




Northfield Community Elementary School
2016-2017
Grade Span KG-04

01-3720-057
ATLANTIC
NORTHFIELD CITY
2000 NEW ROAD
NORTHFIELD, NJ 08225

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	90	89	91
1	94	93	98
2	95	93	102
3	92	96	94
4	96	98	102
Ungraded	20	19	27
Total	487	488	514

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	48%	47%
Male	54%	52%	53%
Economically Disadvantaged Students	23%	21%	22%
Students with Disabilities	19%	20%	21%
English Learners	2%	4%	2%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	76.7%
Hispanic	12.3%
Asian	7.0%
Black or African American	2.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	90	89	91

Enrollment by Home Language

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

Home Language	% of Students
English	90.5%
Spanish	4.3%
Bengali	1.0%
Other	4.4%



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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	173	91.5	54.90	54.90	54.90	52.6	49.1	Met Target
White	141	91.9	56.00	57.20	63.90	54	53.3	Met Target
Hispanic	18	84.0	44.40	32.30	39.80	38.3	25.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.00	78.90	80.70	70	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	80	91.1	58.80	64.40	62.20	56.2		
Male	93	91.8	51.60	45.70	48.10	49.6		
Economically Disadvantaged Students	33	86.4	30.30	32.30	36.20	*	32.6	Met Target†
Non-Economically Disadvantaged Students	140	92.9	60.70	59.80	65.80	*		
Students with Disabilities	27	75.7	29.60	18.50	20.50	23.4	24.5	Met Target†
Students without Disabilities	146	95.1	59.60	62.30	61.90	59.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	762	762	749	*	*	28%	40%	16%	56%	50%
White	79	763	763	759	*	*	32%	39%	17%	56%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	41	766	766	754	*	*	24%	32%	*	56%	55%
Male	53	759	759	745	*	*	30%	47%	*	57%	46%
Economically Disadvantaged Students	15	742	742	731	*	*	*	*	*	33%	31%
Non-Economically Disadvantaged Students	79	765	765	762	*	*	*	*	*	61%	63%
Students with Disabilities	14	738	738	720	*	*	*	*	*	36%	24%
Students without Disabilities	80	766	766	755	*	*	*	*	*	60%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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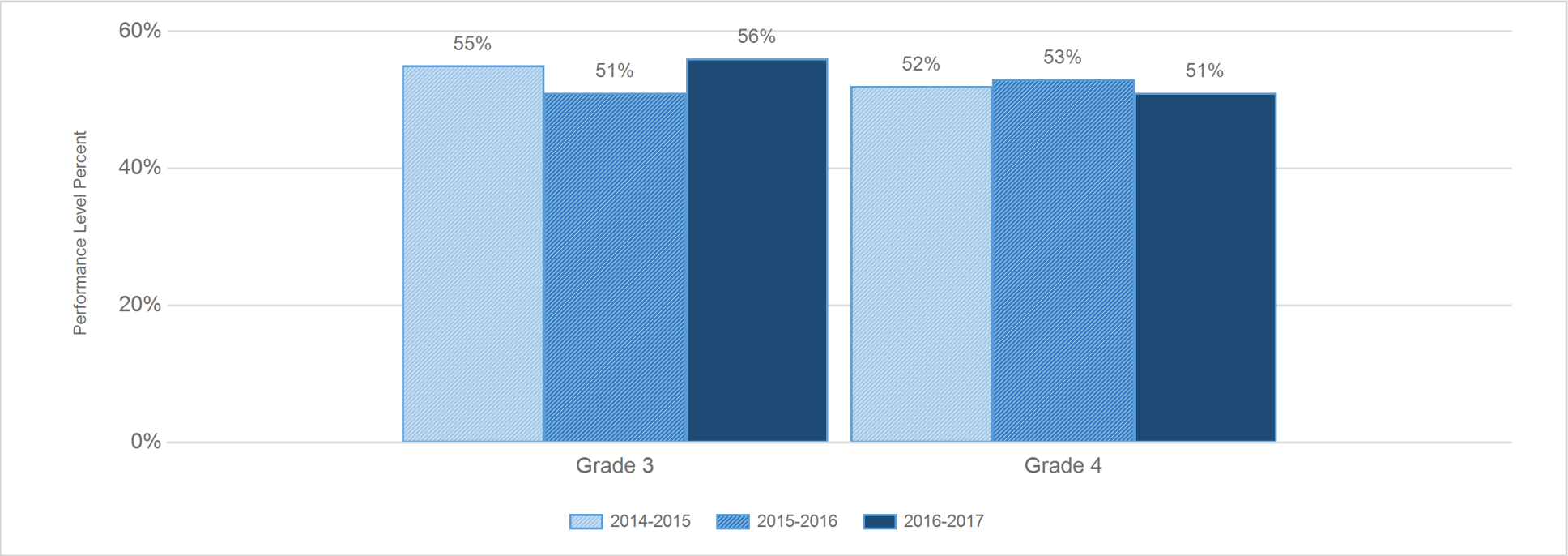
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	749	749	753	*	23%	20%	32%	*	51%	56%
White	68	751	751	762	*	21%	*	34%	21%	54%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	41	759	759	758	*	*	*	24%	*	59%	61%
Male	48	741	741	749	*	*	*	38%	*	44%	51%
Economically Disadvantaged Students	23	728	728	737	*	*	*	*	*	26%	36%
Non-Economically Disadvantaged Students	66	757	757	764	*	*	*	*	*	59%	69%
Students with Disabilities	14	720	720	725	*	*	*	*	0%	21%	25%
Students without Disabilities	75	755	755	759	*	*	*	*	23%	56%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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	174	92.0	58.60	55.70	43.50	56.6	56.4	Met Target
White	140	91.2	59.30	58.30	52.40	56.7	61	Met Target†
Hispanic	20	92.0	45.00	31.40	27.60	43.1	29.6	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.00	79.00	75.60	80	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	80	91.1	58.80	56.60	44.10	56.3		
Male	94	92.7	58.60	54.90	42.90	56.8		
Economically Disadvantaged Students	33	86.4	36.40	33.40	25.10	*	40.6	Met Target†
Non-Economically Disadvantaged Students	141	93.6	63.80	60.50	54.30	*		
Students with Disabilities	28	78.4	28.50	21.50	16.50	23.3	29.6	Met Target†
Students without Disabilities	146	95.1	64.40	62.80	48.80	64.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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	94	760	760	751	*	*	17%	44%	20%	64%	53%
White	79	760	760	759	*	*	18%	44%	19%	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	41	760	760	751	*	*	*	44%	*	66%	52%
Male	53	760	760	751	*	*	*	43%	*	62%	53%
Economically Disadvantaged Students	15	743	743	736	*	*	*	*	*	53%	34%
Non-Economically Disadvantaged Students	79	763	763	761	*	*	*	*	*	66%	65%
Students with Disabilities	14	737	737	729	*	*	*	*	*	36%	29%
Students without Disabilities	80	764	764	755	*	*	*	*	*	69%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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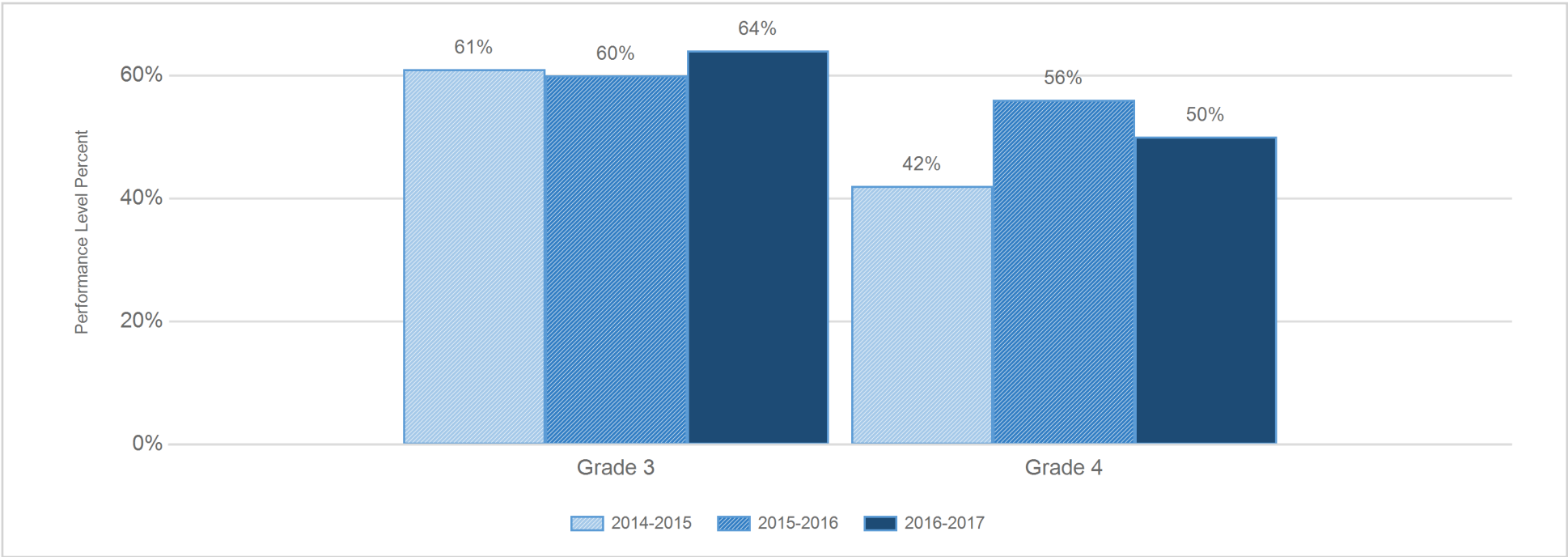
Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	749	749	747	*	13%	29%	41%	*	50%	47%
White	67	749	749	755	*	*	27%	42%	*	52%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	41	750	750	747	*	*	29%	44%	*	51%	47%
Male	49	748	748	747	*	*	29%	39%	*	49%	48%
Economically Disadvantaged Students	23	732	732	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	67	754	754	757	*	*	*	*	*	58%	61%
Students with Disabilities	15	726	726	724	*	*	*	*	*	20%	22%
Students without Disabilities	75	753	753	751	*	*	*	*	*	56%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

