



A.P. Morris Early Childhood Center  
2016-2017


Grade Span PK-01

39-2190-090  
UNION  
HILLSIDE TWP  
143 COE AVE  
HILLSIDE, NJ 07205-2830

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:

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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	185	177	170
KG	203	212	193
1	239	223	217
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	43	41	52
Total	670	653	632

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	196	177	170
KG - Half Day	0	0	0
KG - Full Day	210	212	193

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	47%	47%
Male	50%	53%	54%
Economically Disadvantaged Students	65%	63%	65%
Students with Disabilities	11%	15%	17%
English Learners	22%	19%	23%
Homeless Students			1%
Students in Foster Care			1%
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
Black or African American	57.8%
Hispanic	25.6%
White	14.4%
Asian	1.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

### Enrollment by Home Language

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

Home Language	% of Students
English	53.0%
Spanish	15.2%
Portuguese	10.8%
Haitian	10.6%
Twi	2.1%
Other	8.9%



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

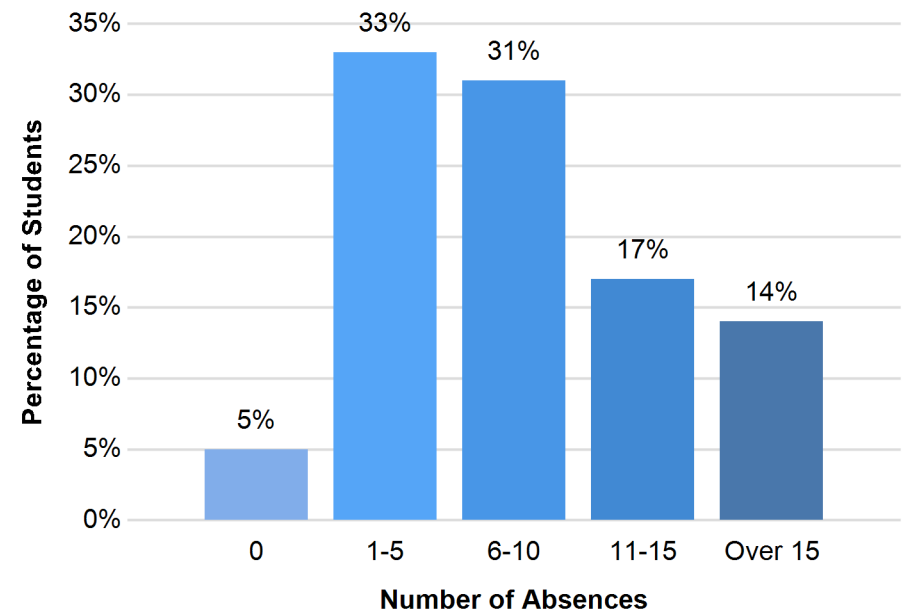
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.10	10.80	Not Met
White	8.30	10.80	Met Target
Hispanic	19.80	10.80	Not Met
Black or African American	8.00	10.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.90	10.80	Met Target
Students with Disabilities	11.70	10.80	Not Met
English Learners	9.40	10.80	Met Target

### Days Absent

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



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



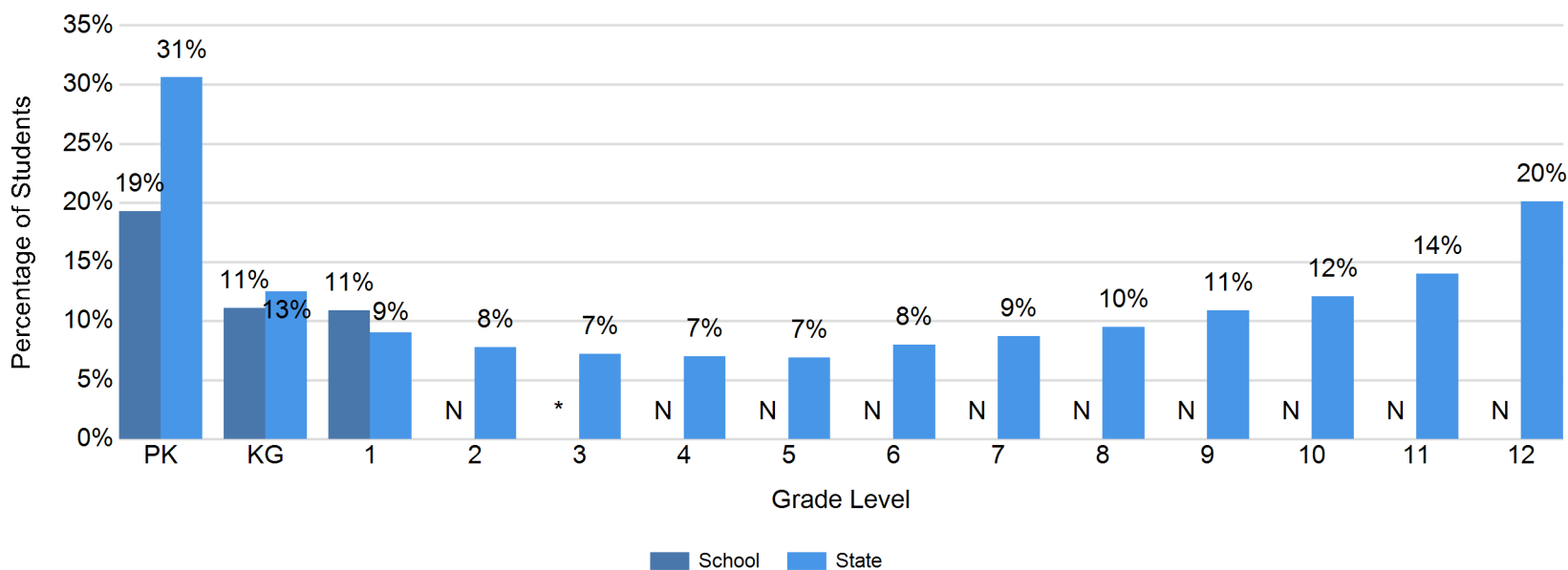
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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	9:00AM
Typical End Time	2:35PM
Length of School Day	5 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 50 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	11
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.74

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.7%
Any Suspension	1.7%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$603	\$14,388	\$14,991



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	70%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	21.6	15.9
Average years experience in district	14.7	11.6
Administrators in district for 4 or more years	76%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	316:1	122:1
Librarian/Media Specialists		765:1
Nurses		340:1
Counselors		437:1
Child Study Team		306:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	88%	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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### School General Info

<b>Principal:</b>	Ms. Lowe	<b>Email Address:</b>	<a href="mailto:alowe@hillsidek12.org">alowe@hillsidek12.org</a>
<b>Address:</b>	143 COE AVE HILLSIDE, NJ 07205-2830	<b>Website:</b>	<a href="http://www.hillsidek12.org">www.hillsidek12.org</a>
<b>Phone:</b>	(908)352-7664		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• New Project Read Program Implemented</li> <li>• Bee Bucks for Good Character</li> <li>• New Media Lab for Students</li> </ul>
 <b>Mission, Vision, Theme:</b>	We at A.P. Morris Early Childhood Center, believe that all children can learn. Our mission is to provide enriching, enjoyable and meaningful activities through a curriculum that nurtures young children and promotes problem-solving skills. We strive to develop the potential of all students academically with a strong emphasis on the New Jersey Student Learning Standards. We encourage social and moral development through our school wide character education program.
 <b>Awards, Recognition, Accomplishments:</b>	The A.P. Morris Early Childhood Center Teacher of the Year is Luis Taveras! Mr. Taveras has taught Spanish at AP Morris ECC for two years. His career as an educator began in Paterson as a substitute teacher and later as a paraprofessional. He is a Rutgers University graduate with a bachelor's degree in Communication. He feels very honored to be teacher of the year at AP Morris ECC.



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**Before and After  
School Programs:**

A.P. Morris offers after school tutoring services for first grade students who qualify for Title I services. These sessions meet for one hour after school three times a week. These students meet with a teacher and are taught lessons that reinforce grade-level standards in small group settings. Title I students in first grade are also offered Project Homework. This program meets for one hour after school three times a week.






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 <p><b>Staff and Professional Learning:</b></p>	<p>The A.P. Morris faculty participated in several days of Project Read Intensive training. The training took place the summer of 2016 and during scheduled professional development days. The faculty also participated in math center workshops. Faculty and staff members were trained in CPI. Faculty members were also trained to read and analyze student data to improve instruction and lesson planning. Faculty members began to learn about John Hattie's research on Visible Learning.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The students at A.P. Morris participate in Breakfast After the Bell. This is a federal school breakfast program that offers children a nutritious breakfast at school so they can start their day right. The goal is to increase the number of children eating a healthy breakfast on school days by improving the effectiveness of school breakfast programs. The students at A.P. Morris participate in physical education twice a week and they participate in recess daily.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The A. P. Morris Early Childhood Center has a dedicated teaching staff, competent support staff and a helpful PTA, all working together to meet the needs of all students. Our PTA supports and coordinates a variety of enjoyable activities for our families and staff members including assemblies, pumpkin sales, Trick or Trunk, holiday shopping and many other special events.</p>



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#### Climate Surveys:

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

The parents, guardians, faculty and staff members are asked to take a school climate survey every year. A.P. Morris scored well. The areas of strength were as follows; Safety – Staff feels safe in the hallways and bathrooms. Students are safe at this school. Parental Support & Engagement – Parents are made to feel welcome in this school. Teaching and Learning – The school community has high expectations of all students. Students at this school care about learning.



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### Other Information:

Our full-day program for our four year olds exposes children to a variety of discovery-centered activities designed to arouse curiosity, encourage creativity and promote problem solving. Some examples of our theme- based centers are; All About Me, Transportation, Music, Community and the Human Body. Our four year old students participate in interactive writing and readiness activities in reading and math. We use the Creative Curriculum to guide instruction as well as observing the Early Childhood Environment Rating Scale (ECERS) state classroom guidelines. ECERS, is a classroom assessment tool designed to measure the quality of group programs for children ages two through five, by collecting data through classroom observations and a staff interview. The teachers provide instruction using a balanced literacy and a hands-on mathematics program that support the New Jersey Student Learning Standards. Our inquiry-based science program also support the New Jersey Common Core State Standards. Our Character Education Program provides opportunities for our students to learn about values and morals. Our students receive weekly character education instruction from their classroom teacher and guidance counselor. Our students learn about respect, honesty, compassion, responsibility and self-discipline. They are rewarded with Bee Bucks, to use at our school store called the Beehive. The Bee Bucks help us to reinforce the monthly character education traits and encourages good behavior. Technology is integrated into all subjects. All classrooms have Smart Boards, Chromebooks and iPads. All classrooms have a minimum of four computers. Students and teachers have access to software such as Bookflix, United Streaming and Brain Pop Jr. Reading growth is monitored with the Developmental Reading Assessment (DRA2), running records, and informal observational checklists. District assessments are given in mathematics and writing.



## Calvin Coolidge School

2016-2017


Grade Span 02-02

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### Enrollment Trends by Grade

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Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	0	0	0
2	220	231	221
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Total	220	231	221

### 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	45%	49%	49%
Male	56%	51%	51%
Economically Disadvantaged Students	73%	68%	61%
Students with Disabilities	7%	13%	11%
English Learners	8%	7%	12%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	62.4%
Hispanic	24.0%
White	10.0%
Asian	2.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### Enrollment by Home Language

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

Home Language	% of Students
English	56.6%
Spanish	14.5%
Haitian	9.0%
Portuguese	9.0%
Igbo	2.7%
Other	8.4%



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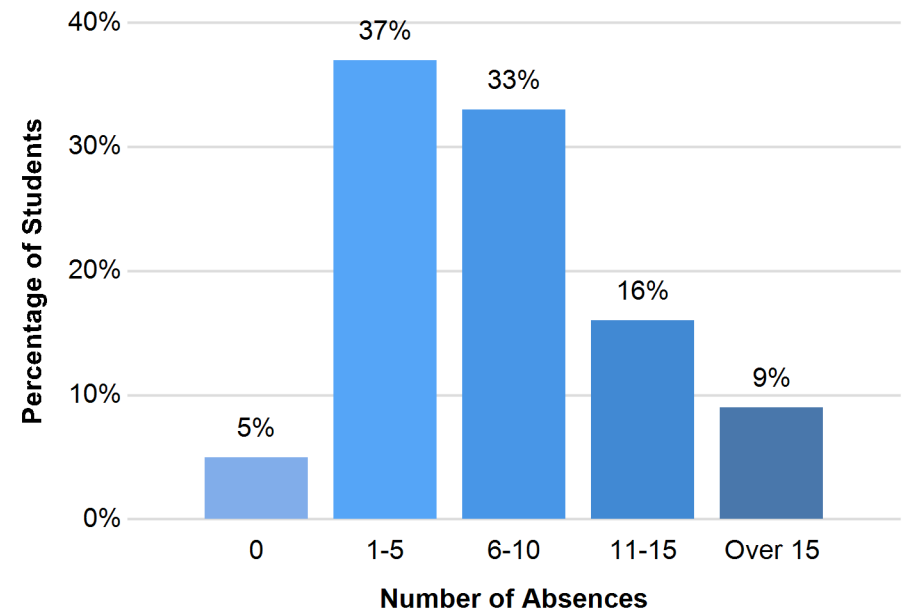
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This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	7.80	Met Target
White	4.20	7.80	Met Target
Hispanic	9.40	7.80	Not Met
Black or African American	6.50	7.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.60	7.80	Met Target
Students with Disabilities	6.70	7.80	Met Target
English Learners	4.20	7.80	Met Target

### Days Absent

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



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



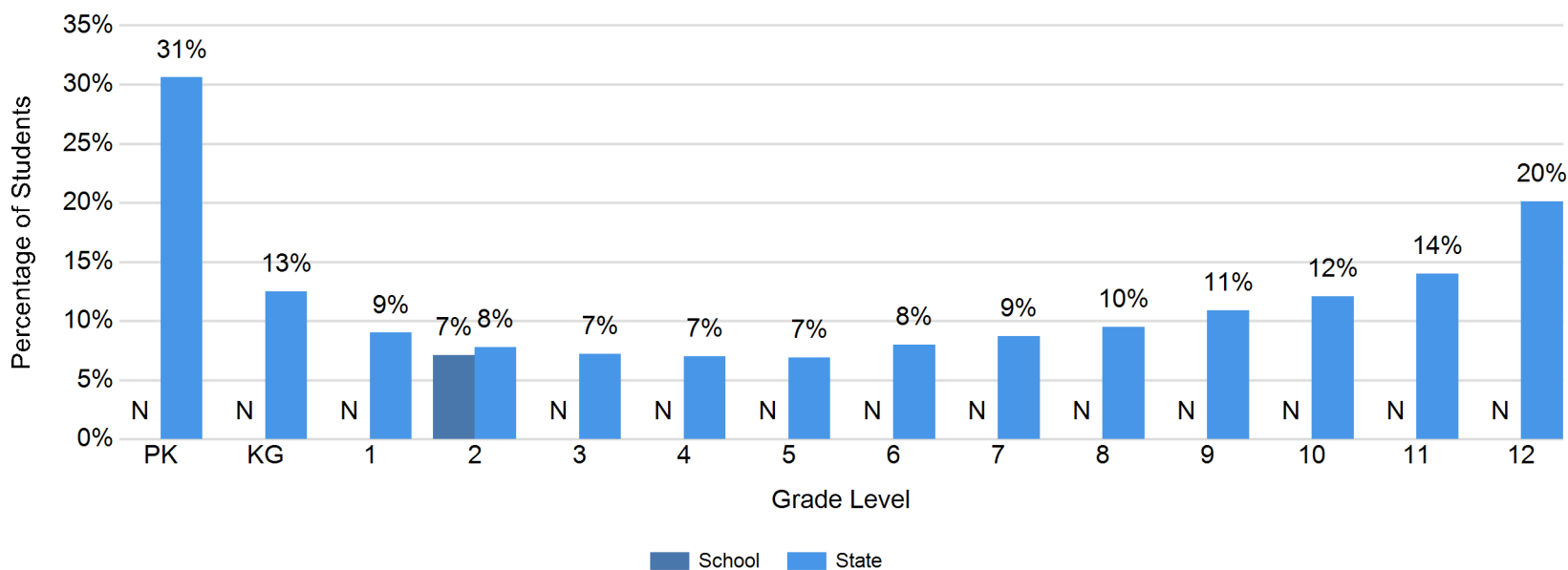
Calvin Coolidge School  
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Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 50 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	0.90

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$603	\$14,388	\$14,991



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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	18	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	13.0	10.5
Teachers in district for 4 or more years	89%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	21.6	15.9
Average years experience in district	14.7	11.6
Administrators in district for 4 or more years	76%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	221:1	122:1
Librarian/Media Specialists		765:1
Nurses		340:1
Counselors		437:1
Child Study Team		306:1



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

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	88%	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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### School General Info

<b>Principal:</b>	Mr. Graham	<b>Email Address:</b>	<a href="mailto:rgraham@hillsidek12.org">rgraham@hillsidek12.org</a>
<b>Address:</b>	614 TILLMAN ST HILLSIDE, NJ 07205-1721	<b>Website:</b>	<a href="http://www.hillsidek12.org">www.hillsidek12.org</a>
<b>Phone:</b>	(908)352-7664		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Everyday Math, Balanced Literacy, and Next Generation Science Standards</li> <li>• Technology is a part of each school day; technology used in math, reading, and writing</li> </ul>
 <b>Mission, Vision, Theme:</b>	In partnership with the greater Hillside community, Calvin Coolidge Elementary School shares the responsibility of educating all students. We seek to foster a love of learning in an innovative, cooperative climate which empowers all students to be competent, productive, caring, and responsible citizens.
 <b>Awards, Recognition, Accomplishments:</b>	Super Student of the Month and Super Reader of the Month are selected from each class on a monthly basis. Students who achieve the "Super Student" or "Super Reader" status have their photos taken and displayed in the school building as recognition for their accomplishment.





