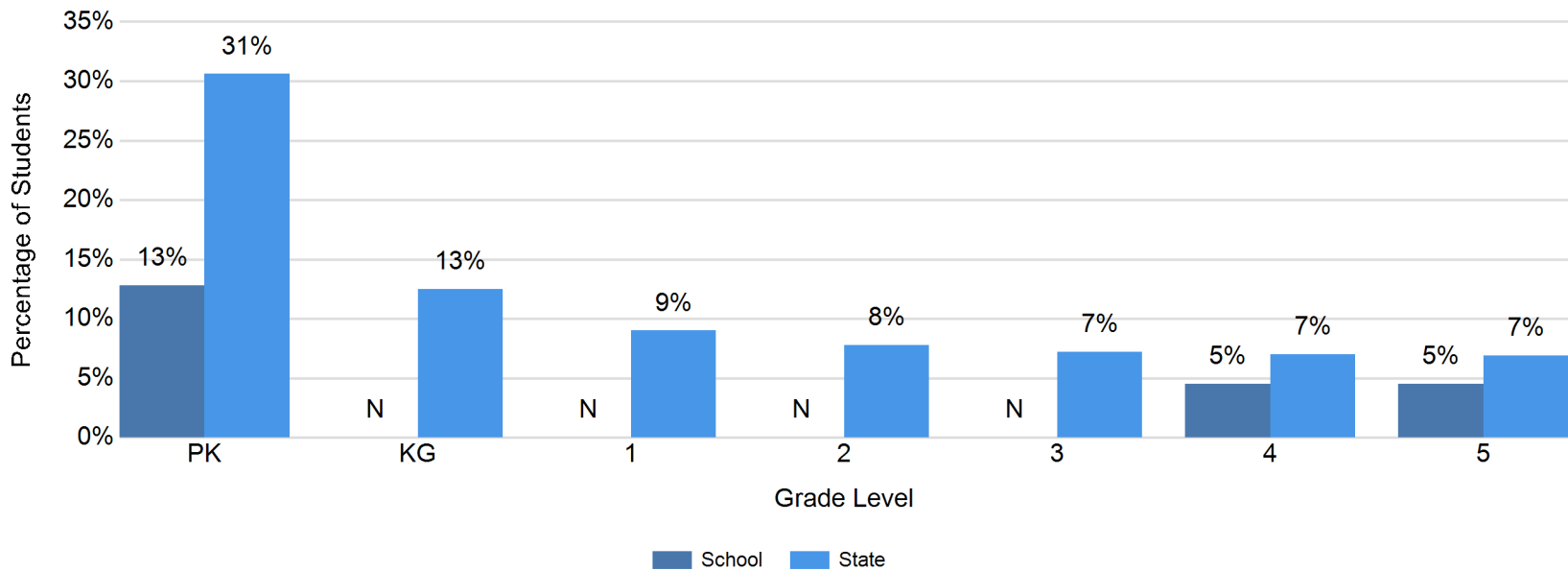


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Chronic Absenteeism by Grade

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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.27

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	1.5%
Out-of-School Suspensions	0.1%
Any Suspension	1.5%

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	1.6:1	568.9 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)	\$250	\$13,143	\$13,393



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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	64	120,724
Average years experience in public schools	9.8	11.8
Average years experience in district	7.6	10.5
Teachers in district for 4 or more years	59%	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	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	13:1
Administrators	374:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	79.2	17.5%
Mathematics Proficiency	85.2	17.5%
English Language Arts Growth	43.5	25.0%
Mathematics Growth	47.3	25.0%
Chronic Absenteeism	85.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		64.3
<b>Summative Rating:</b> Percentile rank of Summative Score		72.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	64.3	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
White	48.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	46.1	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Black or African American	54.9	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	52.3	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	57.8	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	57.7	11.9	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	N	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Gould	<b>Email Address:</b>	<a href="mailto:barbara.gould@ww-p.org">barbara.gould@ww-p.org</a>
<b>Address:</b>	601 NEW VILLAGE ROAD WEST WINDSOR, NJ 08550	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-5200		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• To meet social-emotional needs of students, time is allocated for Morning Meetings to create a supportive classroom</li> <li>• Math Workshop, an invaluable program, develops student mathematical mindset, skills, and interest</li> <li>• Character Education supports friendship, empathy, optimism, honesty, integrity, resilience, responsibility, &amp; respect</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students' growth, empowering them to value individual learning journeys.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students in the West Windsor-Plainsboro Regional School District have extraordinary opportunities to develop knowledge and skill in world languages, science, language arts, history, and mathematics. The District's vocal and instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. The district offers state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a broad array of sports and athletic programs in Grades 6-12.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of after-school clubs and activities for students in Grades 6-12.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8. The programs are called Kindergarten Extension and Extended Day Program and are run by the Community Education Department; specific information can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education">http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education</a></p>






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School Narrative

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

 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student's individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (<a href="http://www.west-windsor-plainsboro.k12.nj.us/Guidance">http://www.west-windsor-plainsboro.k12.nj.us/Guidance</a>) and Food Services (<a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services</a>), which includes daily breakfast and lunch menus, and nutrition news.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about Village School PTA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



Village Elementary School  
2016-2017  
Grade Span PK-05

21-5715-160  
MERCER  
W WINDSOR-PLAINSBORO REG  
601 NEW VILLAGE ROAD  
WEST WINDSOR, NJ 08550

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.



Village Elementary School
2016-2017

Grade Span PK-05

21-5715-160
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601 NEW VILLAGE ROAD
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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:

Village School enables students in grades 4 and 5 to be part of an organized study environment that focuses on developmental stages for the purpose of maximizing learning opportunities. Students engage in serious educational projects with their classes and in individual study. The culture of the school encourages collaboration and cooperation among students. Through discussions and activities, the Character Education Program highlights ethics, citizenship, personal integrity, and contributions to the community. Arts and sciences combine in enabling students to learn and express their learning through multiple intelligences. Technology, art, science investigations, and physical education curricula emphasize high standards to develop students' competencies. The district's outstanding instrumental and vocal music programs feature small group lessons and whole group performances. The Media Centers offers resources for learning, as well as access to appropriate information through the Internet. Teachers work on grade-level teams to develop and maintain consistency in curriculum. A technology program, called the "1 to 1 Initiative" is for students in Grade 5; WW-P purchased Chromebook laptops for students to use at home and at school; it is anticipated that the program will continue to grow to additional grade levels. The Initiative provides students with universal access to digital technology so students can develop the skills necessary to manage their own learning in an ever-increasing digital world. Village School has created productive, enjoyable, and humanistic environments through the cooperative efforts of grades 4-5 faculty, staff, administration, students, and parents. The educational process in each of the grades 4-5 schools strives to develop capable and self-confident human beings who in turn enhance a community rich in cultural diversity.



## West Windsor-Plainsboro High School North

2016-2017

Grade Span 09-12

21-5715-025

MERCER

W WINDSOR-PLAINSBORO REG


90 GROVERS MILL ROAD

PLAINSBORO, NJ 08536

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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### **Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
9	335	335	344
10	335	340	328
11	373	326	345
12	384	358	331
Ungraded	58	27	32
Total	1485	1386	1380

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	47%	49%	49%
Male	53%	51%	51%
Economically Disadvantaged Students	5%	6%	5%
Students with Disabilities	13%	12%	8%
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
Asian	62.0%
White	25.3%
Black or African American	8.5%
Hispanic	3.8%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.4%

**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	1366
Shared Time Students	24
Full Time Equivalent	1378

**Enrollment by Home Language**

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

Home Language	% of Students
English	54.8%
Chinese	8.4%
Telugu	7.4%
Hindi	6.7%
Tamil	5.0%
Other	17.9%



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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	561	86.2	81.60	82.00	54.90	73.8	71.3	Met Target
White	121	80.6	65.30	74.50	63.90	55.4	56.3	Met Target†
Hispanic	18	63.3	66.60	*	39.80	45.1	47.2	Met Target†
Black or African American	39	75.9	56.50	54.10	35.20	43.6	45.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	379	91.3	89.90	88.00	80.70	86.3	80	Met Goal
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	270	82.3	88.50	87.60	62.20	76.4		
Male	291	90.0	75.20	76.80	48.10	71.2		
Economically Disadvantaged Students	20	67.6	60.00	46.20	36.20	*	38.2	Met Target
Non-Economically Disadvantaged Students	541	87.1	82.40	83.80	65.80	*		
Students with Disabilities	43	76.2	18.60	*	20.50	14.5	13.5	Met Target
Students without Disabilities	518	87.2	86.90	*	61.90	79.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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
<b>Schoolwide</b>	345	781	777	749	*	*	12%	40%	43%	83%	52%
White	74	772	770	757	*	*	20%	51%	22%	73%	62%
Hispanic	12	765	746	733	0%	*	*	*	*	75%	35%
Black or African American	30	743	745	730	*	*	37%	33%	*	40%	30%
Asian, Native Hawaiian, or Pacific Islander	226	790	785	777	*	*	6%	37%	54%	92%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	170	784	783	756	*	*	12%	41%	44%	85%	60%
Male	175	778	772	741	*	*	12%	39%	42%	81%	43%
Economically Disadvantaged Students	17	750	739	731	*	*	*	*	*	53%	32%
Non-Economically Disadvantaged Students	328	783	779	758	*	*	*	*	*	84%	62%
Students with Disabilities	30	730	729	714	*	*	43%	*	*	17%	13%
Students without Disabilities	315	786	782	754	*	*	9%	*	*	89%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	245	783	781	743	6%	5%	10%	34%	45%	79%	46%
White	50	756	757	749	*	*	*	34%	24%	58%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	14	756	*	725	*	*	*	*	*	79%	31%
Asian, Native Hawaiian, or Pacific Islander	173	794	792	774	*	*	9%	31%	56%	86%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	114	794	792	752	*	*	*	36%	54%	90%	54%
Male	131	773	771	734	*	*	*	31%	38%	70%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	17	713	715	704	*	*	*	*	0%	24%	12%
Students without Disabilities	228	788	786	749	*	*	*	*	49%	83%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	245	783	*	745	6%	5%	10%	34%	45%	79%	*
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
<b>Schoolwide</b>	122	756	754	736	9%	12%	20%	39%	20%	59%	38%
White	24	749	754	738	*	*	*	*	*	54%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	10	728	*	728	*	*	*	*	0%	20%	30%
Asian, Native Hawaiian, or Pacific Islander	82	763	761	756	*	*	18%	43%	24%	67%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	46	758	756	744	*	*	*	44%	22%	65%	46%
Male	76	754	753	729	*	*	*	37%	18%	55%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	23	716	718	709	*	*	*	*	*	13%	12%
Students without Disabilities	99	765	763	741	*	*	*	*	*	70%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	122	756	756	737	9%	12%	20%	39%	20%	59%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