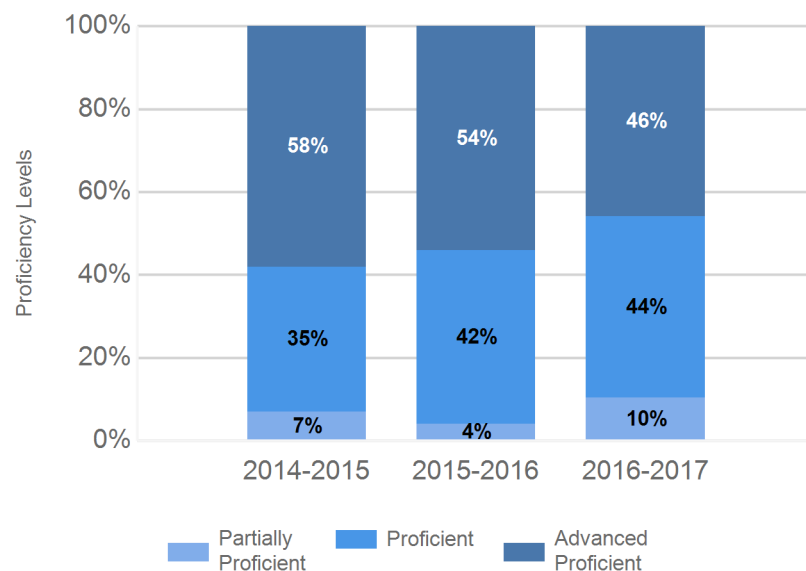
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	44%	10%
White	50%	42%	8%
Hispanic	33%	53%	13%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	21%	58%	21%
Students with Disabilities	35%	30%	35%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	34	46	50	Not Met	47	51	50	Met Target
White	40	45.5	50	Met Target	42.5	46.5	52	Met Target
Hispanic	28	44.5	49	**	51.5	52	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	*	*	52	**
Economically Disadvantaged	25	37	47	Not Met	28	56	46	**
Students with Disabilities	25	32	41	**	35.5	49.5	43	**
English Learners	*	*	53	**	*	*	51	**

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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:

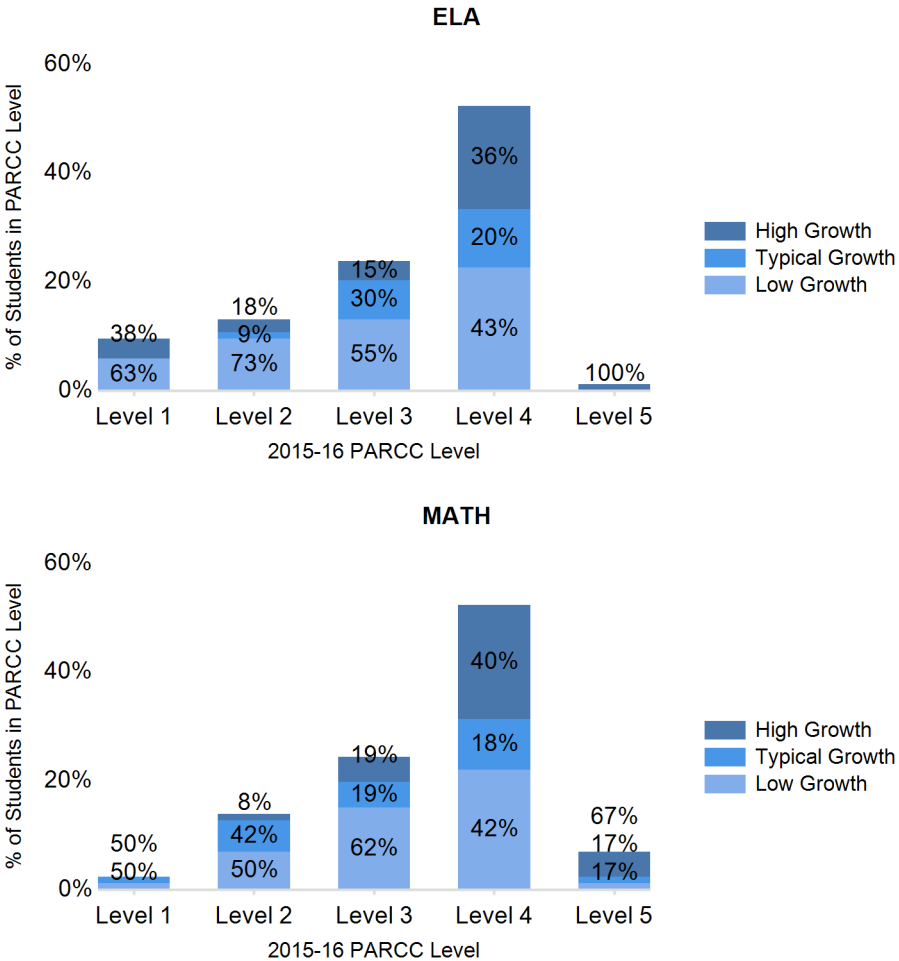
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

