




**BOUND BROOK HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

35-0490-020  
SOMERSET  
BOUND BROOK BORO  
111 WEST UNION AVENUE  
BOUND BROOK, NJ 08805

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	168	167	179
10	155	129	141
11	99	133	120
12	110	92	132
Ungraded	7	5	3
Total	538	526	575

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	39%	41%	43%
Male	61%	55%	58%
Economically Disadvantaged Students	63%	65%	63%
Students with Disabilities	14%	10%	11%
English Learners	7%	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
Hispanic	62.4%
White	20.2%
Black or African American	14.8%
Asian	1.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.0%

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	565
Shared Time Students	18
Full Time Equivalent	574

Enrollment by Home Language

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

Home Language	% of Students
Spanish	54.7%
English	41.8%
Other	3.7%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	274	98.5	33.60	31.60	54.90	33.6	39.3	Not Met
White	48	98.4	60.40	55.40	63.90	60.4	42.2	Met Target
Hispanic	177	99.5	28.30	28.10	39.80	28.3	36	Not Met
Black or African American	41	95.0	19.50	*	35.20	19.5	46.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	124	98.0	41.90	38.80	62.20	41.9		
Male	150	99.0	26.70	25.30	48.10	26.7		
Economically Disadvantaged Students	183	98.6	25.70	25.80	36.20	25.7	34.7	Not Met
Non-Economically Disadvantaged Students	91	98.4	49.50	49.60	65.80	49.5		
Students with Disabilities	41	94.2	*	*	20.50	*	9.7	Met Target†
Students without Disabilities	233	99.3	*	*	61.90	*		
English Learners	48	100.0	*	11.20	25.20	*	N	N
Non-English Learners	226	98.2	*	37.20	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	189	730	730	749	26%	19%	22%	27%	6%	33%	52%
White	37	754	754	757	*	*	*	43%	*	57%	62%
Hispanic	120	719	719	733	34%	22%	*	*	*	23%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	78	731	731	756	26%	*	*	28%	*	36%	60%
Male	111	729	729	741	26%	*	*	26%	*	31%	43%
Economically Disadvantaged Students	113	722	722	731	32%	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	76	742	742	758	17%	*	*	*	*	45%	62%
Students with Disabilities	29	705	705	714	*	*	*	*	*	*	13%
Students without Disabilities	160	734	734	754	*	*	*	*	*	*	58%
English Learners	32	679	679	690	*	*	*	*	*	*	*
Non-English Learners	157	740	740	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	734	734	743	26%	16%	22%	26%	11%	37%	46%
White	25	757	757	749	*	*	*	*	*	56%	52%
Hispanic	85	728	728	728	29%	*	*	29%	*	35%	34%
Black or African American	29	724	724	725	*	*	35%	*	*	17%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	66	749	749	752	15%	*	15%	36%	*	52%	54%
Male	79	722	722	734	34%	*	28%	17%	*	24%	39%
Economically Disadvantaged Students	94	724	724	726	*	*	23%	26%	*	29%	32%
Non-Economically Disadvantaged Students	51	752	752	751	*	*	20%	26%	*	51%	54%
Students with Disabilities	19	696	696	704	*	*	*	*	*	*	12%
Students without Disabilities	126	740	740	749	*	*	*	*	*	*	52%
English Learners	18	675	675	681	*	*	*	*	*	*	*
Non-English Learners	127	742	742	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	740	740	736	*	21%	29%	30%	*	36%	38%
White	21	754	754	738	*	*	*	48%	*	57%	40%
Hispanic	84	736	736	731	*	19%	35%	25%	*	30%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	45	743	743	744	*	*	29%	42%	*	47%	46%
Male	71	738	738	729	*	*	30%	23%	*	30%	31%
Economically Disadvantaged Students	74	734	734	729	*	*	*	24%	*	28%	32%
Non-Economically Disadvantaged Students	42	750	750	740	*	*	*	41%	*	50%	42%
Students with Disabilities	10	708	708	709	*	*	*	*	*	*	12%
Students without Disabilities	106	743	743	741	*	*	*	*	*	*	43%
English Learners	11	713	713	699	*	*	*	*	*	*	*
Non-English Learners	105	743	743	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

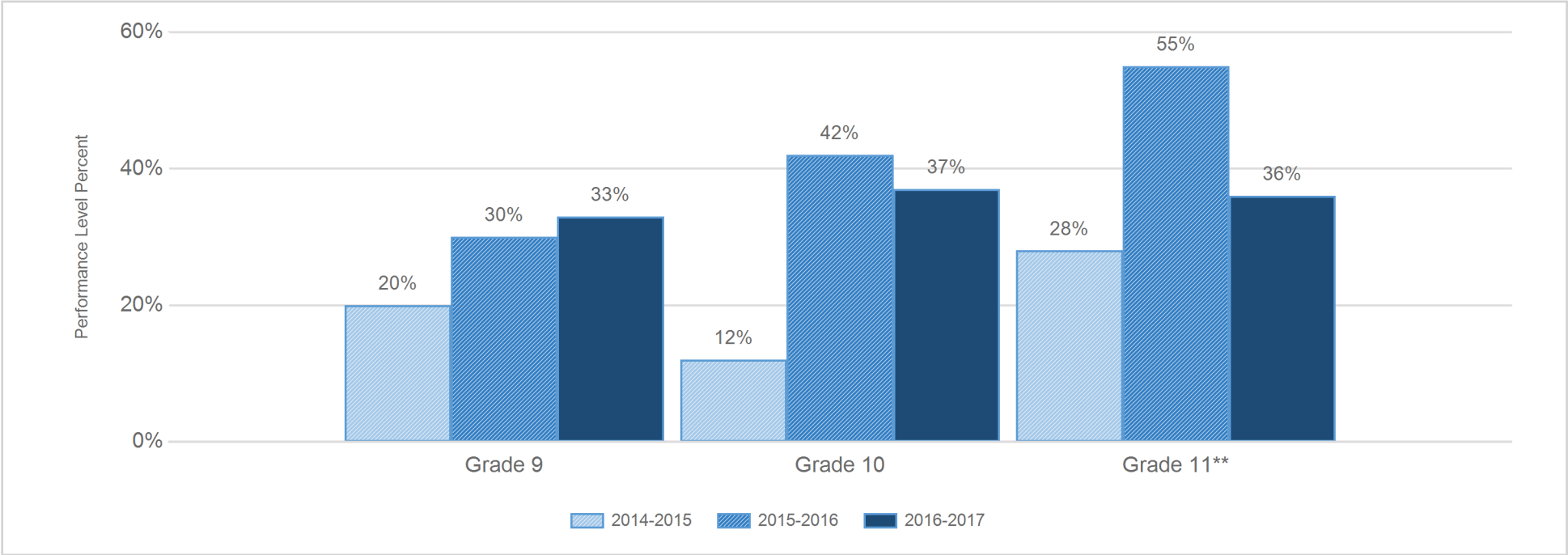


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English Language Arts/Literacy Assessment - Performance Trends

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



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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	264	99.1	11.70	17.80	43.50	11.7	14.6	Met Target†
White	50	100.0	24.00	35.40	52.40	24	25.1	Met Target†
Hispanic	164	98.5	10.40	15.10	27.60	10.4	11	Met Target†
Black or African American	42	100.0	*	*	21.70	*	13.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	122	100.0	11.50	18.80	44.10	11.5		
Male	142	98.4	12.00	16.90	42.90	12		
Economically Disadvantaged Students	174	99.0	*	*	25.10	*	12.4	Not Met
Non-Economically Disadvantaged Students	90	99.2	*	*	54.30	*		
Students with Disabilities	41	98.0	*	*	16.50	*	N	N
Students without Disabilities	223	99.3	*	*	48.80	*		
English Learners	36	93.9	*	*	23.30	*	7.7	Not Met
Non-English Learners	228	100.0	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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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>	168	719	725	743	22%	41%	26%	11%	0%	11%	42%
White	24	728	*	751	*	*	42%	*	0%	17%	52%
Hispanic	117	717	722	728	26%	42%	21%	12%	0%	12%	24%
Black or African American	24	719	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	66	715	*	744	*	*	*	*	*	*	43%
Male	102	721	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	105	715	720	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	63	725	732	751	*	*	*	*	*	*	52%
Students with Disabilities	24	714	714	714	*	*	*	*	*	*	10%
Students without Disabilities	144	720	726	747	*	*	*	*	*	*	47%
English Learners	35	702	702	708	*	*	*	*	*	*	*
Non-English Learners	133	723	730	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	106	727	727	734	11%	33%	40%	16%	0%	16%	30%
White	25	740	740	740	0%	*	48%	*	0%	32%	38%
Hispanic	64	725	725	722	*	36%	42%	*	0%	11%	14%
Black or African American	15	714	714	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	48	729	729	735	*	33%	38%	*	*	21%	31%
Male	58	725	725	733	*	33%	41%	*	*	12%	30%
Economically Disadvantaged Students	68	721	721	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	38	737	737	740	*	*	*	*	*	*	39%
Students with Disabilities	17	705	705	711	*	*	*	*	*	*	*
Students without Disabilities	89	731	731	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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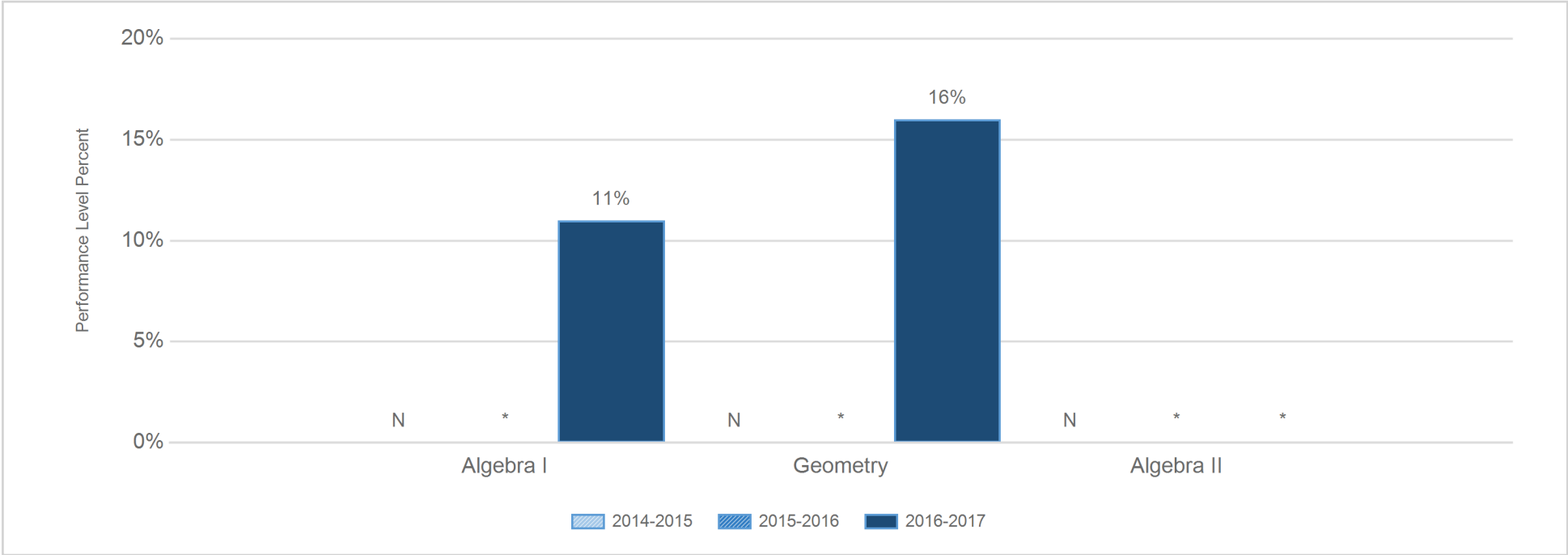
**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	131	701	701	725	*	*	*	*	*	*	28%
White	31	716	716	731	*	32%	*	*	0%	13%	33%
Hispanic	69	696	696	710	*	*	*	*	*	*	14%
Black or African American	25	688	688	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	63	701	701	725	*	*	*	*	*	*	27%
Male	68	700	700	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	83	696	696	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	48	709	709	733	*	*	*	*	*	*	35%
Students with Disabilities	17	681	681	692	*	*	*	*	*	*	*
Students without Disabilities	114	703	703	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
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%

### 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	15	*	*
2	11	*	*
3	11	*	*
4	10	*	*
5+	*	*	*



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

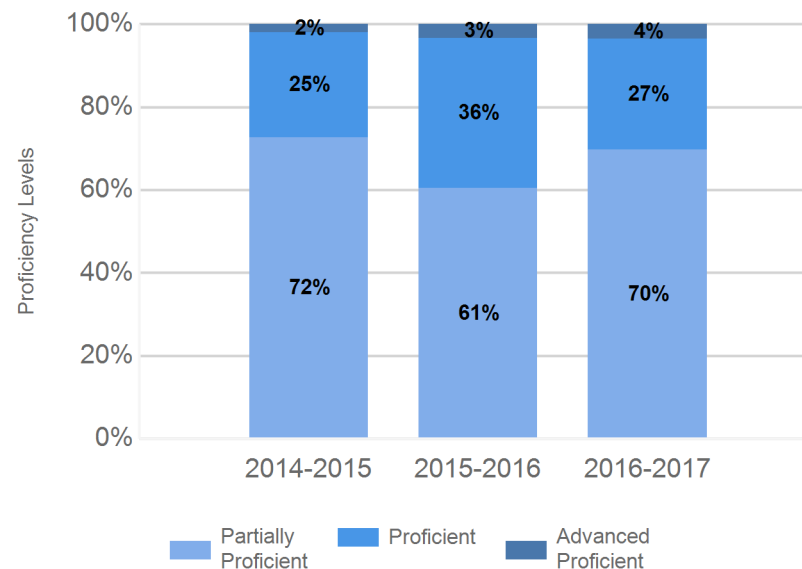
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	27%	70%
White	12%	39%	50%
Hispanic	1%	24%	74%
Black or African American	9%	9%	82%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	1%	22%	77%
Students with Disabilities	N	20%	80%
English Learners	N	12%	88%

**Biology Assessment - Proficiency Trends**

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	70.7%	70.0%
Percentage of students taking the ACT	10.6%	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	434	481	Varies By Grade	47%	67%
PSAT - Math	447	483	Varies By Grade	33%	49%
SAT - Reading and Writing	522	551	480	74%	77%
SAT - Math	527	552	530	47%	58%
ACT - Reading	18	24	22	21%	65%
ACT - English	18	24	18	43%	79%
ACT - Math	19	24	22	29%	65%
ACT - Science	18	23	23	*	54%





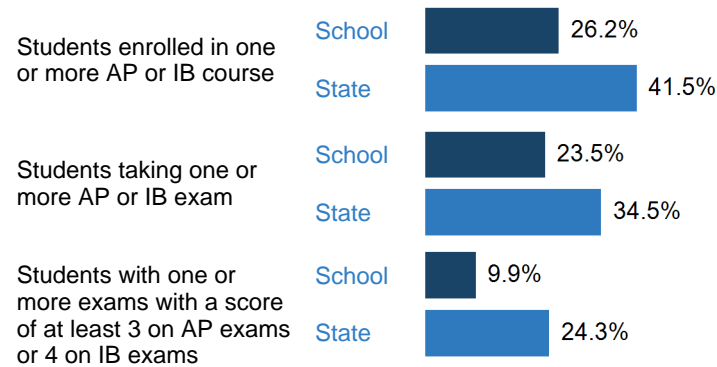
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

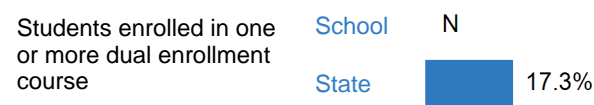
AP/IB Coursework – Participation and Performance

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 Calculus AB	14	14
AP Chemistry	5	0
AP Comparative Government and Politics	3	1
AP English Language and Composition	15	15
AP English Literature and Composition	27	27
AP Spanish Language	12	11
AP Statistics	27	16
Total Exams Taken		84
Exams with scores of at least 3 on AP exams or 4 on IB exams		28



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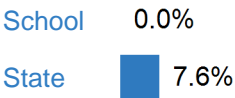
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants  
(completed only one course in an approved CTE program)



