



Manchester Regional Day School
2016-2017


Grade Span KG-12

29-2940-008
OCEAN
MANCHESTER TWP
890 TOMS RIVER ROAD
JACKSON, NJ 08527-9105

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	0	0	0
KG	0	0	0
1	0	0	0
2	1	0	1
3	0	0	3
4	0	0	0
5	1	0	2
6	1	3	0
7	2	1	2
8	5	2	1
9	1	3	2
10	2	0	3
11	4	0	0
12	2	7	4
Ungraded	57	43	40
Total	75	59	58

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	35%	34%	28%
Male	64%	66%	72%
Economically Disadvantaged Students	39%	32%	38%
Students with Disabilities	99%	100%	100%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	67.0%
Black or African American	17.4%
Hispanic	10.4%
Asian	3.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.7%

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	94.8%
Spanish	5.2%



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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.

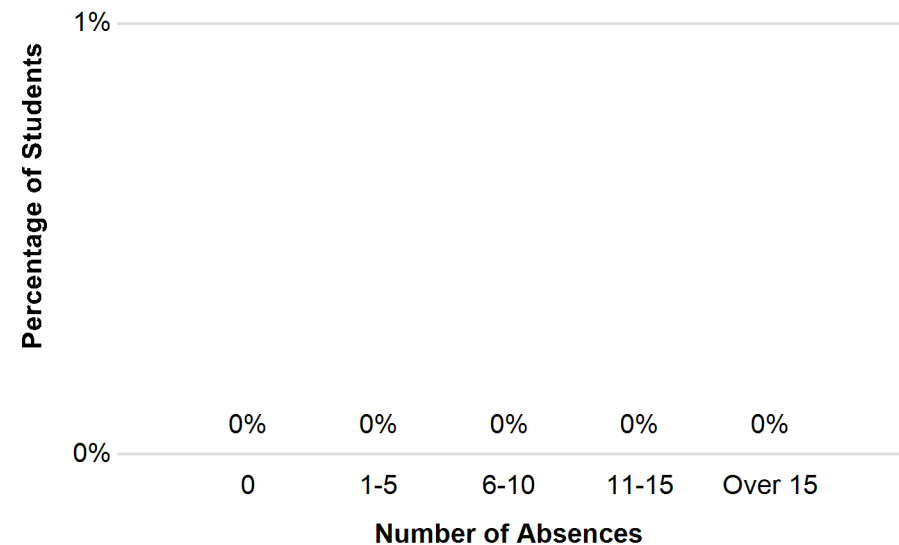
Chronic Absenteeism

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	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

Days Absent

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



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



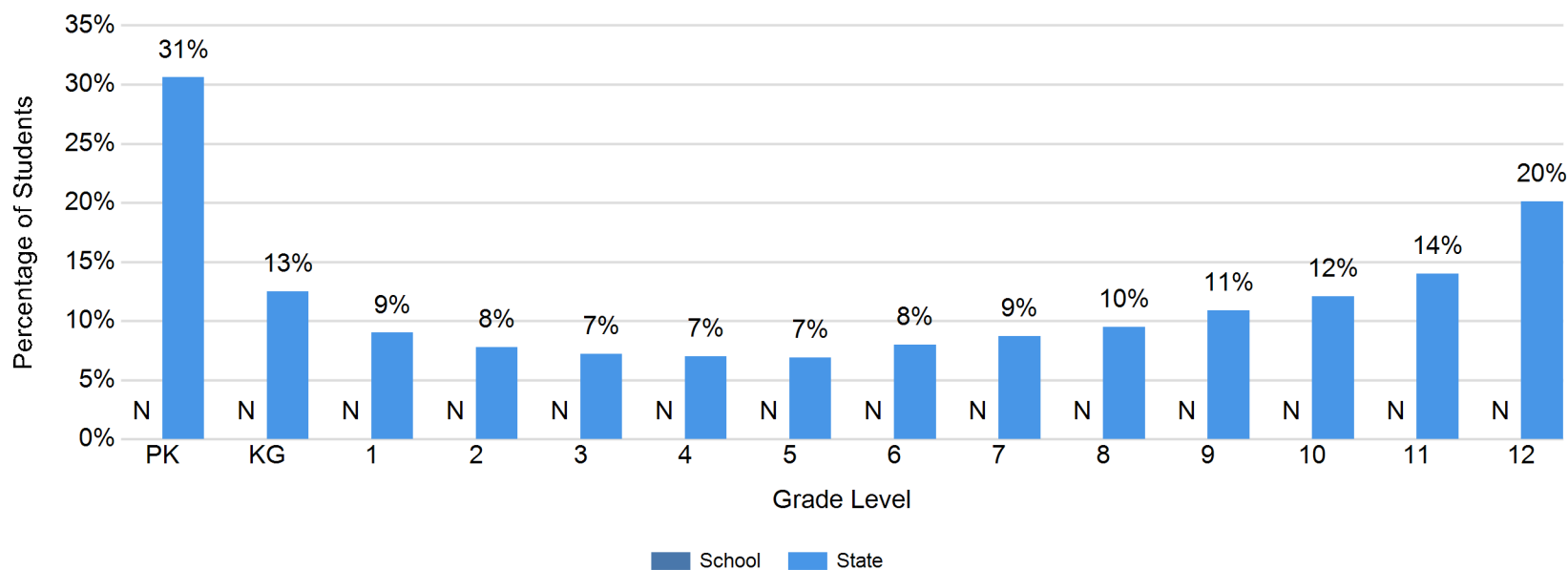
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 59 Mins.
Shared Time - Instructional Time	2 Hrs. 59 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
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	12.1%
Out-of-School Suspensions	12.1%
Any Suspension	20.7%

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)	\$471	\$14,697	\$15,168



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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	15	120,724
Average years experience in public schools	19.3	11.8
Average years experience in district	17.3	10.5
Teachers in district for 4 or more years	93%	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	20	9,506
Average years experience in public schools	20.1	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	85%	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	4:1	10:1
Administrators	58:1	148:1
Librarian/Media Specialists		590:1
Nurses		422:1
Counselors		295:1
Child Study Team		211:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	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

Principal:	Mrs. Michallis	Email Address:	lmichallis@manchestertwp.org
Address:	890 TOMS RIVER ROAD JACKSON, NJ 08527-9105	Website:	www.manchestertwp.org/rds
Phone:	(732)928-1500	Facebook:	https://www.facebook.com/RegionalDaySchoolatJackson/

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Programming for the multiply disabled, behaviorally disabled, preschool disabled and autistic • Occupational, Physical, and Speech and Language Therapy, Adaptive Phys. Ed. And Counseling are provided. • Programs include academic instruction, social skills, functional life skills, and transition services
 Mission, Vision, Theme:	RDS at Jackson is a truly unique school for exceptional children, ages 3-21, with disabilities. The facility is a division of the Manchester Township School District and is a public receiving school. Students are afforded academic, social, pre-employment, and vocational experiences. Student learn many skills to be independent and productive.
 Awards, Recognition, Accomplishments:	The successes and accomplishments of our students are celebrated through our weekly Hall of Fame awards. Each spring an assembly is conducted to honor students who excelled academically and behaviorally. Students receive accolades as well as medals for Leadership, Artistic Ability, and Perfect Attendance.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Instruction is individualized for each student and it is based upon their individualized educational plan developed by the IEP Team. Students receive instruction in language arts literacy, math, science, social studies, and daily living skills aligned to grade level content and the New Jersey Student Learning Standards. The Creative Curriculum is implemented in the Preschool Disabled Program. Technology is infused in all areas.</p>
 <p>Sports and Athletics:</p>	<p>Students participate in Adaptive Physical Education. The school has a very active Challenger League that participates in multi-season sports. The children also participate in many sports and events through the Special Olympics as well.</p>
 <p>Clubs and Activities:</p>	<p>Student Council, Safety Patrol, Bike Club, Yoga Group, Pet Therapy, Lunch Bunch Social Skills Groups, Kids Café, Prom, Lunch Time Talent Show, holiday dances, Holiday Express, Polar Express Day, assemblies, Work Study Program, community based job sampling and transition program, community service activities, Peace Project sponsored by the Manchester Whiting Lion's Club, Veteran's Day Assembly, Wounded Warrior Project, food drives</p>