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School Narrative

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

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Everyday Mathematics, Balanced Literacy, Next Generation Science, Social Studies, PE, Health, Music, Art, World Language, Character Education</p>
 <p><b>Before and After School Programs:</b></p>	<p>Calvin Coolidge offers an after-care program for working families that is run by The Boys and Girls Club. Project Homework is offered after school to all Title I students that need support to complete homework.</p>







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### School Narrative

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 <p><b>Staff and Professional Learning:</b></p>	<p>Administrators and teachers are being trained in PBL and Flip Classroom to get students to be self-directed, problem solvers.</p>
 <p><b>Student Supports and Services:</b></p>	<p>ESL is offered to English Language Learners everyday, I&amp;RS addresses students with academic and behavioral issues, counseling addresses social issues.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Health classes, PE classes, recess and nurse provides lessons on health awareness.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent Portal accessed through the Hillside's District Website. Math and Literacy Night provides parents with the 2nd grade NJ Student Learning Standards in math and reading. It provides parents tools to help their student meet those standards</p>



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## School Narrative

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



### Climate Surveys:

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

Parent and Teacher Surveys are given once a year. Changes are made by all the stakeholders based on the data.



### Facilities:

Calvin Coolidge Elementary is a 2nd grade school. The building is 93 years old. It is a small school that consists of ten classrooms, a library, and a gymnasium/auditorium/stage. The classrooms have air conditioning.



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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.

Calvin Coolidge Elementary School school day is 8:25 - 2:45. The uniform policy consists of blue shirts and khaki pants. Every class has a least 12 chrome books and there is one chrome cart with 24 chromebooks on each floor. The student population is 222 students. Student playground is located on the side of the building with a jungle gym.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
5	179	209	226
Ungraded	24	23	24
<b>Total</b>	<b>203</b>	<b>232</b>	<b>250</b>

Student Group	2014-15	2015-16	2016-17
Female	50%	45%	46%
Male	50%	55%	54%
Economically Disadvantaged Students	73%	69%	66%
Students with Disabilities	22%	22%	20%
English Learners	3%	9%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	62.0%
Hispanic	26.0%
White	8.8%
Asian	2.0%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.8%

**Enrollment by Home Language**

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

Home Language	% of Students
English	56.4%
Spanish	16.8%
Portuguese	8.4%
Haitian	4.8%
Twi	3.2%
<i>Other</i>	10.4%



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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	213	97.4	57.70	38.90	54.90	57.7	43.6	Met Target
White	17	100.0	82.40	52.90	63.90	82.4	**	**
Hispanic	52	100.0	71.10	40.50	39.80	71.1	47.6	Met Target
Black or African American	136	96.0	50.00	35.40	35.20	50	38.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	101	98.1	66.30	47.60	62.20	66.3		
Male	112	96.7	50.00	31.30	48.10	50		
Economically Disadvantaged Students	125	98.5	57.60	36.40	36.20	57.6	36.6	Met Target
Non-Economically Disadvantaged Students	88	95.8	57.90	41.90	65.80	57.9		
Students with Disabilities	27	90.9	11.10	*	20.50	10.5	9.7	Met Target
Students without Disabilities	186	98.5	64.60	*	61.90	64.6		
English Learners	35	97.2	57.10	32.90	25.20	57.1	24.3	Met Target
Non-English Learners	178	97.4	57.80	39.90	57.40	57.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
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

† 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	223	754	754	756	5%	14%	24%	51%	5%	57%	59%
White	19	766	766	763	*	*	*	68%	*	79%	69%
Hispanic	55	762	762	743	*	*	*	58%	*	69%	44%
Black or African American	141	749	749	740	*	16%	29%	47%	*	49%	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	106	762	762	761	*	9%	25%	58%	*	65%	66%
Male	117	746	746	750	*	18%	24%	45%	*	49%	53%
Economically Disadvantaged Students	131	750	750	740	*	16%	19%	54%	*	57%	40%
Non-Economically Disadvantaged Students	92	758	758	765	*	11%	32%	47%	*	57%	71%
Students with Disabilities	28	716	716	725	*	*	*	*	*	11%	22%
Students without Disabilities	195	759	759	762	*	*	*	*	*	63%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

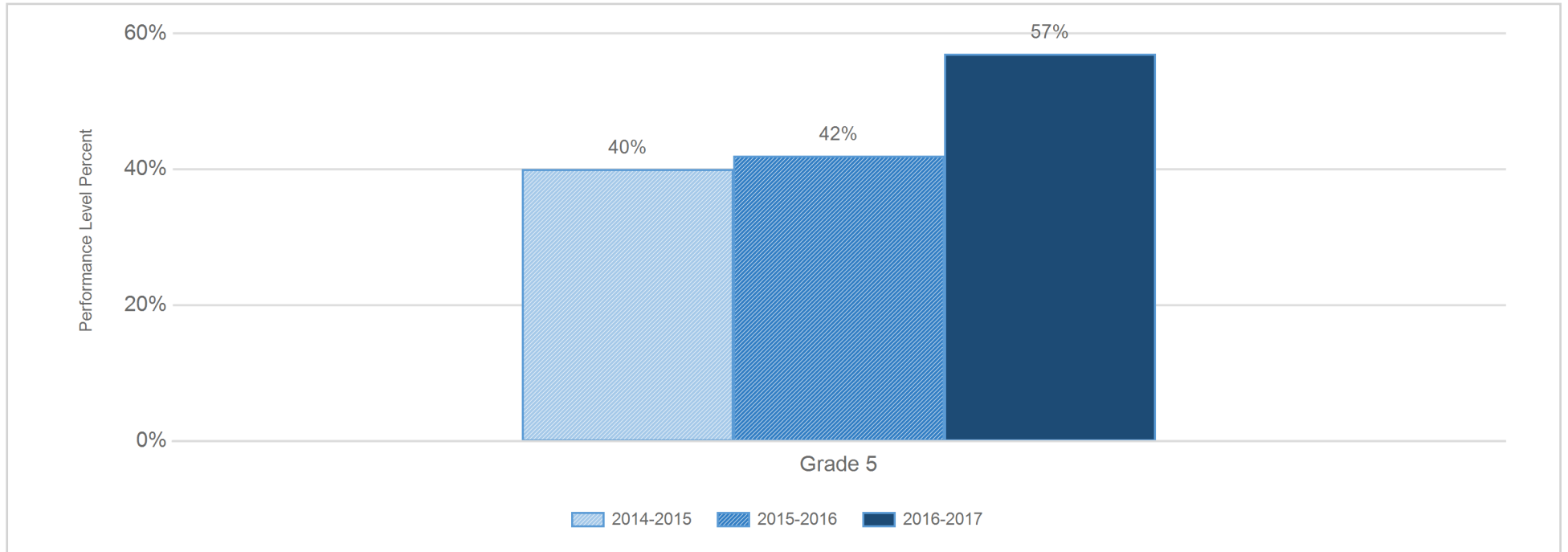


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**English Language Arts/Literacy Assessment - Performance Trends**

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	213	97.8	34.80	24.30	43.50	34.8	37.7	Met Target†
White	17	100.0	64.70	37.00	52.40	64.7	N	N
Hispanic	52	100.0	46.20	*	27.60	46.2	41.5	Met Target
Black or African American	136	96.6	25.70	*	21.70	25.7	31.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	101	99.1	39.60	*	44.10	39.6		
Male	112	96.8	30.40	*	42.90	30.4		
Economically Disadvantaged Students	125	99.3	32.00	*	25.10	32	34.5	Met Target†
Non-Economically Disadvantaged Students	88	95.8	38.60	*	54.30	38.6		
Students with Disabilities	27	90.9	*	*	16.50	*	18.3	Not Met
Students without Disabilities	186	99.0	*	*	48.80	*		
English Learners	35	100.0	31.50	*	23.30	31.5	34.5	Met Target†
Non-English Learners	178	97.4	35.40	*	45.20	35.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	225	740	740	747	*	20%	40%	30%	*	34%	46%
White	20	753	753	754	*	*	*	55%	*	60%	57%
Hispanic	55	745	745	735	*	*	35%	40%	*	46%	30%
Black or African American	142	735	735	729	*	25%	44%	23%	*	25%	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	107	744	744	747	*	12%	46%	37%	*	38%	47%
Male	118	736	736	746	*	28%	35%	24%	*	30%	46%
Economically Disadvantaged Students	133	737	737	732	*	18%	41%	28%	*	31%	27%
Non-Economically Disadvantaged Students	92	744	744	756	*	24%	38%	34%	*	38%	59%
Students with Disabilities	28	718	718	725	*	*	*	*	*	*	19%
Students without Disabilities	197	743	743	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

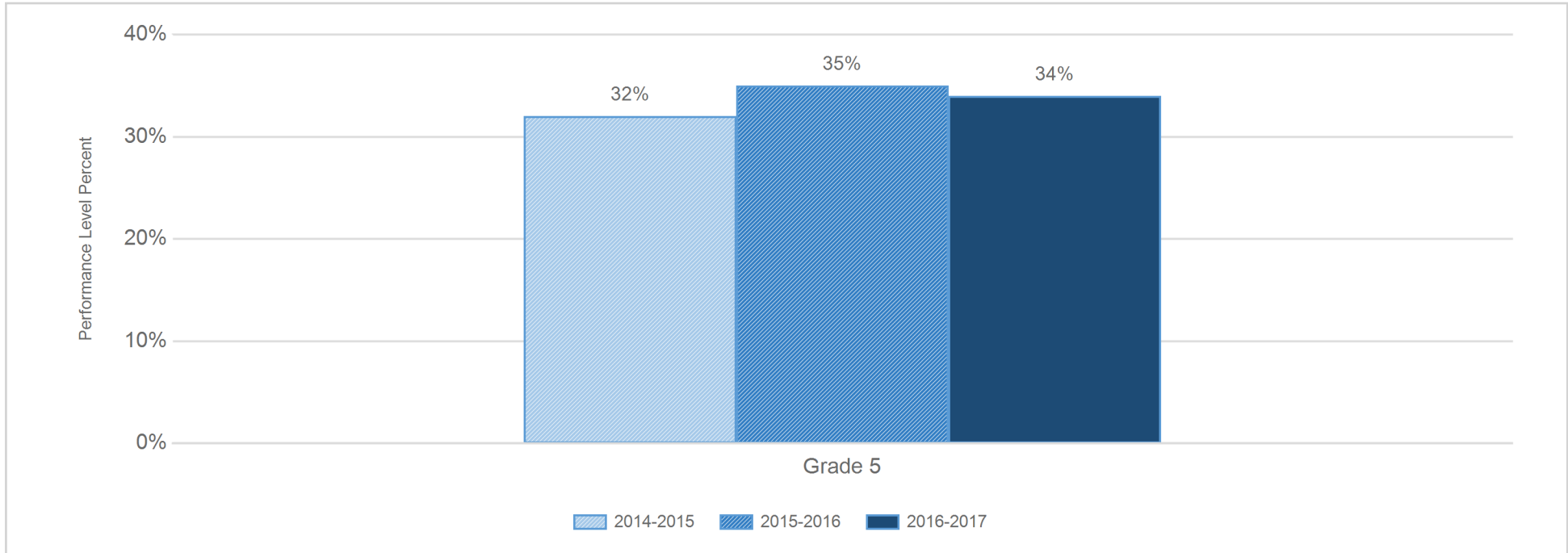


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

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

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

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



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This section 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	72	48	50	Exceeds Target	63	53	50	Exceeds Target
White	86.5	61	50	**	78	52.5	52	**
Hispanic	73.5	50	49	Exceeds Target	67	52	47	Exceeds Target
Black or African American	71	46	45	Exceeds Target	61	52	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	67	60	**	*	60	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	74	46	47	Exceeds Target	61	52	46	Exceeds Target
Students with Disabilities	50.5	37	41	Met Target	56.5	41	43	Met Target
English Learners	65.5	45	53	Exceeds Target	75	52	51	Exceeds Target

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



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

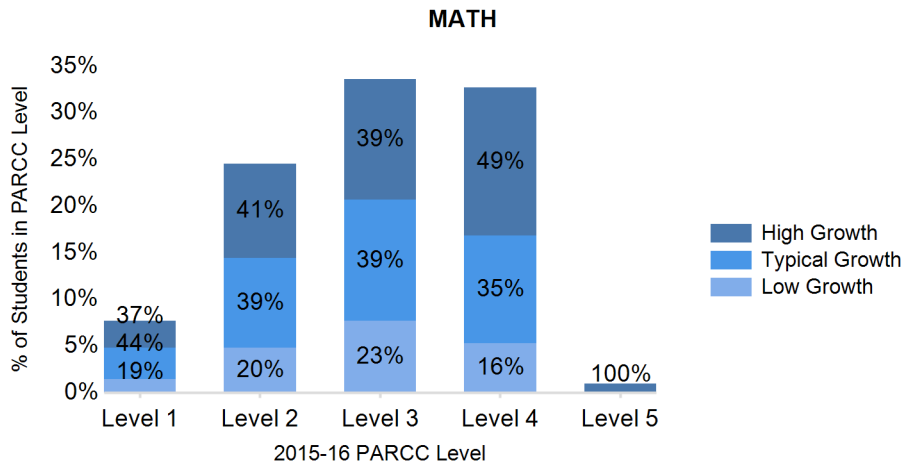
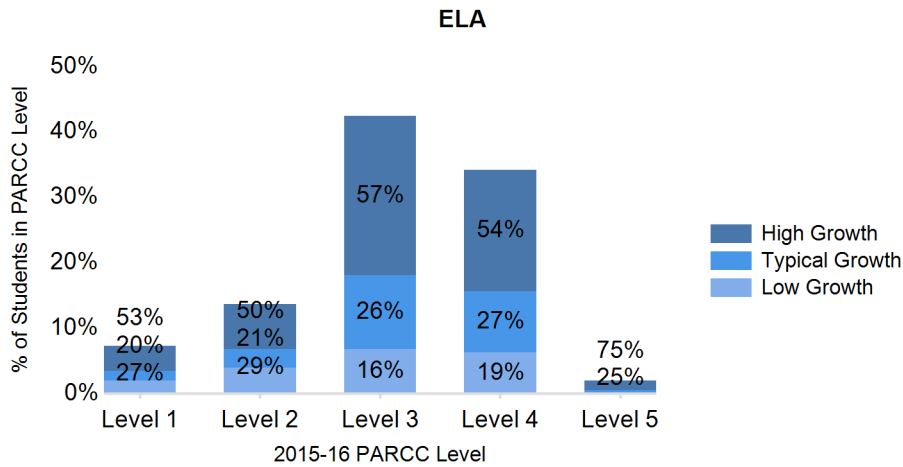
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

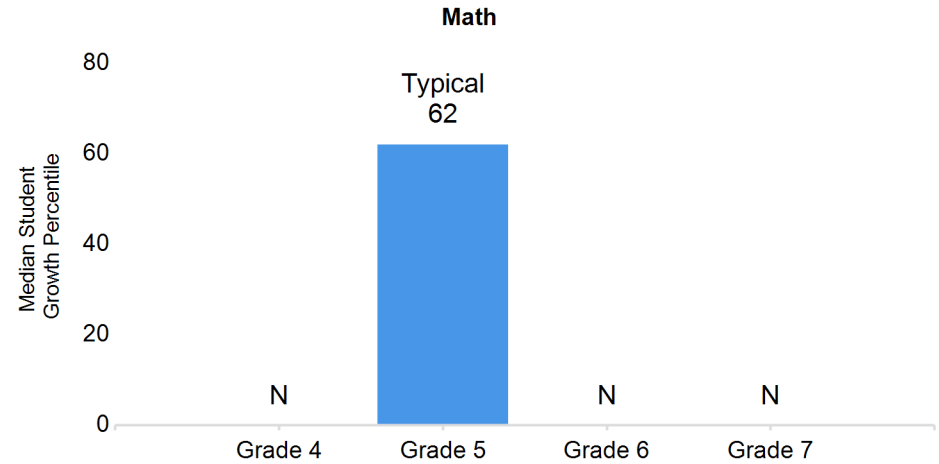
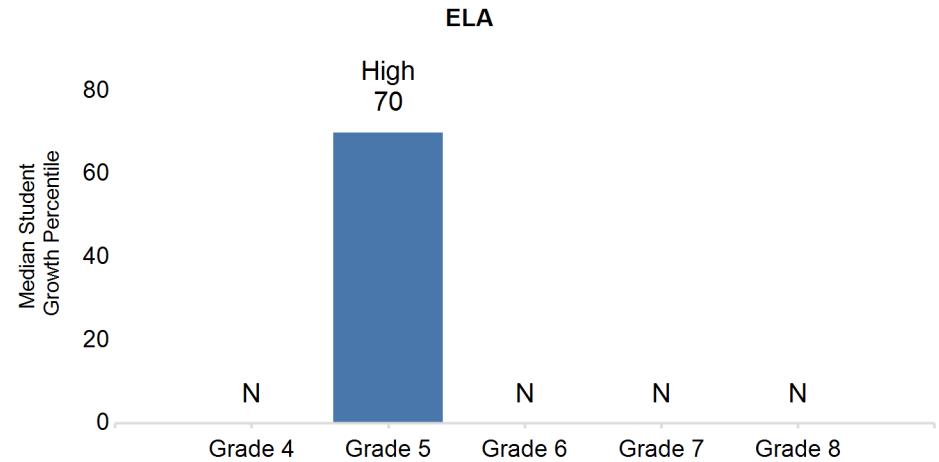
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

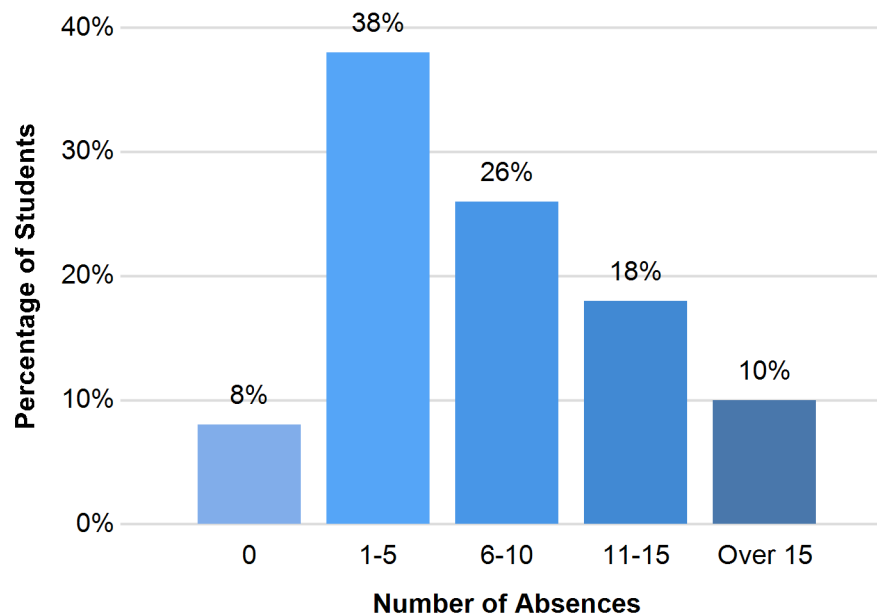
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.10	6.90	Not Met
White	10.00	6.90	Not Met
Hispanic	15.00	6.90	Not Met
Black or African American	7.10	6.90	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.30	6.90	Not Met
Students with Disabilities	18.20	6.90	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.