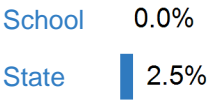
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Health Science	*	*
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	151	9	25	0	0	0	0
10	25	41	98	0	0	2	0
11	7	67	18	26	0	18	0
12	0	6	18	22	14	47	28
Schoolwide	183	123	159	48	14	67	28
Enrolled in AP/IB Course					14	27	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	30	14	0	0	77	21
10	118	23	0	0	4	6
11	18	48	0	0	3	5
12	19	8	0	0	21	36
Schoolwide	185	93	0	0	105	68
Enrolled in AP/IB Course	0	5		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	3	174	0	0	0	0
10	9	147	0	2	0	0
11	99	23	0	5	0	0
12	38	10	0	32	0	3
Schoolwide	149	354	0	39	0	3
Enrolled in AP/IB Course	0	0	0	0	0	3

**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	82	29	0	0	0	9	0
10	69	24	0	0	0	16	0
11	58	18	0	0	0	0	0
12	32	20	0	0	0	0	0
Schoolwide	241	91	0	0	0	25	0
Enrolled in AP/IB Course	12	0	0	0	0	0	0
Enrolled in Level 3 or Higher	60	23	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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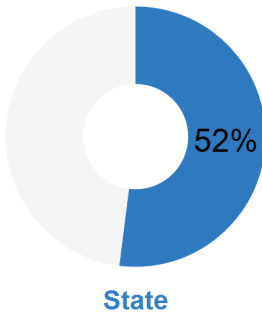
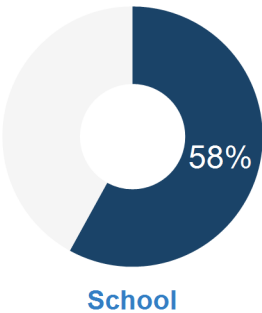
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Visual and Performing Arts – Course Participation

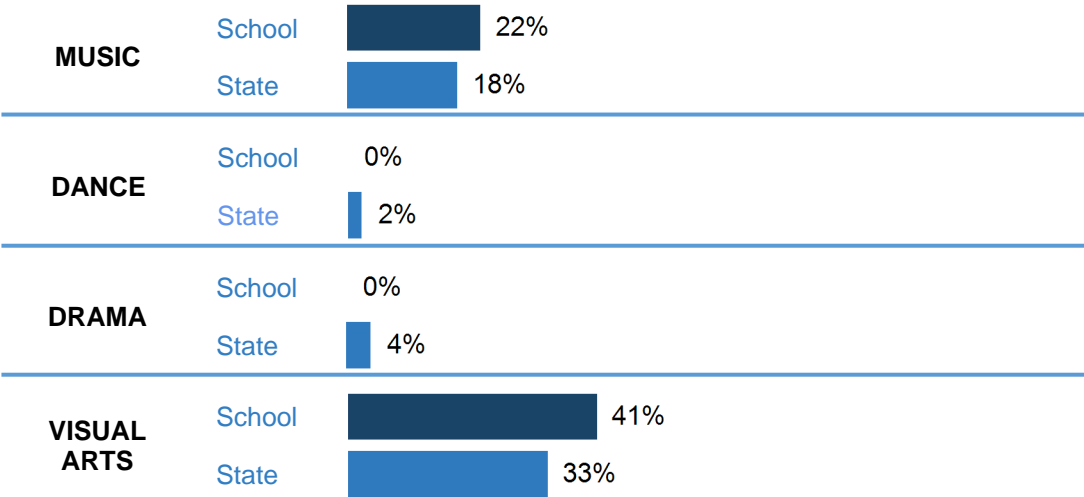
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	81.1%	90.5%	87.8%	91.8%	82.1%	78.3%	Met Target	83.4%	86.9%	Not Met
White	89.2%	94.5%	96.2%	95.1%	92.6%	80.2%	Met Target	82.4%	80.8%	Met Target
Hispanic	76.2%	84.3%	87.3%	86.3%	79.5%	78.2%	Met Target	87.2%	88.3%	Not Met
Black or African American	87.0%	83.4%	*	85.3%	*	**	**	66.7%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	77.5%	83.9%	83.1%	85.6%	78.3%	75.1%	Met Target	81.0%	87.3%	Not Met
Students with Disabilities	73.3%	78.8%	66.7%	82.1%	60.0%	**	**	84.0%	58.5%	Met Target
English Learners	29.4%	76.1%	69.2%	79.7%	69.2%	**	**	80.0%	**	**
Homeless Students	N	73.2%	*	74.4%	*	*	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	81.1%	-
2016	82.1%	87.8%
2015	77.4%	83.4%

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	3.6%	1.1%
2015-2016	2.1%	1.1%
2014-2015	2.9%	1.1%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	62.2%	62%	38%
White	65.5%	68.4%	31.6%
Hispanic	57.1%	77.3%	22.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	0%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	64%	58.3%	41.7%
Students with Disabilities	45.5%	80%	20%
English Learners	0%	0%	0%

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	67.7%	83.1%	16.9%	87.7%	12.3%	98.5%	1.5%
White	69.6%	81.3%	18.8%	87.5%	12.5%	100%	0%
Hispanic	66.1%	89.7%	10.3%	92.3%	7.7%	100%	0%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	59%	83.3%	16.7%	88.9%	11.1%	97.2%	2.8%
Students with Disabilities	*	*	*	*	*	*	*
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

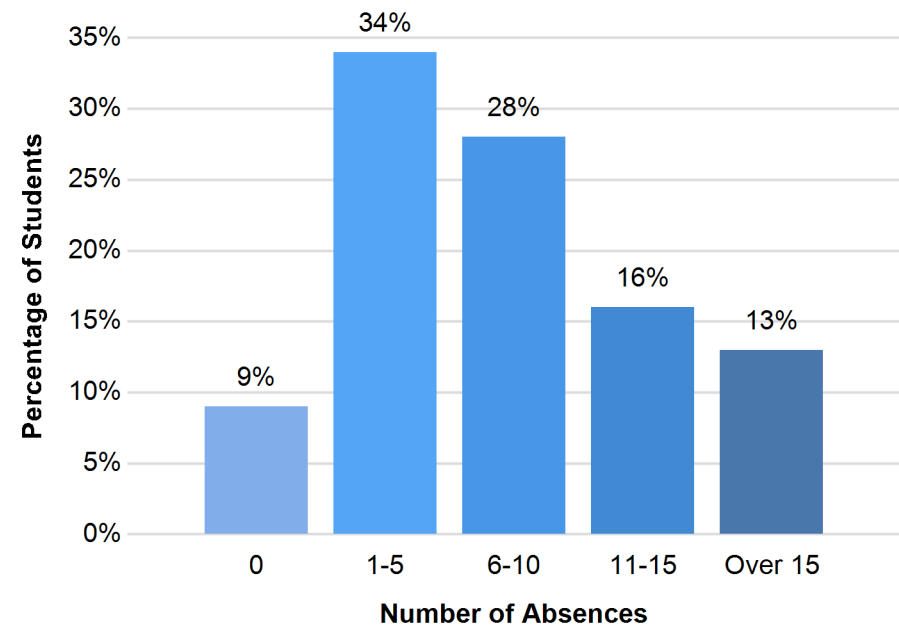
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.50	14.30	Met Target
White	8.70	14.30	Met Target
Hispanic	9.30	14.30	Met Target
Black or African American	12.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.80	14.30	Met Target
Students with Disabilities	16.50	14.30	Not Met
English Learners	15.00	14.30	Not Met

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

Days Absent

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





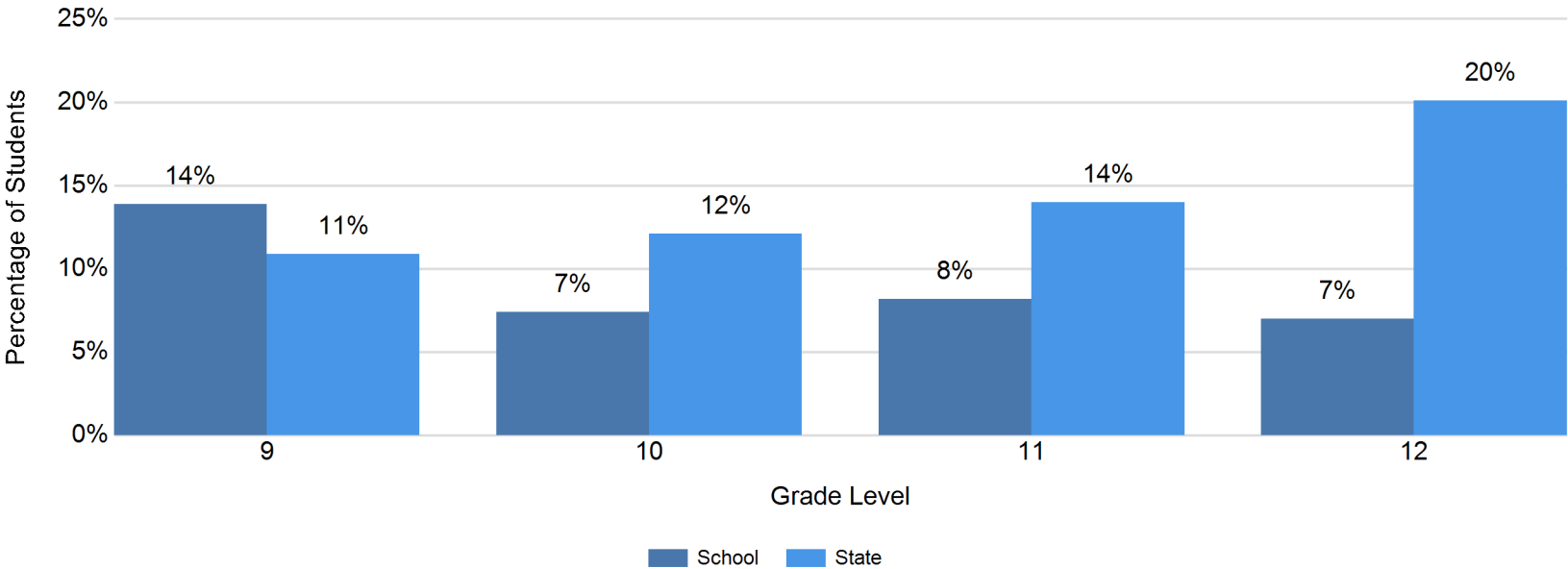


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:35AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 50 Mins.
Shared Time - Instructional Time	4 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	6
Vandalism	1
Weapons	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	28
Total Unique Incidents	41
Incidents Per 100 Students Enrolled	7.14

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	11.0%
Any Suspension	11.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	442.9 kbps	100 kbps	Yes	Wireless	Fiber	No

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)	\$1,070	\$11,858	\$12,928



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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	45	120,724
Average years experience in public schools	8.8	11.8
Average years experience in district	6.3	10.5
Teachers in district for 4 or more years	58%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,506
Average years experience in public schools	12.2	15.9
Average years experience in district	5.7	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	144:1	144:1
Librarian/Media Specialists		625:1
Nurses		375:1
Counselors		234:1
Child Study Team		312:1



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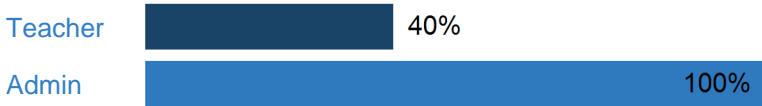
Teachers and Administrators - Level of Education

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.

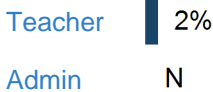
Bachelor's Degree



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	83%	89%
2015-16 Administrators: Same district 2016-17	92%	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	25.5	17.5%
Mathematics Proficiency	21.7	17.5%
Graduation - 4-Year	15.2	25.0%
Graduation - 5-Year	13.3	25.0%
Chronic Absenteeism	64.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		25.0
Summative Rating: Percentile rank of Summative Score		18.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	25.0	6.2	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
White	33.3	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	34.4	6.2	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	Not Met	Not Met	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	30.7	6.2	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	49.3	6.2	No	Met Target†	N	Not Met	**	Met Target	No
English Learners	**	**	No	N	Not Met	Not Met	**	**	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Smith	<b>Email Address:</b>	<a href="mailto:esmith@bbrook.org">esmith@bbrook.org</a>
<b>Address:</b>	111 WEST UNION AVENUE BOUND BROOK, NJ 08805	<b>Website:</b>	<a href="https://www.bbrook.org">https://www.bbrook.org</a>
<b>Phone:</b>	(732)652-7950		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• 1:1 Chromebook initiative, which is the driving force behind instruction.</li> <li>• Continue to utilize Restorative Practices, which serves as a foundation for building a community of learners.</li> <li>• Participate in the Bridge to Employment program, to learn about careers available in the health care sector.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Bound Brook High School is a supportive, multicultural community that provides an innovative and academically challenging educational program while offering a variety of extra curricular and social opportunities that encourage life long learning.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>The number of student applications for colleges/universities has increased over 300% from the previous year. The 4-year graduation cohort rate has increased 7%. The number of AP tests administered has increased 512% over a 5-year span. The number of AP student has increased 286%. The number of students enrolled in Dual-Enrollment (Concurrent Enrollment) has increased 212% over a 5-year span. The number of AP offerings has increased 300%</p>





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## School Narrative

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### Courses, Curriculum, Instruction:

The curriculum offered to Bound Brook students is aligned to State requirements and diversified based upon students needs and interests. It includes, but is not limited to the following: Language Arts Literacy, Science, Social Studies, Financial, Economic, Business, and Entrepreneurial Literacy, Health, Safety, and Physical Education, Visual and Performing Arts, World Languages, Technological Literacy, and 21st Century Life and Career/Technical Education.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Co-ed), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)

Fall: Football, Boys Soccer, Girls Soccer, Boys Cross Country, Girls Cross Country, Girls Tennis, Cheerleading. Winter: Boys Basketball, Girls Basketball, Wrestling. Spring: Baseball, Softball, Boys Track and Field, Girls Track and Field, Boys Tennis.



### Clubs and Activities:

Literary Magazine, Robotics, Book Club, Project Graduation, Stagecrafters, Art Club, National Art Honor Society, Academic League, Student Council, Yearbook, Powder Puff, National Honor Society, Interact, Peer Leadership, Junior Statesmen of America (JSA), Debate Club, Drama Club, Spanish Club, Spanish Honor Society, Girls Who Code, Spanish Club.



### Before and After School Programs:

Youth College Readiness Program: Offers workshops focused on specific topics that supplement curriculum in preparation for Colleges. Bridge to Employment: Offers opportunities to meet with professionals learn about a range of careers available in the health care sector








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### School Narrative

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 <b>Staff and Professional Learning:</b>	Linkit!, Block Scheduling, Facilitating Restorative Circles, Intervention and Referral Services (I&RS), HIB, Mental Health Awareness, Sheltered Instruction Observation Protocol (SIOP), Google Training, Affirmative Action, Alcohol and Drug Awareness, Asthma, Bloodborne Pathogens, Child Abuse, Computer Use Policies, Confidentiality, Cyber Bullying, Domestic and Sexual Violence, Ethics & Boundaries for School Employees, FERPA, Gang Awareness, Internet Safety, Sexual Harassment, and PLC's
 <b>Postsecondary Information:</b>	87% of students applied and were accepted into a college or university. The number of student applications for colleges/universities has increased over 300%. PSAT/NMQT, SAT School Day, FAFSA Workshops
 <b>Student Supports and Services:</b>	Student support and services includes Intervention and Intervention Services (I&RS), 504, Individualized Education Plan (IEP), English as a Second Language (ESL) Program, National Honor Society Tutoring, Study Hall, PARCC Remediation, Life Skills, Transition Classes, and Restorative Circles/Groups
 <b>Student Health and Wellness:</b>	Breakfast-after-the-Bell Program, Physical Education, Health (Drugs, Alcohol, and Reproduction, Driver's Education, First Aid and CPR, Relationships and Healthy Living), FitnessGram, and Free-And Reduced Lunch
 <b>Parent and Community Involvement:</b>	The BBHS Booster Club was formed to help support the efforts of a sports team or organization. Support is shown in many ways, including volunteering time, raising money, and contributing funds to better enhance the athletic department's performance. The PTO Council Organization composed of multiple stakeholders in district, that meets monthly and serve as key communicators and representatives of the school and community to discuss the issues, problems, and district improvement initiatives.