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 <p>Staff and Professional Learning:</p>	<p>Certified staff participate in Professional Learning Communities on a variety of topics including reading instruction, Mindfulness, healthy lifestyles, social emotional learning, self-help skills, prevocational tasks, and expressive language. Staff attend annual training on a multitude of topics including Anti-Bullying legislation, CPR, Crisis Intervention, and Diversity.</p>
 <p>Postsecondary Information:</p>	<p>A Job Coach works with students to provide hands-on opportunities to practice workplace readiness skills in a variety of community settings ranging for day programs endorsed by the Division of Developmental Disabilities to early childhood centers, retail, restaurant, hotel, grocery, and manufacturing sites.</p>
 <p>Student Supports and Services:</p>	<p>Students ages three to twenty-one with diverse abilities and disabilities are educated. Therapeutic support is available from a School Social Worker and School Psychologist through counseling, social skills training or crisis intervention. Speech and Language, Occupational, and Physical Therapies are offered. There is also a trained Crisis Team.</p>
 <p>Student Health and Wellness:</p>	<p>Support is provided by the School Nurse and Adaptive Physical Education Teacher. Topics include self-esteem, teamwork, cooperation, physical growth, emotional growth, family structures, health and nutrition, and responsibility in maintaining a safe environment for themselves and others.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent Support Group meets monthly, Transition Fair, Parent Information Night, host site for workshops sponsored by the Statewide Parent Advocacy Network (SPAN), parental involvement in class activities and school events, annual Spaghetti Dinner, Penguin Plunge, and the PTA enhances programs with educational assemblies. There are numerous community partnerships and mentorships.</p>

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Climate Surveys:

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

Annually students, staff and parents are provided a School Climate Survey and results are reviewed with the school-based School Safety and Climate Team and shared with stakeholders. Overall, students, families, and staff feel that the school is a safe and positive learning environment for all.



Facilities:

A single story building is handicapped accessible and air conditioned. HVAC has been updated. There are twelve academic classrooms, therapy rooms, industrial arts room, nursing office, multi-purpose room, and a center pod area. The school has recently renovated all four of the kitchens. Carpeting has been removed and tile installed. A new playground was installed.



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The student day is 8:45 am - 2:45 pm. Students participate in the required State assessment process. Students are enrolled in the program through an intake process with their child's Child Study Team Case Manager from the district in which they reside. Students attend on a tuition basis. A full Child Study Team is on staff. Words cannot capture the community spirit of the dedicated and professional staff in the continual pursuit of excellence. A picture is worth a thousand words. To view our dynamic school and quality programs, you are encouraged to call and visit. 732-928-1500



Other Information:




Manchester Township Elementary School
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	76	80	82
1	92	77	90
2	98	86	84
3	106	93	95
4	83	107	94
5	88	87	109
Ungraded	8	11	15
Total	551	541	569

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	54%	54%	54%
Male	46%	46%	46%
Economically Disadvantaged Students	33%	34%	35%
Students with Disabilities	14%	16%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	65.6%
Hispanic	16.0%
Black or African American	7.7%
Asian	5.4%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	73	80	82

Enrollment by Home Language

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

Home Language	% of Students
English	94.2%
Spanish	1.6%
Polish	1.4%
Other	3.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	305	97.5	59.70	46.70	54.90	59.7	52.4	Met Target
White	195	97.5	58.50	49.10	63.90	58.5	53.8	Met Target
Hispanic	55	96.5	63.60	41.50	39.80	63.6	50.6	Met Target
Black or African American	23	100.0	60.90	*	35.20	60.9	41.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	58.20	80.70	72.4	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	16	100.0	50.00	48.20	54.90	50	**	**
Female	158	97.0	67.70	56.00	62.20	67.7		
Male	147	98.0	51.00	36.90	48.10	51		
Economically Disadvantaged Students	119	97.5	55.50	36.90	36.20	55.5	40.2	Met Target
Non-Economically Disadvantaged Students	186	97.4	62.30	51.50	65.80	62.3		
Students with Disabilities	66	91.7	33.30	*	20.50	32.1	19.1	Met Target
Students without Disabilities	239	99.2	67.00	*	61.90	67		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	18.20	26.40	N		
Students In Foster Care	N	N	N	16.70	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



**Manchester Township Elementary School
2016-2017**

Grade Span KG-05

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	751	749	749	*	11%	33%	47%	*	50%	50%
White	66	748	751	759	*	*	32%	46%	*	47%	61%
Hispanic	15	754	*	734	*	0%	*	*	0%	53%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	53	755	753	754	*	*	38%	47%	*	51%	55%
Male	46	746	745	745	*	*	28%	46%	*	48%	46%
Economically Disadvantaged Students	36	749	744	731	*	*	31%	47%	*	50%	31%
Non-Economically Disadvantaged Students	63	751	752	762	*	*	35%	46%	*	49%	63%
Students with Disabilities	26	735	*	720	*	*	39%	*	*	31%	24%
Students without Disabilities	73	756	*	755	*	*	32%	*	*	56%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	99	751	*	752	*	11%	33%	47%	*	50%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	758	751	753	*	*	25%	43%	17%	59%	56%
White	60	756	752	762	*	*	23%	47%	*	60%	67%
Hispanic	17	760	*	740	0%	*	*	*	*	53%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	49	767	758	758	*	*	*	47%	*	71%	61%
Male	47	749	745	749	*	*	*	38%	*	47%	51%
Economically Disadvantaged Students	40	751	*	737	*	*	*	38%	*	55%	36%
Non-Economically Disadvantaged Students	56	763	*	764	*	*	*	46%	*	63%	69%
Students with Disabilities	19	729	*	725	*	*	*	*	*	16%	25%
Students without Disabilities	77	765	*	759	*	*	*	*	*	70%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	763	757	756	*	*	21%	63%	*	70%	59%
White	67	764	760	763	0%	*	21%	61%	*	70%	69%
Hispanic	23	767	*	743	0%	*	*	70%	*	78%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	57	770	765	761	*	*	*	67%	*	81%	66%
Male	51	755	749	750	*	*	*	59%	*	59%	53%
Economically Disadvantaged Students	40	760	753	740	*	*	30%	58%	*	63%	40%
Non-Economically Disadvantaged Students	68	765	759	765	*	*	16%	66%	*	75%	71%
Students with Disabilities	18	755	*	725	*	*	*	*	*	56%	22%
Students without Disabilities	90	765	*	762	*	*	*	*	*	73%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