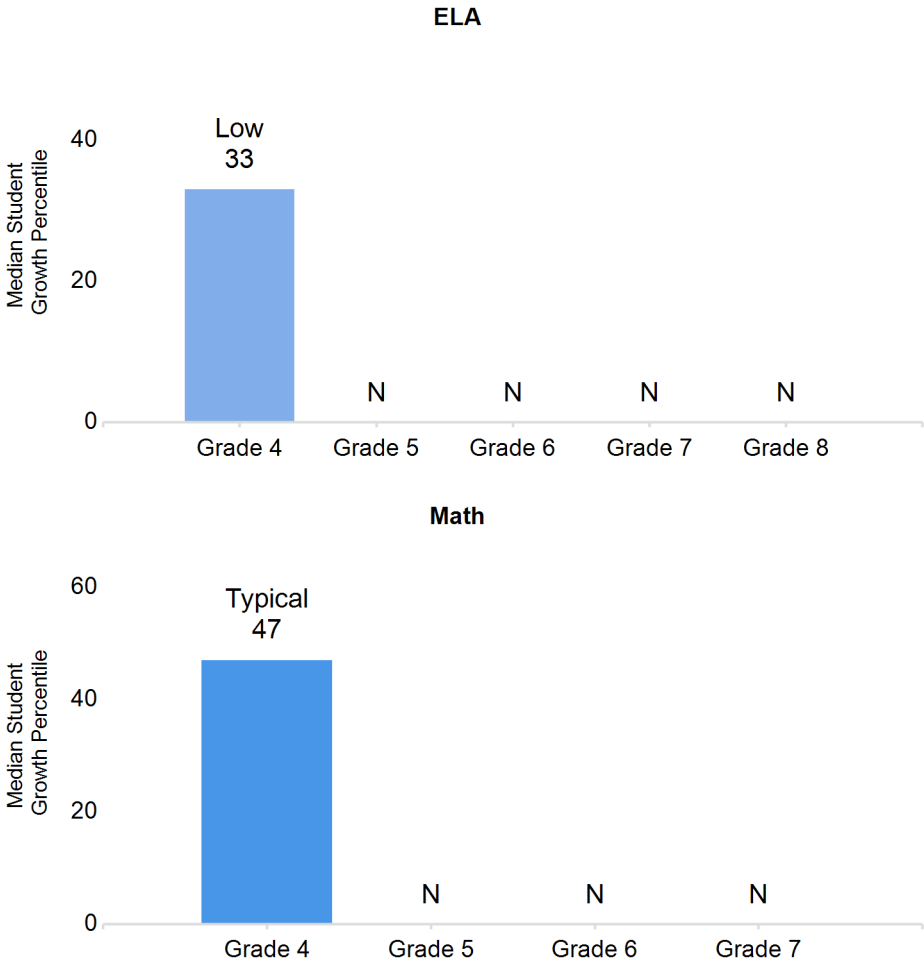
Student Growth by Performance Level

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

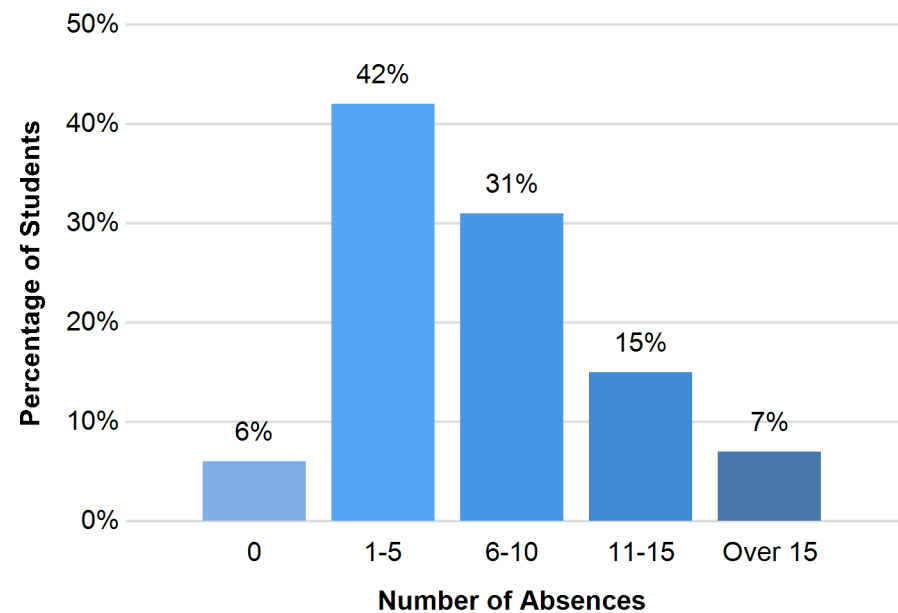
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	8.70	Met Target
White	4.10	8.70	Met Target
Hispanic	8.10	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.20	8.70	Met Target
Students with Disabilities	5.20	8.70	Met Target
English Learners	N	**	**

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

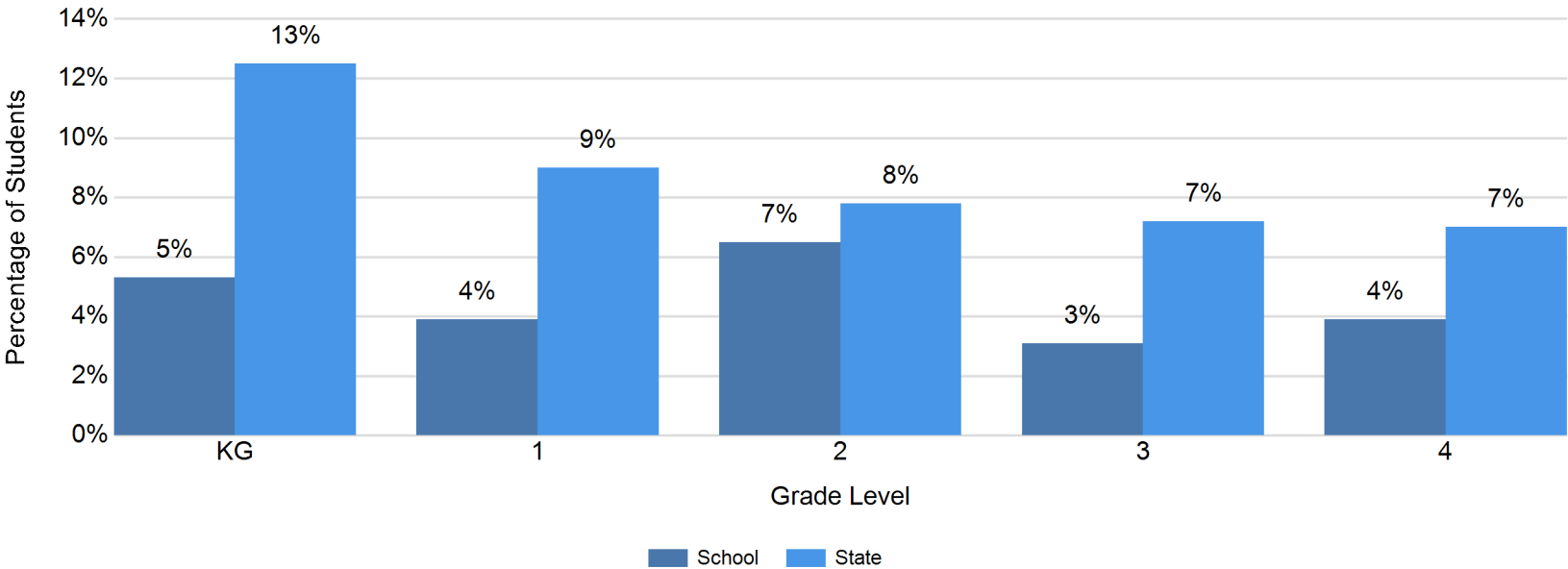
Days Absent

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



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	8:20AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.4:1	213.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$507	\$13,487	\$13,994



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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	32	120,724
Average years experience in public schools	9.1	11.8
Average years experience in district	8.3	10.5
Teachers in district for 4 or more years	56%	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	5	9,506
Average years experience in public schools	12.4	15.9
Average years experience in district	4.4	11.6
Administrators in district for 4 or more years	40%	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	16:1	10:1
Administrators	257:1	187:1
Librarian/Media Specialists		936:1
Nurses		468:1
Counselors		468:1
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	90%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	34.0	17.5%
Mathematics Proficiency	60.6	17.5%
English Language Arts Growth	3.9	25.0%
Mathematics Growth	25.6	25.0%
Chronic Absenteeism	76.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.5
Summative Rating: Percentile rank of Summative Score		26.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.5	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	31.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	31.5	11.9	No	Met Target†	Met Target†	Met Target	Not Met	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Vacarro	Email Address:	mvacarro@ncs-nj.org
Address:	2000 NEW ROAD NORTHFIELD, NJ 08225	Website:	https://nj02201358.schoolwires.net/Domain/4
Phone:	(609)407-4005	Facebook:	http://tinyurl.com/ncselem-facebook
		Twitter:	https://twitter.com/ncsnj

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.