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School Narrative

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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The Madison Institute (TMI), Survey School Culture and Climate Initiative, Principal’s Survey, and Self-identified Needs Survey</p>
<div>Facilities:</div>	<p>The Bound Brook High School building approximately 110 years old. That said, a public referendum was passed on September 30, 2014 for renovations and infrastructure upgrades in an attempt to continue to provide an educational environment and programs capable of accommodating the academic, social, vocational and emotional needs of its diverse student population.</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.

<div><div>Other Information:</div></div>	<p>Block Scheduling: The high school transitioned to an A/B Block Schedule for the 2017-2018 school year, which will have a tremendous impact on student learning by fostering the use of innovative teaching strategies and differentiation that will address multiple learning styles, and create an improved atmosphere in the building. 1:1 Chrombook Initiative: to provide tools and resources to the 21st Century Learner. School of Choice: Enables approved choice districts to enroll 9-12th grade students who do not reside within their districts without cost to their parents. Academies (Engineering and Bio-Medical): Project Lead the Way is a four-year sequential program of technical classes designed to promote the use of Mathematics, Science and Technology in each of its courses Restorative Practices: This ramework guides the staff in responding to challenging student behavior through legitimate conversations, understanding these behaviors, and working collaboratively to solve problems.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

### Navigating through the reports:

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

### Other Resources:

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
7	0	117	115
8	0	112	118
Ungraded	0	0	5
Total	0	229	239

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	0%	45%	47%
Male	0%	53%	53%
Economically Disadvantaged Students	0%	71%	80%
Students with Disabilities	0%	12%	13%
English Learners	0%	9%	11%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	74.9%
White	11.7%
Black or African American	11.3%
Asian	1.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.8%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	66.5%
English	28.5%
Arabic	2.1%
Other	2.8%



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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	229	98.0	39.70	31.60	54.90	39.7	43.5	Met Target†
White	30	100.0	63.30	55.40	63.90	63.3	63.4	Met Target†
Hispanic	169	97.3	36.70	28.10	39.80	36.7	39.4	Met Target†
Black or African American	26	100.0	26.90	*	35.20	26.9	32.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	109	99.1	49.50	38.80	62.20	49.5		
Male	120	96.9	30.80	25.30	48.10	30.8		
Economically Disadvantaged Students	177	98.4	36.20	25.80	36.20	36.2	38.5	Met Target†
Non-Economically Disadvantaged Students	52	96.4	51.90	49.60	65.80	51.9		
Students with Disabilities	35	97.4	*	*	20.50	*	10.4	Not Met
Students without Disabilities	194	98.1	*	*	61.90	*		
English Learners	24	92.9	12.50	11.20	25.20	12.1	N	N
Non-English Learners	205	98.6	43.00	37.20	57.40	43		
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 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>	119	733	733	756	*	22%	31%	20%	*	28%	59%
White	12	765	765	764	0%	*	*	*	*	67%	69%
Hispanic	88	728	728	742	*	25%	32%	21%	*	24%	44%
Black or African American	18	728	728	737	*	*	*	*	*	17%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	55	744	744	764	*	24%	31%	*	*	38%	68%
Male	64	723	723	749	*	20%	31%	*	*	19%	51%
Economically Disadvantaged Students	96	731	731	739	*	*	*	*	*	25%	40%
Non-Economically Disadvantaged Students	23	739	739	766	*	*	*	*	*	39%	70%
Students with Disabilities	16	701	701	719	*	*	*	*	*	*	19%
Students without Disabilities	103	738	738	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	743	743	757	15%	*	21%	50%	*	52%	59%
White	18	754	754	764	*	*	*	56%	*	61%	68%
Hispanic	86	741	741	742	*	15%	21%	49%	*	50%	44%
Black or African American	10	745	745	738	*	0%	*	*	0%	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	58	754	754	766	*	*	22%	59%	*	60%	68%
Male	59	733	733	749	*	*	19%	42%	*	44%	50%
Economically Disadvantaged Students	86	740	740	739	*	*	*	49%	*	49%	40%
Non-Economically Disadvantaged Students	31	753	753	766	*	*	*	55%	*	61%	69%
Students with Disabilities	18	702	702	718	*	*	*	*	*	*	18%
Students without Disabilities	99	751	751	764	*	*	*	*	*	*	67%
English Learners	10	701	701	701	*	*	*	*	*	*	*
Non-English Learners	107	747	747	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

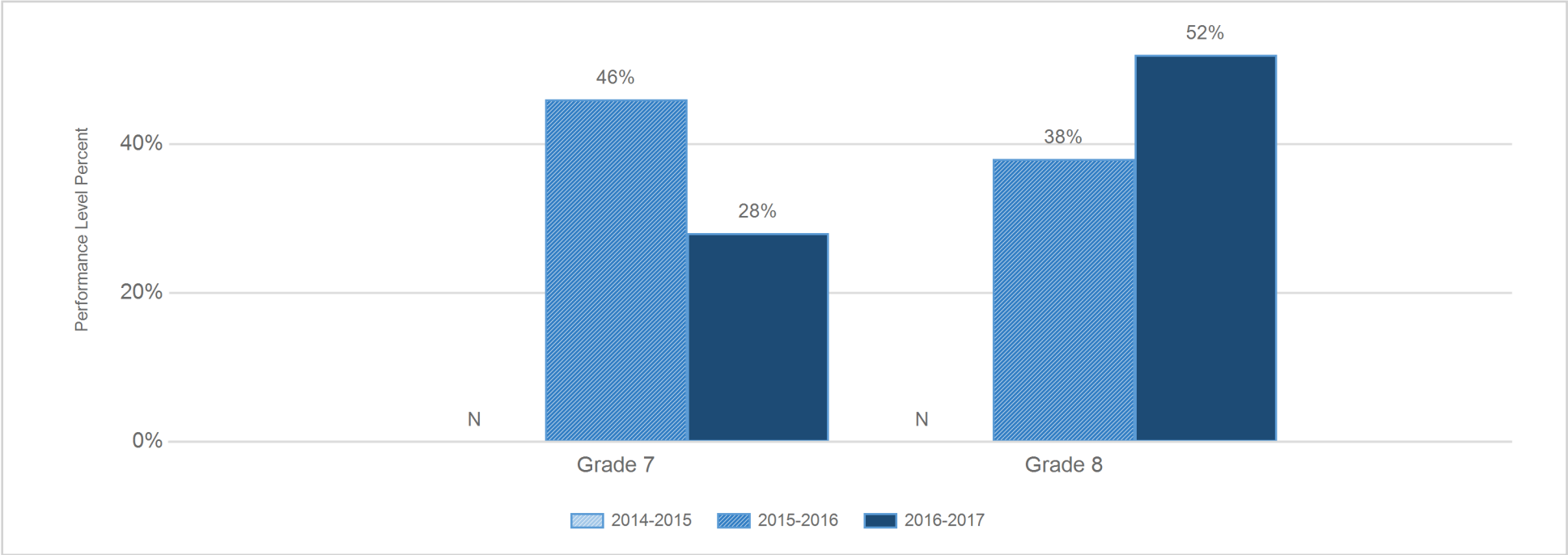


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	232	98.4	22.50	17.80	43.50	22.5	31.3	Not Met
White	30	100.0	46.60	35.40	52.40	46.6	58.6	Met Target†
Hispanic	172	97.9	17.40	15.10	27.60	17.4	24.2	Not Met
Black or African American	26	100.0	19.20	*	21.70	19.2	28.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	112	100.0	29.50	18.80	44.10	29.5		
Male	120	97.0	15.90	16.90	42.90	15.9		
Economically Disadvantaged Students	179	99.0	18.40	*	25.10	18.4	25.7	Not Met
Non-Economically Disadvantaged Students	53	96.6	35.90	*	54.30	35.9		
Students with Disabilities	35	97.4	*	*	16.50	*	7.1	Not Met
Students without Disabilities	197	98.6	*	*	48.80	*		
English Learners	27	97.1	*	*	23.30	*	N	N
Non-English Learners	205	98.6	*	*	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	*	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	721	721	741	21%	30%	37%	*	*	12%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	91	718	718	730	*	*	*	*	*	*	23%
Black or African American	18	711	711	726	*	*	*	*	0%	11%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	58	725	725	743	*	*	*	*	*	*	41%
Male	64	717	717	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	98	719	719	729	*	*	34%	*	*	11%	22%
Non-Economically Disadvantaged Students	24	727	727	749	*	*	50%	*	*	17%	50%
Students with Disabilities	16	699	699	716	*	*	*	*	*	*	11%
Students without Disabilities	106	724	724	746	*	*	*	*	*	*	45%
English Learners	11	697	697	712	*	*	*	*	*	*	*
Non-English Learners	111	723	723	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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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>	101	720	720	728	30%	20%	32%	19%	0%	19%	28%
White	13	727	727	736	*	*	*	*	0%	31%	35%
Hispanic	78	718	718	721	30%	21%	35%	15%	0%	15%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	46	731	731	730	*	*	*	*	*	*	30%
Male	55	710	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	80	719	719	719	*	*	*	*	0%	18%	19%
Non-Economically Disadvantaged Students	21	722	722	734	*	*	*	*	0%	24%	34%
Students with Disabilities	18	699	699	705	*	*	*	*	*	*	*
Students without Disabilities	83	724	724	734	*	*	*	*	*	*	*
English Learners	15	685	685	703	*	*	*	*	*	*	*
Non-English Learners	86	726	726	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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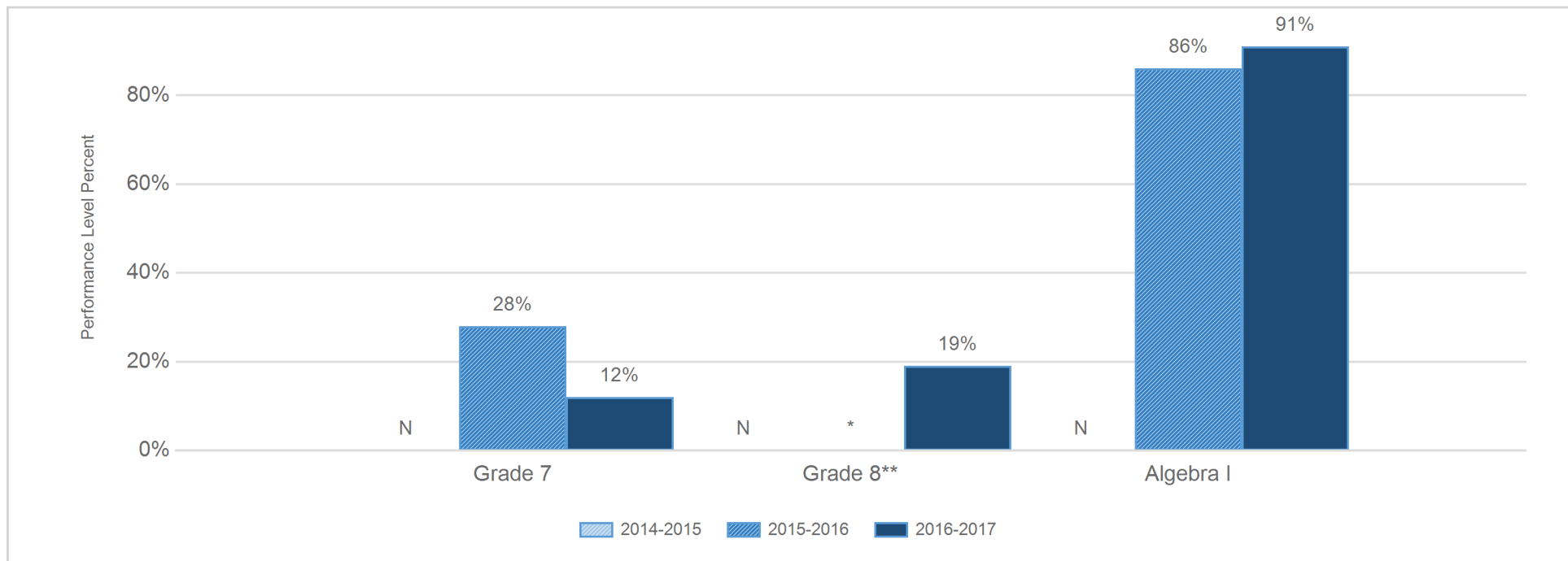
**Mathematics Assessment - Performance by Test: Algebra I**

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>	21	771	725	743	0%	0%	*	86%	*	91%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	13	767	722	728	*	*	*	92%	*	92%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	10	767	720	727	0%	0%	*	*	*	90%	23%
Non-Economically Disadvantaged Students	11	775	732	751	0%	0%	*	*	*	91%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	21	771	726	747	0%	0%	*	86%	*	91%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	21	771	730	745	0%	0%	*	86%	*	91%	*
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%

## Mathematics Assessment – Performance Trends

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



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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	N	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	11	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

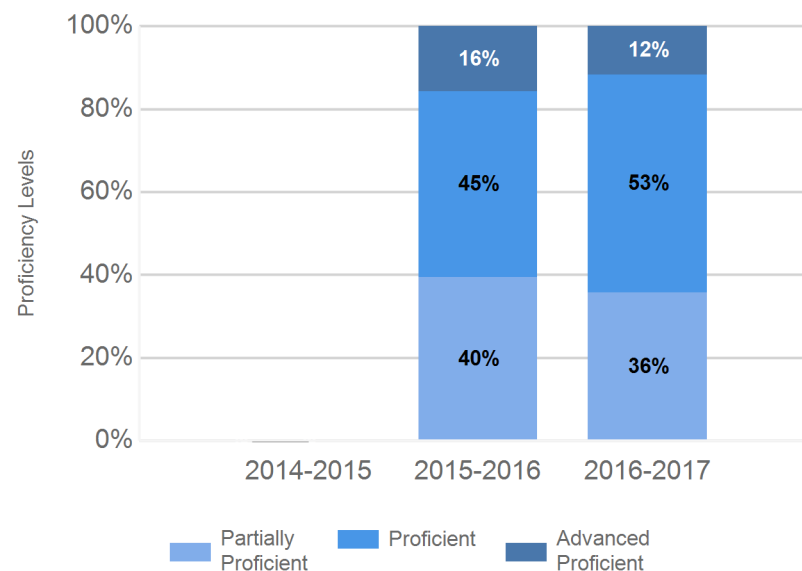
### NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	12%	53%	36%
White	35%	41%	24%
Hispanic	6%	56%	38%
Black or African American	*	55%	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	5%	55%	41%
Students with Disabilities	N	29%	71%
English Learners	N	N	*

### NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	46	50	Met Target	33	37	50	Not Met
White	60	45	50	Exceeds Target	*	*	52	**
Hispanic	54	49	49	Met Target	32	37	47	Not Met
Black or African American	51	41	45	Met Target	26	28	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	53	45.5	47	Met Target	32	34	46	Not Met
Students with Disabilities	47	40	41	Met Target	30.5	39	43	**
English Learners	51	52	53	**	41.5	37	51	**