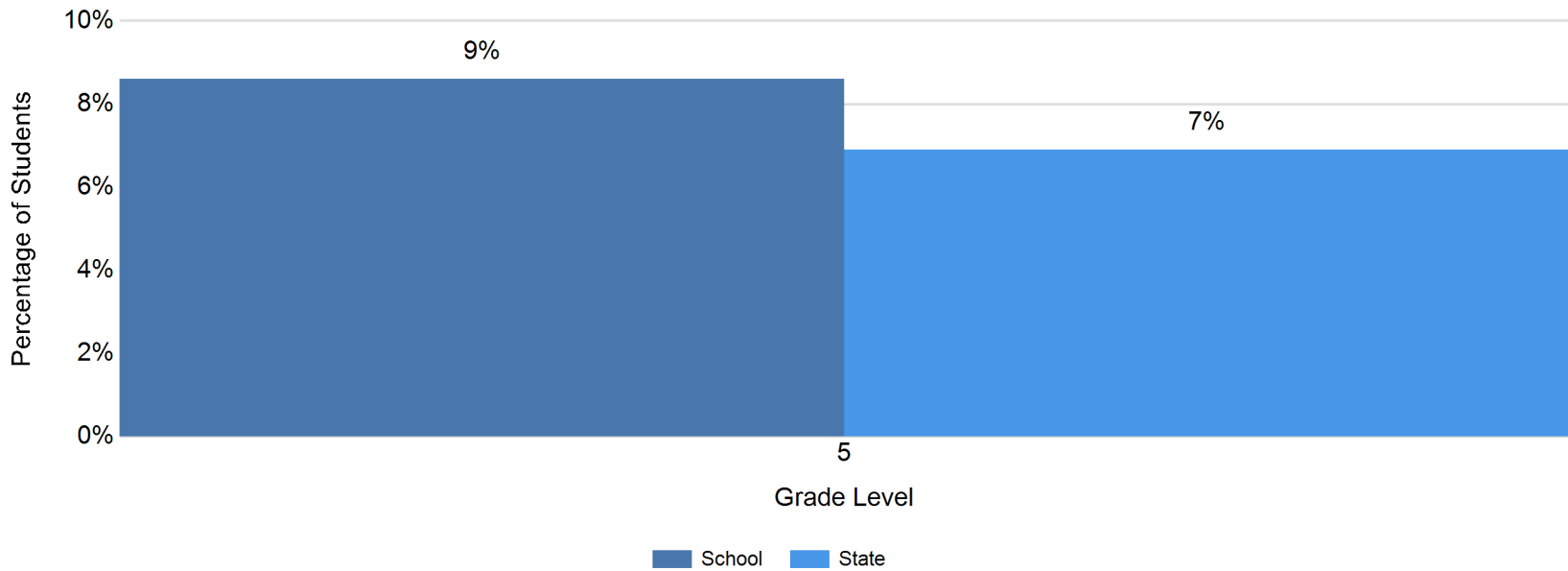


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**Chronic Absenteeism by Grade**

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	8:45AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	3.20

### 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	4.4%
Any Suspension	4.4%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	326.7 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 (2015-2016)	\$603	\$14,388	\$14,991



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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	23	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	8.4	10.5
Teachers in district for 4 or more years	61%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	21.6	15.9
Average years experience in district	14.7	11.6
Administrators in district for 4 or more years	76%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	125:1	122:1
Librarian/Media Specialists		765:1
Nurses		340:1
Counselors		437:1
Child Study Team		306:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	88%	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	64.2	17.5%
Mathematics Proficiency	38.4	17.5%
English Language Arts Growth	97.3	25.0%
Mathematics Growth	90.2	25.0%
Chronic Absenteeism	28.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		69.1
<b>Summative Rating:</b> Percentile rank of Summative Score		78.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	69.1	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
White	**	**	No	**	N	Not Met	**	**	No
Hispanic	81.7	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Black or African American	83.7	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	82.4	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
Students with Disabilities	49.5	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
English Learners	87.4	11.9	No	Met Target	Met Target†	**	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Festante	<b>Email Address:</b>	<a href="mailto:sfestante@hillsidek12.org">sfestante@hillsidek12.org</a>
<b>Address:</b>	1530 LESLIE ST HILLSIDE, NJ 07205-1206	<b>Website:</b>	<a href="http://www.hillsidek12.org">www.hillsidek12.org</a>
<b>Phone:</b>	(908)352-7664		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• State of the art computer lab to enable coding and 3D printer usage.</li> <li>• Flipped Classroom strategies to promote self-directed student learning.</li> <li>• Implemented guided math to increase rigor and promote differentiation.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>George Washington is a community that embraces the strengths, needs and diversity of all students. We celebrate students and their families as we strive to develop communication skills, independence, deep understanding, technological awareness, lifelong learners, and excellent character. Our vision is to foster a learning environment with high academic standards where all students are safe, nurtured and encouraged to become lifelong learners and responsible citizens.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students demonstrated a 16% increase in ELA proficiency on the Spring 2017 PARCC assessment. Women's History Month Essay contest was awarded to three students. Recognition for school's participation in the Hillside Food Drive, Salvation Army Angels donation, and donation to Pennies for Puppies.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>To better prepare our students for the 21st Century job market, we have implemented Coding classes. We continue to infuse technology through our one-to-one Chromebook initiative, Google Classroom, Study Island, IXL, Brain Pop, Edmodo and United Streaming. Teachers have been trained on the Next Generation Science Standards. Homework recommended time limits for Grade 5 is 50 minutes and 60 minutes for Grade 6.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The following programs were run by the school: Hillside Enrichment Club, Book Bandy, Reading “Book It Challenge” Club, Drama Club, Library Book Club</p>
 <p><b>Before and After School Programs:</b></p>	<p>Project Homework, Saturday Academy</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Flipped Classroom, Google Classroom, Project Based Learning, MAPs training, Guided Math, Close Reading, Analyzing data to drive instruction, Co-teaching Inquiry Based Science and Next Generation Science Standards</p>
 <p><b>Student Supports and Services:</b></p>	<p>School Guidance Counseling services, Title I Reading and Math, ELL Gifted and Talented Enrichment Program, Speech, Occupational Therapy, In-class support for students with IEPs, Unique Learning System</p>
 <p><b>Student Health and Wellness:</b></p>	<p>School Wellness Committee, Jump Rope for Heart, Health Classes, iSafe and Cyberbullying Lessons, School Anti-Bullying Program, Week of Respect activities, Guidance Counsellor, Peer Mediation, School Behaviorist, School Psychologist, Child Study Team, I&amp;RS Committee, Breakfast After the Bell, Daily recess, Individual Student Personal Improvement Plans, Small group and individual counselling sessions, Red Ribbon Assembly</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Mayor, Police, K-9 visitations, Student led monthly assemblies, Parent Newsletter, School and Class Webpage with resources, Title I Parent meetings, Parent Portal Accessed through School Website, Family Science Night, Back to School Night, PTA, Red Cross Pillowcase Project, Spirit Days, Local University visitations, School Anti-Violence Awareness activities, Mock Presidential Election, PTA, Various fundraisers; Go Red for Women, Pennies for Puppies, Jump Rope for Heart, Hillside Food Bank</p>





**George Washington School**  
**2016-2017**  
**Grade Span 05-05**

39-2190-110  
 UNION  
 HILLSIDE TWP  
 1530 LESLIE ST  
 HILLSIDE, NJ 07205-1206

**School Narrative**

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Staff survey on school climate administered twice during the school year, Staff survey on professional development administered twice during year, Parents are surveyed on climate and communication, Students surveyed on school climate and recommendations for improvement throughout the year, Principal lunch held throughout the year to gather input from students on improvements to the school.</p>
 <p>Facilities:</p>	<p>Construction began in 2016-17 on a new state of the art gym along with 3 classrooms, a state of the art computer lab and teacher's faculty room. Completed renovations in 2016-17 included; newly designed nurse's room and lavatory, conference room, guidance office, remodeled classrooms, circular driveway to alleviate traffic congestion and provide a safer drop off area, central air was added to several classroom.</p>



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School Narrative

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

Our mission is to immerse students in an educational program that fosters their confidence and abilities across all academic content areas to better prepare them to meet with success in the 21st century. The ELA curriculum has been revised to align with the NJ Learning Standards. Our differentiated Balanced Literacy curriculum is enhanced through the implementation and incorporation of the Empowering Writer’s program, Writer’s Workshop, Literature Circles, Reader’s Workshop and Close Reading. As an integral part of our new Information Age, Mathematics holds a prominent position from the corporate boardroom to the factory assembly line which requires utilization of critical thinking and reasoning skills. Therefore, we aim to equip our students with a broad range of conceptual mathematical and problem solving proficiencies. Recognizing the ever increasing role technology plays in our society, we have utilized our one-to-one Chromebook initiative to further embed technology into all areas of our curriculum through flipped classroom models, project-based learning and on-line programs such as IXL, Study Island and BrainPop. Our school’s program is enhanced by our belief that all children can excel by embracing alternate modes of instruction and by establishing a strong link between home and school.



Other Information:



Hillside High School

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HILLSIDE, NJ 07205-2526

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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### Footnotes

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
9	218	227	216
10	194	232	208
11	175	198	208
12	151	185	207
Ungraded	96	22	15
Total	833	864	854

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	51%	48%	45%
Male	49%	53%	55%
Economically Disadvantaged Students	64%	62%	58%
Students with Disabilities	12%	14%	12%
English Learners	5%	6%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			3%
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
Black or African American	68.2%
Hispanic	20.6%
White	9.4%
Asian	1.2%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.4%

**Enrollment Trends by Full and Shared Time**

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

Enrollment Status	2016-17
Full Time Students	841
Shared Time Students	25
Full Time Equivalent	854

**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	65.2%
Spanish	12.1%
Portuguese	6.8%
Creoles and pidgins, French-based	5.8%
Haitian	4.6%
Other	5.4%



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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	396	97.5	34.40	38.90	54.90	34.4	40.6	Not Met
White	42	100.0	42.90	52.90	63.90	42.9	52.5	Met Target†
Hispanic	87	98.1	35.60	40.50	39.80	35.6	40.8	Met Target†
Black or African American	262	96.9	32.10	35.40	35.20	32.1	38.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	50.00	54.90	N	**	**
Female	157	98.3	48.40	47.60	62.20	48.4		
Male	239	97.0	25.10	31.30	48.10	25.1		
Economically Disadvantaged Students	195	99.1	37.50	36.40	36.20	37.5	42.8	Met Target†
Non-Economically Disadvantaged Students	201	96.1	31.40	41.90	65.80	31.4		
Students with Disabilities	56	98.4	*	*	20.50	*	9.5	Not Met
Students without Disabilities	340	97.4	*	*	61.90	*		
English Learners	23	100.0	21.70	32.90	25.20	21.7	N	N
Non-English Learners	373	97.3	35.10	39.90	57.40	35.1		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	13	100.0	23.10	*	53.50	23.1		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	736	736	749	*	19%	32%	32%	*	36%	52%
White	20	753	753	757	*	0%	*	50%	*	60%	62%
Hispanic	58	734	734	733	*	*	29%	31%	*	36%	35%
Black or African American	138	735	735	730	*	23%	33%	30%	*	33%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	90	748	748	756	*	11%	32%	44%	*	51%	60%
Male	126	728	728	741	*	25%	33%	24%	*	25%	43%
Economically Disadvantaged Students	110	735	735	731	*	17%	36%	31%	*	34%	32%
Non-Economically Disadvantaged Students	106	737	737	758	*	22%	29%	34%	*	39%	62%
Students with Disabilities	28	695	695	714	*	*	*	*	*	*	13%
Students without Disabilities	188	742	742	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	214	727	727	743	26%	*	29%	27%	*	30%	46%
White	23	731	731	749	*	*	*	*	0%	30%	52%
Hispanic	44	726	726	728	25%	*	32%	23%	*	25%	34%
Black or African American	142	727	727	725	27%	*	27%	27%	*	30%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	84	741	741	752	14%	*	31%	35%	*	42%	54%
Male	130	719	719	734	33%	*	28%	22%	*	22%	39%
Economically Disadvantaged Students	99	732	732	726	20%	*	26%	35%	*	37%	32%
Non-Economically Disadvantaged Students	115	724	724	751	30%	*	31%	19%	*	24%	54%
Students with Disabilities	30	680	680	704	*	*	*	*	*	*	12%
Students without Disabilities	184	735	735	749	*	*	*	*	*	*	52%
English Learners	10	701	701	681	*	*	*	*	*	*	*
Non-English Learners	204	729	729	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	13	717	717	733	*	*	*	*	0%	23%	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	182	745	745	736	*	14%	31%	45%	*	48%	38%
White	16	742	742	738	*	*	*	*	*	44%	40%
Hispanic	37	756	756	731	*	*	*	62%	*	68%	34%
Black or African American	124	743	743	728	*	15%	36%	41%	*	44%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	82	748	748	744	*	*	27%	54%	*	57%	46%
Male	100	743	743	729	*	*	35%	38%	*	41%	31%
Economically Disadvantaged Students	92	745	745	729	*	13%	32%	41%	*	48%	32%
Non-Economically Disadvantaged Students	90	746	746	740	*	14%	31%	49%	*	49%	42%
Students with Disabilities	25	724	724	709	*	*	*	*	*	36%	12%
Students without Disabilities	157	749	749	741	*	*	*	*	*	50%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