 Highlights:	<ul style="list-style-type: none"> • Curriculum - Balanced Literacy and Math, integrated Sc/SS applying Next Gen Science Standards, revised writing process • We incorporate continuous positive character education programs in classrooms, grade levels, and throughout the school • Our Technology and STEAMLab allow for design thinking to think/design/create and integrate technology/ideas consistently
 Mission, Vision, Theme:	As the center of our community, we provide our children the opportunity to achieve their greatest potential and prepare them to compete and excel in the global 21st century society: safe environment conducive to learning, fiscal responsibility, strong curriculum, community, school and families working together. We foster a climate of high academic standards, student responsibility, community awareness/citizenship, student academic and personal growth, with a focus on higher-order thinking skills.
 Awards, Recognition, Accomplishments:	We partner with AtlantiCare for our Edible Garden. We promote opportunities for students to excel in writing and math competitions, community involvement assisting others, 3-D Art Design and 3-D Printer Challenges, Decorating Contests, Programming Challenges, Essay Contests, College Week. We have our Renaissance Programs; emphasis on community-based initiatives, supporting adults in hospice, making heart pillows, collecting food items and toys, making dog blankets, collecting for the ASPCA, more.







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School Narrative

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 Courses, Curriculum, Instruction:	<p>We adhere to standards for Language Arts, Math, Related Arts, and Next Gen Science Standards. Integrated Language Arts: StoryTown, Foundations and Just Words by Wilson Rdg, SRA, and leveled readers and literature. Math: GoMath. In 2011, created STEAMLab where design thinking application aligns with tech integration. Enrichment offered in Grades 3,4 in the areas of Math and Language Arts. Online Textbks, workbks, student supports utilized. SmrtBrds/Epsos in classrooms. Jr Stars HW support group.</p>
 Sports and Athletics:	<p>We offer Grade 4 students an opportunity to be involved in an after-school intramural program.</p>
 Clubs and Activities:	<p>Book Clubs, Mathletes, Garden Club, Robotics Club, Computer Science STEAM Club, Gr 4&7 Jr Stars Mentoring Club, Chess Club, Spelling Bee, STEAM Fair, Art Sales, many student-driven events, Library reading/genre reading incentive programs, variety of school opportunities for drama, musical instrument instruction, Art Show, plays/musicals, chorus, 3-D Design, STEAM design projects. Renaissance Programs emphasize community-based initiatives. Parent in-services that encourage parental involvement.</p>
 Before and After School Programs:	<p>We offer School-Age Child Care (SACC) Program, designed to offer child care to families in our district both before and after the school day. AM SACC before school runs from 7:00 am to 8:30 am. PM SACC runs after school from 3:00 pm to 6:00 pm. Both programs offer quality child care. Children participate in several activities: arts and crafts, games, computer time, sports, begin homework, purchase snack. The program is run by the SACC Coordinator for students in Kindergarten through Grade 8.</p>







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School Narrative

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 Staff and Professional Learning:	<p>Knowledgeable, dedicated faculty provides inviting safe environment, age-appropriate instruction, using qualitative and quantitative data to drive instruction at diff ability levels, readiness, and interests for student growth, which inspires development that focuses on creativity, design, critical thinking, communication, collaboration.Prof Dev is ongoing, provided for all staff in-house & out-of-district; common planning time, vertical/horizontal articulation time, turnkey, presentation time.</p>
 Student Supports and Services:	<p>ELL support on a daily basis in content areas and vocab. Basic Skills support for students identified with targeted areas of remediation. Intervention and Referral System, mtg monthly for data/intervention review, provides teacher support, tracks documentation for student academic, behavioral, OT, PT, Speech concerns. CST supports classified students in areas of academics, behavior, social emotional.Junior Stars provide after-school tutoring, special lunch program provides student socialization.</p>
 Student Health and Wellness:	<p>Breakfast programs offered for all students. Daily recess and physical education class twice per week for a min of 150 min per week total. Edible garden & greenhouse which supports seed planting in the Spring. Healthy cooking/eating is promoted by partnership with AtlantiCare and Chef cooking demos.Incorporate continuous positive character education programs in the classrooms, at grade levels, and throughout the school, using the tenants of Soc Skills, Forest Friends, Six Pillars of Character.</p>
 Parent and Community Involvement:	<p>Trainings encourage parent involvement in school during lunch, recess, computer lab media, classrooms. Four parent mtgs per year for ELL, Basic Skills, PAC. PTO provides support for activities, encouraging parental involvement, student-centered programs, field trips, cultural events, student awards. Communication: FaceBook, Twitter, Instagram, e-mail, School Mess. Online Parent Portal. Partnerships with local businesses for student activities; poetry, writing, student competitions in the arts.</p>

School Narrative

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



Climate Surveys:

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

School Climate Survey distributed electronically every 2 years, questions created/reviewed by the School Safety Committee. Students complete survey independently during school. Survey results from all participants shared/reviewed by the SSC; recommendations and conversations based upon survey results. Mentoring, tutoring, community involve ideas, student awareness programs stemmed from SSC. Current results: positive feedback for teacher involvement, students liking school, students feeling safe.



Facilities:

Built in 1998, approx 930 pupils, grades PK-8, housed in one building, located on a site of 11.58 acres. Newer updates include solar panels and replaced air conditioning units. PreSchool through Grade 4 classrooms, Art, Music, Gym, Cafe, Nurse, Board of Education Offices, CST Offices, Speech, OT, PT, Student After-School Activities Office, Guidance Counselor, Self-Contained rooms, Computer Lab, STEAMLab, Atrium, Door Six Desk, Library Media Center, ELL/Spanish, Tech Office, TV Studio,Greenhouse.



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School Narrative

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



Other Information:

To maximize student educational potential, we work as a collaborative team to take full advantage of our in-house experts, as we continue to grow as a professional learning community. We consistently strive to differentiate instruction by adjusting content, process, and product in response to student readiness and achievement. We utilize a variety of methods to assess our K-4 student achievement and content understanding throughout the academic year: MAP online testing administered in both Math and Language Arts three times per year, IXL utilized for Math, students assessed on sight word recognition twice per year, Greek/Latin Root understanding assessed twice per year, online testing with ThinkCentral for Math and Language Arts, online Learning A-Z/RazKids provides reading and comprehension data, Study Dog available to students, Fox in the Box assessments in Grade 1, our Grade 4 undergoes Tech Assessments yearly, students assessed with an online typing program, comprehensive data analysis at the grade level with state-required PARCC and NJASK testing. We have a consistent horizontal and vertical writing program and process which requires writing across the content areas, blind-scored writing prompts per year, yearly portfolio and data analysis, and Grade Level Professional Learning Communities to analyze our writing and progress. Every classroom and instruction area has a SmartBoard/Epson. Grades 3&4 have access to our Chromes/iPads, our Kindergarten and Grades 1&2 utilize iPads/ Chromes/Streaming Laptops, the Library uses their own set of Chromes/iPads during instruction, and the Grade 4 students use their Kindles for Bring Your Own Device. Students practice computer coding with our Wonder Coding Robots, code for our flying and jumping drones, make newscasts using our green screen, utilize our 3-D printers for design thinking, utilize our Design Workshop and Creation Station areas to think/design/create, and enjoy classes that integrate technology consistently.




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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	100	94	99
6	112	101	98
7	103	109	102
8	117	106	112
Ungraded	8	12	11
Total	440	422	422

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	51%
Male	51%	50%	50%
Economically Disadvantaged Students	22%	21%	19%
Students with Disabilities	19%	19%	19%
English Learners	2%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	76.8%
Hispanic	13.5%
Asian	6.4%
Black or African American	1.9%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	0.9%