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



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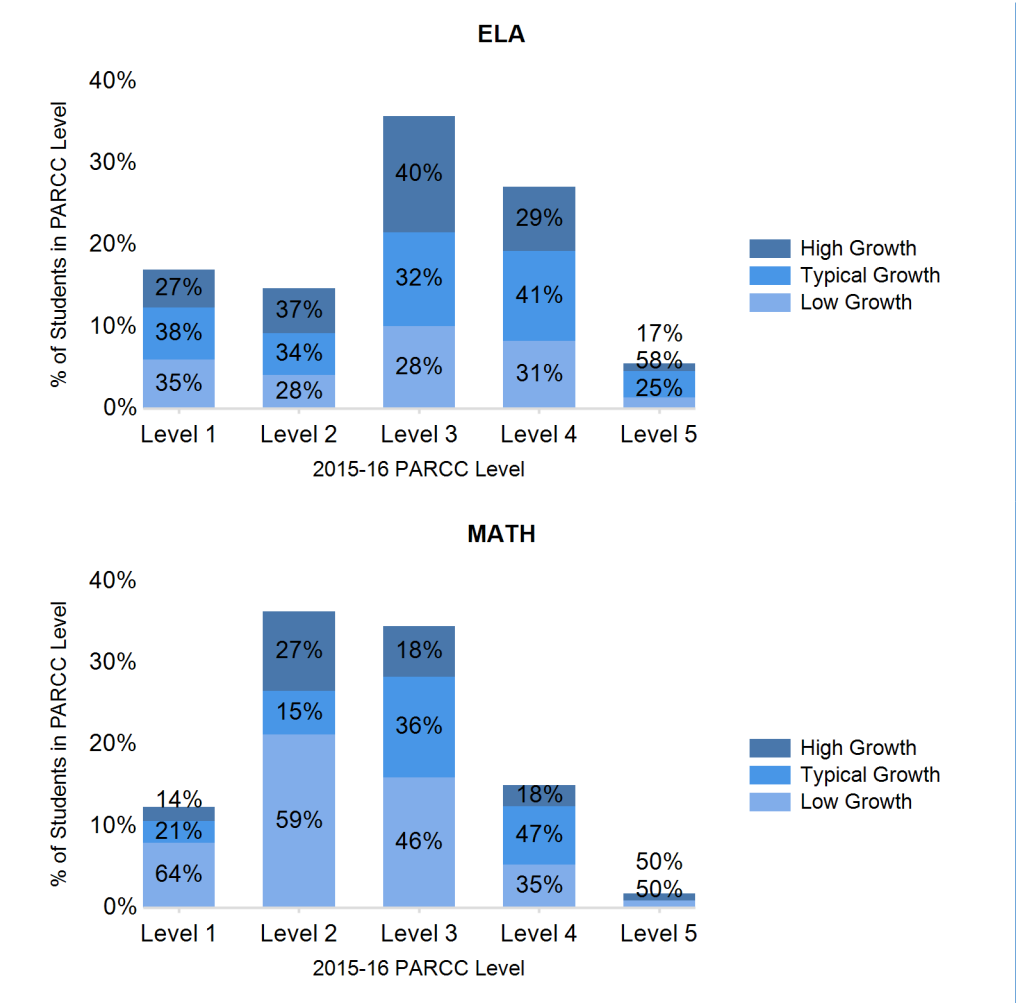
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

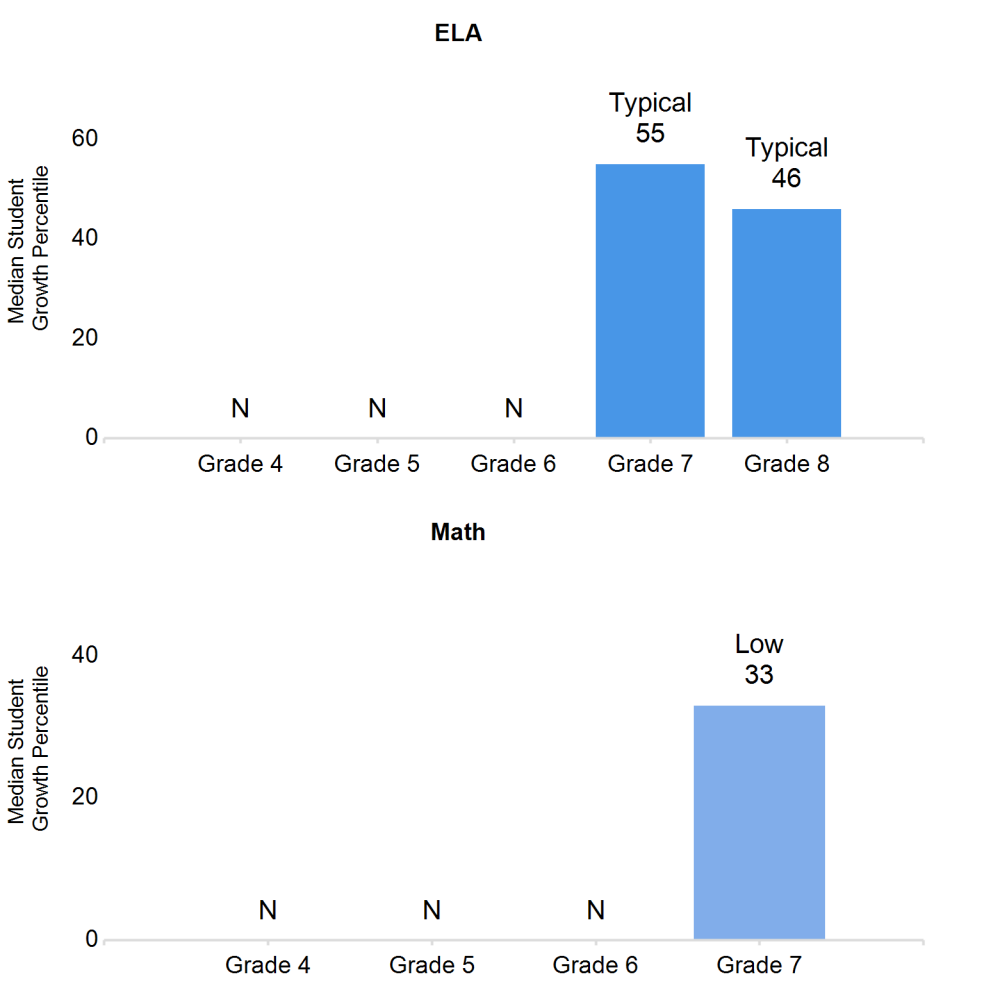
Student Growth by Performance Level

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
7	0	0	83
8	20	0	80
Schoolwide	20	0	164

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	0	0	0	0	0	0	126
8	0	0	0	0	0	0	116
Schoolwide	0	0	0	0	0	0	243
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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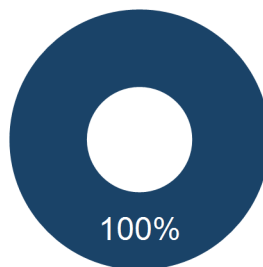
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### Visual and Performing Arts – Course Participation

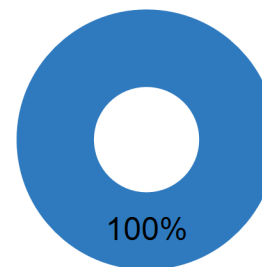
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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

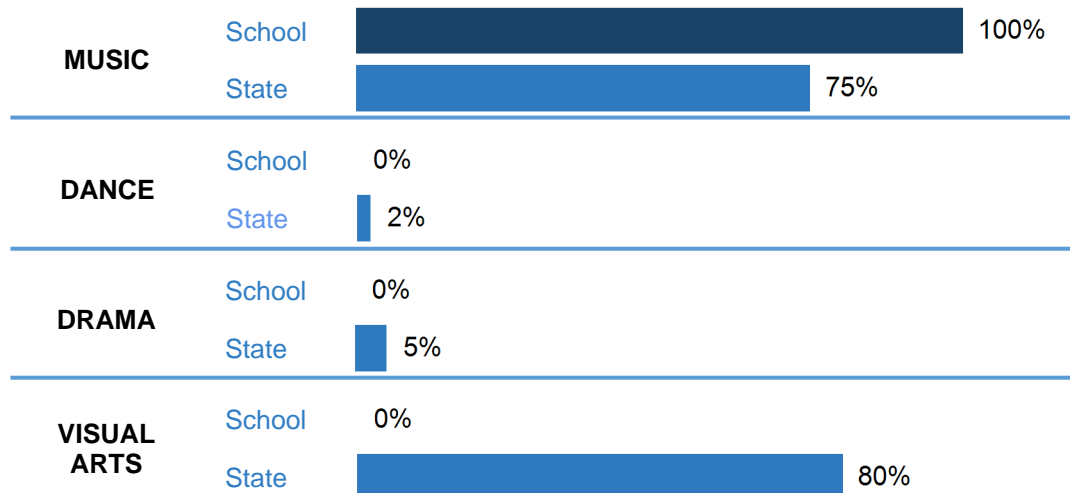


School



State

Students enrolled in one or more classes by discipline:





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

### Chronic Absenteeism

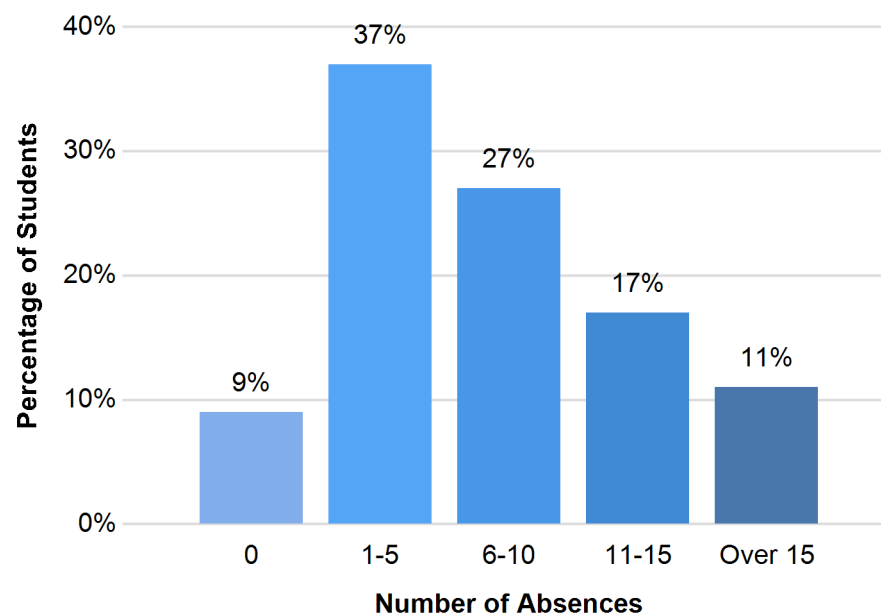
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.00	9.10	Met Target
White	3.20	9.10	Met Target
Hispanic	8.30	9.10	Met Target
Black or African American	17.90	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.50	9.10	Not Met
Students with Disabilities	16.20	9.10	Not Met
English Learners	4.00	9.10	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.



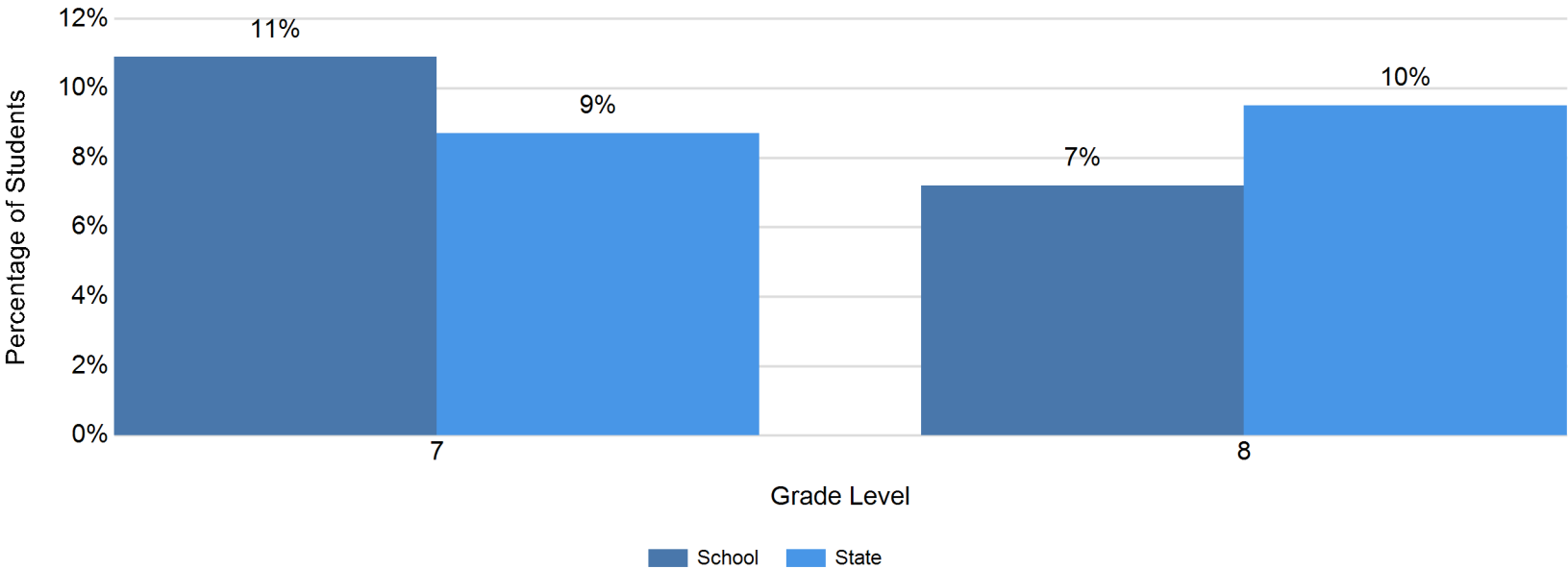


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Chronic Absenteeism by Grade

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	7:45AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 20 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	5
Vandalism	0
Weapons	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	23
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	13.39

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	31.0%
Any Suspension	31.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	442.9 kbps	100 kbps	Yes	Wireless	Fiber	No

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)	\$1,070	\$11,858	\$12,928



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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	21	120,724
Average years experience in public schools	6.8	11.8
Average years experience in district	5.2	10.5
Teachers in district for 4 or more years	43%	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	13	9,506
Average years experience in public schools	12.2	15.9
Average years experience in district	5.7	11.6
Administrators in district for 4 or more years	62%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	239:1	144:1
Librarian/Media Specialists		625:1
Nurses		375:1
Counselors		234:1
Child Study Team		312:1



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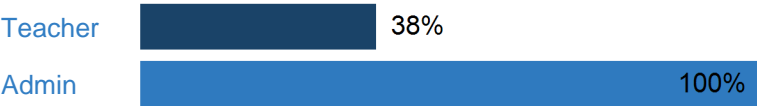
Teachers and Administrators - Level of Education

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	83%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	20.9	17.5%
Mathematics Proficiency	11.9	17.5%
English Language Arts Growth	67.3	25.0%
Mathematics Growth	6.4	25.0%
Chronic Absenteeism	36.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		29.6
<b>Summative Rating:</b> Percentile rank of Summative Score		19.2
<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	29.6	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
White	58.0	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	**	No
Hispanic	35.7	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Black or African American	46.4	11.9	No	Met Target†	Met Target†	Not Met	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.1	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	29.8	11.9	No	Not Met	Not Met	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>	Dr. Santicerma	<b>Email Address:</b>	<a href="mailto:jsanticerma@bbrook.org">jsanticerma@bbrook.org</a>
<b>Address:</b>	120 EAST SECOND STREET BOUND BROOK, NJ 08805	<b>Website:</b>	<a href="https://www.bbrook.org">https://www.bbrook.org</a>
<b>Phone:</b>	(732)852-1130	<b>Twitter:</b>	<a href="https://twitter.com/CMSKnights">https://twitter.com/CMSKnights</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Pearson Grade 7 Math and Algebra I, Pearson Social Studies, Collections English Language Arts, Science Dimensions</li> <li>• Technology:1:1 Chromebooks with all content available through digital platform; Smart Projectors, Google Classroom</li> <li>• MS NHS, newspaper, Robotics, band, yearbook, cheer/workout club, running club, wrestling, b&amp;g basketball and softball</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Bound Brook Community Middle School embraces the responsibility to support and guide students along their academic journey as they develop the skills, problem-solving strategies, and desire to release their individual learning potential. We maintain high academic expectations in the context of a supportive school environment where all students feel welcomed, respected, and are encouraged to provide feedback and leadership as vital stakeholders within the school community.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Recognition for safe routes to school, Robotics partnership with Ethicon and Picatinny Arsenal STEM program, School Climate and Culture Initiative partnership with the College of Saint Elizabeth and the United Way, Partnership with Rutgers Graduate School of Education, Partnership with Dr. George White and Lehigh University, and Partnership with Restorative practices.</p>







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 <b>Courses, Curriculum, Instruction:</b>	Math - Pearson Accelerated Grade 7 Math and Algebra I Grade 8, Social Studies – Pearson World History, Language Arts – Collections Series - English Language Arts grades 7 & 8, Science – Houghton Mifflin Harcourt - Science Dimensions grades 7 & 8, Physical Education, Music / Band, Art, Technology, and Spanish.
 <b>Sports and Athletics:</b>	MS Wrestling: New Jersey Girls State Champion, 4th place New Jersey Kids State Qualifier, New Jersey Girls State Runner up, New Jersey Girls State Champion, 1st place New Jersey Kids Qualifier, New Jersey Kids State Champion, 3rd place New Jersey Kids Qualifier, Round of 16 New Jersey Kids States and 3rd place New Jersey Kids Qualifier, Round of 24 New Jersey Kids States. MS Boys and Girls Basketball: Three time MS girls basketball Champions. MS Softball
 <b>Clubs and Activities:</b>	Robotics, MS National Junior Honor Society, MS National Junior Arts Honor Society, MS Music, MS Band, MS Newspaper, MS Yearbook, MS Student Council, MS Washington, DC Trip Fundraising Club, MS Running club and MS Cheer / Dance / Workout Club.
 <b>Before and After School Programs:</b>	Middle Earth and Title I – After school tutoring









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 <b>Staff and Professional Learning:</b>	In-District PD offerings, such as SIOP, Responsive Classroom, Mental Health, and Data, Out-of-District PD offerings, and faculty meetings twice per month with PD focus.
 <b>Student Supports and Services:</b>	English Language Learners: Push-in and Pull-out supports with ESL Teacher; SIOP PDs. Students with Disabilities: Inclusion support with Special Education Teachers, Self-Contained settings, Support with Instructional Aides. Support and service for struggling students: After school tutoring and pull-out speech. Intervention and Referral Services: Assisting students who are experiencing learning, behavior, or health difficulties.
 <b>Student Health and Wellness:</b>	Nutritionally balanced breakfast after the bell program, Follow NJ wellness program guidelines for snacks with sugar as the first ingredient, walking school bus, vision, hearing, scoliosis screenings, physical education. Physical Education Program – Various sports-related activities, health and wellness program delivered through health class. Running Club, Cheer / Dance / Workout club. Middle School Sports – Wrestling, boys and girls basketball, softball.
 <b>Parent and Community Involvement:</b>	Parent Teacher Organization, District partnerships with RWJ to provide parent information sessions, District Parent Academy for Student Success (P.A.S.S.) information sessions, School Safety Team, Genesis Parent Portal online, Partnership with local Police and Fire Departments, Municipal Alliance and Youth Services Commissions.