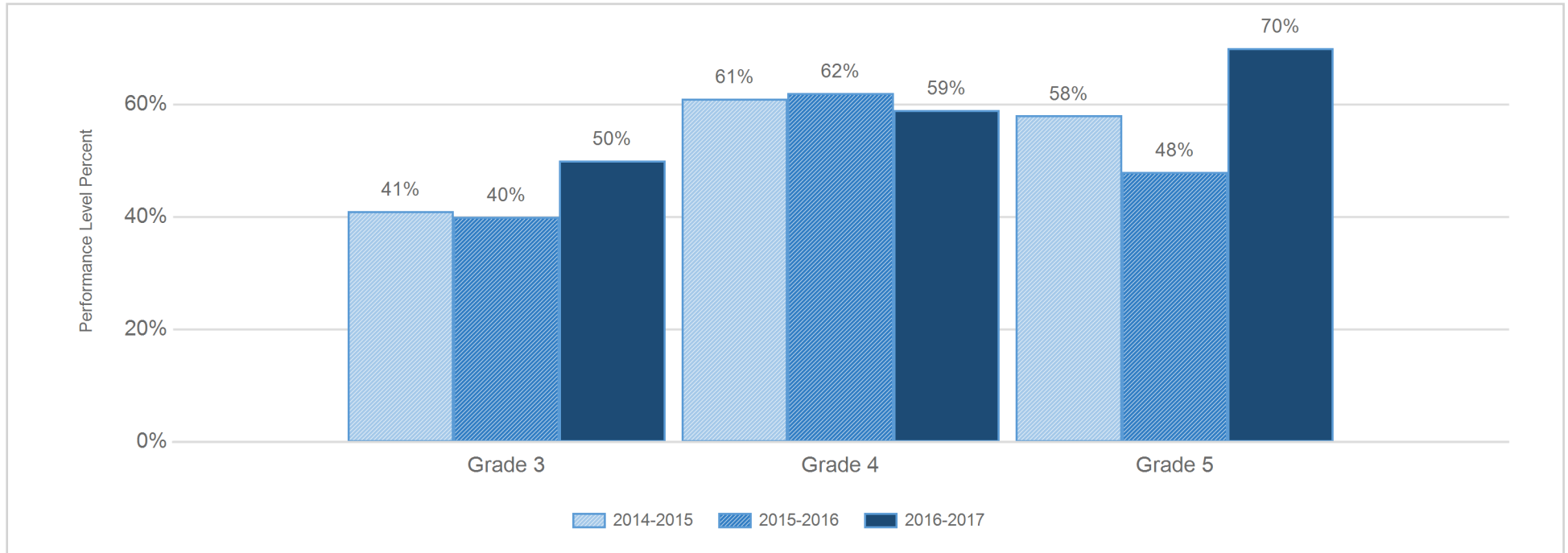


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	305	97.5	48.20	36.30	43.50	48.2	54.3	Not Met
White	195	97.5	46.70	37.10	52.40	46.7	54.8	Not Met
Hispanic	55	96.5	49.10	*	27.60	49.1	56.3	Met Target†
Black or African American	23	100.0	34.80	24.70	21.70	34.8	45.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.70	75.60	59.2	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	16	100.0	68.80	47.40	44.90	68.8	**	**
Female	158	97.0	51.90	37.90	44.10	51.9		
Male	147	98.0	44.20	34.50	42.90	44.2		
Economically Disadvantaged Students	119	97.5	38.70	28.20	25.10	38.7	40.2	Met Target†
Non-Economically Disadvantaged Students	186	97.4	54.30	40.20	54.30	54.3		
Students with Disabilities	66	91.7	33.30	15.30	16.50	32.2	37.9	Met Target†
Students without Disabilities	239	99.2	52.30	41.30	48.80	52.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	749	749	751	*	13%	35%	40%	*	47%	53%
White	66	747	750	759	*	*	36%	36%	*	42%	63%
Hispanic	15	753	*	738	0%	*	*	*	*	53%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	53	751	747	751	*	*	36%	45%	*	49%	52%
Male	46	747	751	751	*	*	35%	35%	*	44%	53%
Economically Disadvantaged Students	36	748	746	736	*	*	44%	33%	*	39%	34%
Non-Economically Disadvantaged Students	63	749	750	761	*	*	30%	44%	*	51%	65%
Students with Disabilities	26	740	*	729	*	*	*	39%	*	39%	29%
Students without Disabilities	73	752	*	755	*	*	*	41%	*	49%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	99	749	*	753	*	13%	35%	40%	*	47%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	742	740	747	*	18%	32%	40%	*	42%	47%
White	60	743	742	755	*	22%	25%	43%	*	45%	59%
Hispanic	17	740	*	734	*	*	*	*	*	29%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	49	747	741	747	*	*	31%	45%	*	49%	47%
Male	47	737	739	747	*	*	34%	34%	*	34%	48%
Economically Disadvantaged Students	40	734	*	732	*	*	25%	33%	*	33%	27%
Non-Economically Disadvantaged Students	56	748	*	757	*	*	38%	45%	*	48%	61%
Students with Disabilities	19	721	*	724	*	*	*	*	*	11%	22%
Students without Disabilities	77	747	*	751	*	*	*	*	*	49%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	751	743	747	0%	*	36%	53%	*	56%	46%
White	67	751	745	754	0%	*	39%	48%	*	52%	57%
Hispanic	23	752	*	735	0%	*	*	61%	0%	61%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	57	752	745	747	0%	*	37%	53%	*	56%	47%
Male	51	751	741	746	0%	*	35%	53%	*	55%	46%
Economically Disadvantaged Students	40	749	741	732	0%	*	48%	40%	*	45%	27%
Non-Economically Disadvantaged Students	68	753	744	756	0%	*	29%	60%	*	62%	59%
Students with Disabilities	18	753	*	725	0%	*	*	*	*	50%	19%
Students without Disabilities	90	751	*	751	0%	*	*	*	*	57%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

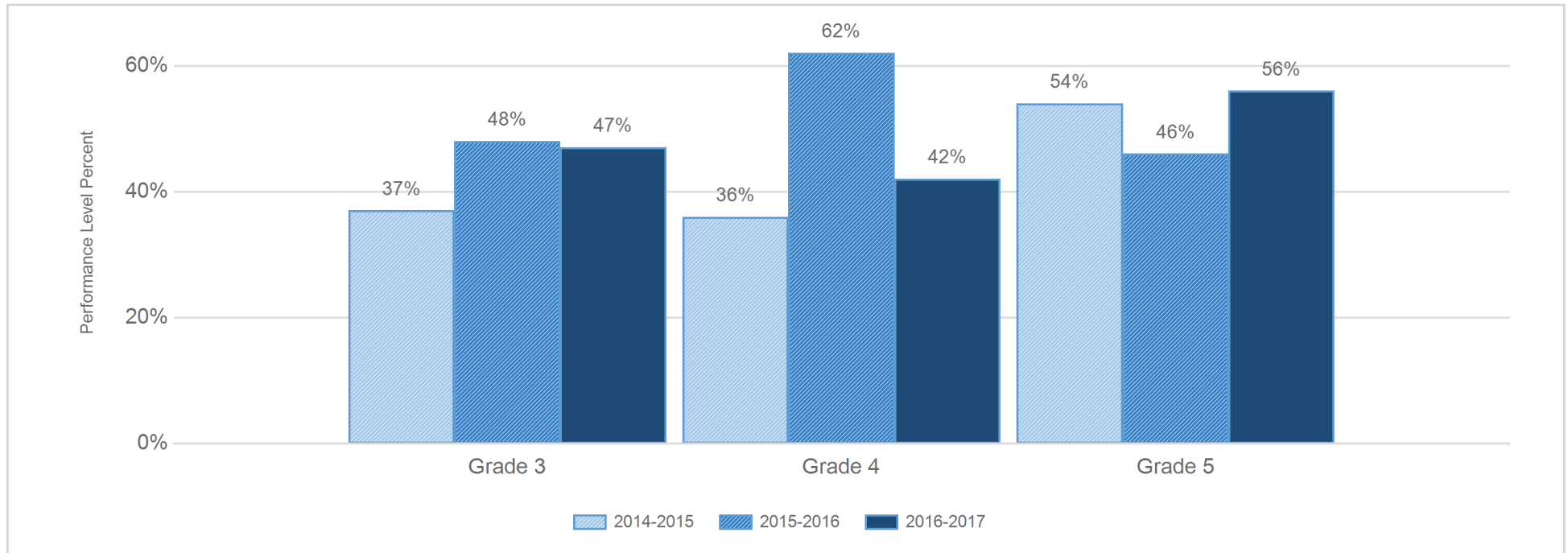


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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