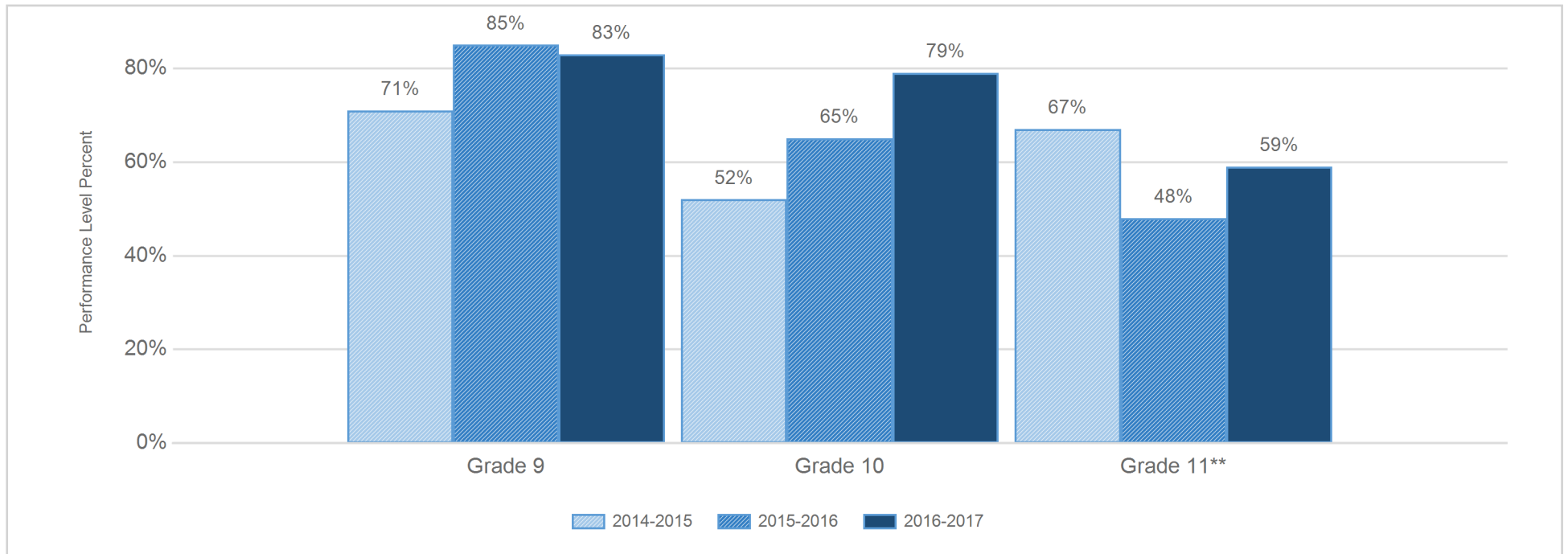


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**English Language Arts/Literacy Assessment - Performance Trends**

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 PARCELS 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	490	85.7	70.40	75.10	43.50	63.2	57.3	Met Target
White	120	81.0	49.10	61.50	52.40	42	36.3	Met Target
Hispanic	18	63.3	50.00	32.20	27.60	33.8	29.9	Met Target
Black or African American	38	72.9	18.40	27.20	21.70	13.6	22.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	309	91.9	85.80	85.90	75.60	82.7	75.2	Met Goal
American Indian or Alaska Native	*	*	*	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	236	81.7	66.90	74.60	44.10	57.3		
Male	254	89.7	73.60	75.70	42.90	69.3		
Economically Disadvantaged Students	20	67.6	45.00	27.40	25.10	*	21.5	Met Target
Non-Economically Disadvantaged Students	470	86.7	71.50	77.50	54.30	*		
Students with Disabilities	45	76.9	*	29.20	16.50	*	6.7	Met Target
Students without Disabilities	445	86.7	*	80.40	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	32	718	777	743	38%	*	*	*	0%	22%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	10	700	737	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	11	738	788	774	*	*	*	*	0%	55%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	14	717	773	744	*	*	*	*	0%	21%	43%
Male	18	719	781	741	*	*	*	*	0%	22%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	18	701	733	714	*	*	*	*	*	*	10%
Students without Disabilities	14	740	781	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	32	718	778	745	38%	*	*	*	0%	22%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	302	759	759	734	*	*	19%	53%	16%	69%	30%
White	79	747	*	740	*	*	30%	47%	*	52%	38%
Hispanic	12	750	740	722	*	0%	*	*	0%	58%	14%
Black or African American	27	728	730	719	*	48%	37%	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	180	769	768	758	*	*	11%	61%	24%	86%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	154	756	*	735	*	*	21%	55%	*	66%	31%
Male	148	762	760	733	*	*	16%	51%	*	73%	30%
Economically Disadvantaged Students	16	735	*	721	*	*	*	*	0%	38%	13%
Non-Economically Disadvantaged Students	286	760	760	740	*	*	*	*	17%	71%	39%
Students with Disabilities	27	725	728	711	*	*	*	*	*	*	*
Students without Disabilities	275	762	*	738	*	*	*	*	*	*	*
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
<b>Schoolwide</b>	216	768	774	725	7%	11%	12%	57%	15%	71%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	15	723	*	703	*	*	*	*	0%	27%	*
Asian, Native Hawaiian, or Pacific Islander	150	779	*	761	*	*	7%	65%	19%	84%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	98	765	*	725	*	*	*	54%	12%	66%	27%
Male	118	770	*	725	*	*	*	59%	17%	75%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	22	710	720	692	*	*	*	*	0%	14%	*
Students without Disabilities	194	774	779	729	*	*	*	*	17%	78%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	216	768	*	726	7%	11%	12%	57%	15%	71%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

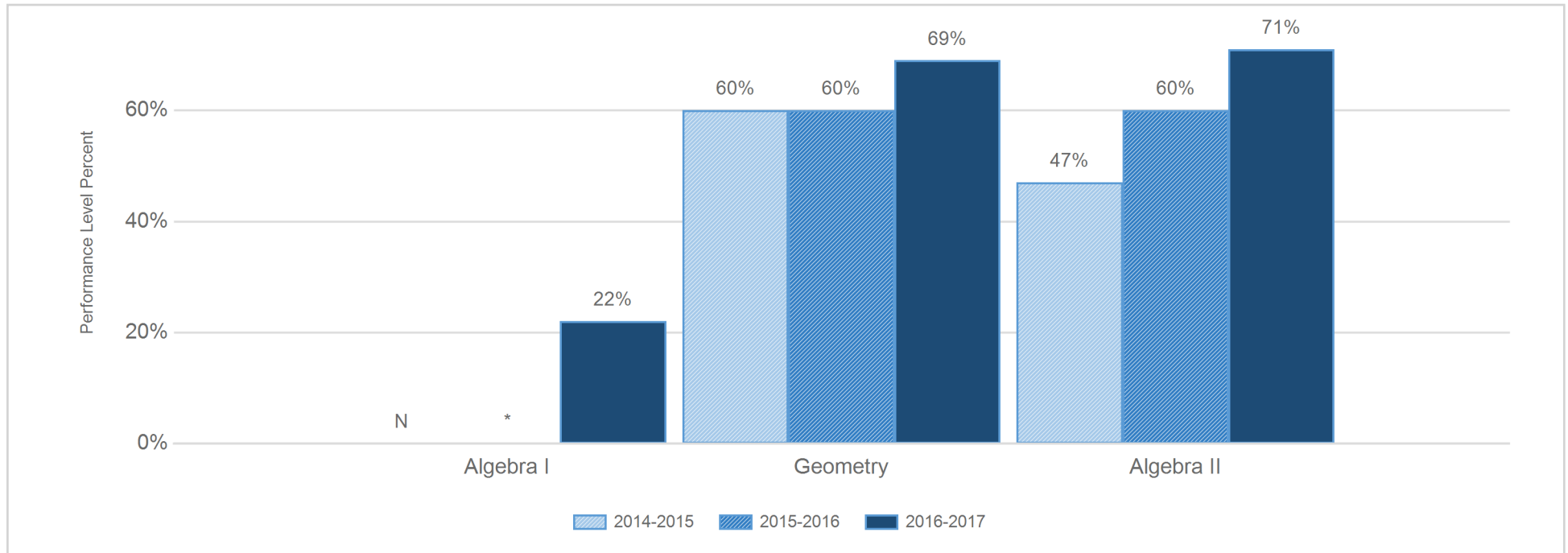


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**Mathematics Assessment – Performance Trends**

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	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 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.