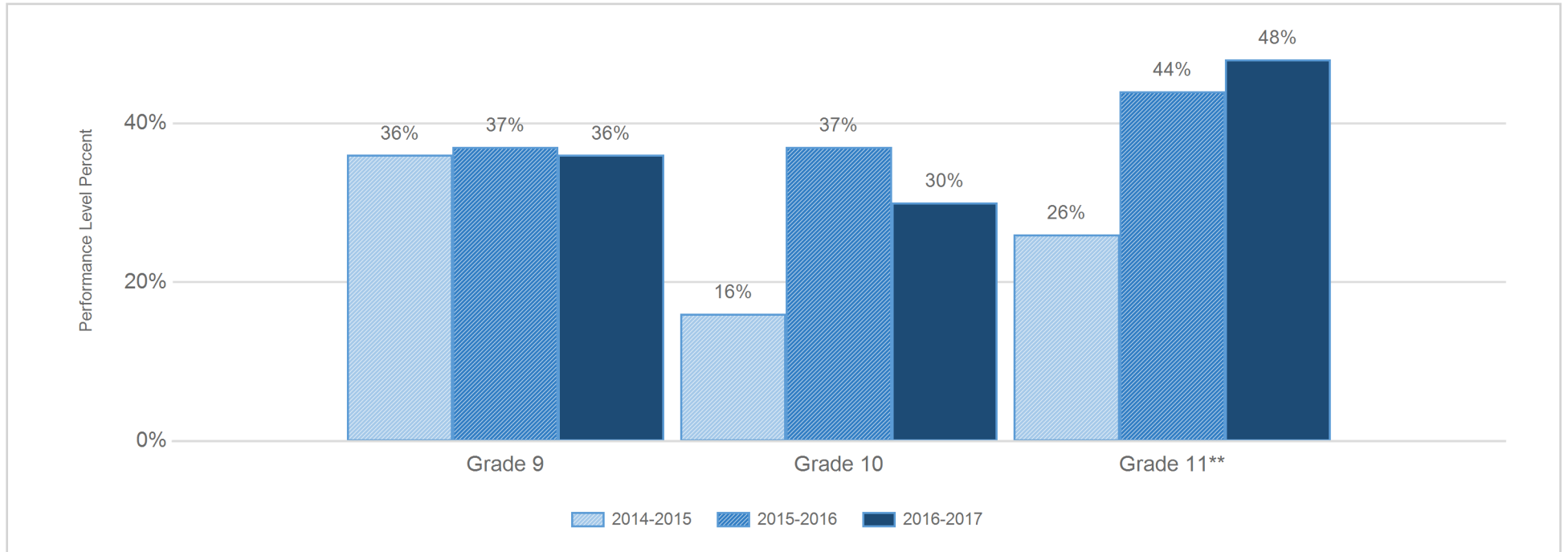


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	404	97.4	*	24.30	43.50	*	14.9	Not Met
White	41	100.0	17.10	37.00	52.40	17.1	23.6	Met Target†
Hispanic	89	99.1	*	*	27.60	*	13.1	Not Met
Black or African American	267	96.3	*	*	21.70	*	13.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	164	98.4	*	*	44.10	*		
Male	240	96.7	*	*	42.90	*		
Economically Disadvantaged Students	194	98.6	*	*	25.10	*	14.3	Not Met
Non-Economically Disadvantaged Students	210	96.3	*	*	54.30	*		
Students with Disabilities	54	98.3	*	*	16.50	*	N	N
Students without Disabilities	350	97.2	*	*	48.80	*		
English Learners	30	95.6	*	*	23.30	*	7.5	Met Target†
Non-English Learners	374	97.6	*	*	45.20	*		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	13	100.0	*	*	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 Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	196	719	726	743	*	*	*	*	*	*	42%
White	13	739	*	751	*	*	*	*	0%	31%	52%
Hispanic	51	718	723	728	*	*	*	*	*	*	24%
Black or African American	129	716	725	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	81	720	729	744	*	*	*	*	*	*	43%
Male	115	718	724	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	97	720	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	99	717	724	751	*	*	*	*	*	*	52%
Students with Disabilities	28	701	701	714	*	*	*	*	*	*	10%
Students without Disabilities	168	721	730	747	*	*	*	*	*	*	47%
English Learners	23	702	702	708	*	*	*	*	*	*	*
Non-English Learners	173	721	729	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	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
<b>Schoolwide</b>	217	718	718	734	*	*	*	*	*	*	30%
White	24	728	728	740	*	*	50%	*	0%	13%	38%
Hispanic	46	720	720	722	*	*	*	*	*	*	14%
Black or African American	143	715	715	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	88	720	720	735	*	*	*	*	*	*	31%
Male	129	717	717	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	106	716	716	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	111	720	720	740	*	*	*	*	*	*	39%
Students with Disabilities	30	701	701	711	*	*	*	*	*	*	*
Students without Disabilities	187	721	721	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	187	699	699	725	*	*	*	*	*	*	28%
White	15	708	708	731	*	*	*	*	*	*	33%
Hispanic	35	699	699	710	*	*	*	*	*	*	14%
Black or African American	133	698	698	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	88	699	699	725	*	*	*	*	*	*	27%
Male	99	698	698	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	85	699	699	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	102	698	698	733	*	*	*	*	*	*	35%
Students with Disabilities	19	681	681	692	*	*	*	*	*	*	*
Students without Disabilities	168	701	701	729	*	*	*	*	*	*	*
English Learners	16	687	687	692	*	*	*	*	*	*	*
Non-English Learners	171	700	700	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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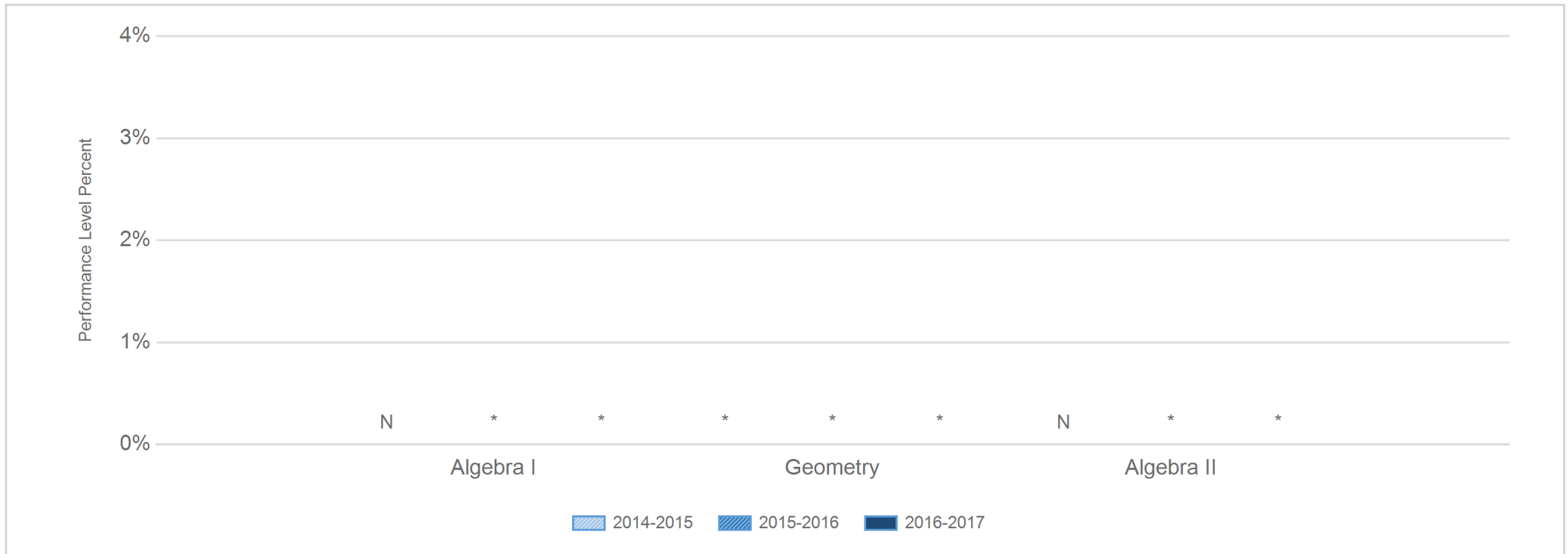


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### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	17	*	*
2	16	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

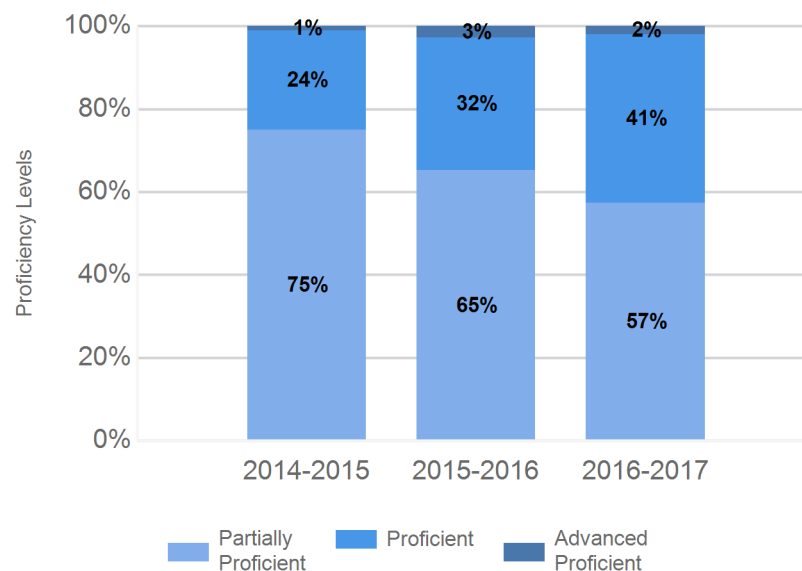
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	2%	41%	57%
White	9%	50%	41%
Hispanic	N	44%	56%
Black or African American	2%	37%	61%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	42%	58%
Students with Disabilities	N	29%	71%
English Learners	N	*	*

**Biology Assessment - Proficiency Trends**

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





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

**PSAT/SAT/ACT - Participation**

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	96.4%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	8.7%	28.3%

**PSAT/SAT/ACT - Performance**

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	415	481	Varies By Grade	39%	67%
PSAT - Math	425	483	Varies By Grade	19%	49%
SAT - Reading and Writing	481	551	480	56%	77%
SAT - Math	472	552	530	28%	58%
ACT - Reading	17	24	22	17%	65%
ACT - English	16	24	18	39%	79%
ACT - Math	19	24	22	17%	65%
ACT - Science	17	23	23	11%	54%



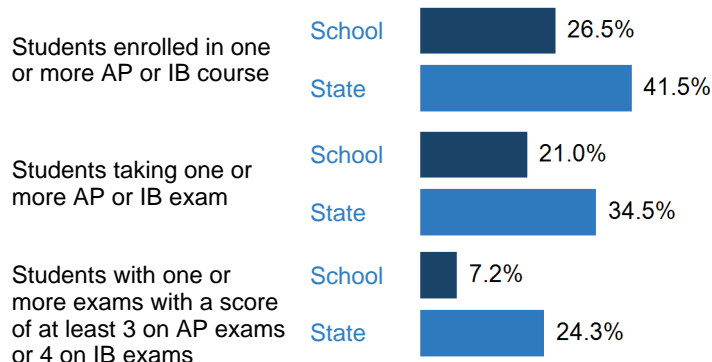
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

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

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



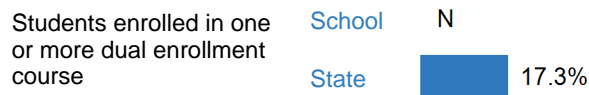
**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	20	19
AP Calculus AB	26	24
AP Chemistry	8	7
AP English Language and Composition	41	41
AP English Literature and Composition	27	26
AP Spanish Language	7	5
AP U.S. History	37	18
Total Exams Taken		140
Exams with scores of at least 3 on AP exams or 4 on IB exams		34

**Dual Enrollment Coursework - Participation**

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





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

### Career and Technical Education Participation

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

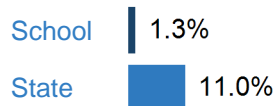
#### CTE Participants

(completed only one course in an approved CTE program)



#### CTE Concentrators

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



### Structured Learning Experiences Participation

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

#### Structured Learning Experiences



### Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Health Science	*	*
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	10	
Total number of credentials earned in all clusters		10

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



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

**Mathematics - Course Participation**

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	204	45	1	0	0	0	11
10	9	162	50	0	0	0	19
11	2	29	144	58	0	0	22
12	1	6	27	57	33	0	31
Schoolwide	216	242	222	115	33	0	83
Enrolled in AP/IB Course					26	0	0

**Science - Course Participation**

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	2	7	0	0	238	6
10	7	186	0	0	28	3
11	194	37	0	0	6	35
12	54	10	0	0	13	95
Schoolwide	257	240	0	0	285	139
Enrolled in AP/IB Course	20	8		0	0	0



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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	228	19	3	0	0	1
10	14	207	18	4	2	1
11	14	214	16	44	9	9
12	2	39	38	94	37	53
Schoolwide	258	479	75	142	48	64
Enrolled in AP/IB Course	0	37	0	0	0	0

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	119	41	0	0	0	0	0
10	155	9	0	0	0	0	0
11	52	3	0	0	0	0	0
12	25	3	0	0	0	0	0
Schoolwide	351	56	0	0	0	0	0
Enrolled in AP/IB Course	7	0	0	0	0	0	0
Enrolled in Level 3 or Higher	22	0	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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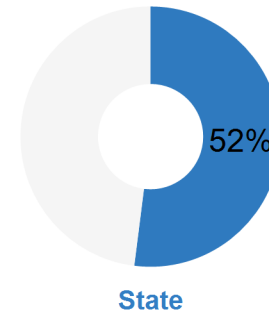
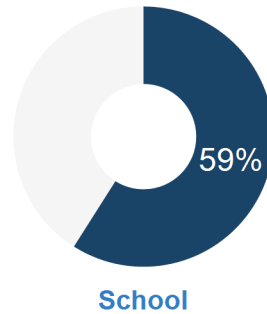
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### Visual and Performing Arts – Course Participation

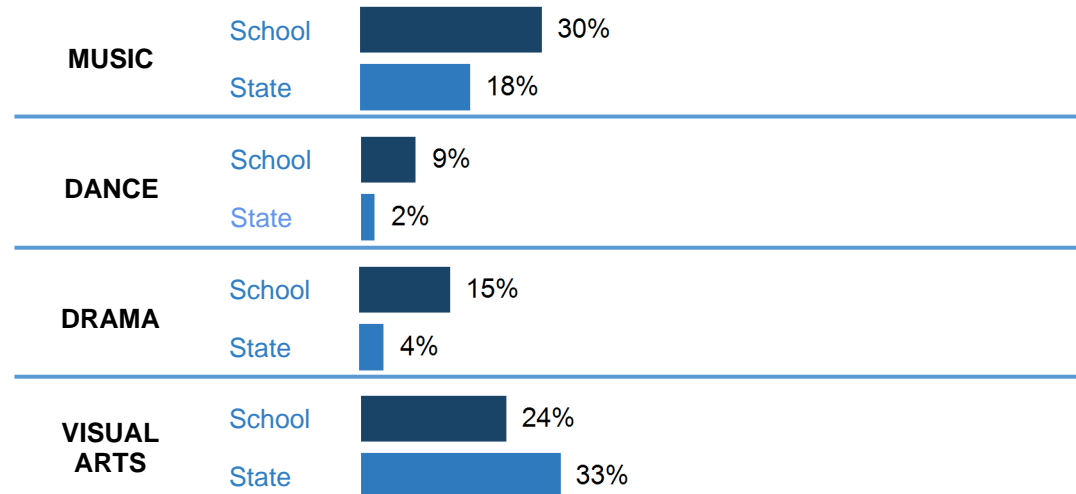
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

### Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	87.7%	90.5%	89.6%	91.8%	86.1%	88.0%	Not Met	91.8%	91.6%	Met Target
White	94.1%	94.5%	88.0%	95.1%	83.3%	N	N	84.6%	**	**
Hispanic	*	84.3%	*	86.3%	*	84.4%	Not Met	*	96.0%	Not Met
Black or African American	88.1%	83.4%	90.3%	85.3%	87.8%	88.9%	Not Met	94.6%	92.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.6%	N	97.5%	N	N	N	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	91.5%	83.9%	91.1%	85.6%	87.7%	88.1%	Not Met	93.3%	93.9%	Not Met
Students with Disabilities	78.6%	78.8%	90.9%	82.1%	85.7%	N	N	94.4%	**	**
English Learners	*	76.1%	92.9%	79.7%	92.9%	**	**	90.9%	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

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

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	87.7%	-
2016	86.1%	89.6%
2015	87.6%	91.8%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	3%	1.1%
2015-2016	1.5%	1.1%
2014-2015	1.8%	1.1%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	64.9%	34.7%	65.3%
White	*	*	*
Hispanic	57.9%	54.6%	45.5%
Black or African American	66.7%	31.5%	68.5%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	64.4%	35.8%	64.2%
Students with Disabilities	57.1%	66.7%	33.3%
English Learners	*	*	0%

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	73.5%	49.2%	50.8%	77.7%	22.3%	86.2%	13.9%
White	77.8%	71.4%	28.6%	85.7%	14.3%	92.9%	7.1%
Hispanic	68.8%	54.6%	45.5%	86.4%	13.6%	95.5%	4.6%
Black or African American	74%	44.7%	55.3%	74.5%	25.5%	83%	17%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	76.1%	50%	50%	77.9%	22.1%	87.2%	12.8%
Students with Disabilities	60.9%	78.6%	21.4%	100%	0%	85.7%	14.3%
English Learners	*	*	*	*	*	*	*



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

**Chronic Absenteeism**

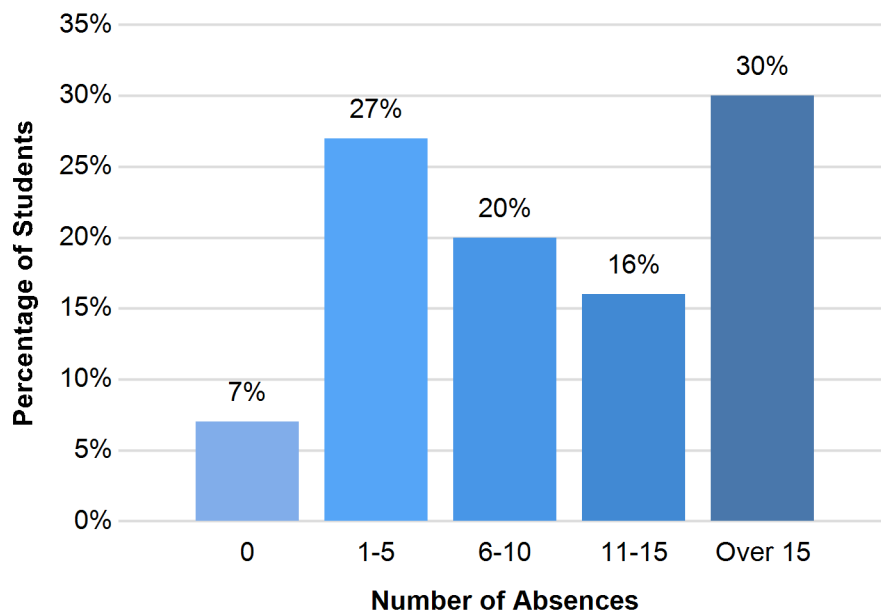
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	24.70	14.30	Not Met
White	21.70	14.30	Not Met
Hispanic	24.50	14.30	Not Met
Black or African American	25.60	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	24.40	14.30	Not Met
Students with Disabilities	29.90	14.30	Not Met
English Learners	4.20	14.30	Met Target