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>School Climate and Culture Initiative in Partnership with the College of Saint Elizabeth and the United Way. Staff, students, and parents were surveyed in 2015 and the data was utilized to prioritize programming and needs with respect to culture and climate. Staff and student climate teams meet monthly to discuss trends and design programs and school-wide initiatives.</p>
 <p>Facilities:</p>	<p>The original school was opened in 1920 as a Catholic elementary school, was renovated and expanded in the 1950s and 1960s. The school closed in 2011 and was purchased by the BBSD, renovated and reopened in 2015. There is a library, two science classrooms, art room, gymnasium, cafeteria, 17 classrooms, faculty room, main office suite and nurse's office. The building is fully air conditioned and has updated electrical, lighting, partial plumbing, walls, floors, restroom facilities.</p>




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<div>Other Information:</div>	<p>Doors open 7:35 and School Hours 7:40 – 3:00. School safety information follow guidelines provided through the state of New Jersey. Technology – Students are 1:1 Chromebooks, all teachers utalize Chromebooks, all classrooms have SmartProjectors and technology classrooms. Communication to the parents, staff and students is sent via the School website: <a href="https://www.bbroad.org/Domain/644">https://www.bbroad.org/Domain/644</a>, Parentlink and district flyers.</p>
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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
2	0	132	149
3	0	120	131
Ungraded	0	10	14
Total	0	262	294

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	0%	48%	50%
Male	0%	48%	50%
Economically Disadvantaged Students	0%	76%	77%
Students with Disabilities	0%	13%	12%
English Learners	0%	30%	25%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	75.5%
White	13.6%
Black or African American	9.9%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Asian	0.0%
Two or More Races	0.3%

### Enrollment by Home Language

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

Home Language	% of Students
Spanish	58.5%
English	38.4%
Other	2.9%



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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	133	96.5	22.60	31.60	54.90	22.6	22.5	Met Target
White	14	77.8	50.00	55.40	63.90	40.9	**	**
Hispanic	102	99.1	21.60	28.10	39.80	21.6	19.7	Met Target
Black or African American	15	100.0	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	36.40	54.90	N	**	**
Female	72	98.6	25.00	38.80	62.20	25		
Male	61	94.0	19.60	25.30	48.10	19.4		
Economically Disadvantaged Students	111	99.1	17.10	25.80	36.20	*	19.9	Met Target†
Non-Economically Disadvantaged Students	22	85.2	50.00	49.60	65.80	*		
Students with Disabilities	21	95.5	*	*	20.50	*	N	N
Students without Disabilities	112	96.6	*	*	61.90	*		
English Learners	40	100.0	*	11.20	25.20	*	9	Met Target†
Non-English Learners	93	95.0	*	37.20	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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>	136	725	725	749	32%	*	28%	21%	*	22%	50%
White	14	757	757	759	*	0%	*	*	0%	50%	61%
Hispanic	105	722	722	734	35%	*	26%	19%	*	21%	35%
Black or African American	15	712	712	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	73	727	727	754	33%	*	25%	*	*	25%	55%
Male	63	723	723	745	30%	*	32%	*	*	19%	46%
Economically Disadvantaged Students	113	719	719	731	*	*	25%	*	*	17%	31%
Non-Economically Disadvantaged Students	23	756	756	762	*	*	44%	*	*	48%	63%
Students with Disabilities	21	688	688	720	*	*	*	*	*	*	24%
Students without Disabilities	115	732	732	755	*	*	*	*	*	*	55%
English Learners	32	702	702	709	*	*	*	*	*	*	11%
Non-English Learners	104	732	732	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



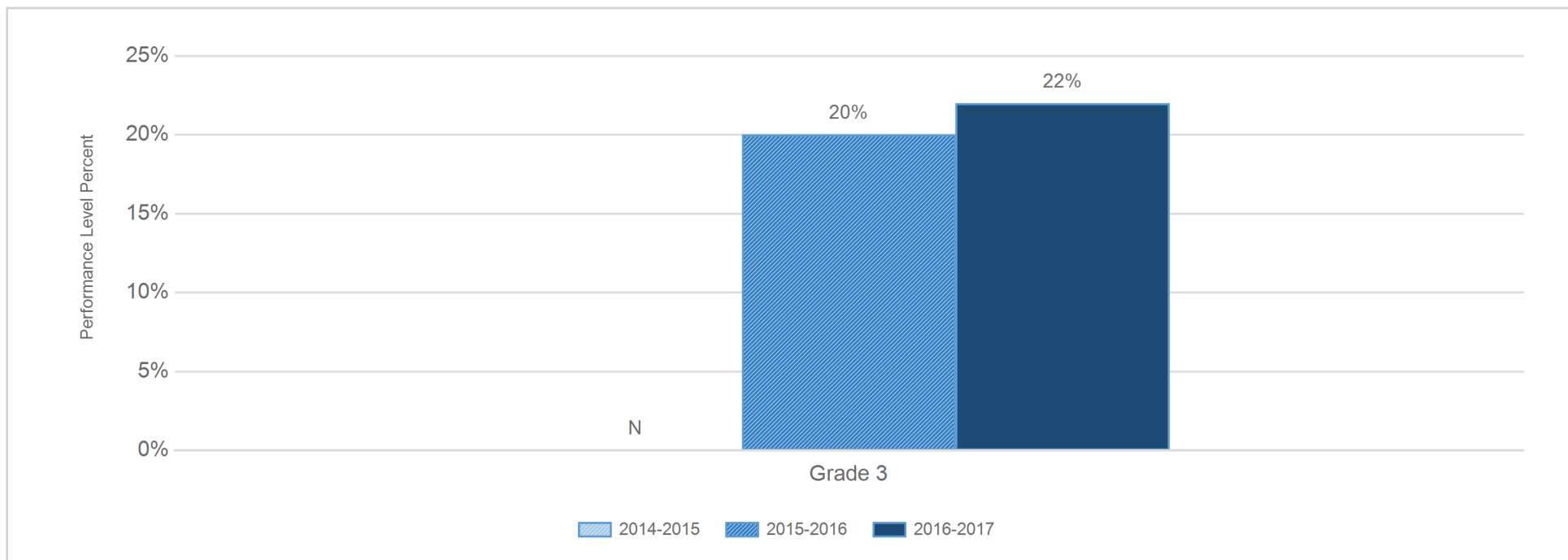


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**English Language Arts/Literacy Assessment - Performance Trends**

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	132	95.7	21.90	17.80	43.50	21.9	27.8	Met Target†
White	14	77.8	50.00	35.40	52.40	40.9	**	**
Hispanic	102	98.1	20.50	15.10	27.60	20.5	27	Met Target†
Black or African American	14	100.0	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	70	97.3	20.00	18.80	44.10	20		
Male	62	94.1	24.20	16.90	42.90	23.9		
Economically Disadvantaged Students	110	98.2	16.30	*	25.10	*	28.8	Not Met
Non-Economically Disadvantaged Students	22	85.2	50.00	*	54.30	*		
Students with Disabilities	21	95.5	*	*	16.50	*	N	N
Students without Disabilities	111	95.8	*	*	48.80	*		
English Learners	40	97.6	*	*	23.30	*	11.5	Not Met
Non-English Learners	92	95.0	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	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>	135	729	729	751	*	27%	35%	19%	*	22%	53%
White	14	752	752	759	*	*	*	*	*	50%	63%
Hispanic	105	727	727	738	*	31%	32%	*	*	20%	37%
Black or African American	14	716	716	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	71	729	729	751	*	30%	34%	*	*	20%	52%
Male	64	729	729	751	*	25%	36%	*	*	23%	53%
Economically Disadvantaged Students	112	724	724	736	*	*	*	*	*	16%	34%
Non-Economically Disadvantaged Students	23	750	750	761	*	*	*	*	*	48%	65%
Students with Disabilities	21	710	710	729	*	*	*	*	*	*	29%
Students without Disabilities	114	732	732	755	*	*	*	*	*	*	57%
English Learners	32	706	706	724	*	*	*	*	*	*	21%
Non-English Learners	103	736	736	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

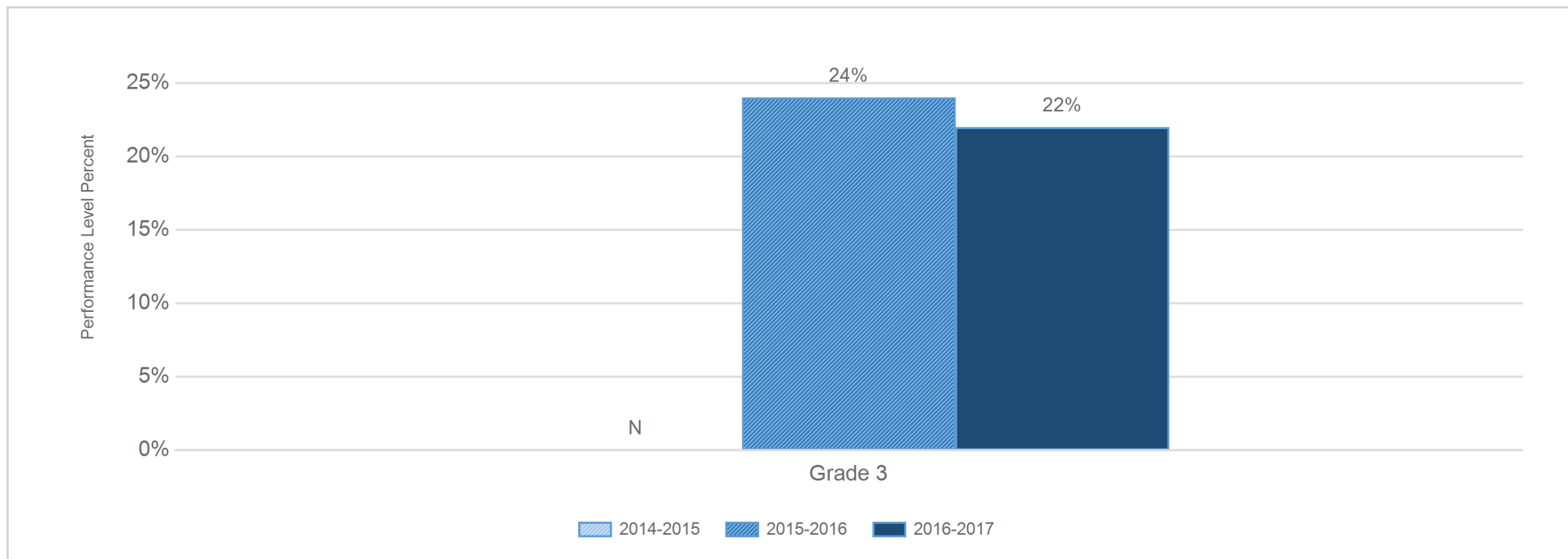


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**Mathematics Assessment – Performance Trends**

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	*	*	*
2	*	*	*
3	17	*	*
4	19	*	*
5+	17	*	*



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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

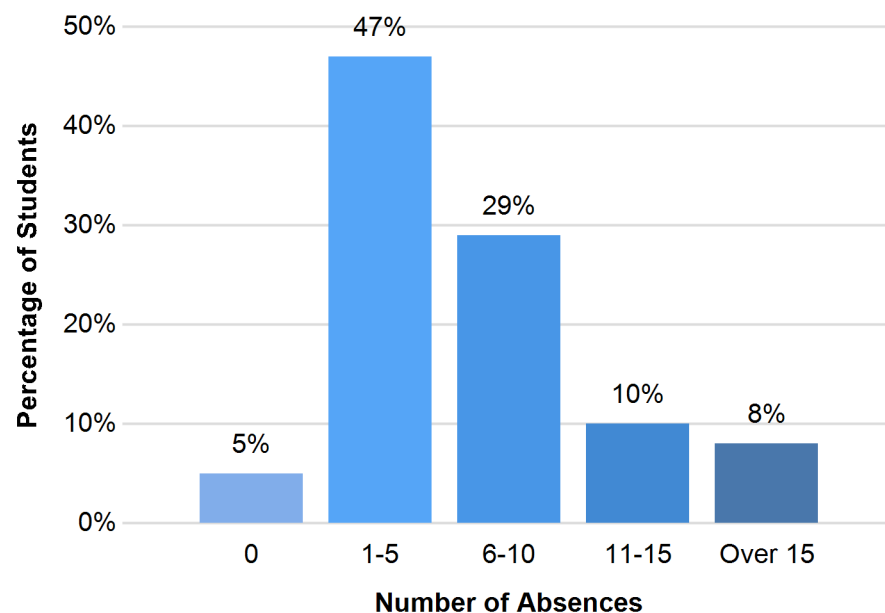
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	7.50	Met Target
White	5.00	7.50	Met Target
Hispanic	3.70	7.50	Met Target
Black or African American	24.10	7.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.70	7.50	Met Target
Students with Disabilities	11.80	7.50	Not Met
English Learners	3.10	7.50	Met Target

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

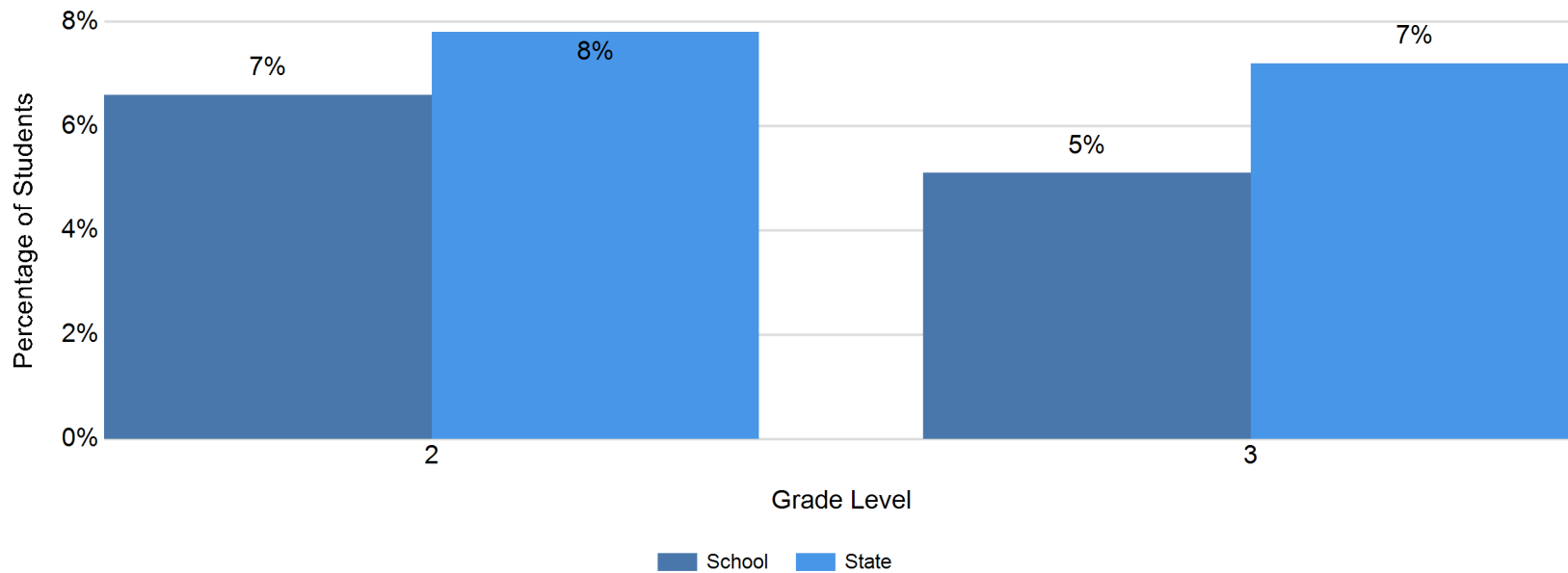
### Days Absent

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



### Chronic Absenteeism by Grade

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







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### School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.02