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

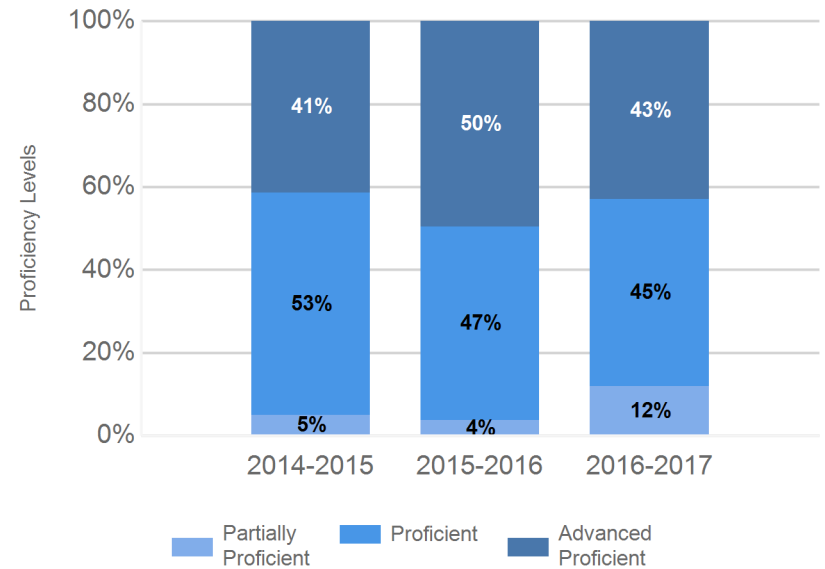
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	43%	45%	12%
White	52%	38%	10%
Hispanic	17%	61%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	33%	43%	25%
Students with Disabilities	24%	52%	24%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62.5	51	50	Exceeds Target	47	48	50	Met Target
White	63	49	50	Exceeds Target	50	49	52	Met Target
Hispanic	60.5	*	49	Exceeds Target	45	*	47	Met Target
Black or African American	63	*	45	**	36	*	43	**
Asian, Native Hawaiian, or Pacific Islander	61.5	*	60	**	53	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	59	51	**	*	55	52	**
Economically Disadvantaged	55	50	47	Met Target	45	45	46	Met Target
Students with Disabilities	70	*	41	Exceeds Target	50	*	43	Met Target
English Learners	*	58.5	53	**	*	46	51	**

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



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

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

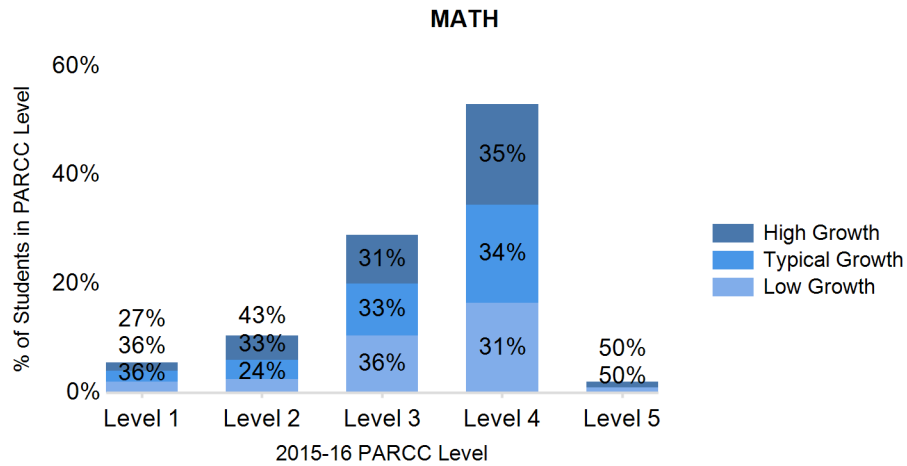
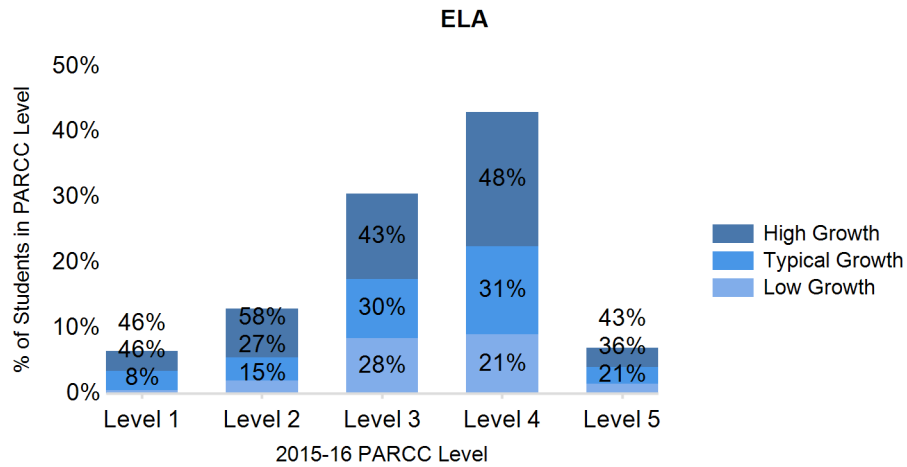
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

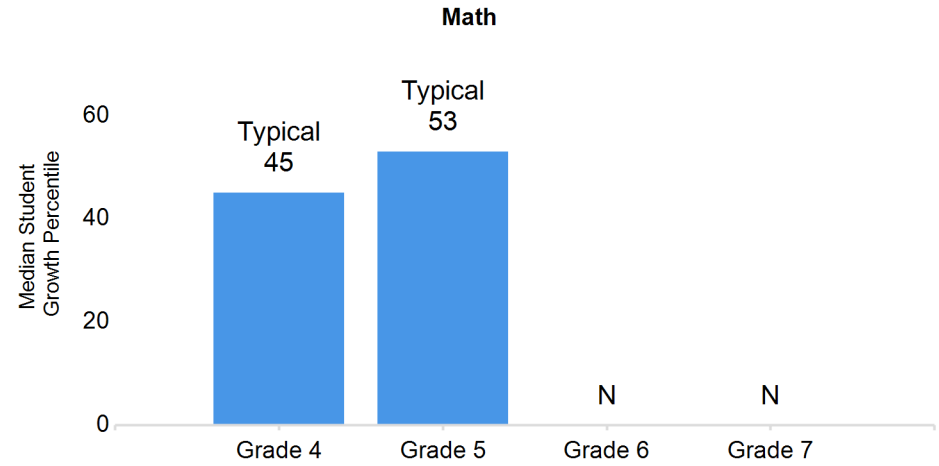
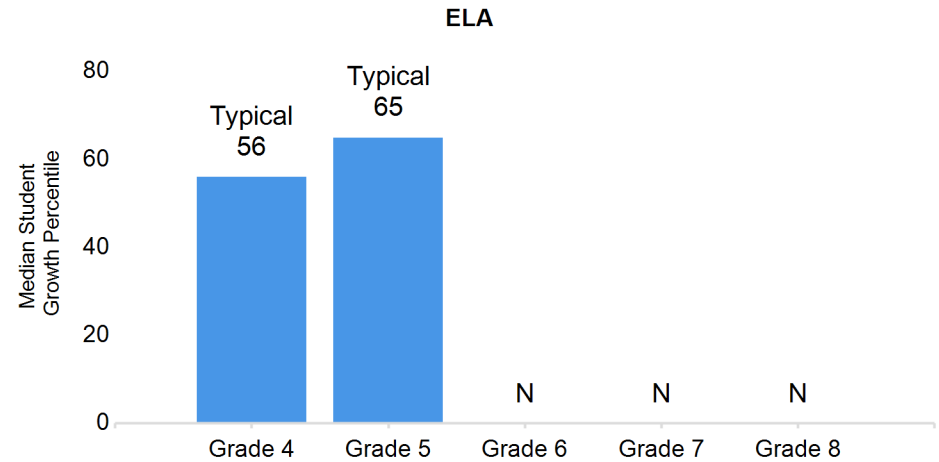
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