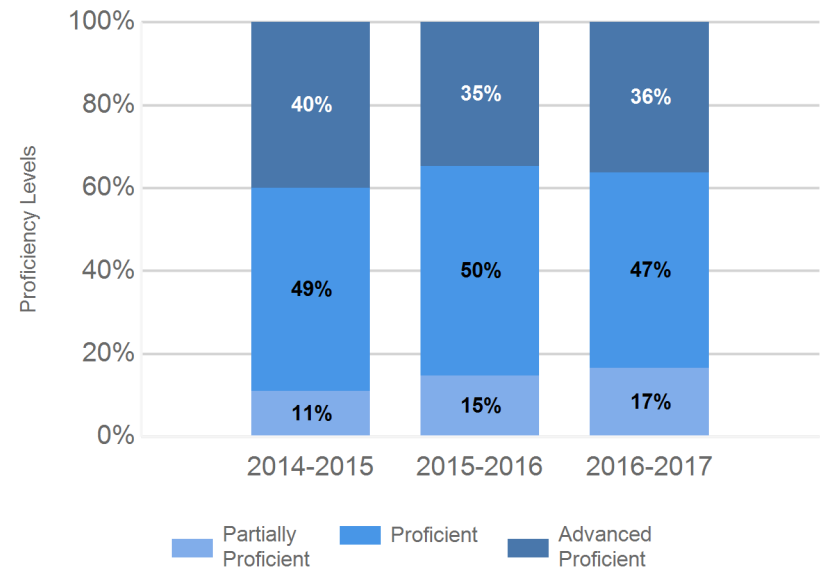
**Biology Assessment - Performance**

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	36%	47%	17%
White	20%	54%	26%
Hispanic	24%	29%	47%
Black or African American	14%	38%	49%
Asian, Native Hawaiian, or Pacific Islander	48%	48%	5%
American Indian or Alaska Native	N	N	N
Two or More Races	31%	39%	31%
Economically Disadvantaged Students	8%	46%	46%
Students with Disabilities	4%	24%	72%
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	99.3%	89.4%
Percentage of students taking the SAT	96.8%	70.0%
Percentage of students taking the ACT	50.2%	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	593	481	Varies By Grade	92%	67%
PSAT - Math	613	483	Varies By Grade	86%	49%
SAT - Reading and Writing	655	551	480	96%	77%
SAT - Math	672	552	530	92%	58%
ACT - Reading	27	24	22	84%	65%
ACT - English	28	24	18	93%	79%
ACT - Math	29	24	22	86%	65%
ACT - Science	27	23	23	79%	54%



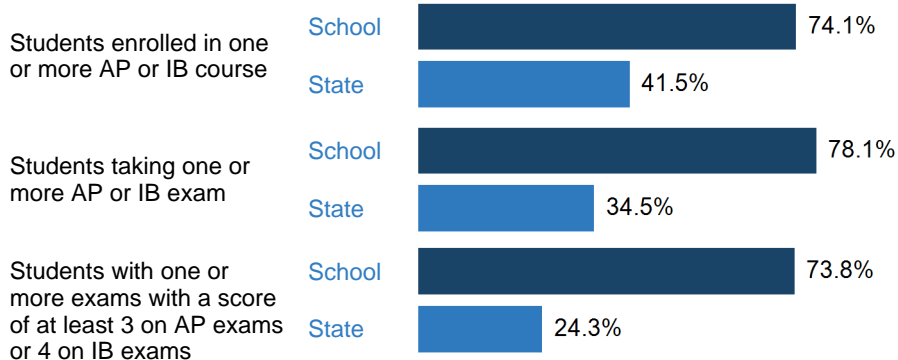
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

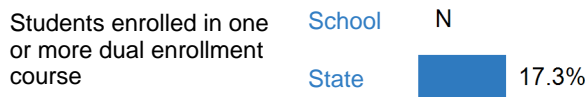
AP/IB Coursework – Participation and Performance

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	24	15
AP Biology	80	59
AP Calculus AB	99	95
AP Calculus BC	77	82
AP Chemistry	110	106
AP Chinese Language and Culture	8	12
AP Comparative Government and Politics	0	7
AP Computer Science A	94	100
AP Computer Science Principles	17	10
AP English Language and Composition	82	81
AP English Literature and Composition	77	40
AP Environmental Science	0	13
AP European History	18	5
AP French Language and Culture	25	10
AP German Language and Culture	5	4
AP Government	52	0
AP Human Geography	0	4
AP Macroeconomics	0	40
AP Microeconomics	0	35
AP Music Theory	0	7



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	0	23
AP Physics 2	0	4
AP Physics C: Electricity and Magnetism	0	22
AP Physics C: Mechanics	0	24
AP Psychology	0	116
AP Spanish Language	55	56
AP Spanish Literature	21	16
AP Statistics	117	98
AP Studio Art—Drawing Portfolio	6	3
AP Studio Art—Three-Dimensional	0	1
AP Studio Art—Two-Dimensional	0	4
AP U.S. Government and Politics	0	35
AP U.S. History	65	61
AP World History	0	1
Total Exams Taken		1189
Exams with scores of at least 3 on AP exams or 4 on IB exams		1104



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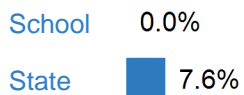
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**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.

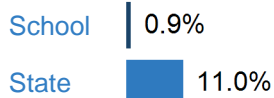
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

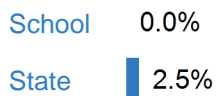
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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
Human Services	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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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	29	273	43	2	0	0	2
10	2	42	212	69	11	3	4
11	1	12	44	187	74	33	29
12	0	2	7	12	173	150	52
Schoolwide	32	329	306	271	258	186	87
Enrolled in AP/IB Course					176	117	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	341	1	0	5	0	2
10	36	288	0	4	31	8
11	43	110	0	1	195	63
12	42	14	0	11	76	105
Schoolwide	462	413	0	21	302	178
Enrolled in AP/IB Course	80	110		0	0	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	349	0	0	0	0	0
10	6	308	0	0	0	1
11	4	277	1	26	0	20
12	0	56	54	103	0	147
Schoolwide	359	641	55	129	0	168
Enrolled in AP/IB Course	0	65	0	0	0	69

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	179	87	0	0	29	48	0
10	190	94	0	0	17	30	0
11	145	86	0	0	25	31	0
12	63	28	0	0	6	13	0
Schoolwide	577	295	0	0	77	122	0
Enrolled in AP/IB Course	76	25	0	0	5	8	0
Enrolled in Level 3 or Higher	380	166	0	0	41	67	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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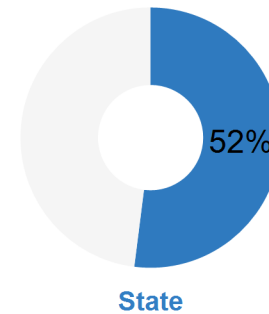
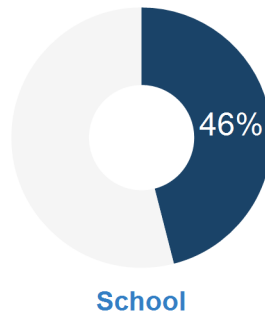
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Visual and Performing Arts – Course Participation

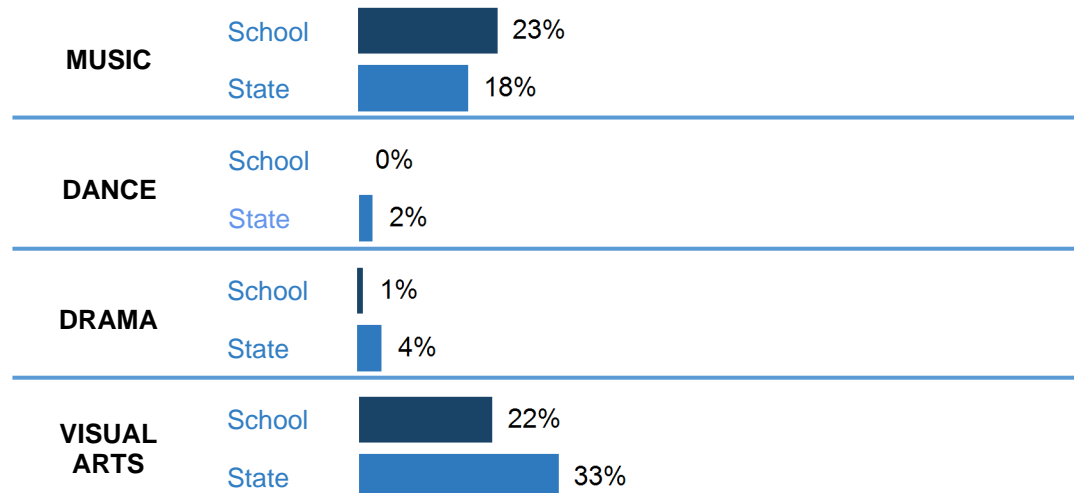
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