Enrollment by Home Language

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

Home Language	% of Students
English	91.5%
Spanish	5.2%
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	368	90.6	54.90	54.90	54.90	52.5	41.4	Met Target
White	282	89.4	57.80	57.20	63.90	54.4	42.2	Met Target
Hispanic	47	94.3	27.60	32.30	39.80	27.4	20.3	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	96.6	82.10	78.90	80.70	82.1	70.9	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	187	92.3	66.90	64.40	62.20	65.2		
Male	181	88.9	42.50	45.70	48.10	39.9		
Economically Disadvantaged Students	63	91.8	33.40	32.30	36.20	*	26.3	Met Target
Non-Economically Disadvantaged Students	305	90.4	59.30	59.80	65.80	*		
Students with Disabilities	65	86.7	13.80	18.50	20.50	12.6	11.3	Met Target
Students without Disabilities	303	91.5	63.70	62.30	61.90	61.6		
English Learners	16	100.0	25.00	*	25.20	25	**	**
Non-English Learners	352	90.2	56.30	*	57.40	53.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	747	747	756	*	13%	34%	46%	*	47%	59%
White	69	749	749	763	*	*	35%	46%	*	48%	69%
Hispanic	14	735	735	743	*	*	*	*	0%	29%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	44	755	755	761	*	*	23%	59%	*	61%	66%
Male	48	740	740	750	*	*	44%	33%	*	33%	53%
Economically Disadvantaged Students	15	731	731	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	77	750	750	765	*	*	*	*	*	51%	71%
Students with Disabilities	19	732	732	725	*	*	*	*	*	21%	22%
Students without Disabilities	73	750	750	762	*	*	*	*	*	53%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	92	747	747	757	*	13%	34%	46%	*	47%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	746	746	752	*	14%	35%	35%	*	44%	54%
White	62	748	748	758	*	*	39%	36%	*	45%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	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	42	754	754	758	*	*	33%	33%	*	50%	61%
Male	38	738	738	746	*	*	37%	37%	*	37%	46%
Economically Disadvantaged Students	20	738	738	737	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	60	749	749	761	*	*	*	*	*	48%	65%
Students with Disabilities	12	708	708	722	*	*	*	*	*	*	17%
Students without Disabilities	68	753	753	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	762	762	756	*	*	22%	50%	19%	69%	59%
White	72	764	764	764	*	*	19%	56%	18%	74%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	46	772	772	764	*	*	*	61%	*	89%	68%
Male	44	752	752	749	*	*	*	39%	*	48%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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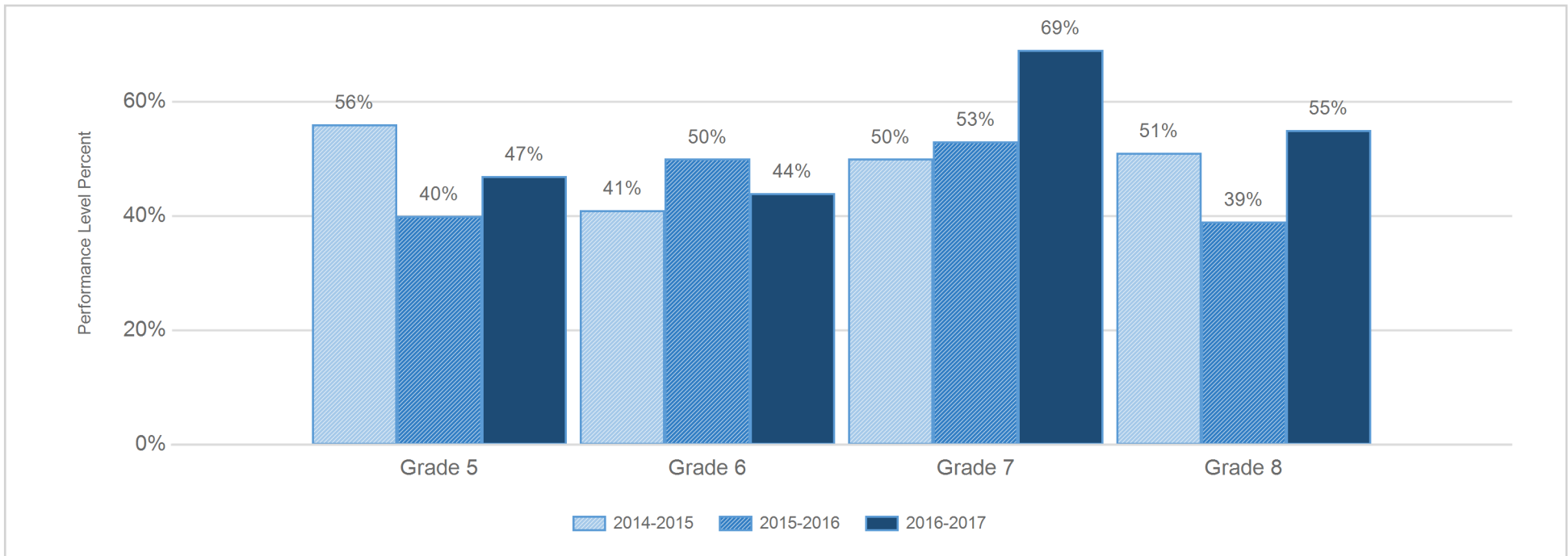
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	758	758	757	*	*	27%	36%	19%	55%	59%
White	84	758	758	764	*	*	25%	39%	19%	58%	68%
Hispanic	17	735	735	742	*	*	*	*	0%	24%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	794	794	786	0%	0%	*	*	*	91%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	61	763	763	766	*	*	26%	34%	*	61%	68%
Male	53	751	751	749	*	*	28%	38%	*	49%	50%
Economically Disadvantaged Students	22	740	740	739	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	92	762	762	766	*	*	*	*	*	61%	69%
Students with Disabilities	24	721	721	718	*	*	*	*	*	*	18%
Students without Disabilities	90	767	767	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	114	758	758	759	*	*	27%	36%	19%	55%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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	368	90.6	54.40	55.70	43.50	52	46.6	Met Target
White	282	89.4	57.80	58.30	52.40	54.4	48.4	Met Target
Hispanic	47	94.3	25.50	31.40	27.60	25.3	30.5	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	96.6	78.60	79.00	75.60	78.6	60.3	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	187	92.3	55.60	56.60	44.10	54.2		
Male	181	88.9	53.10	54.90	42.90	49.7		
Economically Disadvantaged Students	63	91.8	31.70	33.40	25.10	*	29.8	Met Target
Non-Economically Disadvanatged Students	305	90.4	59.00	60.50	54.30	*		
Students with Disabilities	65	86.7	18.50	21.50	16.50	16.8	16.2	Met Target
Students without Disabilities	303	91.5	62.10	62.80	48.80	59.9		
English Learners	16	100.0	12.50	*	23.30	12.5	**	**
Non-English Learners	352	90.2	56.20	*	45.20	53.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.
† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	758	758	747	*	*	28%	50%	12%	62%	46%
White	69	760	760	754	*	*	29%	49%	15%	64%	57%
Hispanic	14	744	744	735	0%	*	*	*	0%	43%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	44	760	760	747	0%	*	32%	43%	*	59%	47%
Male	48	756	756	746	0%	*	25%	56%	*	65%	46%
Economically Disadvantaged Students	15	745	745	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	77	760	760	756	*	*	*	*	*	66%	59%
Students with Disabilities	19	752	752	725	0%	*	*	*	*	53%	19%
Students without Disabilities	73	759	759	751	0%	*	*	*	*	64%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	92	758	758	748	*	*	28%	50%	12%	62%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	751	751	743	*	*	39%	43%	*	49%	44%
White	62	753	753	751	*	*	36%	48%	*	53%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	42	753	753	745	*	*	33%	52%	*	57%	45%
Male	38	750	750	742	*	*	45%	32%	*	40%	43%
Economically Disadvantaged Students	20	743	743	728	*	*	55%	*	*	25%	24%
Non-Economically Disadvantaged Students	60	754	754	752	*	*	33%	*	*	57%	56%
Students with Disabilities	12	714	714	717	*	*	*	*	*	*	13%
Students without Disabilities	68	758	758	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	750	750	741	*	*	42%	45%	*	48%	40%
White	71	752	752	748	0%	*	37%	51%	*	54%	49%
Hispanic	11	738	738	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	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	46	752	752	743	*	*	39%	50%	*	52%	41%
Male	43	747	747	740	*	*	44%	40%	*	44%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	725	725	728	22%	19%	32%	27%	0%	27%	28%
White	48	731	731	736	*	*	40%	31%	0%	31%	35%
Hispanic	15	710	710	721	*	*	*	*	0%	13%	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	N	N	N	726	N	N	N	N	N	N	28%
Female	38	722	722	730	*	*	32%	*	0%	24%	30%
Male	30	730	730	725	*	*	33%	*	0%	30%	26%
Economically Disadvantaged Students	19	721	721	719	*	*	*	*	0%	21%	19%
Non-Economically Disadvantaged Students	49	727	727	734	*	*	*	*	0%	29%	34%
Students with Disabilities	22	695	695	705	*	*	*	*	*	*	*
Students without Disabilities	46	740	740	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	68	725	725	729	22%	19%	32%	27%	0%	27%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	779	779	743	0%	0%	*	83%	*	94%	42%
White	37	777	777	751	0%	0%	*	81%	*	92%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	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	23	782	782	744	0%	0%	*	83%	*	91%	43%
Male	23	776	776	741	0%	0%	*	83%	*	96%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	46	779	779	745	0%	0%	*	83%	*	94%	*
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	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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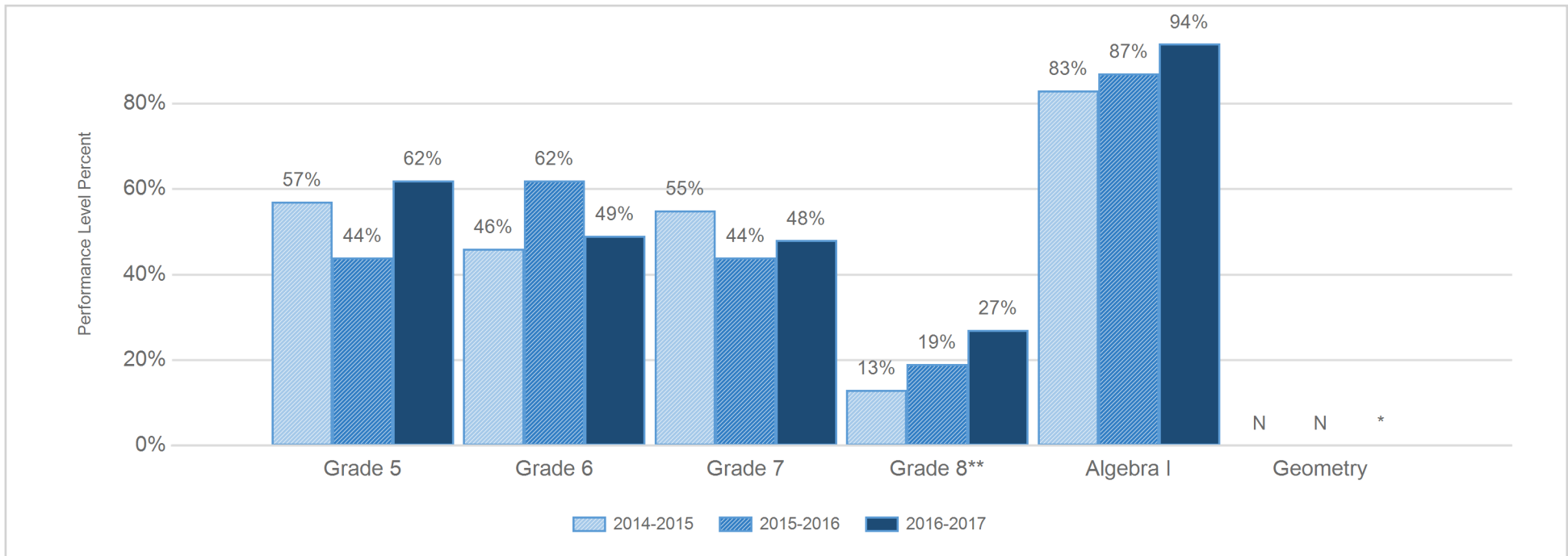
Mathematics Assessment - Performance by Test: Geometry