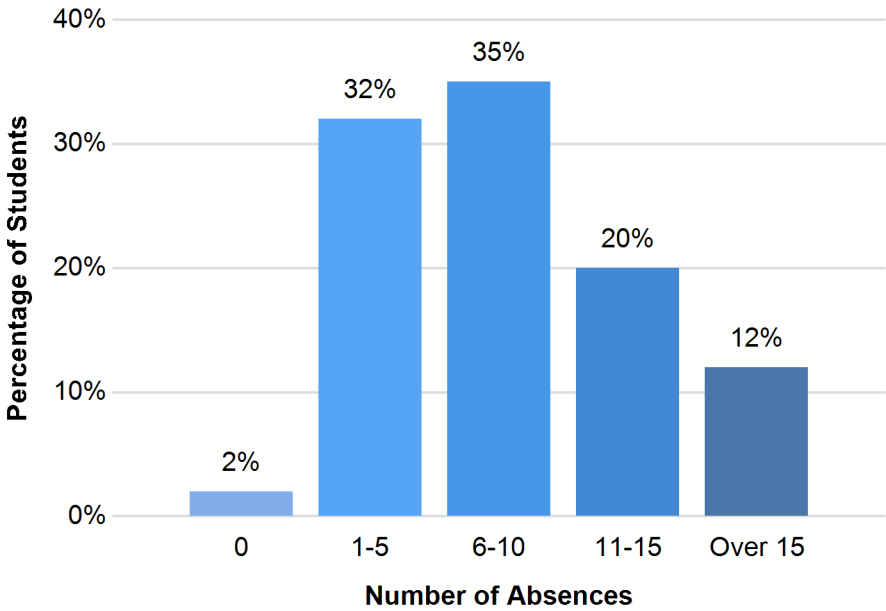
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.10	8.40	Met Target
White	10.20	8.40	Not Met
Hispanic	2.20	8.40	Met Target
Black or African American	6.80	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	10.30	8.40	Not Met
Economically Disadvantaged Students	10.60	8.40	Not Met
Students with Disabilities	12.70	8.40	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.



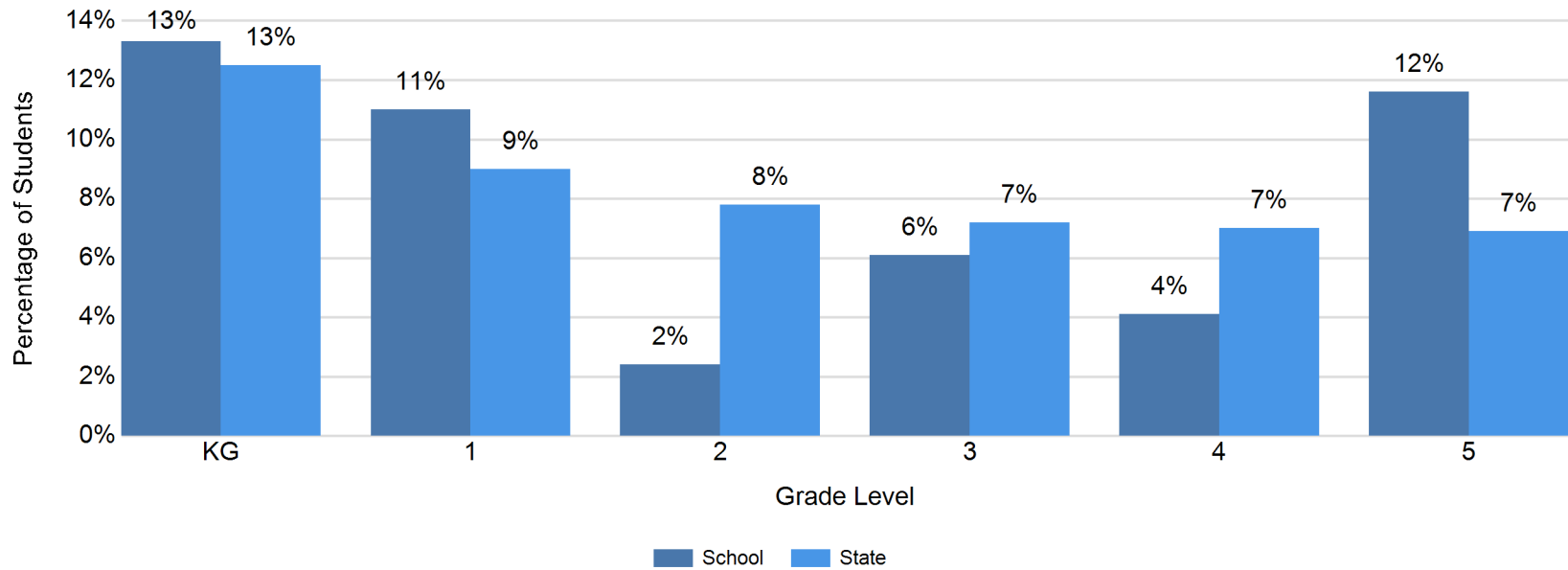


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Chronic Absenteeism by Grade

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	8:50AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 40 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	1
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.53

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.1%
Out-of-School Suspensions	0.5%
Any Suspension	2.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	203.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$471	\$14,697	\$15,168



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	51	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	20.1	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	85%	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	10:1
Administrators	285:1	148:1
Librarian/Media Specialists		590:1
Nurses		422:1
Counselors		295:1
Child Study Team		211:1



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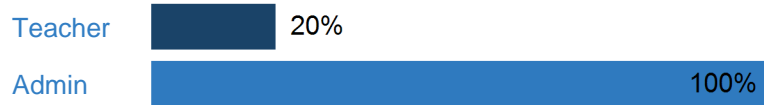
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	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	65.4	17.5%
Mathematics Proficiency	58.5	17.5%
English Language Arts Growth	90.3	25.0%
Mathematics Growth	44.0	25.0%
Chronic Absenteeism	45.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.1
Summative Rating: Percentile rank of Summative Score		69.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	62.1	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
White	45.3	11.9	No	Met Target	Not Met	Not Met	Exceeds Target	Met Target	No
Hispanic	76.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	68.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	76.7	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Waldron	Email Address:	lwaldron@manchestertwp.org
Address:	101 N COLONIAL DRIVE MANCHESTER, NJ 08733	Website:	www.manchestertwp.org/mtes
Phone:	(732)323-9600	Twitter:	https://twitter.com/@MTESDragons