**Graduation Rates**

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.1%	90.5%	98.9%	91.8%	98.4%	N	Met Goal	99.3%	N	Met Goal
White	89.8%	94.5%	98.5%	95.1%	98.5%	N	Met Goal	99.2%	N	Met Goal
Hispanic	100.0%	84.3%	*	86.3%	100.0%	**	**	100.0%	N	Met Goal
Black or African American	88.6%	83.4%	96.4%	85.3%	*	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	97.3%	96.6%	100.0%	97.5%	98.5%	N	Met Goal	99.2%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	85.0%	83.9%	94.4%	85.6%	100.0%	**	**	100.0%	N	Met Goal
Students with Disabilities	68.9%	78.8%	94.1%	82.1%	90.2%	95.0%	Not Met	98.0%	N	Met Goal
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	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	94.1%	-
2016	98.4%	98.9%
2015	98.6%	99.3%

**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	0.2%	1.1%
2015-2016	0%	1.1%
2014-2015	0.1%	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	89.5%	8%	92%
White	91.2%	10.8%	89.3%
Hispanic	76.9%	40%	60%
Black or African American	85.2%	8.7%	91.3%
Asian, Native Hawaiian, or Pacific Islander	90.1%	4.3%	95.7%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	81.8%	11.1%	88.9%
Students with Disabilities	*	*	0%
English Learners	N	N	N

**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	90.2%	11.2%	88.9%	61.3%	38.7%	42.7%	57.3%
White	93%	7.6%	92.4%	57.1%	42.9%	32.8%	67.2%
Hispanic	*	*	*	*	*	*	*
Black or African American	84.6%	22.7%	77.3%	50%	50%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	89.5%	9.4%	90.6%	64.3%	35.7%	47.4%	52.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75%	40%	60%	73.3%	26.7%	66.7%	33.3%
Students with Disabilities	97.4%	34.2%	65.8%	65.8%	34.2%	60.5%	39.5%
English Learners	N	N	N	N	N	N	N



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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**

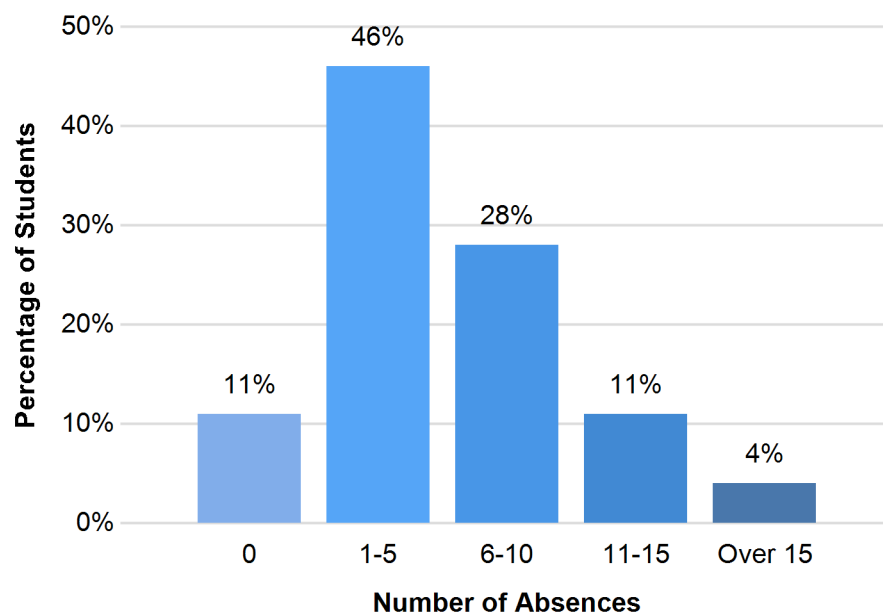
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.70	14.30	Met Target
White	5.00	14.30	Met Target
Hispanic	1.80	14.30	Met Target
Black or African American	5.00	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.00	14.30	Met Target
Students with Disabilities	10.40	14.30	Met Target
English Learners	N	**	**

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

**Days Absent**

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



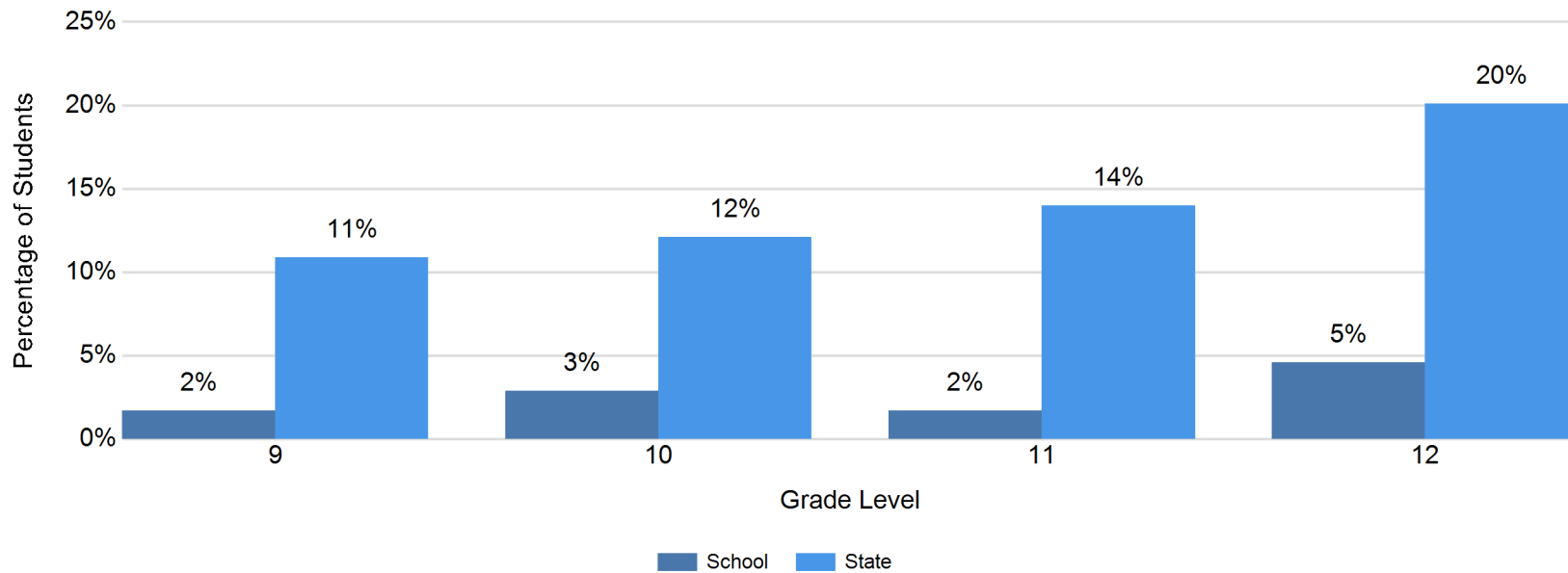


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**Chronic Absenteeism by Grade**

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





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## School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 10 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	5
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	0.87

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.8%
Any Suspension	1.8%

## 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	2.1:1	568.9 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)	\$250	\$13,143	\$13,393



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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	119	120,724
Average years experience in public schools	16.7	11.8
Average years experience in district	13.8	10.5
Teachers in district for 4 or more years	82%	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	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	13:1
Administrators	459:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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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.

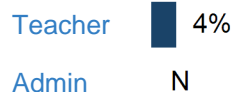
**Bachelor's Degree**



**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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	96%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	81.3	17.5%
Mathematics Proficiency	86.8	17.5%
Graduation - 4-Year	83.9	25.0%
Graduation - 5-Year	97.7	25.0%
Chronic Absenteeism	91.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		88.6
<b>Summative Rating:</b> Percentile rank of Summative Score		95.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	88.6	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	78.6	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	88.9	6.2	No	Met Target†	Met Target	Met Target	**	Met Goal	No
Black or African American	85.7	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	71.2	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	89.6	6.2	No	Met Target	Met Target	Met Target	**	Met Goal	No
Students with Disabilities	77.0	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Dauber	<b>Email Address:</b>	<a href="mailto:jonathan.dauberi@ww-p.org">jonathan.dauberi@ww-p.org</a>
<b>Address:</b>	90 GROVERS MILL ROAD PLAINSBORO, NJ 08536	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-5100		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• We hold student-led conversations on race, class, and gender with the WW-P “Day of Dialogue”</li> <li>• High School South ranked nationally #14 (2nd overall comprehensive high school) with an average SAT score of 1,321</li> <li>• We offer 180 courses in a program of studies that reflects a challenging curriculum; with over 30 clubs and 31 sports</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students’ growth, empowering them to value individual learning journeys.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>We have a graduation rate of almost 100 percent. 93 percent of students indicated they planned to attend college or other post-secondary education. SAT scores (616/ 649/622) and ACT scores (27.9/29.0/28.1/27.1/28.2) are well above state &amp; national averages. There were 45 National Merit Scholar Finalists; 47 National Merit Semifinalists; 143 National Merit Scholar Letters of Commendation. 985 students took 2,279 Advanced Placement examinations; 92 percent receiving grades of 3 or higher.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys &amp; Girls), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Fencing (Boys &amp; Girls), Field Hockey (Girls), Football (Boys &amp; Girls), Golf (Boys &amp; Girls), Ice Hockey (Boys &amp; Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>We offer a wide variety of extra-curricular activities, including a full athletic program. Any student in grades 9-12 may try out for our athletic offerings. There are, however, eligibility requirements. The Board of Education recognizes one of the primary responsibilities of the school system is to educate all students to the maximum levels possible. Although the academic program has first priority, student activities are an important part of the total learning experience.</p>
 <p><b>Clubs and Activities:</b></p>	<p>High School North offers a variety of after-school clubs and activities. Information about these programs can be found on the links for the individual schools on the district web site: <a href="http://www.west-windsor-plainsboro.k12.nj.us/schools/high_school_south">http://www.west-windsor-plainsboro.k12.nj.us/schools/high_school_south</a></p>
 <p><b>Before and After School Programs:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student’s individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (<a href="http://www.west-windsor-plainsboro.k12.nj.us/Guidance">http://www.west-windsor-plainsboro.k12.nj.us/Guidance</a>) and Food Services (<a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services</a>), which includes daily breakfast and lunch menus, and nutrition news.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about the High School North PTSA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