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

**Days Absent**

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



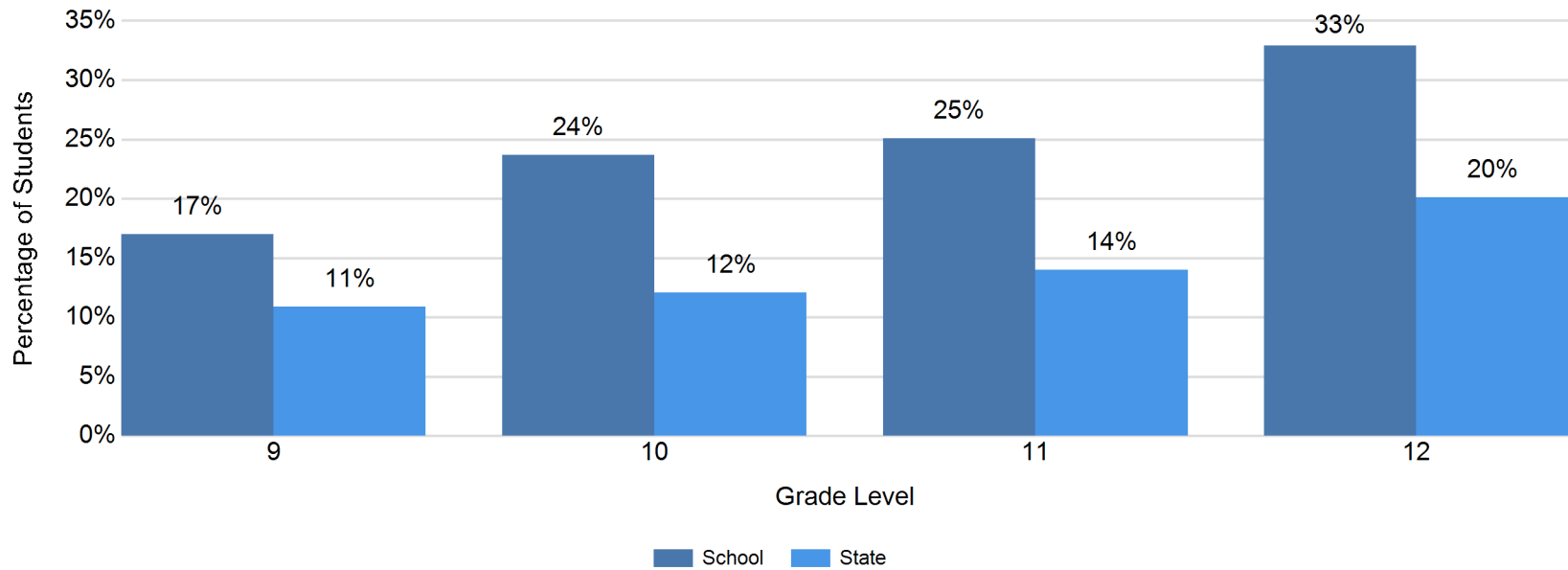


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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 50 Mins.
Shared Time - Instructional Time	2 Hrs. 3 Mins.

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	10.3%
Out-of-School Suspensions	9.3%
Any Suspension	15.0%

### 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	13
Vandalism	1
Weapons	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	3.16

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	326.7 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 (2015-2016)	\$603	\$14,388	\$14,991



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	79	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	76%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	21.6	15.9
Average years experience in district	14.7	11.6
Administrators in district for 4 or more years	76%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	107:1	122:1
Librarian/Media Specialists		765:1
Nurses		340:1
Counselors		437:1
Child Study Team		306:1



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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	88%	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	33.4	17.5%
Mathematics Proficiency	15.2	17.5%
Graduation - 4-Year	22.8	25.0%
Graduation - 5-Year	40.4	25.0%
Chronic Absenteeism	17.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		27.0
<b>Summative Rating:</b> Percentile rank of Summative Score		20.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	27.0	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
White	12.6	6.2	No	Met Target†	Met Target†	Not Met	N	**	No
Hispanic	25.3	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Black or African American	52.1	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	N	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	52.4	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	28.6	6.2	No	Not Met	N	Not Met	N	**	No
English Learners	**	**	No	N	Met Target†	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Sidwa	<b>Email Address:</b>	<a href="mailto:csidwa@hillsidek12.org">csidwa@hillsidek12.org</a>
<b>Address:</b>	1085 LIBERTY AVE HILLSIDE, NJ 07205-2526	<b>Website:</b>	<a href="http://www.hillsidek12.org">www.hillsidek12.org</a>
<b>Phone:</b>	(908)352-7664		

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Dual Enrollment with NJIT</li> <li>• Mentoring Program with Ernst &amp; Young utilizing their MAP program (Mentoring for Access and Persistence)</li> <li>• Second Year of Project Lead The Way implementation</li> </ul>
 <b>Mission, Vision, Theme:</b>	Hillside High School is dedicated to producing successive generations of intellectually astute, technologically aware, and socially adept citizens prepared to successfully function in an ever changing community and global economy.
 <b>Awards, Recognition, Accomplishments:</b>	JETS competition in Orlando Florida, The National Academy of Future Scientists and Technologist Award of Excellence. Union County Unsung Hero recognition award.







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Honors Courses : English 9-12, Algebra 2, Geometry, World History, US History 1, US History 2, Physics, Chemistry, Biology, Spanish and Art. Advance Placement Courses: English 11, English 12, Calculus, Biology, Psychology, Spanish, US History, Computer Science.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Co-ed), Cross-Country (Co-ed), Football (Boys), Golf (Co-ed), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls)</p> <p>Hillside High School Athletic Programs are a member of the Union County Athletic Association. We host 2 major sporting events each year - Spring Track- The Jimmy Small's Novice meet and the Boys' Basketball Joe Silver Christmas Tournament which is the oldest in the state.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Academic Decathlon, JETS clubs, Future Business Leaders of America, Distributive Education Clubs of America (DECA), National Honor Society, Hillside Student Federation, The Hiller, Robotics, Students Against Destructive Decisions (SADD).</p>
 <p><b>Before and After School Programs:</b></p>	<p>Hillside Scholarship Foundation, Dance Ensemble for Elementary students, Phi Delta Kappa (Kudos and Xinos).</p>








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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Project Base Learning Training, MAP Training, Inspire Instruction (Flipping Classrooms and Providing quality Instructional feedback), Data Analysis, Creating Multiple Intelligent Lessons and Units, Co-Teaching from good practice to best practice.</p>
 <p><b>Postsecondary Information:</b></p>	<p>83% College. Campus visits are arranged for students. College Representatives visit our school to share information with students. Evening workshops are held for parents/students (Annual College Fair, Financial Aid Night, College Application Process Night, and NCAA Athletic Eligibility Night). School serves as SAT Testing Site (Nov. and May). Fee Waivers are available for those who qualify.</p>
 <p><b>Student Supports and Services:</b></p>	<p>English Language Learners, Students with Disabilities, Check and Connect, Credit Recovery, Math Lab, English labs. Before and After school tutoring. Athlife - Foundation Athletic tutoring program.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breakfast program, Physical Education Classes, Health classes, Dance Program.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>PTSA, Parent Portal through Genesis, Partnership with Food Bank, Police Department, Senior Citizens, Donations by Lowe's</p>





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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Climate surveys are used through Survey Monkey. Parents, students and staff are surveyed yearly. Parents are informed through the school website. Staff are informed of survey results at Faculty meetings. Students are informed through their classes. New Teacher Surveys - New teachers are informed at their monthly new teacher meetings.</p>
 <p>Facilities:</p>	<p>Renovation of Gymnasium and Weight Room. New desktops and laptop were ordered to support Project Lead the Way Implementation.</p>



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

We have a 1:1 Chromebook initiative allowing for students to have 24 hour access to technology. We implemented a Ready, Set Grow Academy mentoring program for selected students. The school day begins at 8:00 and ends at 3:02. We utilize a traditional schedule. Classes meet for 47 minutes. Students are required to wear uniforms: Khaki pants, black, burgundy or white collared shirts.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
3	215	232	240
4	213	222	224
Ungraded	16	17	19
<b>Total</b>	<b>444</b>	<b>471</b>	<b>483</b>

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	46%
Male	52%	53%	54%
Economically Disadvantaged Students	72%	69%	63%
Students with Disabilities	10%	12%	14%
English Learners	12%	12%	7%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	61.7%
Hispanic	24.6%
White	9.5%
Asian	2.7%
Native Hawaiian or Pacific Islander	0.8%
American Indian or Alaska Native	0.4%
<i>Two or More Races</i>	0.2%

**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	55.5%
Spanish	16.8%
Portuguese	9.1%
Haitian	3.9%
Creoles and pidgins, French-based	3.3%
<i>Other</i>	11.1%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	447	99.4	36.20	38.90	54.90	36.2	35.7	Met Target
White	41	100.0	53.70	52.90	63.90	53.7	43.1	Met Target
Hispanic	111	99.2	34.20	40.50	39.80	34.2	32.9	Met Target
Black or African American	275	99.3	32.70	35.40	35.20	32.7	33.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	58.80	60.00	80.70	58.8	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	207	99.6	42.00	47.60	62.20	42		
Male	240	99.2	31.30	31.30	48.10	31.3		
Economically Disadvantaged Students	257	99.6	32.70	36.40	36.20	32.7	34	Met Target†
Non-Economically Disadvantaged Students	190	99.0	41.10	41.90	65.80	41.1		
Students with Disabilities	65	100.0	*	*	20.50	*	12.2	Met Target†
Students without Disabilities	382	99.3	*	*	61.90	*		
English Learners	129	100.0	33.40	32.90	25.20	33.4	22.7	Met Target
Non-English Learners	318	99.2	37.40	39.90	57.40	37.4		
Homeless Students	*	*	*	*	26.40	*		
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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	240	736	736	749	*	24%	26%	31%	*	34%	50%
White	26	742	742	759	*	39%	*	42%	*	46%	61%
Hispanic	58	736	736	734	*	19%	28%	33%	*	36%	35%
Black or African American	148	733	733	731	*	25%	28%	28%	*	30%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	115	743	743	754	*	22%	25%	39%	*	43%	55%
Male	125	729	729	745	*	26%	27%	24%	*	26%	46%
Economically Disadvantaged Students	141	733	733	731	*	23%	24%	31%	*	33%	31%
Non-Economically Disadvantaged Students	99	740	740	762	*	25%	29%	31%	*	35%	63%
Students with Disabilities	38	713	713	720	*	*	*	*	*	13%	24%
Students without Disabilities	202	740	740	755	*	*	*	*	*	38%	55%
English Learners	10	705	705	709	*	*	*	*	*	*	11%
Non-English Learners	230	737	737	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	233	740	740	753	10%	19%	31%	34%	6%	40%	56%
White	17	755	755	762	0%	*	*	59%	*	65%	67%
Hispanic	61	738	738	740	*	25%	31%	31%	*	36%	40%
Black or African American	142	737	737	737	*	16%	35%	33%	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	102	741	741	758	*	19%	30%	34%	*	41%	61%
Male	131	739	739	749	*	19%	32%	33%	*	38%	51%
Economically Disadvantaged Students	131	736	736	737	*	24%	33%	28%	*	34%	36%
Non-Economically Disadvantaged Students	102	745	745	764	*	13%	29%	40%	*	47%	69%
Students with Disabilities	22	706	706	725	*	*	*	*	*	*	25%
Students without Disabilities	211	744	744	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

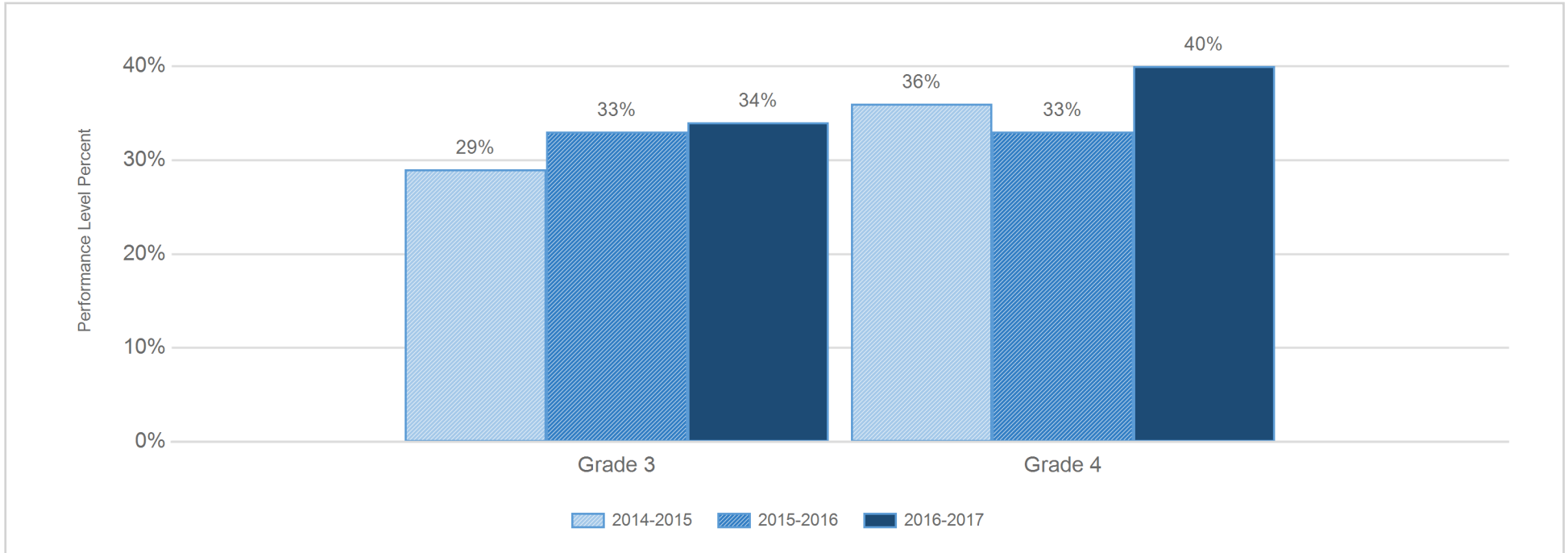


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	447	99.4	37.40	24.30	43.50	37.4	35.3	Met Target
White	41	100.0	46.30	37.00	52.40	46.3	47.4	Met Target†
Hispanic	111	99.2	33.30	*	27.60	33.3	36.3	Met Target†
Black or African American	275	99.3	35.60	*	21.70	35.6	30.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.60	50.00	75.60	70.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	207	99.6	37.70	*	44.10	37.7		
Male	240	99.2	37.10	*	42.90	37.1		
Economically Disadvantaged Students	257	99.7	33.10	*	25.10	33.1	29.3	Met Target
Non-Economically Disadvantaged Students	190	99.0	43.10	*	54.30	43.1		
Students with Disabilities	65	100.0	16.90	*	16.50	16.9	10.1	Met Target
Students without Disabilities	382	99.3	40.80	*	48.80	40.8		
English Learners	129	100.0	38.80	*	23.30	38.8	28.1	Met Target
Non-English Learners	318	99.2	36.70	*	45.20	36.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	247	740	740	751	9%	22%	30%	35%	5%	40%	53%
White	26	748	748	759	*	0%	50%	*	*	42%	63%
Hispanic	60	737	737	738	*	22%	32%	32%	*	35%	37%
Black or African American	153	738	738	733	*	27%	26%	35%	*	39%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	118	743	743	751	*	24%	27%	38%	*	43%	52%
Male	129	738	738	751	*	20%	32%	32%	*	36%	53%
Economically Disadvantaged Students	144	739	739	736	*	26%	25%	35%	*	40%	34%
Non-Economically Disadvantaged Students	103	742	742	761	*	16%	36%	34%	*	40%	65%
Students with Disabilities	38	720	720	729	29%	26%	*	*	0%	24%	29%
Students without Disabilities	209	744	744	755	5%	21%	*	*	6%	43%	57%
English Learners	17	715	715	724	*	*	*	*	0%	12%	21%
Non-English Learners	230	742	742	753	*	*	*	*	5%	42%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	235	736	736	747	*	24%	32%	32%	*	34%	47%
White	19	746	746	755	*	*	*	*	*	47%	59%
Hispanic	61	732	732	734	*	26%	30%	28%	*	30%	30%
Black or African American	142	735	735	729	*	25%	35%	30%	*	31%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	103	733	733	747	*	25%	32%	29%	*	30%	47%
Male	132	739	739	747	*	23%	33%	33%	*	36%	48%
Economically Disadvantaged Students	133	732	732	732	*	27%	33%	25%	*	27%	27%
Non-Economically Disadvantaged Students	102	742	742	757	*	20%	31%	40%	*	42%	61%
Students with Disabilities	22	706	706	724	*	*	*	*	*	*	22%
Students without Disabilities	213	739	739	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