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.4%
Out-of-School Suspensions	3.4%
Any Suspension	4.8%

### 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	1.0:1	442.9 kbps	100 kbps	Yes	Wireless	Fiber	No

### 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)	\$1,070	\$11,858	\$12,928



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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	26	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	73%	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	13	9,506
Average years experience in public schools	12.2	15.9
Average years experience in district	5.7	11.6
Administrators in district for 4 or more years	62%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	294:1	144:1
Librarian/Media Specialists		625:1
Nurses		375:1
Counselors		234:1
Child Study Team		312:1



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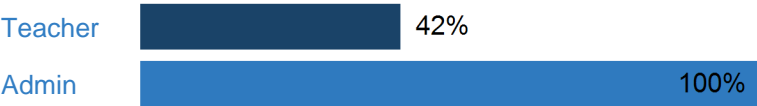
Teachers and Administrators - Level of Education

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	83%	89%
2015-16 Administrators: Same district 2016-17	92%	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

\*\* 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. Weber	<b>Email Address:</b>	<a href="mailto:pweber@bbrook.org">pweber@bbrook.org</a>
<b>Address:</b>	50 WEST HIGH STREET BOUND BROOK, NJ 08805	<b>Website:</b>	<a href="https://www.bbrook.org/2-6">https://www.bbrook.org/2-6</a>
<b>Phone:</b>	(732)652-7930	<b>Twitter:</b>	<a href="https://twitter.com/Lafayette_ES">https://twitter.com/Lafayette_ES</a>

**School Narrative**

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Awarded a “Build it with Kaboom!” grant and built a new play space</li> <li>• Technology integrated each day with all students utilizing 1:1 Chromebooks</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our community of teachers, support staff, &amp; administrators strives to engage students passionately &amp; creatively in order to ensure the success of our children &amp; make a difference in our collective future. We aim to work with families collaboratively &amp; supportively to provide a safe, nurturing, &amp; enriching environment in which students can grow to reach their highest academic, social, &amp; emotional potential. To this end, we will demonstrate the positive qualities we aim to foster in our students.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>2017 Awarded a “Build it with Kaboom!” Playground Grant. 2017-2019 Awarded Silver Level Recognition for New Jersey Safe Routes to School Program</p>






Lafayette Elementary School  
2016-2017  
Grade Span 02-03

35-0490-301  
SOMERSET  
BOUND BROOK BORO  
50 WEST HIGH STREET  
BOUND BROOK, NJ 08805

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.

 Courses, Curriculum, Instruction:	Textbooks: HMH Journeys, HMH Go Math, HMH Science Dimensions, Scholastic News
 Clubs and Activities:	School Culture and Climate Initiative Student Ambassadors
 Before and After School Programs:	Middle Earth After School Program, grades 2-3. Work Family Connections Before Care Program, grades 2-3. Bricks for Kidz STEM Program, grades 2-3









**Lafayette Elementary School**  
**2016-2017**  
**Grade Span 02-03**

**35-0490-301**  
**SOMERSET**  
**BOUND BROOK BORO**  
**50 WEST HIGH STREET**  
**BOUND BROOK, NJ 08805**

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>In-District PD offerings, such as SIOP, Responsive Classroom, Mental Health, and Data. Out-of-District PD offerings, such as K-3 Literacy and Integrating STEM in Math. Weekly grade level Team Planning meetings. Faculty Meetings twice per month with PD focus.</p>
 <p><b>Student Supports and Services:</b></p>	<p>ELL Push-in and Pull-out supports with ESL Teacher; SIOP PDs. Students with Disabilities: Inclusion support with Special Education Teacher; Self-Contained settings; ABA settings; Support with Instructional Aides. Supports and services for struggling students: After school tutoring, Push-in support with certified Reading Specialist, Orton and Wilson Reading. Intervention and Referral Services designed to assist students who are experiencing learning, behavior, or health difficulties.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Rutgers Grow Healthy Grant and Parent Session on Nutrition offered. Breakfast After the Bell program offered to all students. Physical Education &amp; Health class once per week. 20-minute Recess and Brain Breaks daily.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent Teacher Organization. District partnerships with RWJ to provide parent information sessions. District Parent Academy for Student Success (P.A.S.S.) information sessions. School Safety Team. Genesis Parent Portal online. Partnership with local Police and Fire Departments. Municipal Alliance and Youth Services Commissions</p>



Lafayette Elementary School  
2016-2017  
Grade Span 02-03

35-0490-301  
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Climate Surveys:

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

Partnership with the School Culture and Climate Initiative (United Way and the College of Saint Elizabeth) three-year program. Staff, students, and parents were surveyed in 2015 and the data was utilized to prioritize programming and needs with respect to culture and climate. Staff and student climate teams meet monthly to discuss trends and design programs and school-wide initiatives.



Facilities:

New playground and play space built 2017. Renovations to art room and library room. All classrooms are air-conditioned. Gymnasium floors replaced and refinished.




Lafayette Elementary School  
2016-2017  
Grade Span 02-03

35-0490-301  
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School Narrative

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<div>Other Information:</div>	<p>Technology: 1:1 Chromebooks for all students. Lafayette Elementary School, a School-wide Title I School, houses grades 2 and 3 with a total enrollment of 294 students. The breakout by population at Lafayette Elementary School is approximately 70% Hispanic, 14% White, 10% Black or African American, 6% Multiracial, and less than 1% Hawaiian Native/Other Pacific Islander. For the 2016-17 school year, 72% of the student population at Lafayette qualified for free or reduced lunch.</p>
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**LaMonte-Annex Elementary School**  
**2016-2017**


**Grade Span PK-01**

35-0490-036  
SOMERSET  
BOUND BROOK BORO  
330 WEST SECOND STREET  
BOUND BROOK, NJ 08805

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.
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**LaMonte-Annex Elementary School**  
**2016-2017**

**Grade Span PK-01**

**35-0490-036**  
**SOMERSET**  
**BOUND BROOK BORO**  
**330 WEST SECOND STREET**  
**BOUND BROOK, NJ 08805**

### **Footnotes**

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**LaMonte-Annex Elementary School  
2016-2017**

**Grade Span PK-01**

35-0490-036  
SOMERSET  
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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	91	93
KG	0	133	141
1	0	155	135
2	0	1	0
3	0	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	0	33	28
Total	0	413	397

### 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	2	0
PK - Full Day	0	89	93
KG - Half Day	0	0	0
KG - Full Day	0	133	141

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	0%	46%	47%
Male	0%	48%	53%
Economically Disadvantaged Students	0%	75%	75%
Students with Disabilities	0%	12%	13%
English Learners	0%	19%	21%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	75.6%
White	11.1%
Black or African American	7.1%
Native Hawaiian or Pacific Islander	2.3%
Asian	0.5%
American Indian or Alaska Native	0.3%
Two or More Races	3.3%

### Enrollment by Home Language

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

Home Language	% of Students
Spanish	61.5%
English	33.2%
Arabic	1.5%
Other	4.2%



**LaMonte-Annex Elementary School**  
**2016-2017**

**Grade Span PK-01**

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

### Chronic Absenteeism

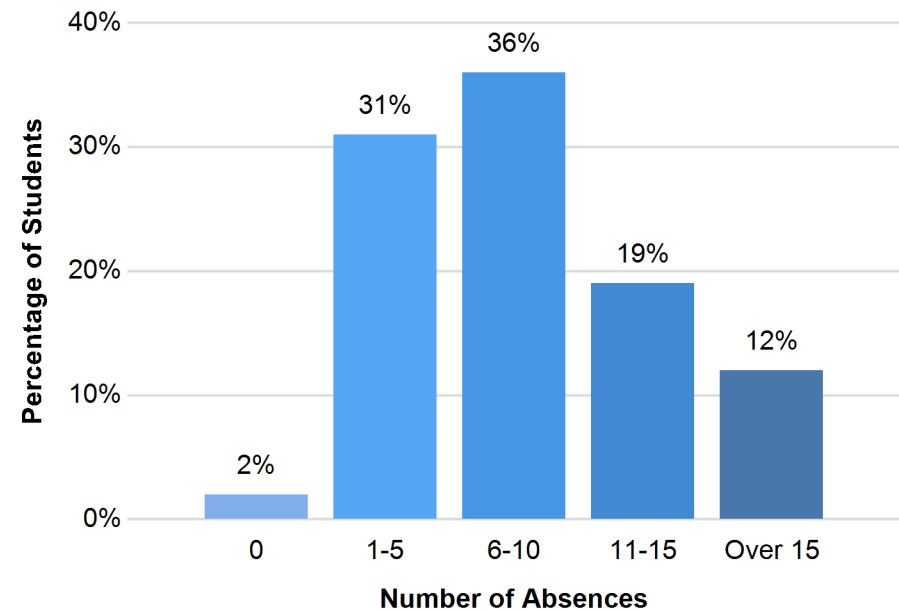
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.00	10.80	Met Target
White	14.30	10.80	Not Met
Hispanic	9.00	10.80	Met Target
Black or African American	4.30	10.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.80	10.80	Met Target
Students with Disabilities	11.50	10.80	Not Met
English Learners	5.10	10.80	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.





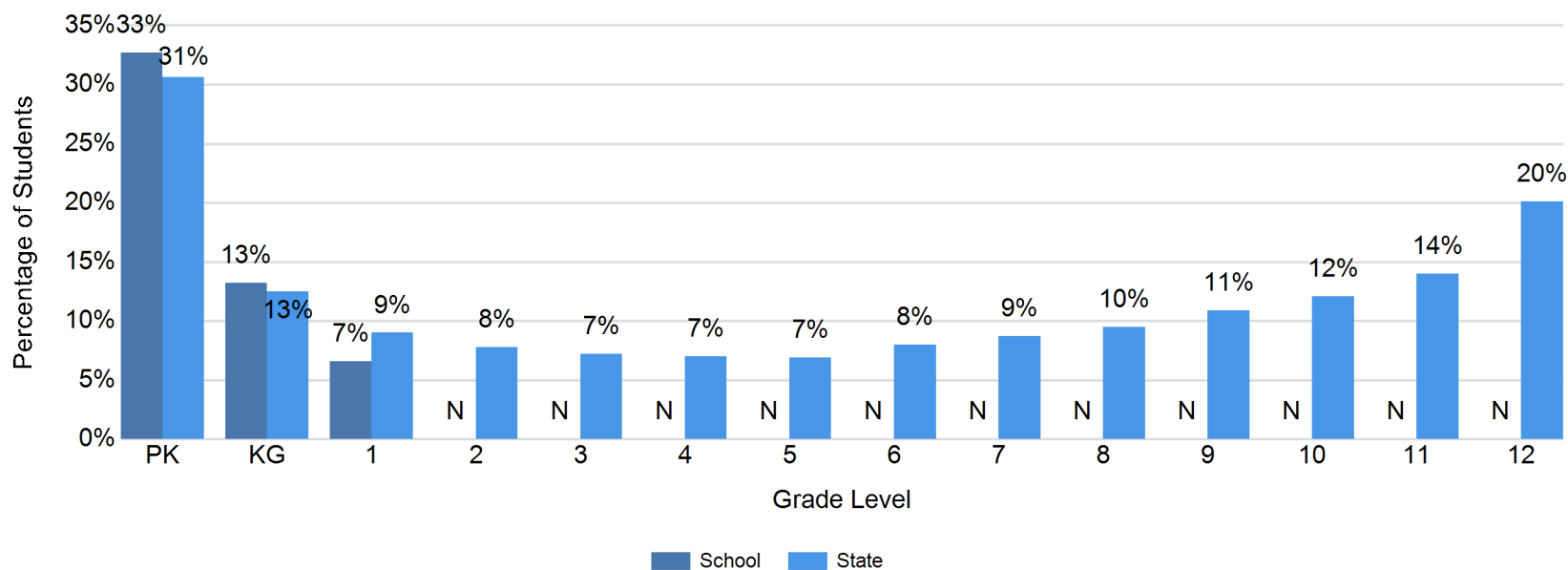
**LaMonte-Annex Elementary School  
2016-2017**

**Grade Span PK-01**

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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.







**LaMonte-Annex Elementary School**  
2016-2017

**Grade Span PK-01**

35-0490-036  
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BOUND BROOK, NJ 08805

### School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 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)	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



**LaMonte-Annex Elementary School**  
**2016-2017**

**Grade Span PK-01**

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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)	\$1,070	\$11,858	\$12,928

**LaMonte-Annex Elementary School  
2016-2017**

**Grade Span PK-01**

35-0490-036  
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BOUND BROOK BORO  
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BOUND BROOK, NJ 08805

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	36	120,724
Average years experience in public schools	9.5	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	58%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,506
Average years experience in public schools	12.2	15.9
Average years experience in district	5.7	11.6
Administrators in district for 4 or more years	62%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	397:1	144:1
Librarian/Media Specialists		625:1
Nurses		375:1
Counselors		234:1
Child Study Team		312:1

# LaMonte-Annex Elementary School 2016-2017

## Grade Span PK-01

35-0490-036  
SOMERSET  
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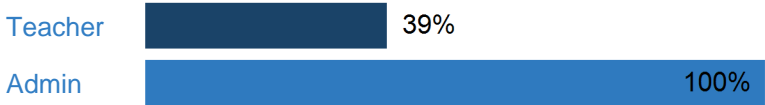
### Teachers and Administrators - Level of Education

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	83%	89%
2015-16 Administrators: Same district 2016-17	92%	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%



**LaMonte-Annex Elementary School**  
2016-2017

**Grade Span PK-01**



35-0490-036  
SOMERSET  
BOUND BROOK BORO  
330 WEST SECOND STREET  
BOUND BROOK, NJ 08805

### School General Info

<b>Principal:</b>	Mr. Russo	<b>Email Address:</b>	<a href="mailto:arusso@bbrook.org">arusso@bbrook.org</a>
<b>Address:</b>	330 WEST SECOND STREET BOUND BROOK, NJ 08805	<b>Website:</b>	<a href="https://www.bbrook.org">https://www.bbrook.org</a>
<b>Phone:</b>	(732)652-7930	<b>Facebook:</b>	<a href="https://www.facebook.com/LaMonteAnnex/">https://www.facebook.com/LaMonteAnnex/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/lamonteanne">https://twitter.com/lamonteanne</a>

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 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes Journey's, Go Math and Lucy Calkins</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our mission is to help our students become outstanding citizens in their community and beyond.</p>



**LaMonte-Annex Elementary School**  
**2016-2017**

**Grade Span PK-01**

**35-0490-036**  
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**Courses, Curriculum,  
Instruction:**

We use Go Math, Journey's, and Science Dimensions. PK uses teaching strategies.



**Before and After  
School Programs:**

Aftercare program for PK-1st grade and after school tutoring.







**LaMonte-Annex Elementary School  
2016-2017**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff meet weekly for team planning and Professional Development is provided by selected staff.</p>
 <p><b>Student Supports and Services:</b></p>	<p>ESL program, ABA program, tutoring and extra help. Also, 3+RS.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breakfast program and gym class.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>PTO, breakfast with the principal, and parent portal Genesis.</p>



**LaMonte-Annex Elementary School  
2016-2017**

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Climate Surveys:

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

A survey was issued from the Climate and Culture Committee. Moral is high.