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Climate Surveys:

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

The school district commits resources to the social, emotional, and ethical development of students. Each elementary school has a nurse, and full-time guidance counselor, in addition to guidance counselors who support students at grades 6 through 12. The district also employs substance abuse counselors for grades 6-12 & child study teams (learning consultant, psychologist, and social worker) at every school.



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**Other Information:**

West Windsor-Plainsboro High School North and High School South reflect the lifestyle of a community that takes pride in its continuing tradition of academic and cultural achievement. The richness of the academic programs, alternative options, and extracurricular activities expands learning beyond classroom boundaries. Each high school provides an educational environment that motivates students to learn and requires them to exercise imagination and sensibility in solving problems. Approximately 3,100 high school students may choose from a program of studies that reflects a demanding and challenging curriculum. Qualifying high school seniors may elect to participate in Senior Practicum and Internship; this is designed to give students structured, supervised activities that will assist them to clarify career goals, explore career possibilities, develop employable skills, or make the transition between school and employment or further education and training. The high schools offer state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility. West Windsor-Plainsboro High School North and High School South each offer teams in over 30 sports and sponsor various student publications, acclaimed performing groups in vocal and instrumental music, academic teams, and over 30 clubs/activities devoted to specialized interests. The academic and cultural resources of West Windsor and Plainsboro have attracted a dedicated and highly trained instructional staff, which welcomes the challenges and excitement of a diverse student population. The high schools value their excellent student to faculty ratios. High School North is accredited by the NJ Department of Education and an excellent reputation for HSN has been earned through the commitment of staff and students to the quality of life and learning. HSN has been named a top high school in the state and nation.



## West Windsor-Plainsboro High School South

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346 CLARKSVILLE ROAD

WEST WINDSOR, NJ 08550

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



**West Windsor-Plainsboro High School South**  
**2016-2017**

**Grade Span 09-12**

21-5715-020  
MERCER  
W WINDSOR-PLAINSBORO REG  
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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	397	417	379
10	407	405	405
11	366	407	401
12	430	358	408
Ungraded	0	0	1
Total	1600	1587	1594

**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%	50%
Male	50%	49%	50%
Economically Disadvantaged Students	5%	5%	5%
Students with Disabilities	9%	9%	6%
English Learners	2%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
Asian	60.9%
White	28.0%
Hispanic	5.1%
Black or African American	5.0%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.9%

**Enrollment Trends by Full and Shared Time**

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

Enrollment Status	2016-17
Full Time Students	1589
Shared Time Students	9
Full Time Equivalent	1594

**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	53.8%
Chinese	10.4%
Hindi	7.5%
Telugu	4.5%
Tamil	4.1%
Other	20.1%



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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	653	87.6	80.30	82.00	54.90	73.6	63.1	Met Target
White	154	77.9	74.00	74.50	63.90	60	49.6	Met Target
Hispanic	25	80.0	56.00	*	39.80	46.1	27.4	Met Target
Black or African American	23	74.3	56.50	54.10	35.20	42.7	29.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	446	93.1	85.40	88.00	80.70	83.7	76.5	Met Goal
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	305	83.9	89.20	87.60	62.20	78.3		
Male	348	91.2	72.40	76.80	48.10	69.3		
Economically Disadvantaged Students	24	77.8	37.50	46.20	36.20	*	27.1	Met Target
Non-Economically Disadvantaged Students	629	88.1	81.80	83.80	65.80	*		
Students with Disabilities	61	88.6	22.90	*	20.50	21.3	24	Met Target†
Students without Disabilities	592	87.6	86.10	*	61.90	78.9		
English Learners	19	96.6	21.10	38.40	25.20	21.1	N	N
Non-English Learners	634	87.3	82.00	83.10	57.40	75		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	378	774	777	749	5%	5%	10%	47%	34%	81%	52%
White	97	769	770	757	*	*	*	58%	24%	81%	62%
Hispanic	15	731	746	733	*	*	*	*	*	47%	35%
Black or African American	17	748	745	730	*	0%	*	*	*	53%	30%
Asian, Native Hawaiian, or Pacific Islander	248	780	785	777	*	*	10%	44%	41%	86%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	178	782	783	756	*	*	7%	46%	43%	89%	60%
Male	200	766	772	741	*	*	12%	49%	26%	75%	43%
Economically Disadvantaged Students	16	727	739	731	*	*	*	*	0%	38%	32%
Non-Economically Disadvantaged Students	362	776	779	758	*	*	*	*	36%	83%	62%
Students with Disabilities	31	727	729	714	*	*	*	*	*	29%	13%
Students without Disabilities	347	778	782	754	*	*	*	*	*	86%	58%
English Learners	14	703	*	690	*	*	*	*	*	*	*
Non-English Learners	364	777	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	312	779	781	743	8%	5%	8%	34%	44%	78%	46%
White	64	759	757	749	16%	*	*	36%	28%	64%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	222	790	792	774	*	*	7%	33%	52%	85%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	145	791	792	752	*	*	7%	41%	48%	89%	54%
Male	167	770	771	734	*	*	9%	28%	41%	69%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	26	716	715	704	*	*	*	*	0%	23%	12%
Students without Disabilities	286	785	786	749	*	*	*	*	48%	83%	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
<b>Schoolwide</b>	67	752	754	736	*	15%	22%	42%	*	55%	38%
White	22	760	754	738	*	*	*	64%	*	73%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	34	756	761	756	*	*	*	32%	*	53%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	39	754	756	744	*	*	*	44%	*	62%	46%
Male	28	749	753	729	*	*	*	39%	*	46%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	13	722	718	709	*	*	*	*	*	23%	12%
Students without Disabilities	54	759	763	741	*	*	*	*	*	63%	43%
English Learners	10	726	726	699	*	*	*	*	*	30%	*
Non-English Learners	57	757	756	737	*	*	*	*	*	60%	*
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.

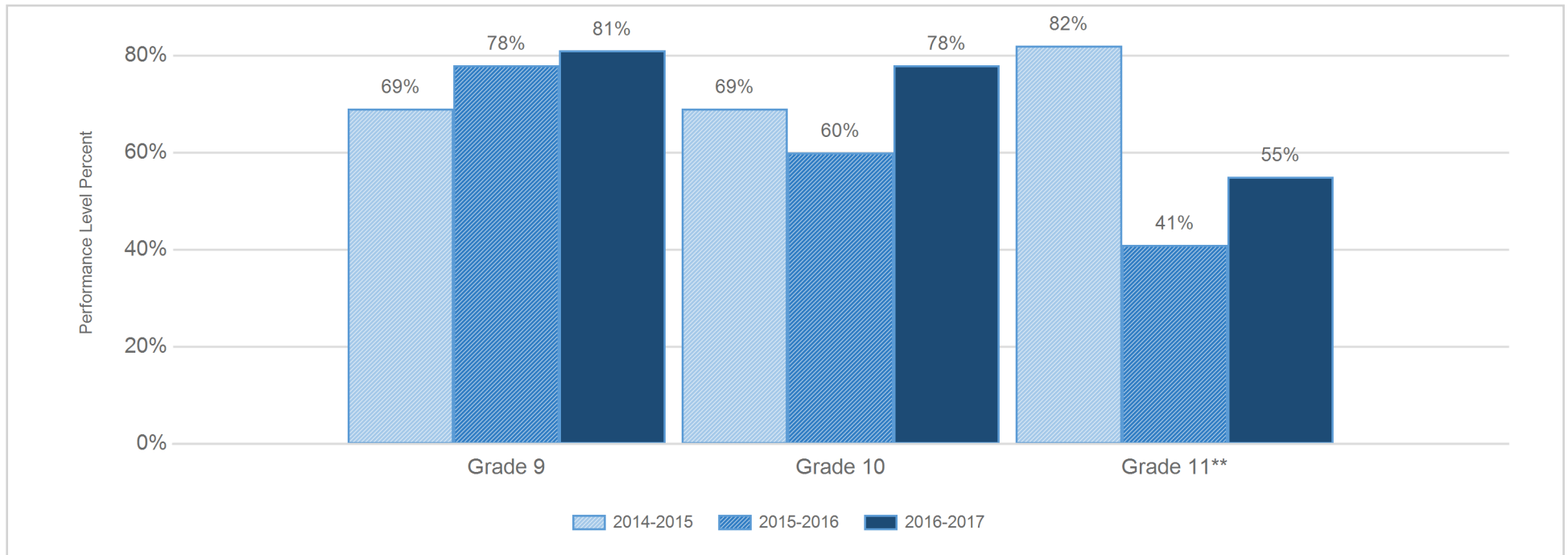


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**English Language Arts/Literacy Assessment - Performance Trends**