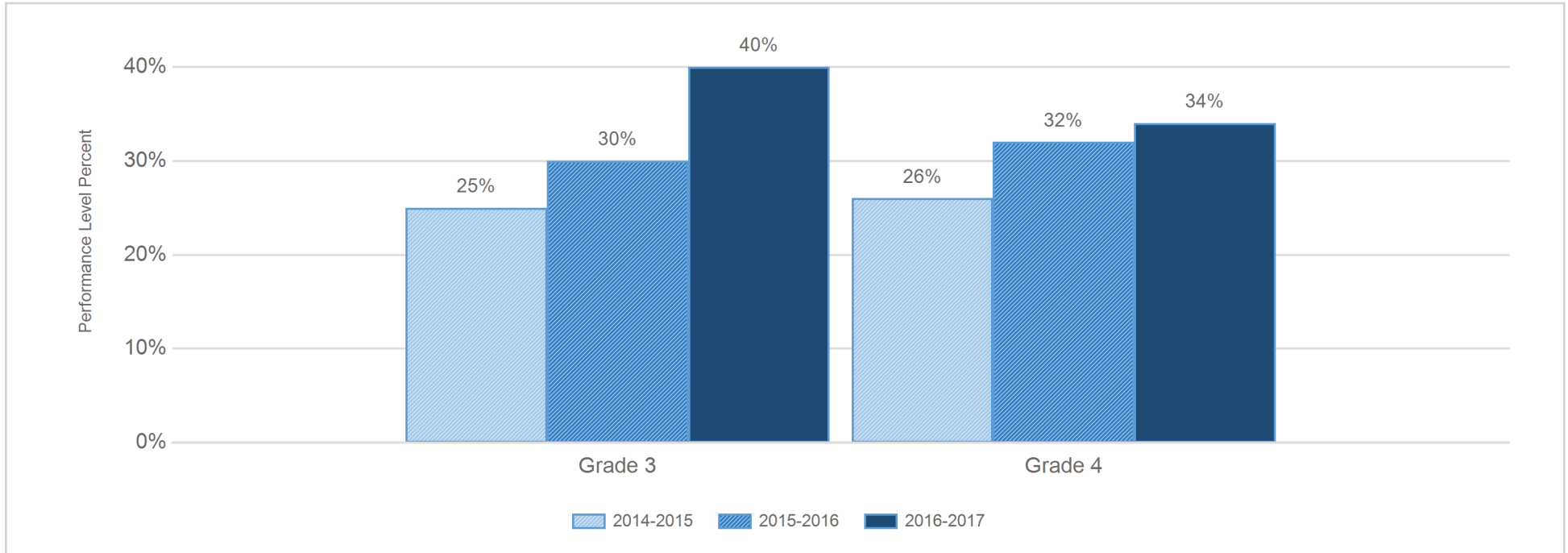


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

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	12	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

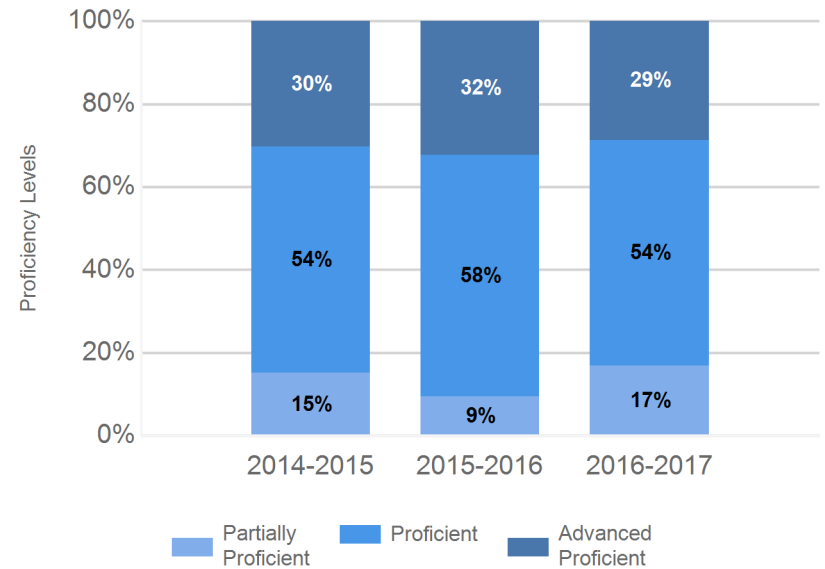
**NJASK Science Assessment Performance: Grade 4**

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	29%	54%	17%
White	47%	32%	21%
Hispanic	27%	58%	16%
Black or African American	24%	59%	17%
Asian, Native Hawaiian, or Pacific Islander	55%	27%	18%
American Indian or Alaska Native	*	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	26%	53%	21%
Students with Disabilities	19%	48%	33%
English Learners	*	*	*

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

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	48	50	Met Target	59	53	50	Met Target
White	61	61	50	**	66	52.5	52	**
Hispanic	43	50	49	Met Target	52	52	47	Met Target
Black or African American	41	46	45	Met Target	59	52	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	78	67	60	**	60	60	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	41	46	47	Met Target	55.5	52	46	Met Target
Students with Disabilities	29	37	41	**	47.5	41	43	**
English Learners	35	45	53	Not Met	46	52	51	Met Target

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



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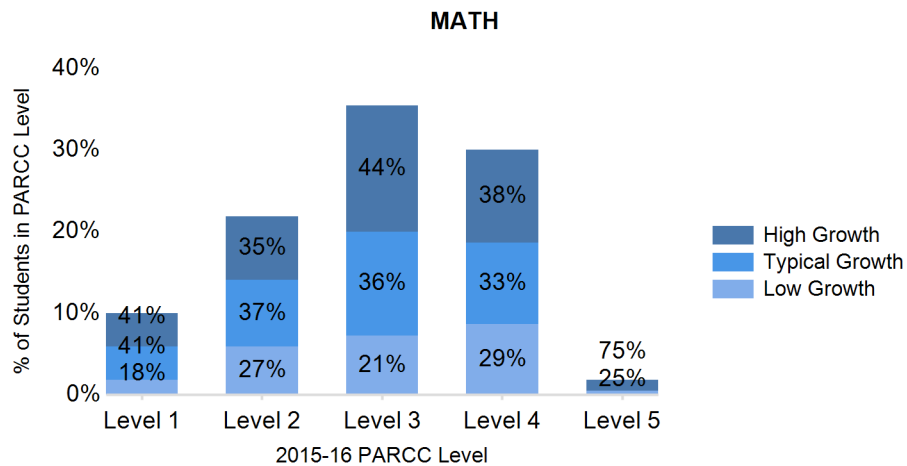
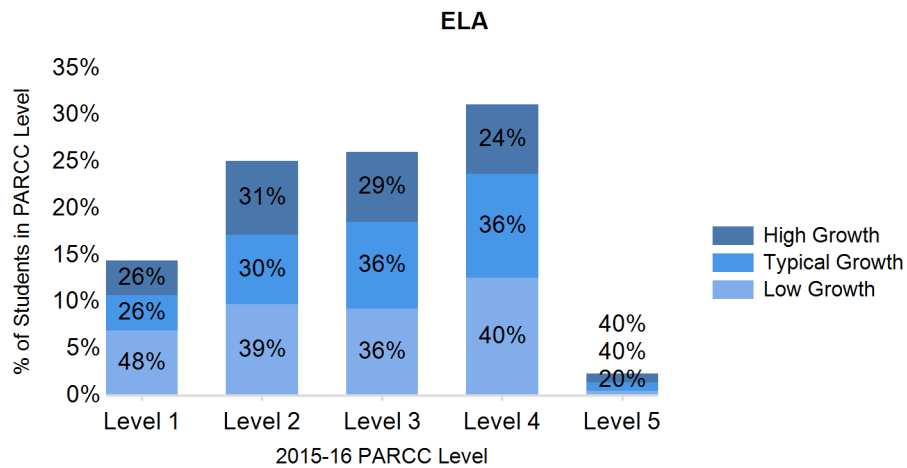
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

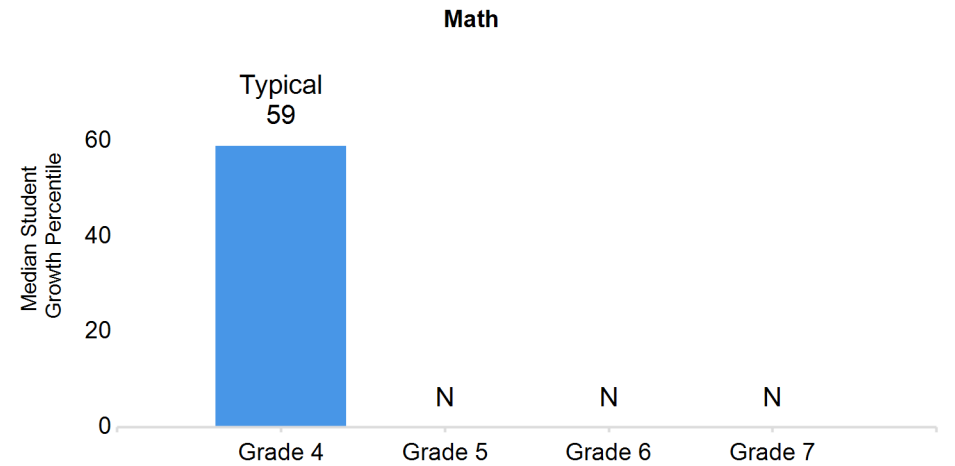
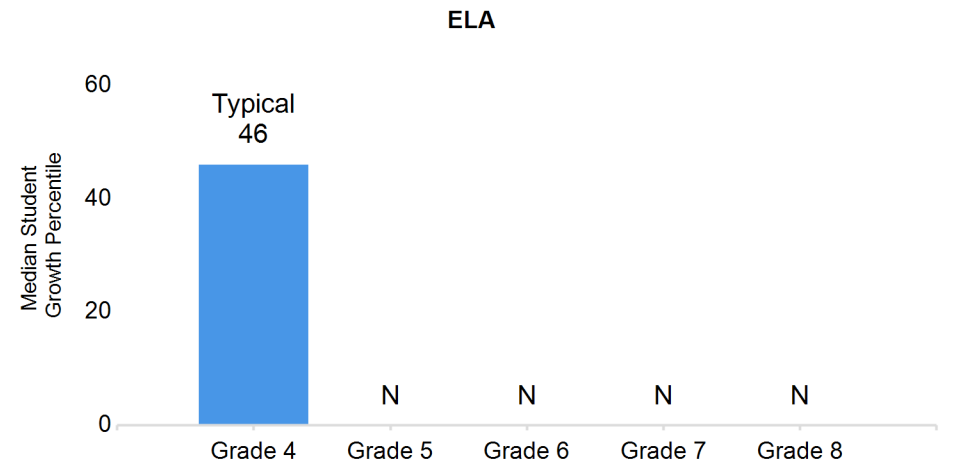
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

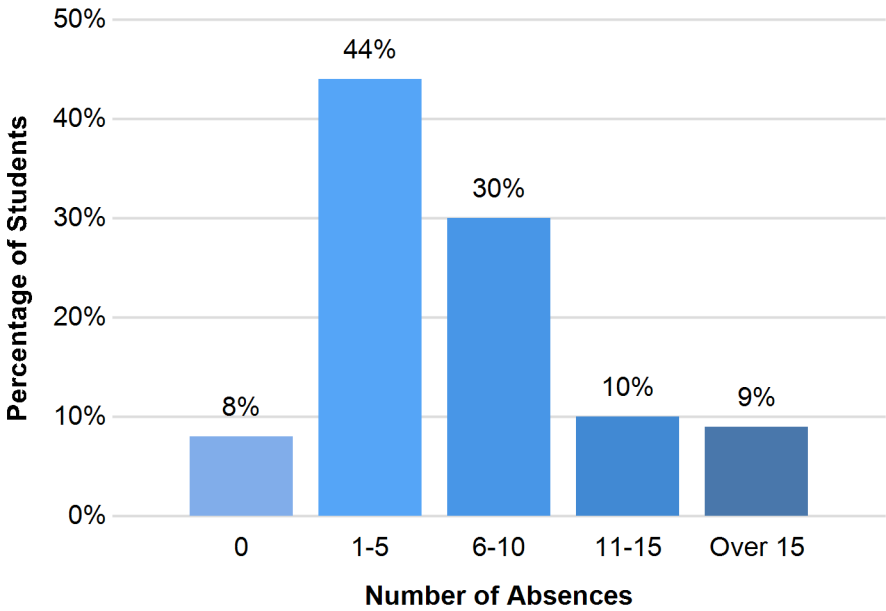
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	7.10	Met Target
White	15.60	7.10	Not Met
Hispanic	13.10	7.10	Not Met
Black or African American	3.80	7.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.40	7.10	Not Met
Students with Disabilities	4.50	7.10	Met Target
English Learners	8.30	7.10	Not Met

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

**Days Absent**

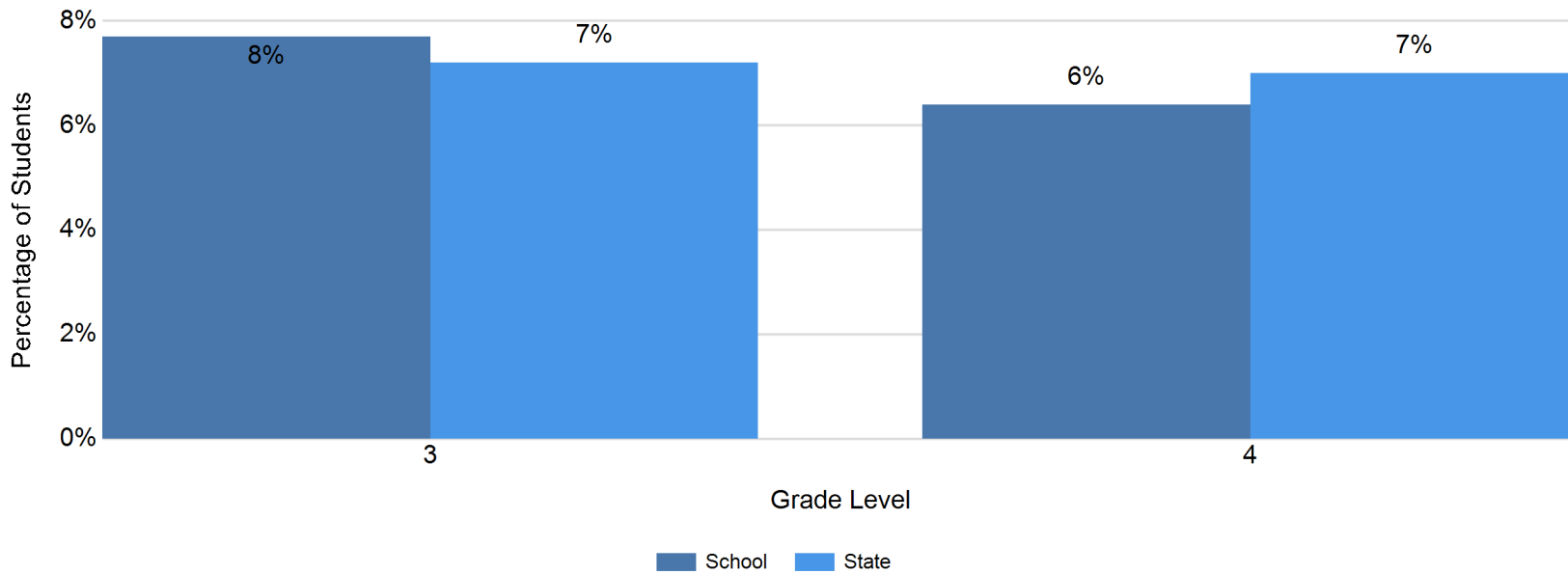
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### Chronic Absenteeism by Grade

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





### School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 50 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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.83

### 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	3.7%
Any Suspension	3.7%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	326.7 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 (2015-2016)	\$603	\$14,388	\$14,991



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	83%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	21.6	15.9
Average years experience in district	14.7	11.6
Administrators in district for 4 or more years	76%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	483:1	122:1
Librarian/Media Specialists		765:1
Nurses		340:1
Counselors		437:1
Child Study Team		306:1



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

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**Teachers:** All classroom teachers

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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	88%	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	19.8	17.5%
Mathematics Proficiency	41.4	17.5%
English Language Arts Growth	24.7	25.0%
Mathematics Growth	74.9	25.0%
Chronic Absenteeism	43.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		42.1
<b>Summative Rating:</b> Percentile rank of Summative Score		37.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	42.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Hispanic	42.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	67.9	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	55.3	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Met Target	**	**	No
English Learners	42.9	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Wolff	<b>Email Address:</b>	<a href="mailto:twolff@hillsidek12.org">twolff@hillsidek12.org</a>
<b>Address:</b>	1261 LIBERTY AVE HILLSIDE, NJ 07205-2032	<b>Website:</b>	<a href="http://www.hillsidek12.org">www.hillsidek12.org</a>
<b>Phone:</b>	(908)352-7664		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• PARCC Spring 2017 Grade 3 had the highest Math Scores in District</li> <li>• Girls Rock Science- a volunteer club that provides girls in grades 3 and 4 experience in Science exploration.</li> <li>• Student Council Initiative was formed this year. One student from each class will represent the student body.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>At Hurden Looker Elementary School we partner with the community to create a challenging learning environment that encourages high expectations and success for our multicultural learners. We promote respect and acceptance to celebrate the differences that make us unique. Our school provides a safe, structured, caring and supportive environment. Students and staff that are dedicated to developing independent thinkers who will thrive in a rapidly changing and technologically advanced society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Honor Roll, Student of the Month, 100 Book Challenge, Perfect Attendance, Principal Award, Choral and Band/Instrumental Music Award</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Hillside Enrichment Program (HEP), Coding incorporated into the curriculum , every student has a google account, Connect Ed- online math and reading program, Study Island and Read Works</p>
 <p><b>Clubs and Activities:</b></p>	<p>Girls Rock Science- a club comprised of all girls exploring science experiments; Fantasy Football - a club that meets from September - December and uses mathematic equations to create teams. Science Fair- at the end of the school year, all 3rd &amp; 4th grade students participated in a school wide science fair that was judged by district educators. This past year we started a Student Council. Students were elected by their peers in their class. Student Representatives met monthly.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Girls Rock Science: a club comprised of all girls exploring science experiments, Fantasy Football - a club that meets from September through December and uses mathematic equations to create teams, and Project Homework - is offered to all Title I students who would like help or support to complete their homework. Certified teachers assist the students after school. Shakespeare Club: students met to celebrate the world's most famous writer by reading and discussing his work.</p>







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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>New Science Standards(NGSS): were introduced and have begun to be implemented in the classroom setting. Coding PD: Coding allows students to learn computer science in a fun way. It develops their critical thinking skills. Ethnic Diversity Training for all staff members.</p>
 <p><b>Student Supports and Services:</b></p>	<p>English as a Second Language (ESL), Intervention and Referral Services (I&amp;RS), Child Study team (CST). Hillside also had the Kuman Program as well as Family First Services that help families in need.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Physical Education classes(PE) and daily recess. Garden: Our Hillside Enrichment Program (HEP) students plan and maintain a garden of flowers and vegetables during the months of May and June. The vegetables are shared with community members or families.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Hurden-Looker PTA, Genesis and Parent Portal which each parent can access from the district website. School website, monthly calendar (also located on the school website).</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>Faculty and student surveys are issued in September and May. September survey results are analyzed by the school ScIP committee and then presented to the staff for input. In May, a follow up survey is conducted.</p>
 <p>Facilities:</p>	<p>Classrooms and hallways received the second phase of new drop ceilings.</p>



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School Narrative

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

Hurden Looker School contains all third and fourth graders in the district. We have approximately 480 students at our school. Every classroom is equipped with a Smartboard and every two classrooms share a chrome cart that contains 25 chromebooks allowing internet access to all students. Every student has their own google account that provides students and teachers with an innovative way of communicating and completing lessons. All information for our school including the district Uniform Policy, school safety, HIB and other important information can be obtained on our school website.