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

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

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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



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

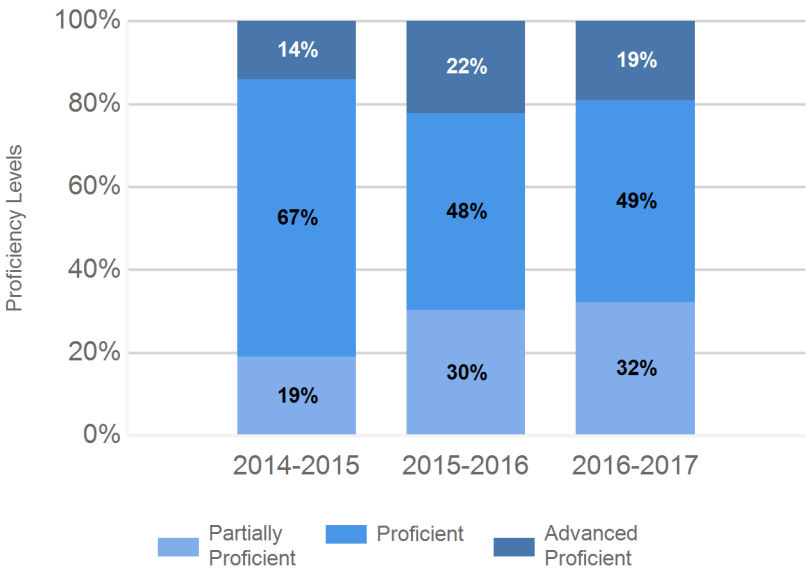
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	19%	49%	32%
White	21%	54%	25%
Hispanic	6%	22%	72%
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	27%	64%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	9%	39%	52%
Students with Disabilities	8%	29%	63%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	46	50	Met Target	52	51	50	Met Target
White	47	45.5	50	Met Target	49	46.5	52	Met Target
Hispanic	55	44.5	49	Met Target	56	52	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	75	*	60	Exceeds Target	80	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	49	37	47	Met Target	65	56	46	Exceeds Target
Students with Disabilities	38	32	41	Not Met	54.5	49.5	43	Met Target
English Learners	70	*	53	**	69.5	*	51	**

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



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

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

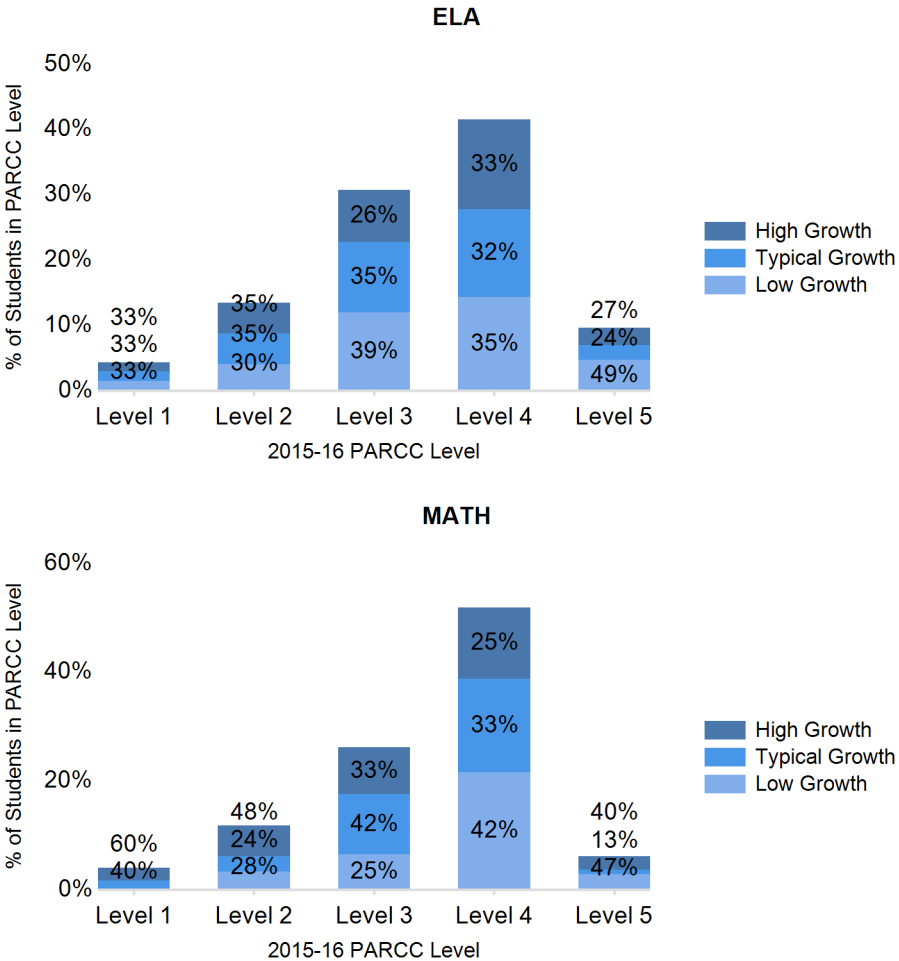
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