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	579	87.4	66.00	75.10	43.50	60.2	51.8	Met Target
White	151	77.5	50.30	61.50	52.40	40.6	31.3	Met Target
Hispanic	26	80.6	26.90	32.20	27.60	22.3	19.6	Met Target
Black or African American	22	73.5	27.20	27.20	21.70	20.3	25.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	375	93.9	77.60	85.90	75.60	76.4	70	Met Target
American Indian or Alaska Native	*	*	*	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	276	83.1	67.80	74.60	44.10	58.6		
Male	303	91.8	64.30	75.70	42.90	61.8		
Economically Disadvantaged Students	23	77.1	26.10	27.40	25.10	*	16.2	Met Target
Non-Economically Disadvantaged Students	556	87.9	67.60	77.50	54.30	*		
Students with Disabilities	60	88.4	15.00	29.20	16.50	13.9	9.1	Met Target
Students without Disabilities	519	87.3	71.90	80.40	48.80	65.4		
English Learners	20	96.7	15.00	45.40	23.30	15	N	N
Non-English Learners	559	87.0	67.80	76.00	45.20	61.6		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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
<b>Schoolwide</b>	47	723	777	743	*	34%	26%	21%	*	21%	42%
White	17	719	*	751	*	*	*	*	0%	24%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	17	735	788	774	*	*	*	*	0%	29%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	17	728	773	744	*	*	*	*	0%	18%	43%
Male	30	721	781	741	*	*	*	*	0%	23%	40%
Economically Disadvantaged Students	11	707	733	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	36	728	779	751	*	*	*	*	*	*	52%
Students with Disabilities	17	713	733	714	*	*	*	*	*	*	10%
Students without Disabilities	30	729	781	747	*	*	*	*	*	*	47%
English Learners	12	716	740	708	*	*	*	*	0%	25%	*
Non-English Learners	35	726	778	745	*	*	*	*	0%	20%	*
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
<b>Schoolwide</b>	339	760	759	734	*	*	21%	56%	14%	69%	30%
White	89	752	*	740	*	12%	30%	51%	*	57%	38%
Hispanic	15	731	740	722	*	*	*	*	0%	27%	14%
Black or African American	18	733	730	719	0%	*	*	*	0%	28%	*
Asian, Native Hawaiian, or Pacific Islander	215	767	768	758	*	*	15%	62%	19%	81%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	160	760	*	735	*	*	22%	56%	14%	69%	31%
Male	179	759	760	733	*	*	20%	55%	14%	69%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	28	731	728	711	*	*	*	*	*	21%	*
Students without Disabilities	311	762	*	738	*	*	*	*	*	74%	*
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
<b>Schoolwide</b>	257	764	774	725	10%	7%	15%	56%	12%	68%	28%
White	59	751	754	731	*	*	24%	46%	*	53%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	176	772	*	761	*	*	11%	63%	15%	77%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	133	762	*	725	11%	*	15%	64%	*	69%	27%
Male	124	766	*	725	10%	*	15%	48%	*	67%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	22	712	720	692	55%	*	*	*	0%	18%	*
Students without Disabilities	235	769	779	729	6%	*	*	*	13%	73%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

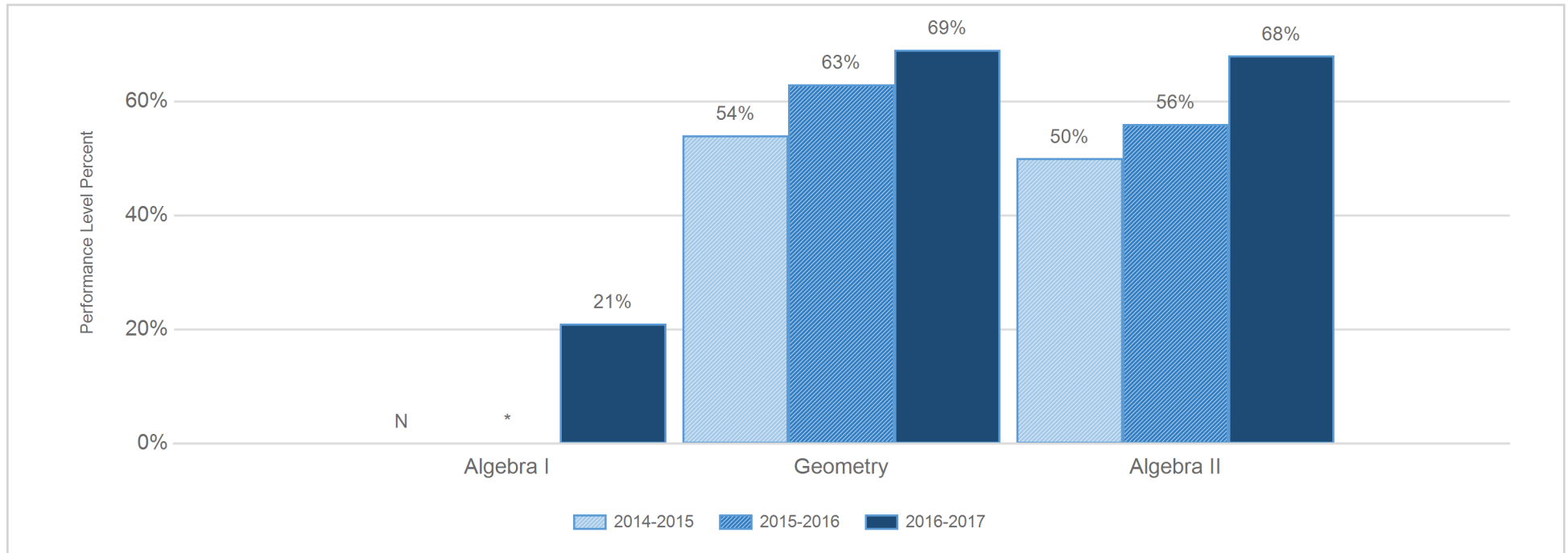


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**Mathematics Assessment – Performance Trends**

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	18	44.4%	55.6%
2	*	*	*
3	*	*	*
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.

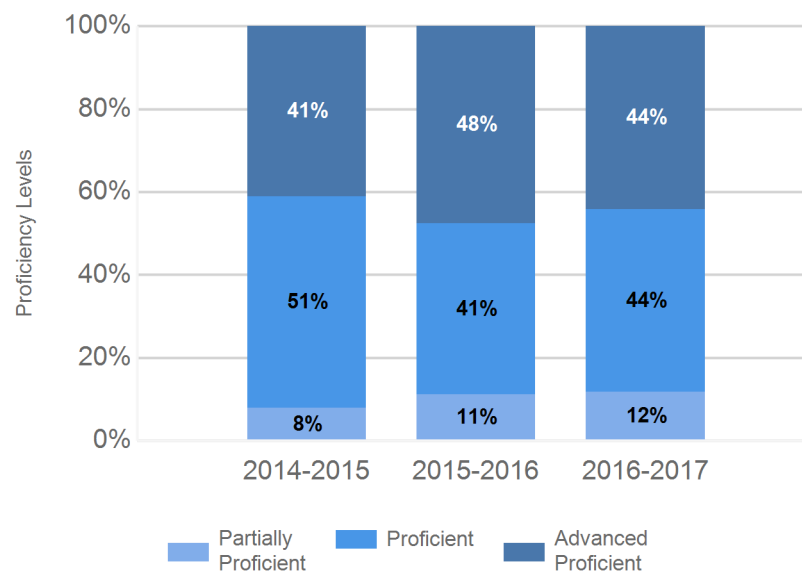
**Biology Assessment - Performance**

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	44%	44%	12%
White	35%	52%	13%
Hispanic	21%	*	*
Black or African American	24%	38%	38%
Asian, Native Hawaiian, or Pacific Islander	52%	41%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	15%	35%	50%
Students with Disabilities	7%	40%	53%
English Learners	15%	39%	46%

**Biology Assessment - Proficiency Trends**

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



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



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This section 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	99.8%	89.4%
Percentage of students taking the SAT	96.0%	70.0%
Percentage of students taking the ACT	51.8%	28.3%

**PSAT/SAT/ACT - Performance**

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	582	481	Varies By Grade	93%	67%
PSAT - Math	591	483	Varies By Grade	85%	49%
SAT - Reading and Writing	648	551	480	95%	77%
SAT - Math	661	552	530	88%	58%
ACT - Reading	28	24	22	84%	65%
ACT - English	29	24	18	96%	79%
ACT - Math	29	24	22	91%	65%
ACT - Science	28	23	23	84%	54%