Other Information:



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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## Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	220	196	217
7	216	229	189
8	220	244	214
Ungraded	59	1	0
Total	715	670	620

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	51%	51%
Male	52%	49%	49%
Economically Disadvantaged Students	72%	67%	64%
Students with Disabilities	12%	13%	13%
English Learners	2%	4%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	67.9%
Hispanic	20.3%
White	9.0%
Asian	1.8%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.3%
Two or More Races	0.2%

## 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	61.9%
Spanish	13.5%
Portuguese	6.5%
Haitian	4.8%
Creoles and pidgins, French-based	4.0%
Other	9.3%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	581	98.2	37.00	38.90	54.90	37	36.1	Met Target
White	55	100.0	50.90	52.90	63.90	50.9	36.2	Met Target
Hispanic	120	99.2	36.60	40.50	39.80	36.6	39.7	Met Target†
Black or African American	393	97.9	34.30	35.40	35.20	34.3	34.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	92.3	58.30	60.00	80.70	56.5	**	**
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	298	97.5	44.60	47.60	62.20	44.6		
Male	283	99.0	29.00	31.30	48.10	29		
Economically Disadvantaged Students	329	98.6	30.70	36.40	36.20	30.7	34.3	Met Target†
Non-Economically Disadvantaged Students	252	97.8	45.20	41.90	65.80	45.2		
Students with Disabilities	84	98.9	*	*	20.50	*	6.3	Met Target†
Students without Disabilities	497	98.1	*	*	61.90	*		
English Learners	53	100.0	20.80	32.90	25.20	20.8	27.1	Met Target†
Non-English Learners	528	98.1	38.60	39.90	57.40	38.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
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 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	212	737	737	752	*	19%	35%	32%	*	34%	54%
White	21	755	755	758	0%	*	*	48%	*	52%	63%
Hispanic	39	738	738	740	*	*	39%	36%	0%	36%	38%
Black or African American	145	734	734	736	*	20%	35%	28%	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	102	742	742	758	*	18%	30%	40%	*	44%	61%
Male	110	732	732	746	*	21%	39%	25%	*	26%	46%
Economically Disadvantaged Students	127	732	732	737	*	24%	37%	25%	*	26%	34%
Non-Economically Disadvantaged Students	85	745	745	761	*	13%	32%	42%	*	47%	65%
Students with Disabilities	33	702	702	722	*	*	*	*	*	*	17%
Students without Disabilities	179	743	743	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	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	182	739	739	756	12%	17%	35%	29%	8%	36%	59%
White	18	740	740	764	*	*	*	*	*	39%	69%
Hispanic	45	739	739	742	*	*	36%	22%	*	33%	44%
Black or African American	116	740	740	737	*	16%	36%	30%	*	36%	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	*	*	*	757	*	*	*	*	*	*	59%
Female	94	748	748	764	*	*	36%	33%	*	45%	68%
Male	88	730	730	749	*	*	34%	24%	*	27%	51%
Economically Disadvantaged Students	105	736	736	739	*	*	36%	29%	*	34%	40%
Non-Economically Disadvantaged Students	77	744	744	766	*	*	34%	29%	*	39%	70%
Students with Disabilities	26	705	705	719	*	*	*	*	*	*	19%
Students without Disabilities	156	745	745	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	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	218	741	741	757	12%	20%	28%	35%	5%	40%	59%
White	17	751	751	764	*	*	*	*	*	59%	68%
Hispanic	43	744	744	742	*	*	40%	37%	*	42%	44%
Black or African American	153	738	738	738	*	24%	26%	33%	*	37%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	115	744	744	766	*	15%	30%	42%	*	46%	68%
Male	103	737	737	749	*	25%	26%	28%	*	34%	50%
Economically Disadvantaged Students	119	737	737	739	*	20%	32%	29%	*	34%	40%
Non-Economically Disadvantaged Students	99	745	745	766	*	19%	24%	42%	*	49%	69%
Students with Disabilities	25	704	704	718	*	*	*	*	*	*	18%
Students without Disabilities	193	746	746	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

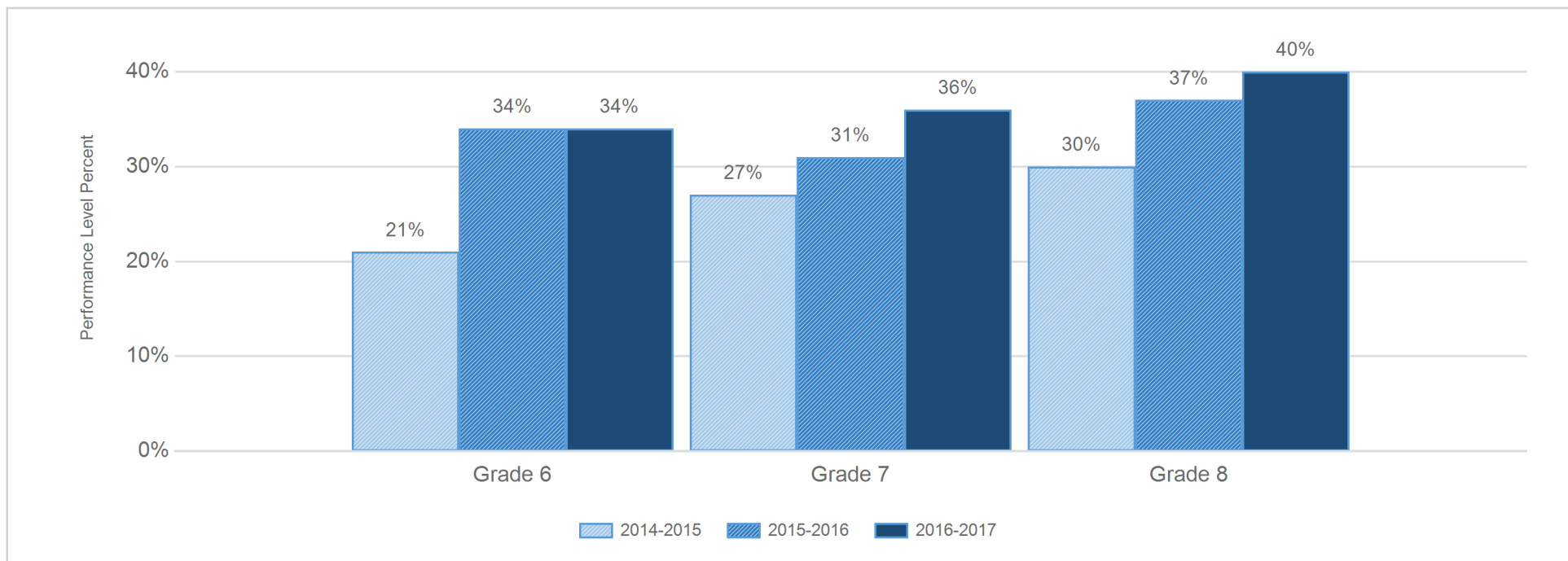


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	581	98.3	21.90	24.30	43.50	21.9	22.8	Met Target†
White	55	100.0	36.30	37.00	52.40	36.3	33	Met Target
Hispanic	120	99.2	25.00	*	27.60	25	23.6	Met Target
Black or African American	393	97.9	18.30	*	21.70	18.3	20.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	92.9	41.70	50.00	75.60	40.3	**	**
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	298	97.5	23.10	*	44.10	23.1		
Male	283	99.0	20.50	*	42.90	20.5		
Economically Disadvantaged Students	329	98.6	19.70	*	25.10	19.7	22.8	Met Target†
Non-Economically Disadvantaged Students	252	97.8	24.60	*	54.30	24.6		
Students with Disabilities	84	98.9	*	*	16.50	*	7.4	Not Met
Students without Disabilities	497	98.2	*	*	48.80	*		
English Learners	53	100.0	11.30	*	23.30	11.3	9.1	Met Target
Non-English Learners	528	98.1	22.90	*	45.20	22.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
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 6\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	216	733	733	743	*	27%	39%	24%	*	25%	44%
White	22	749	749	751	0%	*	*	50%	*	55%	54%
Hispanic	40	732	732	731	*	28%	43%	*	0%	23%	27%
Black or African American	147	730	730	724	*	29%	39%	20%	*	21%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	103	735	735	745	*	27%	44%	25%	*	25%	45%
Male	113	730	730	742	*	27%	35%	23%	*	25%	43%
Economically Disadvantaged Students	129	731	731	728	*	29%	36%	23%	*	24%	24%
Non-Economically Disadvantaged Students	87	735	735	752	*	24%	43%	25%	*	26%	56%
Students with Disabilities	33	706	706	717	*	*	*	*	*	*	13%
Students without Disabilities	183	737	737	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	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	185	730	730	741	*	34%	41%	18%	*	20%	40%
White	19	731	731	748	*	*	*	*	*	16%	49%
Hispanic	45	732	732	730	*	31%	29%	33%	*	33%	23%
Black or African American	118	729	729	726	*	35%	45%	14%	*	14%	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	*	*	*	740	*	*	*	*	*	*	39%
Female	95	733	733	743	*	31%	39%	22%	*	24%	41%
Male	90	727	727	740	*	38%	42%	14%	*	14%	38%
Economically Disadvantaged Students	107	728	728	729	*	33%	42%	17%	*	17%	22%
Non-Economically Disadvantaged Students	78	733	733	749	*	36%	39%	21%	*	23%	50%
Students with Disabilities	26	711	711	716	*	*	*	*	*	*	11%
Students without Disabilities	159	733	733	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	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	173	717	717	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	33	723	723	721	*	*	*	*	*	*	21%
Black or African American	123	714	714	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	88	717	717	730	*	*	*	*	*	*	30%
Male	85	716	716	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	95	714	714	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	78	719	719	734	*	*	*	*	*	*	34%
Students with Disabilities	25	691	691	705	*	*	*	*	*	*	*
Students without Disabilities	148	721	721	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	46	760	726	743	*	*	22%	59%	*	67%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	10	748	723	728	*	0%	*	*	0%	60%	24%
Black or African American	30	764	725	724	0%	*	*	57%	*	70%	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	27	758	729	744	*	*	*	59%	*	67%	43%
Male	19	762	724	741	*	*	*	58%	*	68%	40%
Economically Disadvantaged Students	25	759	728	727	*	*	*	56%	*	64%	23%
Non-Economically Disadvantaged Students	21	761	724	751	*	*	*	62%	*	71%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	46	760	730	747	*	*	22%	59%	*	67%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	46	760	729	745	*	*	22%	59%	*	67%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

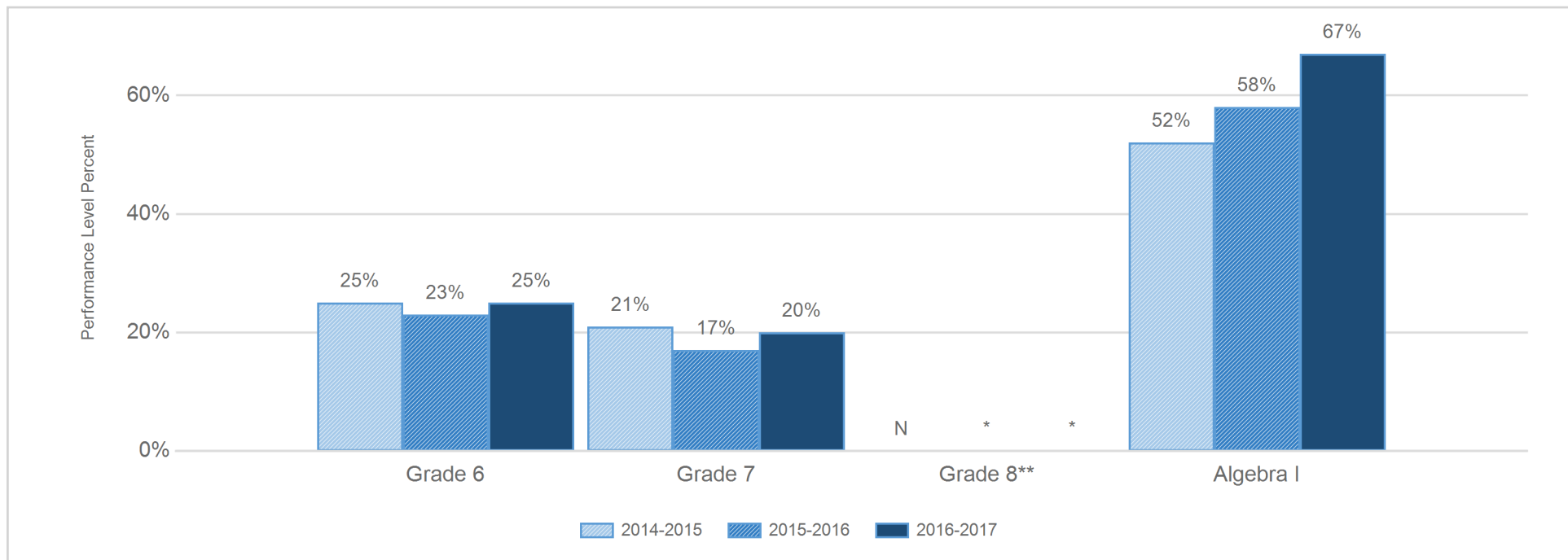


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### Mathematics Assessment – Performance Trends

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



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



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## Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	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	10	70%	30%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

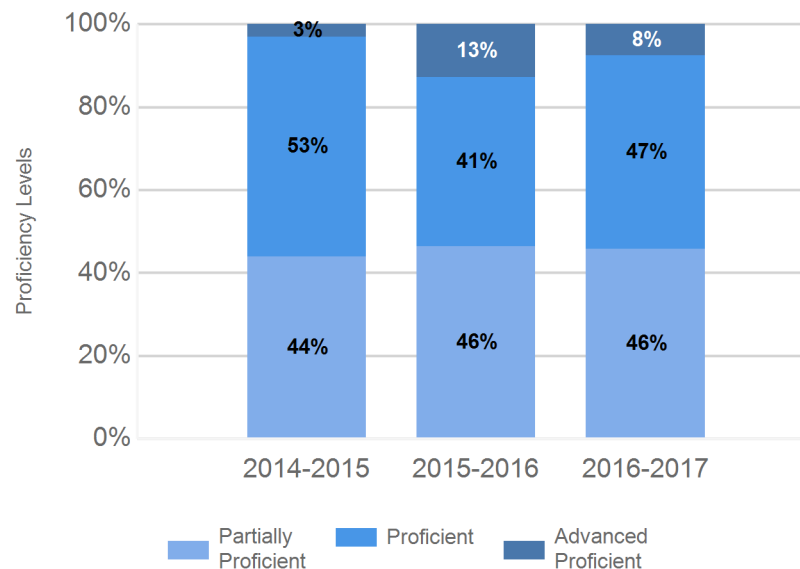
**NJASK Science Assessment Performance: Grade 8**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	8%	47%	46%
White	*	*	53%
Hispanic	5%	63%	33%
Black or African American	8%	42%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	7%	44%	49%
Students with Disabilities	N	16%	84%
English Learners	N	*	*