Facilities:

Built in 1956. AC in all classes, gym, library, stage, and art room. Elevator added.





**LaMonte-Annex Elementary School**  
**2016-2017**

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Other Information:

School hours are 8:10-2:40. Full day State Funded Preschool.




Smalley Elementary School  
2016-2017  
Grade Span 04-06

35-0490-303  
SOMERSET  
BOUND BROOK BORO  
CHERRY AVE  
BOUND BROOK, NJ 08805

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**Smalley Elementary School**  
**2016-2017**  
**Grade Span 04-06**

**35-0490-303**  
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Smalley Elementary School  
2016-2017  
Grade Span 04-06

35-0490-303  
SOMERSET  
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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
4	0	112	117
5	0	128	118
6	0	111	122
Ungraded	0	22	13
Total	0	374	370

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	0%	42%	44%
Male	0%	54%	56%
Economically Disadvantaged Students	0%	79%	79%
Students with Disabilities	0%	14%	11%
English Learners	0%	8%	20%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	78.4%
White	10.3%
Black or African American	7.3%
Asian	1.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.9%

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
Spanish	68.1%
English	28.6%
Other	3.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	345	96.8	28.10	31.60	54.90	28.1	28	Met Target
White	36	94.9	44.40	55.40	63.90	44.3	50.4	Met Target†
Hispanic	267	96.9	25.10	28.10	39.80	25.1	24.1	Met Target
Black or African American	28	96.7	21.40	*	35.20	21.4	17.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	154	98.2	35.10	38.80	62.20	35.1		
Male	191	95.7	22.50	25.30	48.10	22.5		
Economically Disadvantaged Students	270	96.5	22.60	25.80	36.20	22.6	24.4	Met Target†
Non-Economically Disadvantaged Students	75	97.6	48.00	49.60	65.80	48		
Students with Disabilities	43	92.0	*	*	20.50	*	11.3	Met Target†
Students without Disabilities	302	97.5	*	*	61.90	*		
English Learners	101	98.1	16.80	11.20	25.20	16.8	22.1	Met Target†
Non-English Learners	244	96.3	32.80	37.20	57.40	32.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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>	115	733	733	753	*	35%	31%	21%	*	25%	56%
White	10	751	751	762	0%	*	*	*	*	30%	67%
Hispanic	98	732	732	740	*	36%	31%	21%	*	25%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	56	739	739	758	*	32%	30%	23%	*	30%	61%
Male	59	728	728	749	*	37%	32%	19%	*	20%	51%
Economically Disadvantaged Students	92	730	730	737	*	*	*	*	*	22%	36%
Non-Economically Disadvantaged Students	23	746	746	764	*	*	*	*	*	39%	69%
Students with Disabilities	10	701	701	725	*	*	*	*	*	*	25%
Students without Disabilities	105	736	736	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance 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	119	733	733	756	*	29%	29%	31%	*	32%	59%
White	15	739	739	763	*	*	*	*	*	53%	69%
Hispanic	88	730	730	743	11%	30%	33%	26%	0%	26%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	48	741	741	761	*	29%	27%	38%	*	40%	66%
Male	71	727	727	750	*	28%	30%	27%	*	27%	53%
Economically Disadvantaged Students	87	731	731	740	*	*	*	25%	*	25%	40%
Non-Economically Disadvantaged Students	32	738	738	765	*	*	*	47%	*	50%	71%
Students with Disabilities	19	710	710	725	*	*	*	*	*	16%	22%
Students without Disabilities	100	737	737	762	*	*	*	*	*	35%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

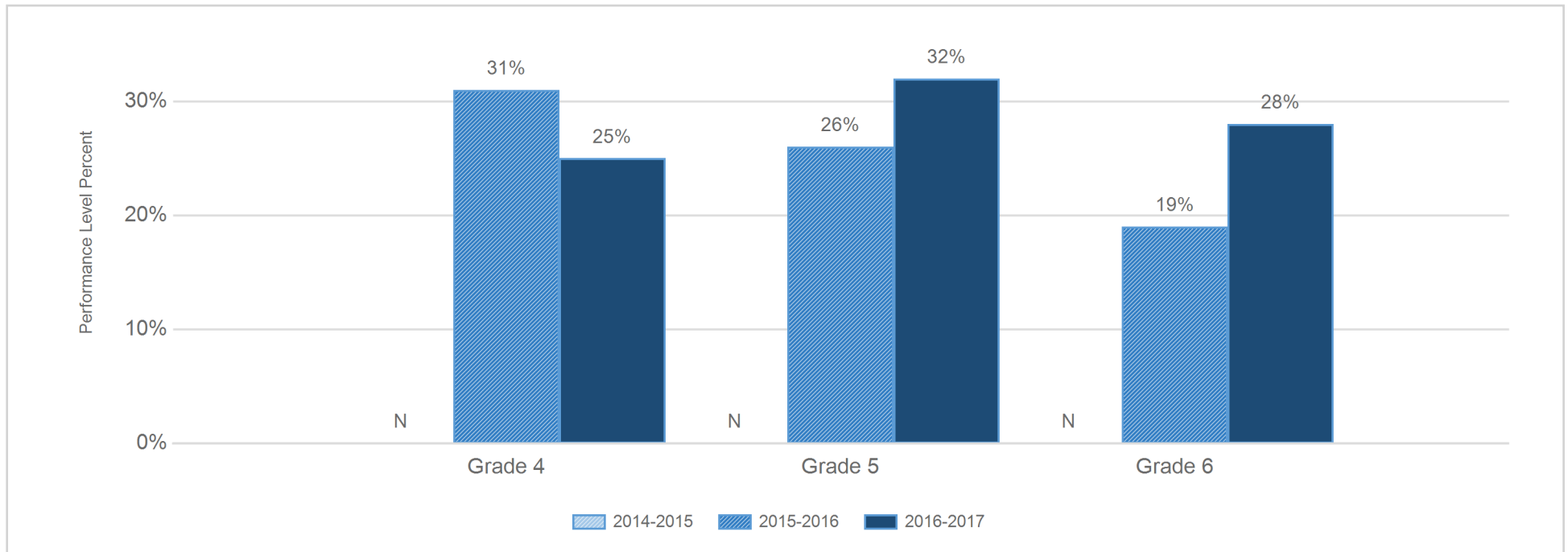
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	735	735	752	*	26%	37%	27%	*	28%	54%
White	11	749	749	758	*	0%	*	*	*	46%	63%
Hispanic	92	734	734	740	*	25%	40%	25%	*	26%	38%
Black or African American	16	720	720	736	*	*	*	*	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	56	737	737	758	*	18%	34%	36%	*	38%	61%
Male	68	733	733	746	*	32%	40%	19%	*	21%	46%
Economically Disadvantaged Students	98	730	730	737	*	*	37%	20%	*	21%	34%
Non-Economically Disadvantaged Students	26	752	752	761	*	*	39%	50%	*	54%	65%
Students with Disabilities	15	710	710	722	*	*	*	*	*	*	17%
Students without Disabilities	109	738	738	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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%



## 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	355	96.7	17.80	17.80	43.50	17.8	25.8	Not Met
White	36	94.9	36.10	35.40	52.40	36	48	Met Target†
Hispanic	277	97.0	14.50	15.10	27.60	14.5	21.9	Not Met
Black or African American	28	96.7	14.30	*	21.70	14.3	17.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	159	97.7	16.40	18.80	44.10	16.4		
Male	196	95.9	18.80	16.90	42.90	18.8		
Economically Disadvantaged Students	277	96.4	13.70	*	25.10	13.7	22.5	Not Met
Non-Economically Disadvantaged Students	78	97.7	32.00	*	54.30	32		
Students with Disabilities	43	90.2	*	*	16.50	*	11.1	Met Target†
Students without Disabilities	312	97.6	*	*	48.80	*		
English Learners	112	99.2	*	*	23.30	*	25	Not Met
Non-English Learners	243	95.6	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 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>	118	721	721	747	20%	38%	28%	*	*	14%	47%
White	10	739	739	755	0%	*	*	*	0%	30%	59%
Hispanic	102	719	719	734	21%	40%	27%	*	*	13%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	59	721	721	747	20%	42%	22%	*	*	15%	47%
Male	59	721	721	747	19%	34%	34%	*	*	14%	48%
Economically Disadvantaged Students	93	719	719	732	*	*	*	*	*	13%	27%
Non-Economically Disadvantaged Students	25	728	728	757	*	*	*	*	*	20%	61%
Students with Disabilities	10	708	708	724	*	*	*	*	*	10%	22%
Students without Disabilities	108	722	722	751	*	*	*	*	*	15%	52%
English Learners	10	693	693	716	*	*	*	*	*	*	12%
Non-English Learners	108	723	723	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	728	728	747	*	43%	25%	21%	*	23%	46%
White	15	744	744	754	*	*	*	*	0%	47%	57%
Hispanic	96	724	724	735	*	46%	28%	17%	*	17%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	52	733	733	747	*	39%	33%	23%	*	25%	47%
Male	75	725	725	746	*	45%	20%	20%	*	21%	46%
Economically Disadvantaged Students	95	726	726	732	*	45%	*	17%	*	17%	27%
Non-Economically Disadvantaged Students	32	735	735	756	*	34%	*	34%	*	41%	59%
Students with Disabilities	19	715	715	725	*	68%	*	*	*	11%	19%
Students without Disabilities	108	730	730	751	*	38%	*	*	*	25%	52%
English Learners	11	710	710	717	*	*	*	*	*	*	12%
Non-English Learners	116	730	730	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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	*	*	*	716	*	*	*	*	*	*	18%



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

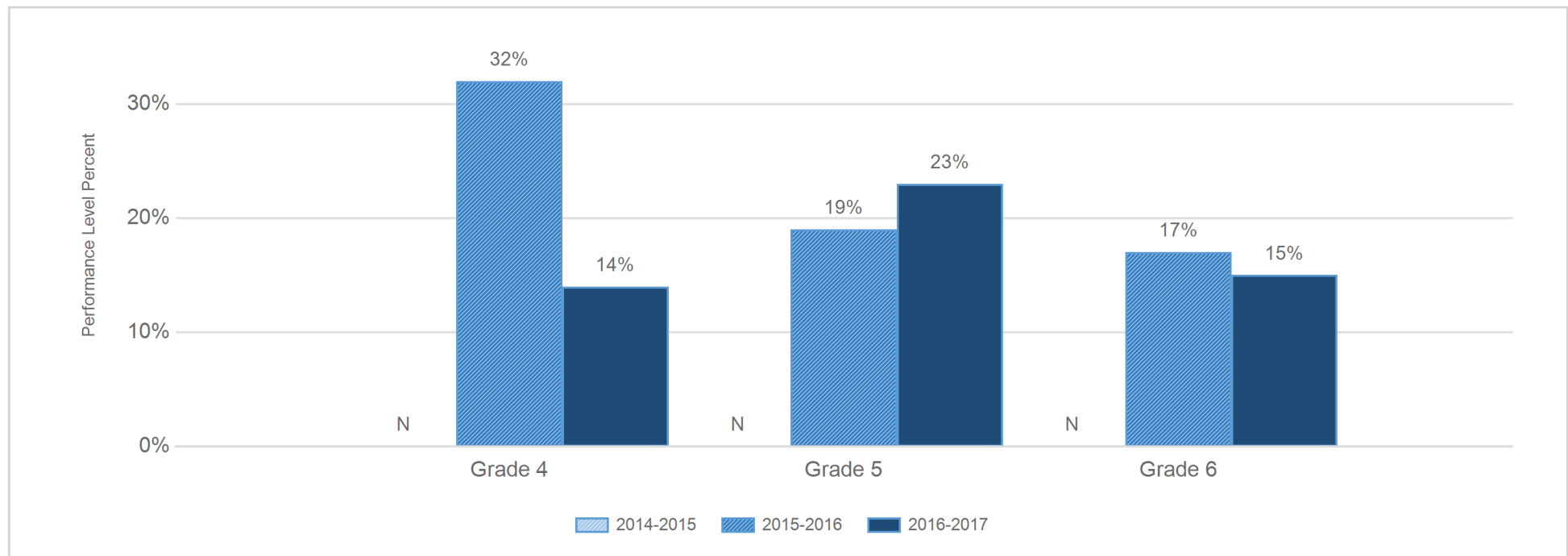
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	724	724	743	14%	37%	34%	*	*	15%	44%
White	11	741	741	751	0%	*	*	*	*	27%	54%
Hispanic	97	723	723	731	16%	33%	38%	13%	0%	13%	27%
Black or African American	16	713	713	724	*	75%	0%	*	0%	13%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	57	723	723	745	*	35%	35%	*	*	12%	45%
Male	73	725	725	742	*	38%	33%	*	*	18%	43%
Economically Disadvantaged Students	101	722	722	728	*	*	30%	*	*	12%	24%
Non-Economically Disadvantaged Students	29	732	732	752	*	*	48%	*	*	28%	56%
Students with Disabilities	15	705	705	717	*	*	*	*	*	*	13%
Students without Disabilities	115	726	726	748	*	*	*	*	*	*	50%
English Learners	10	686	686	710	*	*	*	*	*	*	*
Non-English Learners	120	727	727	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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.

# 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
4	*	*
5	N	N
6	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	16	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*

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



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This section shows 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.

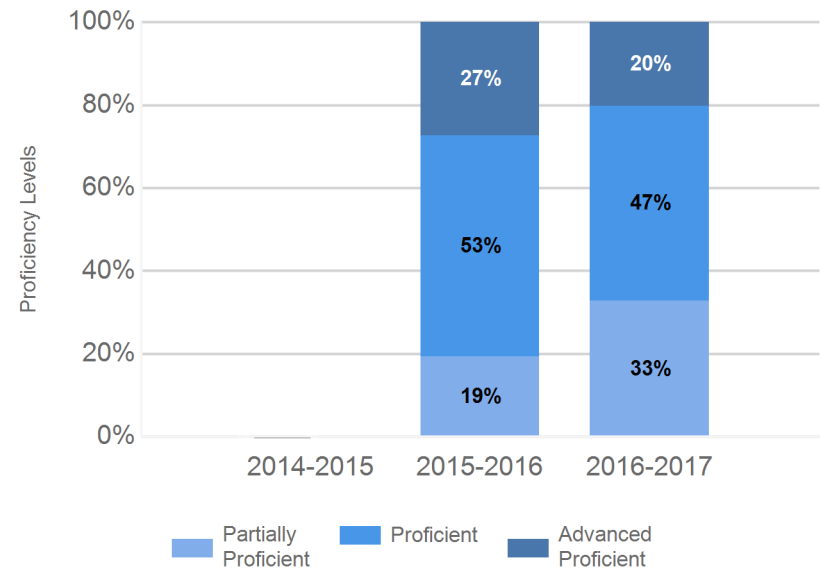
**NJASK Science Assessment Performance: Grade 4**

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	20%	47%	33%
White	*	*	*
Hispanic	16%	50%	34%
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	18%	48%	34%
Students with Disabilities	N	*	*
English Learners	N	*	*

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

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







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

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	46	50	Met Target	39	37	50	Not Met
White	40	45	50	Met Target	47	*	52	Met Target
Hispanic	45.5	49	49	Met Target	39	37	47	Not Met
Black or African American	34	41	45	Not Met	30	28	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	41	45.5	47	Met Target	35	34	46	Not Met
Students with Disabilities	40	40	41	Met Target	44	39	43	Met Target
English Learners	52.5	52	53	Met Target	37	37	51	Not Met