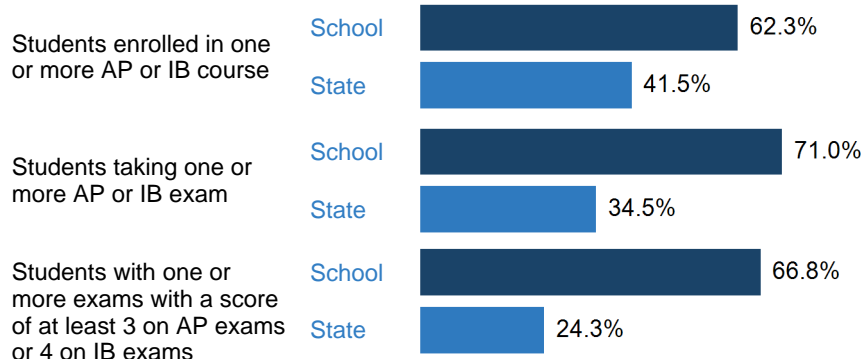
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

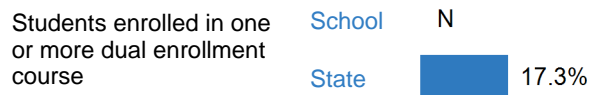
AP/IB Coursework – Participation and Performance

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	16	8
AP Biology	0	58
AP Calculus AB	129	112
AP Calculus BC	61	77
AP Chemistry	0	104
AP Chinese Language and Culture	24	28
AP Comparative Government and Politics	0	17
AP Computer Science A	71	76
AP Computer Science Principles	23	12
AP English Language and Composition	174	168
AP English Literature and Composition	70	25
AP Environmental Science	0	10
AP European History	0	11
AP French Language and Culture	24	13
AP German Language and Culture	5	1
AP Human Geography	0	3
AP Italian Language and Culture	0	4
AP Japanese Language and Culture	0	2
AP Macroeconomics	0	21
AP Microeconomics	0	20



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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	0	8
AP Physics 1	0	14
AP Physics 2	0	4
AP Physics C: Electricity and Magnetism	0	49
AP Physics C: Mechanics	0	48
AP Psychology	0	123
AP Spanish Language	56	55
AP Spanish Literature	16	2
AP Statistics	119	104
AP Studio Art—Drawing Portfolio	15	1
AP Studio Art—Two-Dimensional	0	5
AP U.S. Government and Politics	0	32
AP U.S. History	0	129
AP World History	0	2
Total Exams Taken		1346
Exams with scores of at least 3 on AP exams or 4 on IB exams		1211



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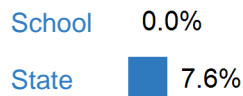
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

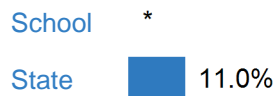
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

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



**Industry-Valued Credentials Earned**

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

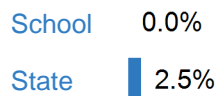
Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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

**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**





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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	44	197	28	4	0	0	0
10	1	40	282	78	4	1	0
11	2	5	45	234	79	35	37
12	1	1	6	37	216	128	82
Schoolwide	48	243	361	353	299	164	119
Enrolled in AP/IB Course					190	119	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	370	0	2	0	0	8
10	54	340	4	3	33	2
11	35	123	2	1	219	76
12	40	17	17	2	122	109
Schoolwide	499	480	25	6	374	195
Enrolled in AP/IB Course	N	N		N	N	N



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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	369	8	0	0	0	0
10	5	381	4	0	0	10
11	5	340	32	28	0	33
12	5	51	62	117	0	234
Schoolwide	384	780	98	145	0	277
Enrolled in AP/IB Course	N	N	N	N	N	N

**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	187	109	0	0	34	37	0
10	204	126	0	0	28	41	0
11	154	115	0	0	29	23	0
12	42	35	0	0	5	18	0
Schoolwide	587	385	0	0	96	119	0
Enrolled in AP/IB Course	72	24	0	0	5	24	0
Enrolled in Level 3 or Higher	389	233	0	0	57	60	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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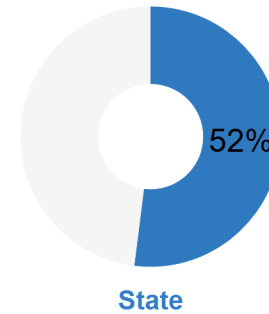
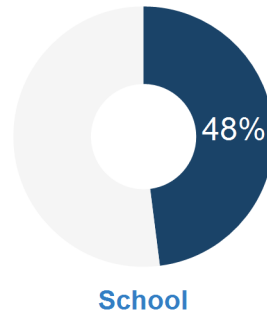
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**Visual and Performing Arts – Course Participation**

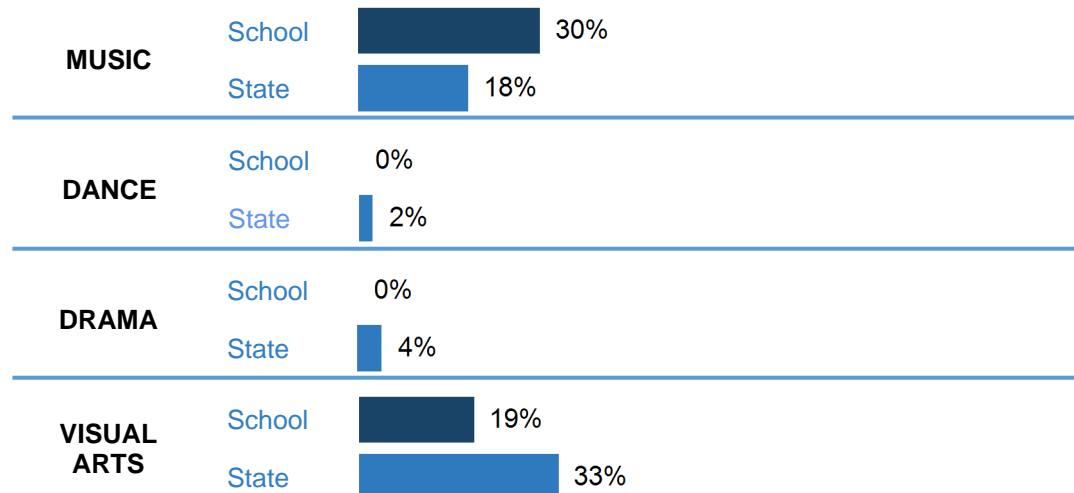
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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

**Graduation Rates**

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.7%	90.5%	98.1%	91.8%	97.0%	N	Met Goal	98.8%	N	Met Goal
White	98.4%	94.5%	98.3%	95.1%	97.4%	N	Met Goal	98.7%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	100.0%	N	Met Goal
Black or African American	87.0%	83.4%	100.0%	85.3%	94.4%	**	**	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	98.4%	96.6%	98.1%	97.5%	97.2%	N	Met Goal	99.1%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	100.0%	83.9%	100.0%	85.6%	100.0%	**	**	100.0%	**	**
Students with Disabilities	88.0%	78.8%	97.7%	82.1%	93.2%	94.1%	Not Met	94.1%	93.1%	Met Target
English Learners	91.7%	76.1%	81.8%	79.7%	81.8%	**	**	100.0%	**	**
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	96.7%	-
2016	97.0%	98.1%
2015	98.6%	98.8%

**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	0.2%	1.1%
2015-2016	0%	1.1%
2014-2015	0.1%	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	90.3%	6.6%	93.4%
White	88.8%	6.8%	93.2%
Hispanic	*	*	*
Black or African American	81%	23.5%	76.5%
Asian, Native Hawaiian, or Pacific Islander	91.8%	4%	96%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	92.3%	8.3%	91.7%
Students with Disabilities	N	N	N
English Learners	*	*	*

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	91.6%	8.9%	91.1%	63.4%	36.6%	37.5%	62.5%
White	91.9%	9.8%	90.2%	57.8%	42.2%	34.3%	65.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	88.2%	33.3%	66.7%	73.3%	26.7%	93.3%	6.7%
Asian, Native Hawaiian, or Pacific Islander	91.9%	5.2%	94.8%	64.6%	35.4%	33.3%	66.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	85%	23.5%	76.5%	88.2%	11.8%	58.8%	41.2%
Students with Disabilities	91.2%	32.3%	67.7%	74.2%	25.8%	54.8%	45.2%
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**

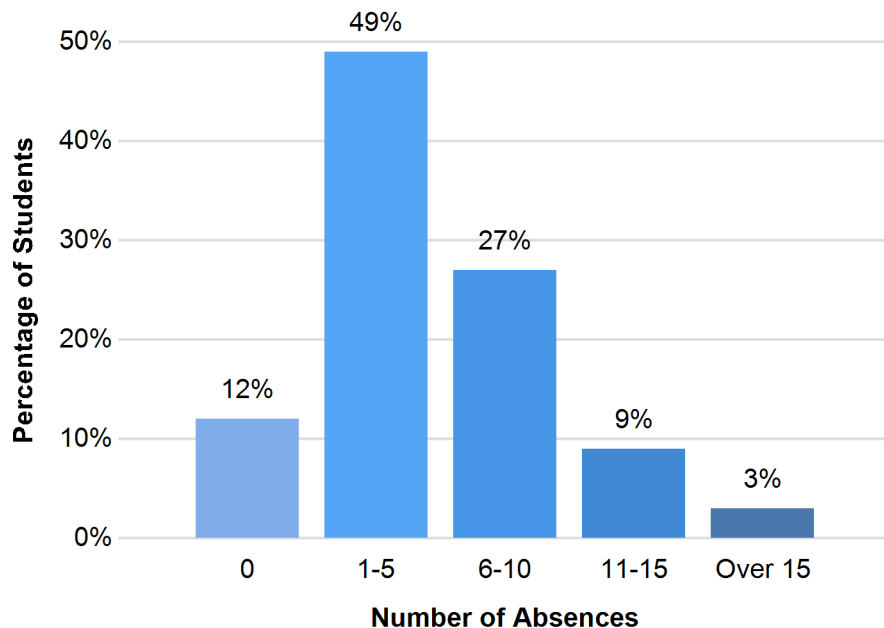
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.30	14.30	Met Target
White	3.50	14.30	Met Target
Hispanic	3.50	14.30	Met Target
Black or African American	5.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.30	14.30	Met Target
Students with Disabilities	8.10	14.30	Met Target
English Learners	2.90	14.30	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.