**NJASK Science Assessment Performance Trends: Grade 8**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43.5	48	50	Met Target	43	53	50	Met Target
White	53	61	50	Met Target	38	52.5	52	Not Met
Hispanic	40	50	49	Met Target	44.5	52	47	Met Target
Black or African American	43	46	45	Met Target	42.5	52	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	67	60	**	*	60	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	40	46	47	Met Target	41.5	52	46	Met Target
Students with Disabilities	33	37	41	Not Met	32	41	43	Not Met
English Learners	41	45	53	Met Target	38	52	51	Not Met

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



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

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

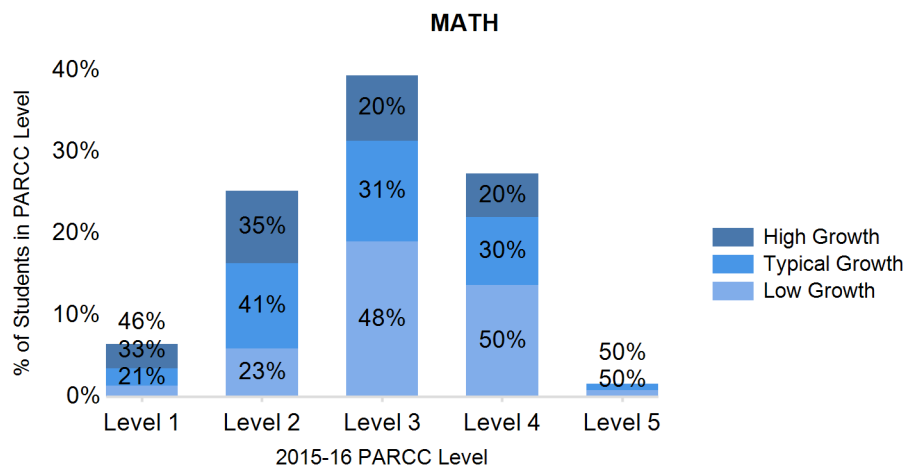
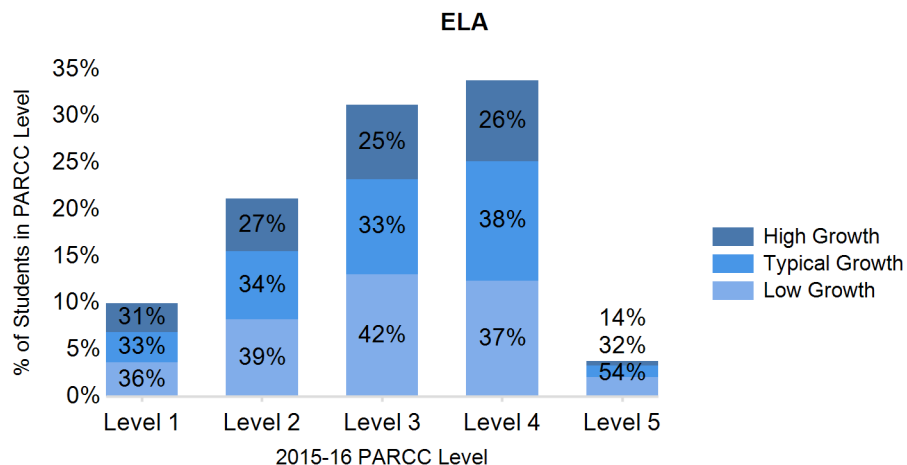
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

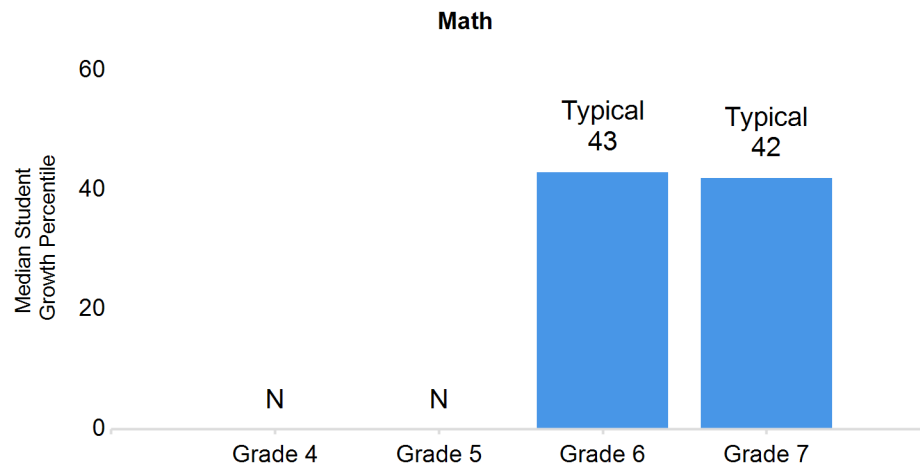
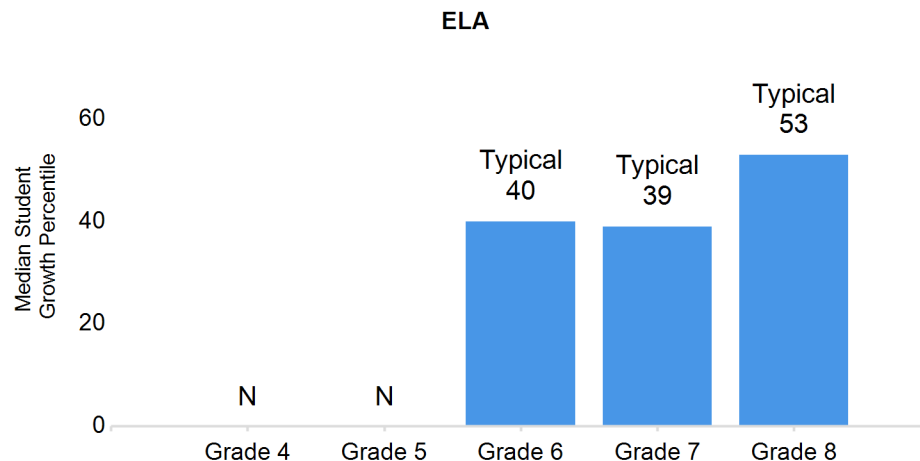
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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This section shows 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	230
7	0	0	199
8	47	0	187
Schoolwide	47	0	616

## 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	147	0	0	0	0	0	0
7	94	0	0	0	0	0	0
8	116	0	0	0	0	0	0
Schoolwide	357	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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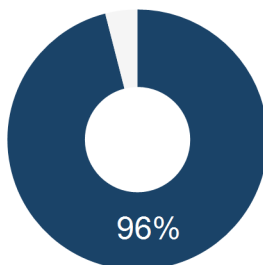
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### Visual and Performing Arts – Course Participation

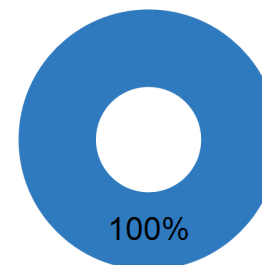
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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

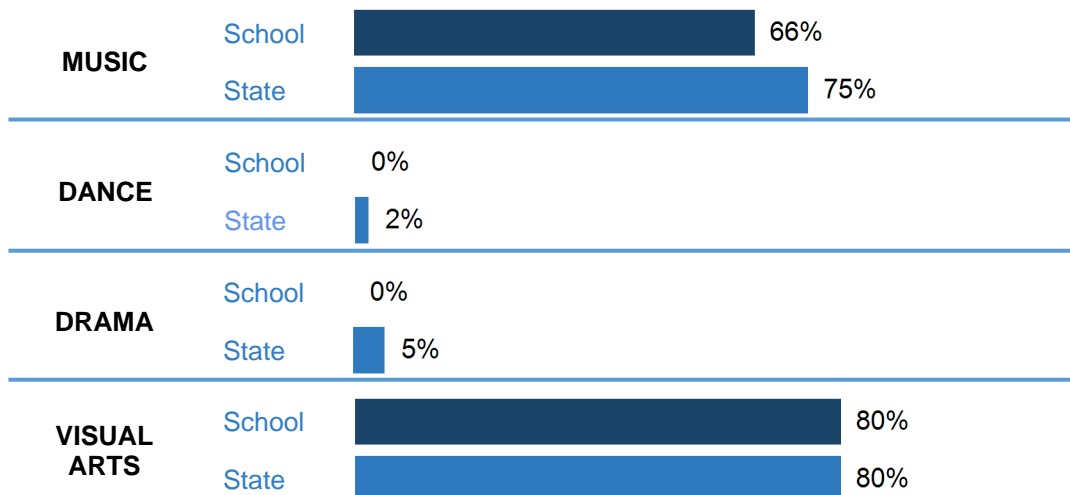


School



State

Students enrolled in one or more classes by discipline:





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

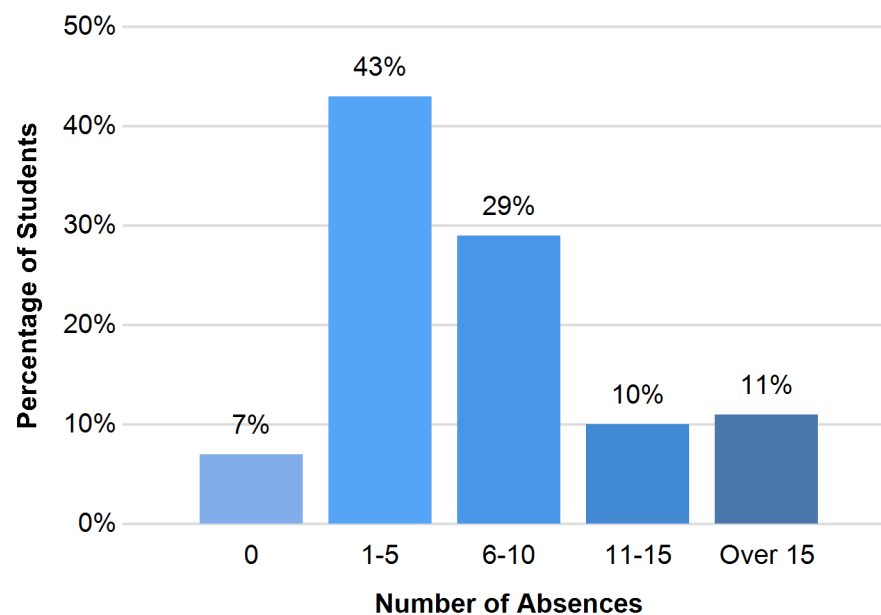
## Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.70	Met Target
White	5.20	8.70	Met Target
Hispanic	8.60	8.70	Met Target
Black or African American	6.70	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.70	8.70	Met Target
Students with Disabilities	12.80	8.70	Not Met
English Learners	4.30	8.70	Met Target

## Days Absent

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



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

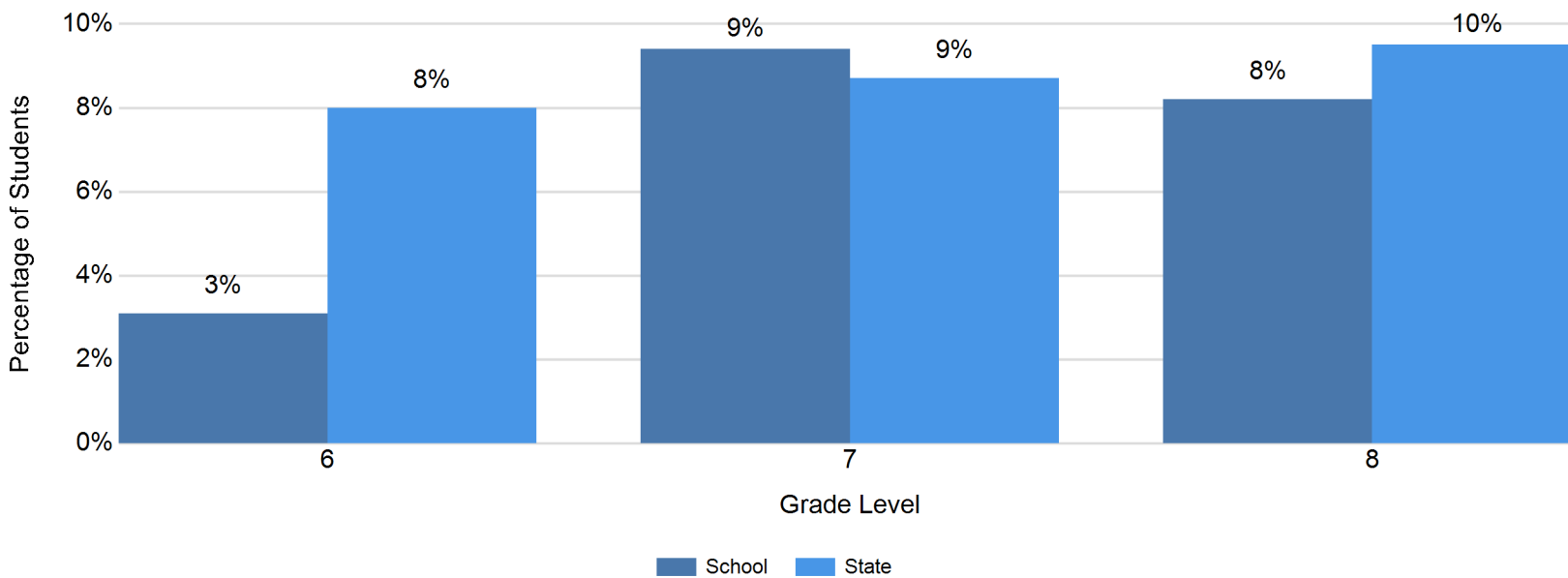


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### Chronic Absenteeism by Grade

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	8:55AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 32 Mins.
Shared Time - Instructional Time	*

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	4.03

## 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	15.0%
Any Suspension	15.0%

## 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	4.2:1	326.7 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 (2015-2016)	\$603	\$14,388	\$14,991



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

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

**Teachers:** All classroom teachers

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

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

## Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	64%	74%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	21.6	15.9
Average years experience in district	14.7	11.6
Administrators in district for 4 or more years	76%	74%

## Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	155:1	122:1
Librarian/Media Specialists		765:1
Nurses		340:1
Counselors		437:1
Child Study Team		306:1



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

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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	88%	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	18.5	17.5%
Mathematics Proficiency	12.2	17.5%
English Language Arts Growth	23.5	25.0%
Mathematics Growth	22.7	25.0%
Chronic Absenteeism	57.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		25.5
<b>Summative Rating:</b> Percentile rank of Summative Score		14.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	25.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	29.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	33.9	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Black or African American	49.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	34.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	18.6	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	31.5	11.9	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Caine	<b>Email Address:</b>	<a href="mailto:jcaine@hillsidek12.org">jcaine@hillsidek12.org</a>
<b>Address:</b>	145 HILLSIDE AVE HILLSIDE, NJ 07205-1858	<b>Website:</b>	<a href="http://www.hillsidek12.org">www.hillsidek12.org</a>
<b>Phone:</b>	(908)352-7664		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Honors courses in core subjects at every grade level, including Honors Algebra I for 8th graders</li> <li>• Fine &amp; performing arts electives, incl. Band, Strings, Chorus, and Art; other electives like Spanish, Comps, &amp; Library</li> <li>• Technology is a part of each school day, with students utilizing 1:1 personal Chromebooks</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of Walter O. Krumbiegel Middle School is to provide a safe, dynamic, and supportive learning environment in which all students can successfully develop socially and academically into lifelong learners. We strive to motivate all students through various innovative instructional methods, techniques, and strategies. Utilizing students' skills and talents, we will prepare them to meet the demands of an ever-changing, global society.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Art Teacher Karen Mannino was the recipient of the Council for Art Education Award of Excellence for 2015-2016 Youth Art Month digital scrapbook submission for the state of New Jersey. Mannino was recognized for this award at the National Art Education Association Annual Conference on March 2-4, 2017 in New York City. Mrs. Mannino's students entered contest &amp; 31 students were selected to be published in "Creative Communication" anthology because their poems were of high merit.</p>



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Honors Algebra I for 8th graders; Honors Language Arts, Science, Social Studies, and Math for all grades; 1-to-1 Chromebook initiative; Specials (Library/Media Center, Intro to Computer Science, Spanish, Strings, Band, Art, Chorus, General Music)</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cross-Country (Co-ed), Soccer (Boys &amp; Girls), Track and Field - Spring (Co-ed)</p> <p>Also offered is Basketball Intramurals</p>
 <p><b>Clubs and Activities:</b></p>	<p>Art Club, 100 Voices, Yearbook Club, Newspaper Club, Student Government Association, Service Learning Club, Robotics Club, Recreation Club, Algebra Club, Science Club, Dance Club, Multicultural Club, National Junior Honor Society, Band, Chorus, Jazz and Blues Ensemble</p>
 <p><b>Before and After School Programs:</b></p>	<p>Kean University Learning Academy (KULA), 21st Century After-School Program run by Kean University - Hot Meal, Homework Assistance, and Activities: Robotics, Chess, Cooking, Multicultural Club, Dance, Sign Language, YOGA, Painting</p>



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## School Narrative

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Project-Based Learning; Hands-on, inquiry-based science curriculum</p>
 <p><b>Student Supports and Services:</b></p>	<p>English Language Learners - high-intensity ESL; Students with disabilities -- Child Study Team, inclusion, and resource; Intervention &amp; Referral Services (I&amp;RS) Team; Guidance counseling; Before- and after-school tutoring; Saturday Academy and Summer Academy</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent-Teacher Association (PTA) - monthly meetings; Parent Workshops (three times a year); Parent-Teacher Conferences (in the fall and spring); Parent Portal (accessed from website); Leading Ladies girls' support group led by Joi Stanley of Progressive Achievers; Ready, Set, Grow! Mentoring Academy for boys and girls led by Rev. David Jefferson, Jr.</p>