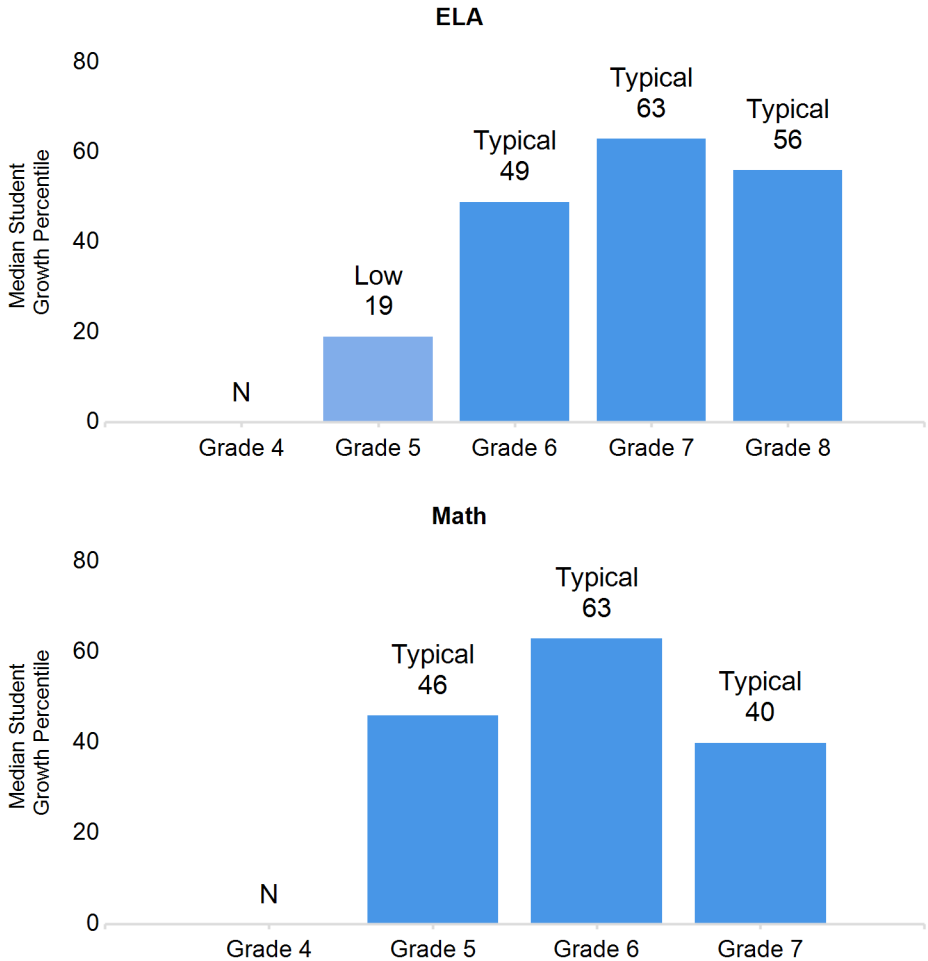
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	104
7	1	0	102
8	48	1	74
Schoolwide	49	1	280

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	104	0	0	0	0	0	0
7	101	0	0	0	0	0	0
8	43	0	0	0	0	0	73
Schoolwide	248	0	0	0	0	0	73
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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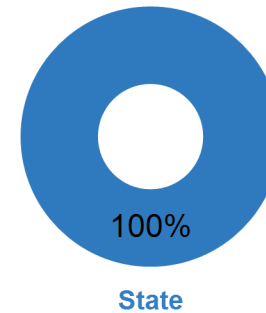
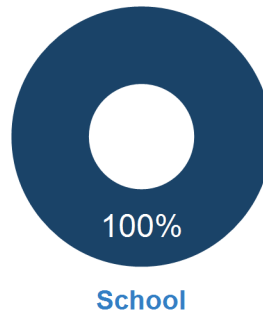
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Visual and Performing Arts – Course Participation

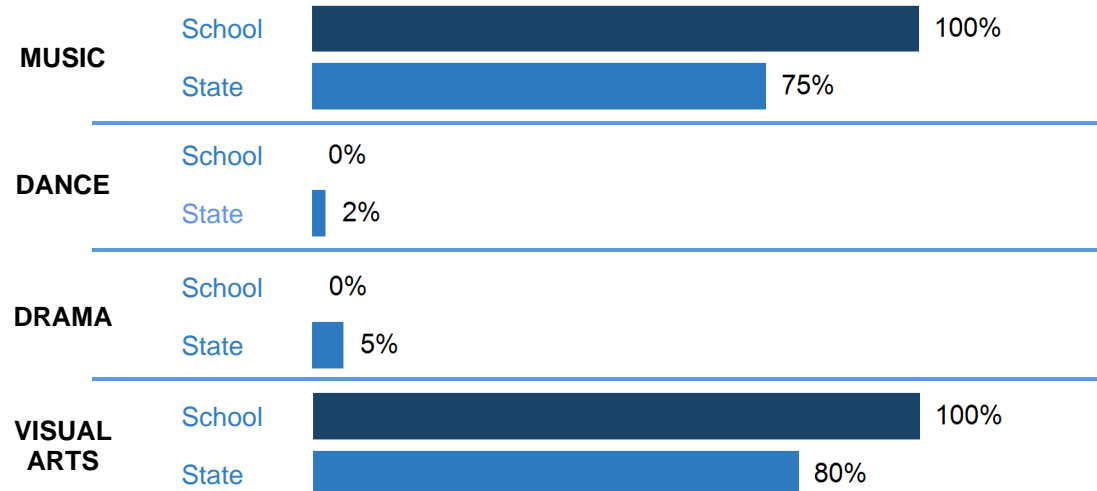
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

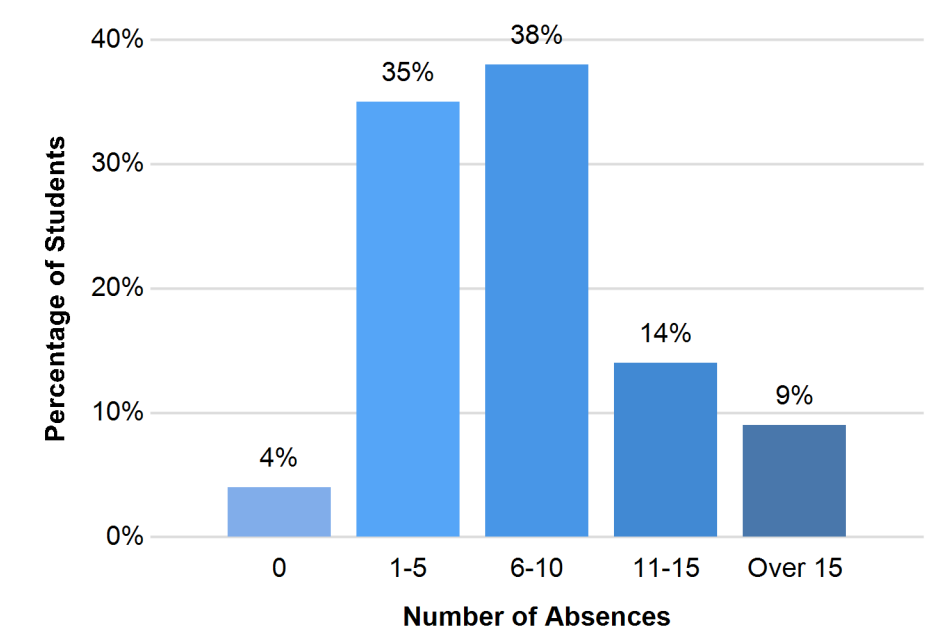
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.90	8.30	Met Target
White	5.60	8.30	Met Target
Hispanic	8.80	8.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.40	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.60	8.30	Not Met
Students with Disabilities	12.80	8.30	Not Met
English Learners	N	**	**