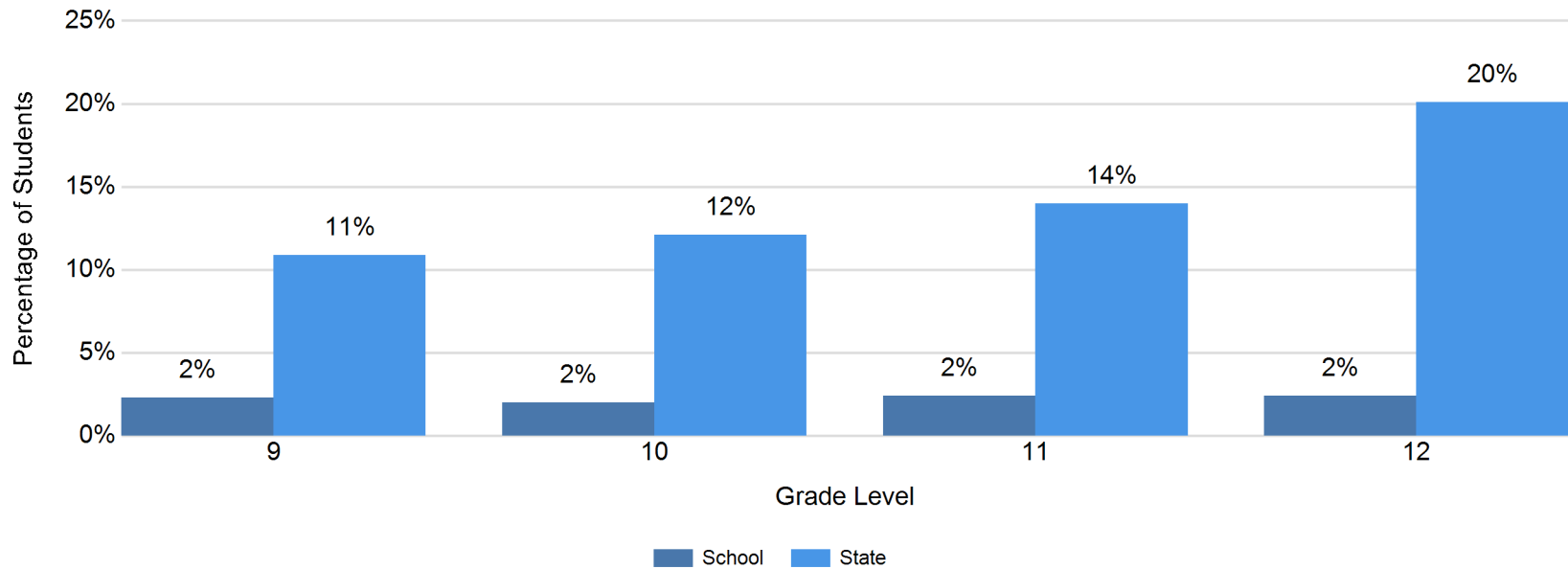


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**Chronic Absenteeism by Grade**

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	7:40AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 10 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	5
Vandalism	5
Weapons	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	1.51

## 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	0.2%
Out-of-School Suspensions	2.0%
Any Suspension	2.0%

## 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	7.6:1	568.9 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)	\$250	\$13,143	\$13,393



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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	120	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	76%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	69%	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	13:1
Administrators	531:1	201:1
Librarian/Media Specialists		967:1
Nurses		744:1
Counselors		345:1
Child Study Team		269:1



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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.

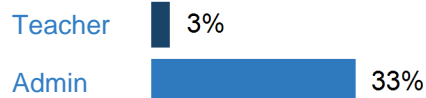
**Bachelor's Degree**



**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	88%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	81.9	17.5%
Mathematics Proficiency	84.2	17.5%
Graduation - 4-Year	71.8	25.0%
Graduation - 5-Year	89.0	25.0%
Chronic Absenteeism	93.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		83.3
<b>Summative Rating:</b> Percentile rank of Summative Score		90.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	83.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	76.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	84.6	6.2	No	Met Target	Met Target	Met Target	**	Met Goal	No
Black or African American	84.4	6.2	No	Met Target	Met Target†	Met Target	**	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	65.0	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	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	Met Target	**	**	No
Students with Disabilities	85.6	6.2	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Lepold	<b>Email Address:</b>	<a href="mailto:dennis.lepold@ww-p.org">dennis.lepold@ww-p.org</a>
<b>Address:</b>	346 CLARKSVILLE ROAD WEST WINDSOR, NJ 08550	<b>Website:</b>	<a href="http://www.ww-p.org">www.ww-p.org</a>
<b>Phone:</b>	(609)716-5050		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• We hold student-led conversations on race, class, and gender with the WW-P “Day of Dialogue”</li> <li>• High School South ranked nationally #14 (2nd overall comprehensive high school) with an average SAT score of 1,321</li> <li>• We offer 180 courses in a program of studies that reflects a challenging curriculum; with over 30 clubs and 31 sports</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, &amp; love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches &amp; empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students’ growth, empowering them to value individual learning journeys.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We have a graduation rate of almost 100 percent. 93 percent of students indicated they planned to attend college or other post-secondary education. SAT scores (616/ 649/622) and ACT scores (27.9/29.0/28.1/27.1/28.2) are well above state &amp; national averages. There were 45 National Merit Scholar Finalists; 47 National Merit Semifinalists; 143 National Merit Scholar Letters of Commendation. 985 students took 2,279 Advanced Placement examinations; 92 percent receiving grades of 3 or higher.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum">http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Fencing (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Ice Hockey (Boys), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>We offer a wide variety of extra-curricular activities, including a full athletic program. Any student in grades 9-12 may try out for our athletic offerings. There are, however, eligibility requirements. The Board of Education recognizes one of the primary responsibilities of the school system is to educate all students to the maximum levels possible. Although the academic program has first priority, student activities are an important part of the total learning experience.</p>
 <p><b>Clubs and Activities:</b></p>	<p>High School South offers a variety of after-school clubs and activities. Information about these programs can be found on the links for the individual schools on the district web site: <a href="http://www.west-windsor-plainsboro.k12.nj.us/schools/high_school_south">http://www.west-windsor-plainsboro.k12.nj.us/schools/high_school_south</a></p>
 <p><b>Before and After School Programs:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>We provide a continuum of special education &amp; related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class &amp; pull-out replacement programs, general education programs with appropriate accommodations &amp; modifications, related services, &amp; home instruction. Services are based upon individual needs as determined by each student’s individualized education plan: <a href="http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services">http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (<a href="http://www.west-windsor-plainsboro.k12.nj.us/Guidance">http://www.west-windsor-plainsboro.k12.nj.us/Guidance</a>) and Food Services (<a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services</a>), which includes daily breakfast and lunch menus, and nutrition news.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about the High School South PTSA can be found at this link: <a href="http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as">http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as</a></p>



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Climate Surveys:

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

The school district commits resources to the social, emotional, and ethical development of students. Each elementary school has a nurse, and full-time guidance counselor, in addition to guidance counselors who support students at grades 6 through 12. The district also employs substance abuse counselors for grades 6-12 & child study teams (learning consultant, psychologist, and social worker) at every school.



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Other Information:

West Windsor-Plainsboro High School North and High School South reflect the lifestyle of a community that takes pride in its continuing tradition of academic and cultural achievement. The richness of the academic programs, alternative options, and extracurricular activities expands learning beyond classroom boundaries. Each high school provides an educational environment that motivates students to learn and requires them to exercise imagination and sensibility in solving problems. Approximately 3,100 high school students may choose from a program of studies that reflects a demanding and challenging curriculum. Qualifying high school seniors may elect to participate in Senior Practicum and Internship; this is designed to give students structured, supervised activities that will assist them to clarify career goals, explore career possibilities, develop employable skills, or make the transition between school and employment or further education and training. The high schools offer state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility. West Windsor-Plainsboro High School North and High School South each offer teams in over 30 sports and sponsor various student publications, acclaimed performing groups in vocal and instrumental music, academic teams, and over 30 clubs/activities devoted to specialized interests. The academic and cultural resources of West Windsor and Plainsboro have attracted a dedicated and highly trained instructional staff, which welcomes the challenges and excitement of a diverse student population. The high schools value their excellent student to faculty ratios. High School South is accredited by the NJ Department of Education and an excellent reputation for HSS has been earned through the commitment of staff and students to the quality of life and learning. HSS has been named a top high school in the state and nation.