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"> • Character Education Programs-Star Student of Month-Principal lunch recognition grades3-5/Dragon Drawings grades K-2 • Community partnerships with Ocean County Mentoring Program • A student run TV program developed/presented daily keeps students/staff informed/educated, teaching life skills
 <p>Mission, Vision, Theme:</p>	<p>MTES is a family of caring individuals dedicated to meeting the needs of all learners, while following our district’s mission to “cultivate a strong partnership between the school and community” and to foster responsibility, integrity, excellence, & academic achievement in all areas. Professionalism, hard work & promoting a safe learning environment are essential to our success. Making a difference to others at school and in the community is what sets us apart from the rest.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We are most proud of our Star Student Program and students/staff that make a difference in the community. Causes include American Heart Assoc., Leukemia and Lymphoma Society, and Manchester’s Kevin’s Kids. Recent awards include: Mental Health Awareness Calendar, Disabilities Awareness Bulletin Board Winner, Jr. Impact Achievements, 10th District Legislators Excellence in Education Award to an MTES teacher, & Jump Rope for Heart Team presenting at NJAHPERD’s Annual Convention.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our instructional program reflects an integrated approach to learning based on the New Jersey Student Learning Standards. Curriculum and instruction embodies student centered learning activities that focus on critical & creative thinking, collaboration, authentic learning, & communication. Instruction is differentiated & focused on the whole child. Student progress is evaluated through a variety of methods, which measures progression towards grade level standards mastery.</p>
 <p>Clubs and Activities:</p>	<p>The Junior Impact Club, sponsored by the local Rotary Club, promotes student learning, civic responsibility & service to others. A Color Guard represents the school at all assemblies to show respect for our flag and our country. Fourth and fifth graders can elect to participate in band before and during the school day. Fifth graders have an opportunity to ignite their creative juices in our Art club. Other opportunities for growth include Broadcast News Team, Jump Rope Team and a Running Club.</p>
 <p>Before and After School Programs:</p>	<p>Our Title One Discovery Club Program is offered before and after school to our Basic Skills students in grades 1-5. The goal of the program is to build confidence in our students while strengthening their academic skills. Teachers work with students in a small group setting to support and reinforce their skills. A Home Connection piece provides caretakers with information and guidance through quarterly parent sessions and support materials which are sent home monthly.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development is offered on an on-going basis to all staff members. Our Elementary Supervisor of Instruction works in concert with the building level administrators to provide current research based best practices to support educational initiatives. Teacher led PD, high quality collaborative learning opportunities, monthly faculty, PD & grade level meetings, PLC's, book & article studies, Wise Words of Wisdom weekly emails, are all other means of professional learning.</p>
 <p>Student Supports and Services:</p>	<p>Learning, behavior & health difficulties are identified by collecting data, implementing action plans, monitoring progress, and offering support, through our Intervention and Referral Services program. ELL screenings are available for those in need. Child Study Teams & Section 504 Officers see that all needs are met, regardless of physical/ mental impairment or disability. Title One funds ensure all children meet challenging state academic standards through a Basic Skills program.</p>
 <p>Student Health and Wellness:</p>	<p>The safety & well-being of our students is important to us, as we strive for a safe, secure learning environment where all students can grow & learn. We support social, emotional & physical wellness with a full time RN and a guidance counselor. We offer good nutrition with a balanced breakfast/lunch program, regular physical activity through PE twice a week, active recess periods, a Running Club, Jump Rope Team, proactive programs promoting a Bully-Free school and senior mentoring.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA provides programs designed to address students' academic, social & emotional needs. Workshops are offered through our Parent Advisory Committee & meetings are held throughout the year. Parents volunteer time & talents. A strong partnership exists with the Manchester Police Department, where safety & our LEAD program take center stage. Ocean County Mentoring Program provides us with over 25 adult mentors who enjoy spending quality time with students looking for a special connection.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A school climate survey shows many areas of meeting/exceeding expectations including: building positive morale among staff, positive work environment, initiating change for the good of students & for the running of the school, and keeping current on educational research and trends. Students, parents, staff & administration recognize the school as a safe, happy place to be, fostering a sense of community and demonstrating mutual support and respect for all.</p>
 <p>Facilities:</p>	<p>Nestled at one end of Colonial Drive is Manchester’s largest elementary school, built in 1992. An all-purpose room serves as a lunch room, gym & meeting place for over 600 students & staff. A full service kitchen serves breakfast & lunch daily. A Media Center, Art & Music Rm & Tech Lab offers challenges & enrichment opportunities for all. Rooms are air conditioned. An outdoor learning garden, two playgrounds, volleyball & basketball court, and soccer & baseball fields, complete our facilities.</p>



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School Narrative

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



Other Information:

Manchester Township Elementary School, Home of the Dragons, is the largest of the three elementary schools in Manchester Township, New Jersey, with approximately 560 students in a full day Kindergarten- 5th grade program. Safety continues to be our top priority as we recognize that true learning takes place when children feel safe & comfortable. The highly qualified professionals at MTES hold high expectations both academically and behaviorally for all of our students. We offer a student-centered, rigorous academic environment based upon educational research & best practices. An interdisciplinary approach to instruction is used which helps to make our programs meaningful and relevant for children. Our teachers regularly integrate a variety of teaching techniques, including differentiated instruction, & effective behavioral strategies to promote academic achievement. Reading & writing are taught through a balanced literacy framework that gives all children time to read, write, talk and think critically. Cooperative learning, the use of problem-based learning units, manipulatives, multi-sensory learning tools, and a variety of technology devices are examples of instructional strategies. Technology is often used to reinforce visual, auditory and tactile learning styles. We educate the whole child giving them opportunities to participate in vocal & instrumental music, art, physical education, health, and world language instruction. Students have access to iPads, e-readers, desktop computers, Chromebooks, document cameras and smart-technology; to enhance their 21st Century Thinking & Learning skills. The “MTES Family” works collaboratively to create the best educational experiences for all students. Our belief is that support from home is critical to learning, and together we shape our children and prepare them for the future. We have high expectations for our students and strongly believe and stand behind our motto “Excellence by Example.”



Manchester Township High School

2016-2017

Grade Span 09-12

29-2940-040

OCEAN

MANCHESTER TWP


101 S COLONIAL DR

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	269	234	254
10	230	258	232
11	219	196	241
12	216	190	214
Ungraded	11	6	14
Total	944	884	955

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	48%	48%
Male	54%	52%	52%
Economically Disadvantaged Students	30%	31%	32%
Students with Disabilities	15%	14%	16%
English Learners	0%	1%	1%
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
White	64.9%
Hispanic	14.7%
Black or African American	13.5%
Asian	4.7%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.5%
Two or More Races	1.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	902
Shared Time Students	104
Full Time Equivalent	954

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	97.6%
Spanish	1.4%
Other	1.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	488	96.8	27.90	46.70	54.90	27.9	31.5	Not Met
White	326	97.0	29.40	49.10	63.90	29.4	33.4	Met Target†
Hispanic	66	95.7	24.20	41.50	39.80	24.2	32.8	Met Target†
Black or African American	56	98.2	17.90	*	35.20	17.9	13.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	100.0	42.00	58.20	80.70	42	43.3	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	241	95.3	34.40	56.00	62.20	34.4		
Male	247	98.4	21.40	36.90	48.10	21.4		
Economically Disadvantaged Students	153	99.4	19.60	36.90	36.20	19.6	19.2	Met Target
Non-Economically Disadvantaged Students	335	95.7	31.70	51.50	65.80	31.7		
Students with Disabilities	88	95.7	*	*	20.50	*	13.3	Not Met
Students without Disabilities	400	97.1	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	263	730	730	749	24%	18%	27%	27%	5%	31%	52%
White	172	729	729	757	25%	*	26%	27%	*	31%	62%
Hispanic	37	721	721	733	32%	*	*	*	*	24%	35%
Black or African American	33	733	733	730	*	*	39%	*	*	24%	30%
Asian, Native Hawaiian, or Pacific Islander	17	757	757	777	*	*	*	*	*	59%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	123	742	742	756	*	*	24%	*	*	43%	60%
Male	140	720	720	741	*	*	29%	*	*	21%	43%
Economically Disadvantaged Students	82	725	725	731	27%	*	23%	26%	*	28%	32%
Non-Economically Disadvantaged Students	181	733	733	758	23%	*	28%	27%	*	33%	62%
Students with Disabilities	52	692	692	714	*	*	*	*	*	*	13%
Students without Disabilities	211	740	740	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	718	718	743	41%	17%	19%	20%	5%	24%	46%
White	153	721	721	749	38%	18%	*	22%	*	28%	52%
Hispanic	29	713	713	728	48%	*	*	*	*	24%	34%
Black or African American	23	690	690	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	14	733	733	774	*	*	*	*	0%	21%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	117	723	723	752	34%	*	*	21%	*	26%	54%
Male	107	711	711	734	48%	*	*	19%	*	22%	39%
Economically Disadvantaged Students	70	699	699	726	54%	19%	17%	*	*	10%	32%
Non-Economically Disadvantaged Students	154	726	726	751	34%	16%	20%	*	*	31%	54%
Students with Disabilities	35	690	690	704	*	*	*	*	*	*	12%
Students without Disabilities	189	723	723	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	719	719	736	35%	23%	23%	15%	5%	20%	38%
White	140	717	717	738	39%	21%	21%	*	*	19%	40%
Hispanic	37	721	721	731	30%	*	27%	*	*	19%	34%
Black or African American	36	712	712	728	33%	*	28%	*	0%	14%	30%
Asian, Native Hawaiian, or Pacific Islander	15	746	746	756	*	*	*	*	*	47%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	95	723	723	744	22%	27%	33%	*	*	18%	46%
Male	136	715	715	729	43%	19%	16%	*	*	21%	31%
Economically Disadvantaged Students	76	714	714	729	38%	22%	25%	*	*	15%	32%
Non-Economically Disadvantaged Students	155	721	721	740	33%	23%	22%	*	*	23%	42%
Students with Disabilities	44	700	700	709	*	*	*	*	*	*	12%
Students without Disabilities	187	723	723	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