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

Days Absent

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



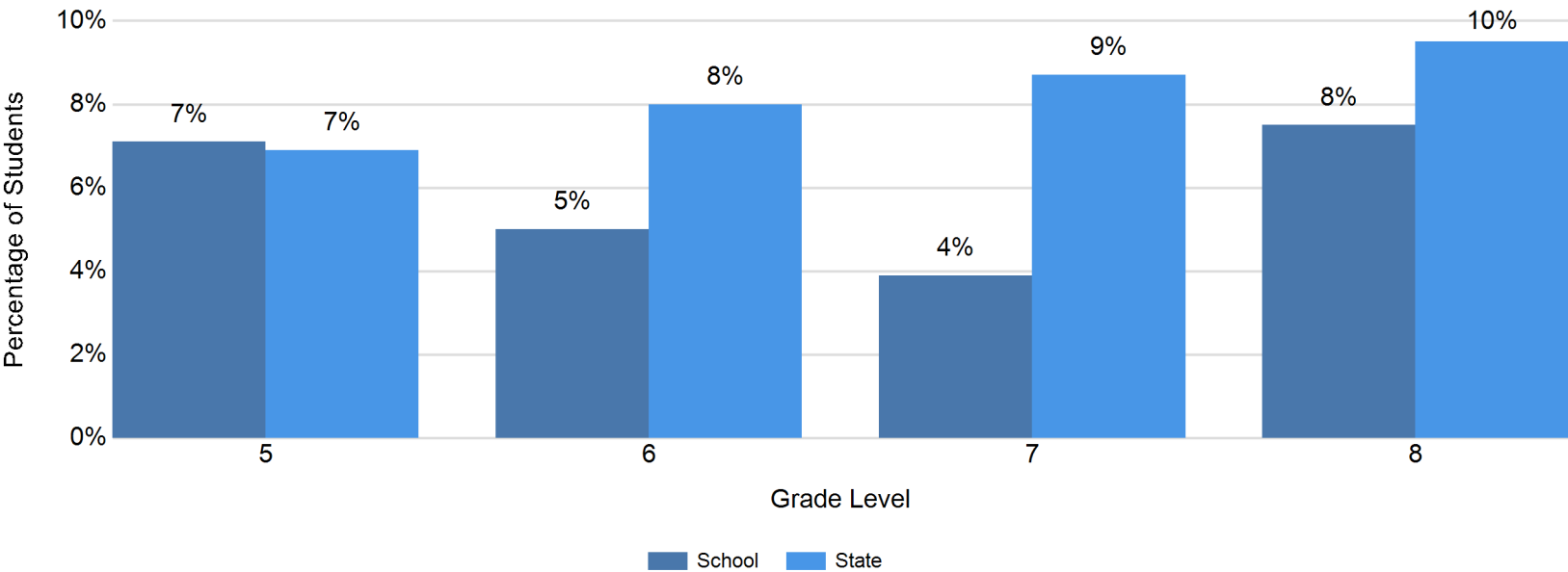


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.47

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	2.4%
Any Suspension	3.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.8:1	213.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$507	\$13,487	\$13,994



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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	58	120,724
Average years experience in public schools	10.0	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	59%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,506
Average years experience in public schools	12.4	15.9
Average years experience in district	4.4	11.6
Administrators in district for 4 or more years	40%	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	7:1	10:1
Administrators	211:1	187:1
Librarian/Media Specialists		936:1
Nurses		468:1
Counselors		468:1
Child Study Team		312:1



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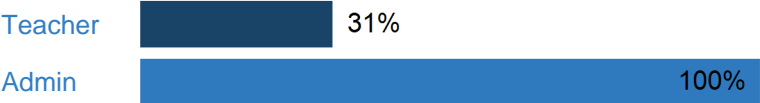
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	32.5	17.5%
Mathematics Proficiency	49.2	17.5%
English Language Arts Growth	51.7	25.0%
Mathematics Growth	67.6	25.0%
Chronic Absenteeism	50.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.6
Summative Rating: Percentile rank of Summative Score		52.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	51.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	38.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	52.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	61.0	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	58.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	50.7	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Northfield Community Middle School
2016-2017
Grade Span 05-08




01-3720-056
 ATLANTIC
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School General Info

Principal:	Mr. Morrison	Email Address:	kmorrison@ncs-nj.org
Address:	2000 NEW ROAD NORTHFIELD, NJ 08225	Website:	https://www.ncs-nj.org/domain/61
Phone:	(609)407-4008	Facebook:	https://www.facebook.com/ncmspride/
		Twitter:	https://twitter.com/ncsnj

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.

 Highlights:	<ul style="list-style-type: none"> • High School Level Algebra I and Spanish I offered in 8th Grade • Think Day Champions • Recipient of the 2016 SETDA Student Voice Award
 Mission, Vision, Theme:	<p>Mision, Vision, Theme As the center of our community, Northfield Community School provides our children the opportunity to achieve their greatest potential and prepares them to compete and excel in the global 21st century society. Belief Statements We believe we provide a safe environment that is conducive to learning. We believe in fiscal responsibility. We believe implementing our curriculum will best prepare each student for his or her next phase of learning.</p>
 Awards, Recognition, Accomplishments:	<p>The middle school was a recipient of the 2016 SETDA Student Voice Award.” Our students also won the Mainland Think Day Competition. Our think day team took first place, competing against 15 area middle schools in the competition. Our girls soccer team also took first place in the division during the 16-17 school year. Our band program was also fortunate enough to place first in the Music in Parks Competition at Six Flags Great Adventure.</p>







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 Courses, Curriculum, Instruction:	<p>In grades 5-8, numerous students were enrolled in our Advanced Language Arts and Advanced Math programs. Eligible students in Grade 8 were in enrolled Algebra and Spanish I, both high school level classes. All students in Grades 7&8 participated in an “edcamp style” period in which the learning was facilitated and guided by students. Support services were given during a writing block across all grade levels. Students also rotated into digital shop to explore S.T.E.A.M. concepts and topics</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)</p> <p>A highlight of every basketball season in the community is The Northfield Invitational Tournament. Various surrounding schools participate in this decades long tradition.</p>
 Clubs and Activities:	<p>Numerous opportunities exist for students to peruse their passion after school at NCS. We offer clubs such as future engineers, chess club, media club, star mentors, mock trial, robotics and art club.</p>
 Before and After School Programs:	<p>Students in grades 5-8 were able to participate in our before and after school care program, SACC (School Aged Child Care). The program offered various activities for students to engage in such as cooking lessons, guitar lessons, karate class, art class, theater, tumbling, and dance. Various programs were also offered in the summer months.</p>







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 Staff and Professional Learning:	Various professional development opportunities were offered during the school year. Various topics were discussed and presenters from outside of the district were brought in to in-service the staff in best practices to meet the diverse needs of their students. Staff collaborated in professional learning communities weekly. Numerous staff members also attended and presented at various conferences outside of the school day. During the year staff members articulated vertically and horizontally.
 Student Supports and Services:	Students that were not native speakers were serviced through our E.L.L. program. The middle school also has a Basic Skill program for qualifying students. Students in this program received various supports during the course of the year focused on student achievement. Struggling students, behaviorally or academically, were referred to the I&RS Team in an effort to offer supports and potentially change placement when appropriate.
 Student Health and Wellness:	Students have a nutritious lunch as well as breakfast offered daily. "Breakfast after the bell" offers healthy choices that students can bring to class and is open from 8-10. Students also have numerous chances during the day to be active. Every student in grades 5-8 attends recess daily as well gym class every day. In addition to our many athletic programs, students also had the chance to participate in the "Kid Fit" program.
 Parent and Community Involvement:	During the course of the year the PTO organized and supported numerous events such as the Winter Carnival, Veteran's Day, Dave's Day, Spring Fling, Field Day and the 8th Grade Formal Dance. They also are involved in numerous fund raising activities to help support the school. Some examples are P.A.C. meeting and parents camp. Parents have access to student graded through the parent portal of our student information system, Genesis.



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Climate Surveys:

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

A school climate survey was completed by all stakeholders in the 2016-2017 school year. A survey was distributed to staff, parents and students of the entire district. The survey used was the recommended survey provided by the NJDOE. The results of the survey were shared with administration and discussed at our building safety committee meetings. The results were also shared with the public at a board of education meeting.



Facilities:

The Northfield Community Middle School was opened in January of 1998. It houses 4 grade levels with 32 classrooms. Recent renovations completed in 2015 include a new HVAC system as well as an upgrade of our fields. Some highlights our building include our S.T.E.A.M. lab, a media studio, a greenhouse and several courtyards. Most hallways also have bottle filling stations to promote drinking water.