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



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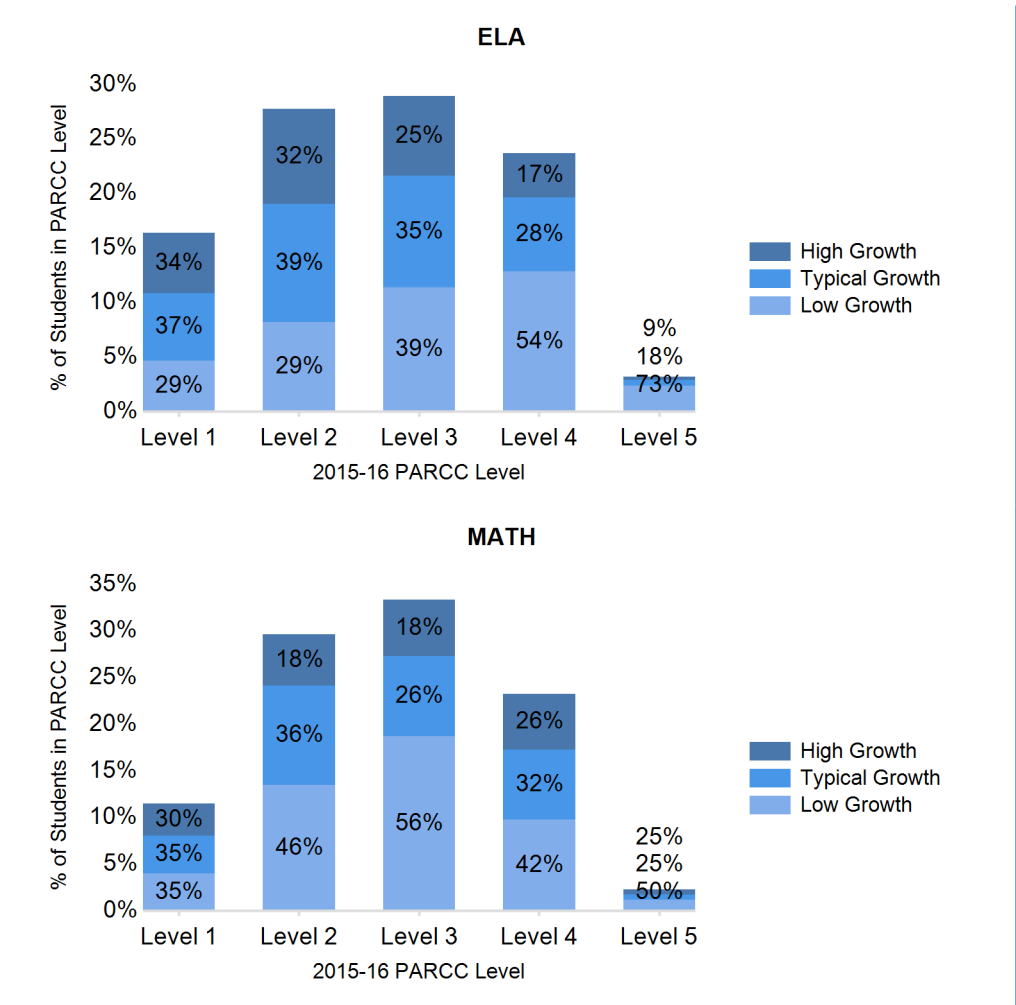
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

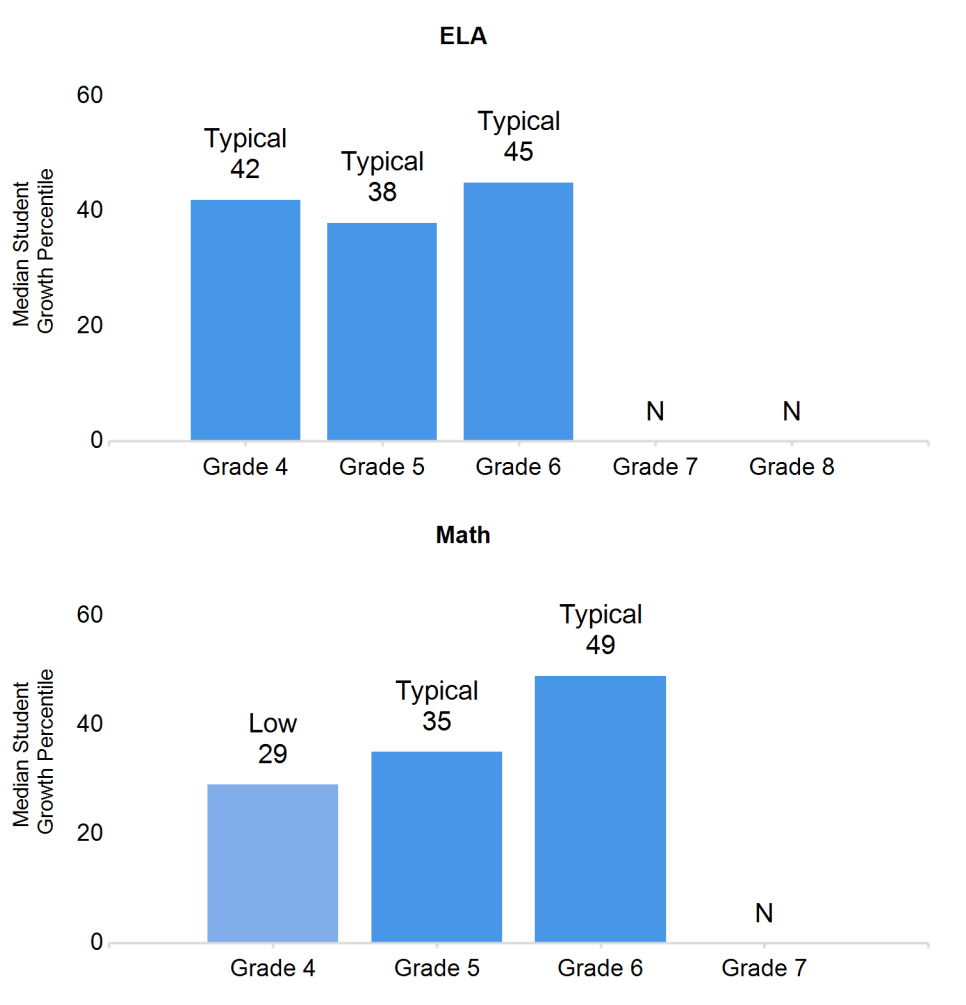
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

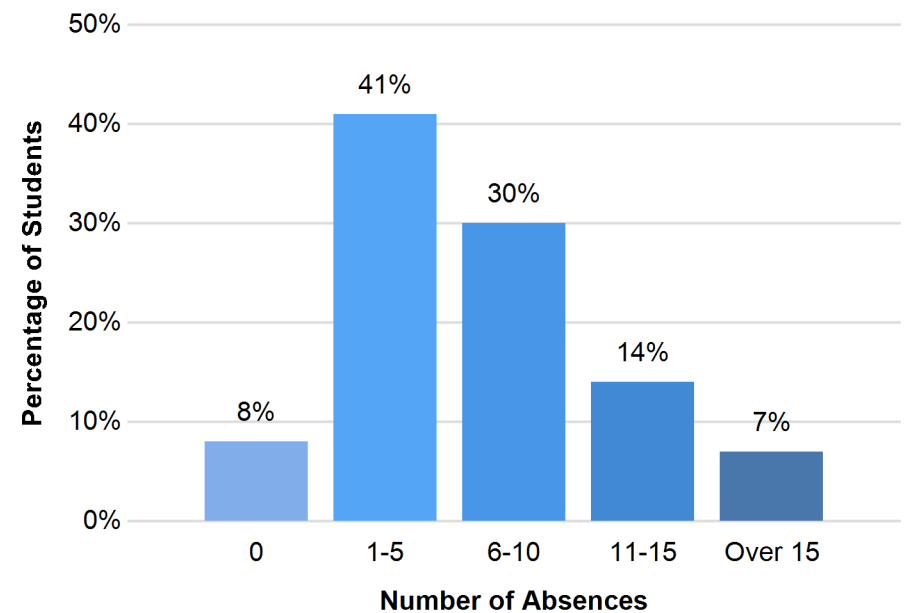
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	7.30	Met Target
White	5.10	7.30	Met Target
Hispanic	3.80	7.30	Met Target
Black or African American	7.10	7.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.50	7.30	Met Target
Students with Disabilities	6.40	7.30	Met Target
English Learners	7.70	7.30	Not Met

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

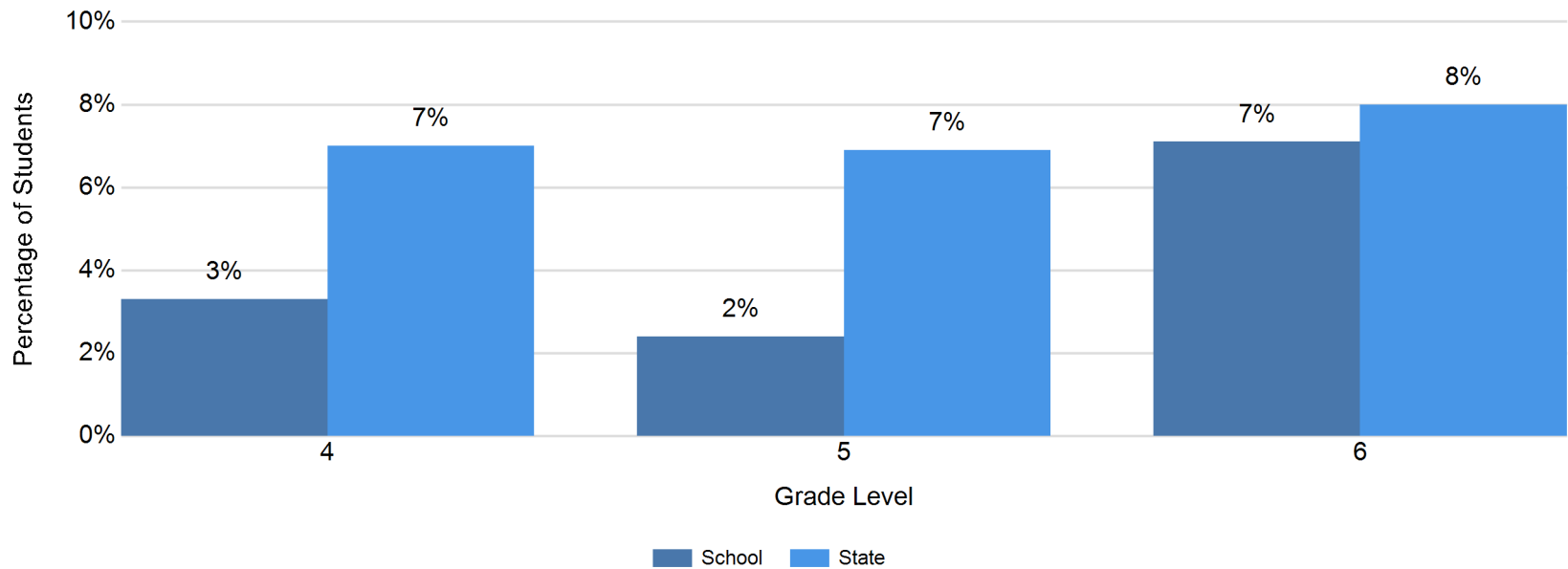
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	4.32

### 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	0.3%
Out-of-School Suspensions	7.8%
Any Suspension	8.1%

### 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	442.9 kbps	100 kbps	Yes	Wireless	Fiber	No

### 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)	\$1,070	\$11,858	\$12,928



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

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

**Teachers**: All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	61%	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	13	9,506
Average years experience in public schools	12.2	15.9
Average years experience in district	5.7	11.6
Administrators in district for 4 or more years	62%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	370:1	144:1
Librarian/Media Specialists		625:1
Nurses		375:1
Counselors		234:1
Child Study Team		312:1



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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	83%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%





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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	9.6	17.5%
Mathematics Proficiency	7.9	17.5%
English Language Arts Growth	23.1	25.0%
Mathematics Growth	17.4	25.0%
Chronic Absenteeism	76.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		24.6
Summative Rating: Percentile rank of Summative Score		13.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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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	24.6	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
White	23.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	32.4	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Black or African American	25.6	11.9	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	27.9	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	43.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	29.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Delgaizo	<b>Email Address:</b>	<a href="mailto:sdelgaizo@bbrook.org">sdelgaizo@bbrook.org</a>
<b>Address:</b>	CHERRY AVE BOUND BROOK, NJ 08805	<b>Website:</b>	<a href="https://www.bbrook.org">https://www.bbrook.org</a>
<b>Phone:</b>	(732)652-7940	<b>Twitter:</b>	<a href="https://twitter.com/BBSmalleyES">https://twitter.com/BBSmalleyES</a>

School Narrative

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

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Creating a well-round 21st century learner</li> <li>• Integration of technology within all content areas - one-to-one Chromebooks throughout all grade levels</li> <li>• Building positive community relationships with programs such as Adopt-A-Cop</li> </ul>
<b>Mission, Vision, Theme:</b>	Smalley School, in collaboration with Bound Brook School District and the Community, strive to instill a desire for lifelong learners, productive citizens and contributing members of society; accomplished by recognizing strengths, talents and importance of the academic, social and emotional growth, while providing a safe and nurturing environment that celebrates diversity of all students in promoting academic excellence and challenges them to be responsible and committed to their own learning.
<b>Awards, Recognition, Accomplishments:</b>	2016-2017 Awarded Silver Level Recognition for New Jersey Safe Routes to School Program.







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 <b>Courses, Curriculum, Instruction:</b>	<p>Curriculum has been developed for all courses based on the Standards set by the NJDOE - ELA, Math, Social Studies, Science, Health/PE, Technology, Media, Fine/Performing Arts. Advanced coursework opportunities are provided any students who complete the G&amp;T selection process. All text/work books are electronic and hardcopy: HMH Journeys, Go Math, and Science Dimensions. Homework is given nightly for all core subject areas with an average time of 20-40 minutes for each subject.</p>
 <b>Sports and Athletics:</b>	<p>Sports and Athletics are not offered at Smalley School; however, students in grade six may participate on the athletic teams for the Middle School; i.e. boys/girls basketball, wrestling, and softball.</p>
 <b>Clubs and Activities:</b>	<p>School Culture and Climate Initiative Student Ambassadors</p>
 <b>Before and After School Programs:</b>	<p>Before and After-school tutoring opportunities for students through Title I and McKinley Vento Initiatives. Middle Earth After School Program, grades 4-6</p>







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 <b>Staff and Professional Learning:</b>	<p>In-District PD offerings, such as SIOP, Responsive Classroom, Mental Health, Technology-based (Google Drive, Google Classroom, ThinkCentral and .Ed Platforms) and Data, Out-of-District PD offerings through a partnership with Rutgers's University and RVCC, Weekly grade level Team Planning meetings, Faculty Meetings twice per month with PD focus.</p>
 <b>Student Supports and Services:</b>	<p>ELLs: Push-in/Pull-out with ESL Teacher; SIOP PDs. Students with Disabilities: Inclusion support with SE Staff; Self-Contained settings (BD and LLD settings), Instructional Aides, Speech Therapy, PT/OT sessions. Supports/Services for struggling students: After school tutoring, Push-in support with certified Reading Specialist, Orton and Wilson Reading. I&amp;RS designed to assist students who experience learning, behavior, or health difficulties. Counseling Services within the school setting.</p>
 <b>Student Health and Wellness:</b>	<p>Rutgers Grow Healthy Grant and Parent Session on Nutrition offered. Breakfast After the Bell program offered to all students. School Climate and Culture Initiative. School Counseling Lessons. Physical Education &amp; Health class once per week. 25-minute Recess daily. Brain Breaks/Energizers daily.</p>
 <b>Parent and Community Involvement:</b>	<p>Parent Teacher Organization. District partnerships with RWJ to provide parent information sessions. District Parent Academy for Student Success (P.A.S.S.) information sessions. School Safety Team. Genesis Parent Portal online. Blackboard messaging for communication with stakeholders. Partnership with local Police and Fire Departments. Municipal Alliance and Youth Services Commissions.</p>





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Partnership with the School Culture and Climate Initiative (United Way and the College of Saint Elizabeth) three-year program. Staff, students, and parents were surveyed in 2015 and the data was utilized to prioritize programming and needs with respect to culture and climate. Staff and student climate teams meet monthly to discuss trends and design programs and school-wide initiatives.</p>
<div>Facilities:</div>	<p>New playground and play space built Fall 2017. Renovations to the nurse’s suite, faculty bathroom, main entrance, main office, cafeteria. Addition of a gymnasium. All classrooms are air-conditioned.</p>




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<div>Other Information:</div>	<p>Technology: 1:1 Chromebooks for all students. Smalley Elementary School, is apart of Bound Brook School District which is a District-wide Title I, houses grades 4 through 6 with a total enrollment of 376 students. The breakout by population at Smalley Elementary School is approximately 76% Hispanic, 16% White, 11% Black or African American, and less than 2% Asian, Hawaiian Native/Other Pacific Islander, and/or Other (though some students are classified in multiple categories. For the 2016-17 school year, 83% of the student population at Lafayette qualified for free or reduced lunch.</p>
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