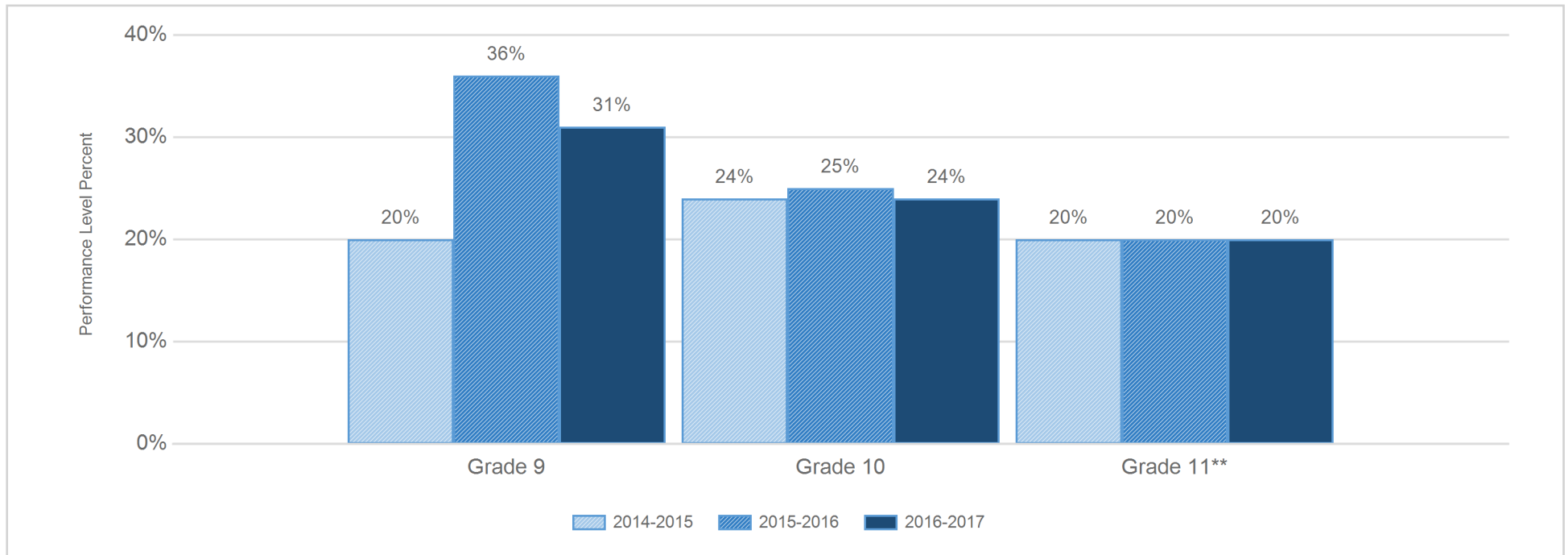


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English Language Arts/Literacy Assessment - Performance Trends

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



** 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	470	96.3	19.30	36.30	43.50	19.3	14	Met Target
White	313	95.7	19.10	37.10	52.40	19.1	15.7	Met Target
Hispanic	63	96.9	*	*	27.60	*	9.6	Met Target†
Black or African American	53	98.1	13.20	24.70	21.70	13.2	5.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	100.0	45.20	55.70	75.60	45.2	23.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	238	94.4	18.90	37.90	44.10	18.8		
Male	232	98.3	19.90	34.50	42.90	19.9		
Economically Disadvantaged Students	145	98.0	12.40	28.20	25.10	12.4	9.6	Met Target
Non-Economically Disadvantaged Students	325	95.6	22.40	40.20	54.30	22.4		
Students with Disabilities	77	97.5	*	15.30	16.50	*	8.1	Not Met
Students without Disabilities	393	96.1	*	41.30	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	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
Schoolwide	235	719	728	743	26%	35%	23%	17%	0%	17%	42%
White	152	717	730	751	26%	38%	20%	16%	0%	16%	52%
Hispanic	36	713	*	728	*	*	*	*	*	*	24%
Black or African American	30	721	*	724	*	40%	*	*	0%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	13	742	742	774	*	*	*	*	0%	54%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	108	723	735	744	20%	34%	28%	18%	0%	18%	43%
Male	127	715	721	741	30%	36%	18%	16%	0%	16%	40%
Economically Disadvantaged Students	78	716	723	727	30%	32%	27%	*	*	12%	23%
Non-Economically Disadvantaged Students	157	720	730	751	24%	37%	20%	*	*	19%	52%
Students with Disabilities	50	696	696	714	*	*	*	*	*	*	10%
Students without Disabilities	185	725	735	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	723	723	734	14%	38%	35%	*	*	13%	30%
White	143	725	725	740	*	36%	38%	*	*	14%	38%
Hispanic	33	722	722	722	*	*	*	*	*	*	14%
Black or African American	25	710	710	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	733	733	758	*	*	*	*	0%	40%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	107	723	723	735	*	49%	32%	*	*	11%	31%
Male	109	724	724	733	*	28%	38%	*	*	16%	30%
Economically Disadvantaged Students	68	715	715	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	148	727	727	740	*	*	*	*	*	*	39%
Students with Disabilities	32	711	711	711	*	*	*	*	*	*	*
Students without Disabilities	184	725	725	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	160	704	704	725	54%	14%	15%	16%	0%	16%	28%
White	106	705	705	731	51%	18%	15%	16%	0%	16%	33%
Hispanic	16	692	692	710	*	*	*	*	*	*	14%
Black or African American	21	692	692	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	724	724	761	*	*	*	*	0%	33%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	74	708	708	725	50%	14%	16%	20%	0%	20%	27%
Male	86	701	701	725	58%	15%	14%	13%	0%	13%	29%
Economically Disadvantaged Students	48	697	697	708	67%	*	*	*	0%	15%	13%
Non-Economically Disadvantaged Students	112	707	707	733	49%	*	*	*	0%	17%	35%
Students with Disabilities	23	688	688	692	*	*	*	*	*	*	*
Students without Disabilities	137	707	707	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

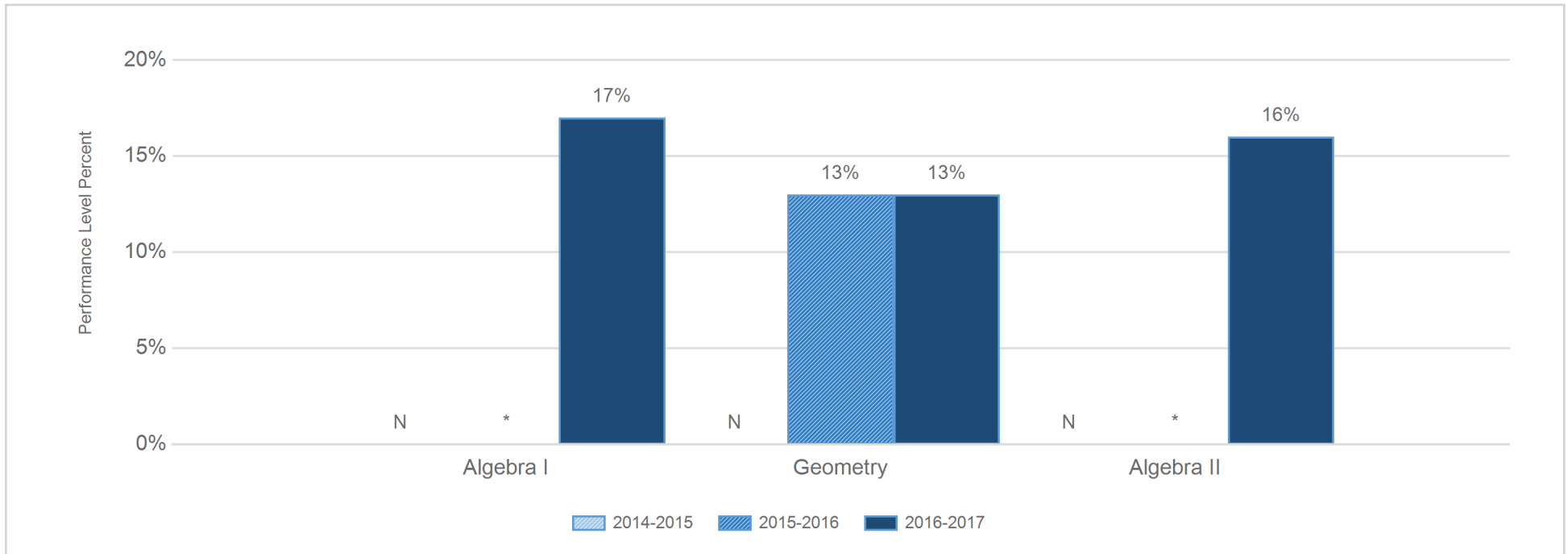


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

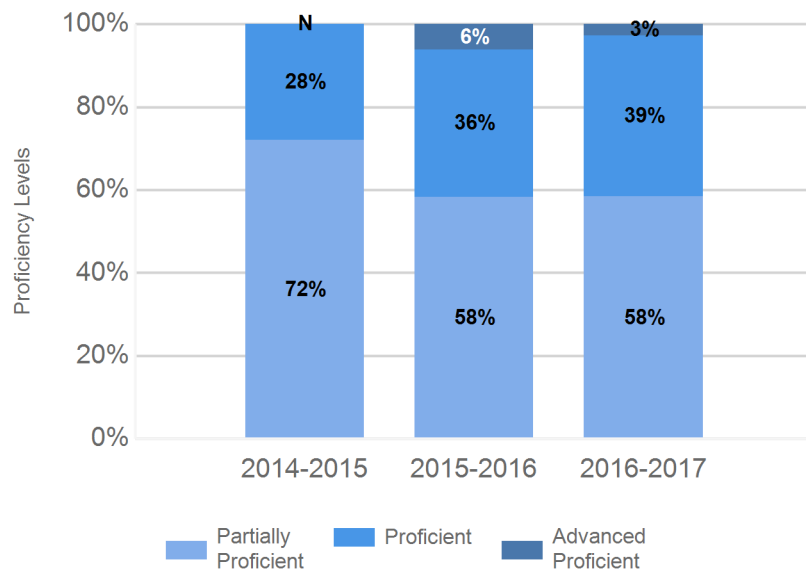
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	3%	39%	58%
White	3%	37%	60%
Hispanic	N	42%	58%
Black or African American	3%	37%	60%
Asian, Native Hawaiian, or Pacific Islander	7%	*	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	*
Economically Disadvantaged Students	2%	33%	64%
Students with Disabilities	N	*	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	62.6%	70.0%
Percentage of students taking the ACT	*	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	452	481	Varies By Grade	55%	67%
PSAT - Math	456	483	Varies By Grade	40%	49%
SAT - Reading and Writing	536	551	480	79%	77%
SAT - Math	542	552	530	59%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



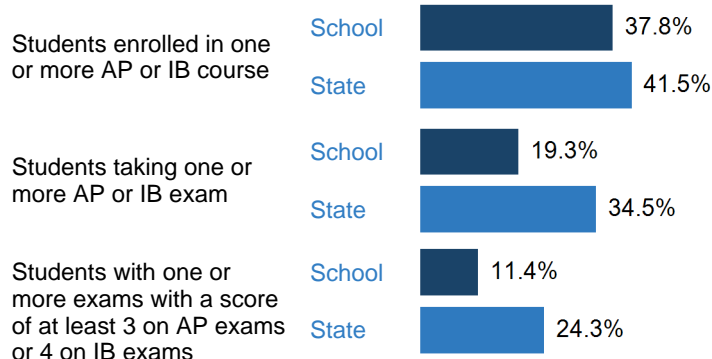
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

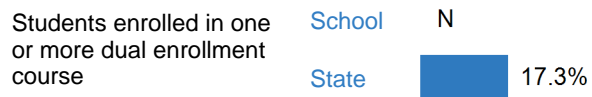
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	24	20
AP Calculus AB	24	6
AP Calculus BC	0	2
AP Chemistry	12	12
AP Chinese Language and Culture	0	2
AP Comparative Government and Politics	26	13
AP English Language and Composition	13	12
AP English Literature and Composition	11	6
AP Environmental Science	72	7
AP European History	11	2
AP Physics C: Mechanics	7	1
AP Psychology	46	21
AP Spanish Language	4	4
AP Statistics	17	4
AP U.S. Government and Politics	0	1
AP U.S. History	14	10
AP World History	11	8
Total Exams Taken		131
Exams with scores of at least 3 on AP exams or 4 on IB exams		65



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

Career and Technical Education Participation

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

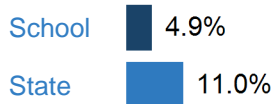
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

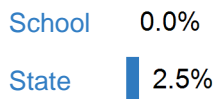
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Human Services	11	11
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	23	
Total number of credentials earned in all clusters		23

**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	215	9	66	0	0	0	12
10	14	209	24	19	0	0	10
11	5	25	132	82	0	6	21
12	4	5	21	7	24	11	66
Schoolwide	238	248	243	108	24	17	109
Enrolled in AP/IB Course					24	17	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	237	0	3	9	0	4
10	13	209	3	2	0	9
11	18	29	1	111	61	35
12	13	9	2	44	15	80
Schoolwide	281	247	9	166	76	128
Enrolled in AP/IB Course	24	12		72	7	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	248	0	0	0	0	8
10	8	210	0	31	0	18
11	3	226	0	24	0	26
12	3	90	0	60	16	77
Schoolwide	262	526	0	115	16	129
Enrolled in AP/IB Course	11	14	0	46	0	35

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	177	32	0	0	0	0	0
10	173	35	0	0	0	0	0
11	89	13	0	0	0	0	0
12	42	6	0	0	0	0	0
Schoolwide	481	86	0	0	0	0	0
Enrolled in AP/IB Course	4	0	0	0	0	0	0
Enrolled in Level 3 or Higher	110	11	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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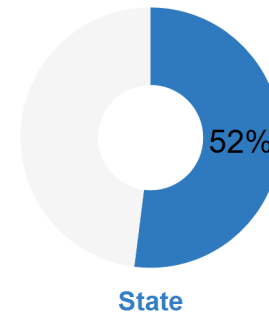
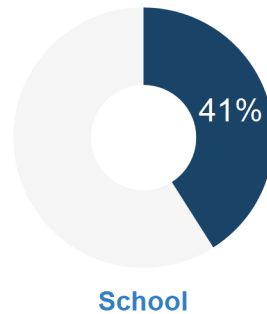
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Visual and Performing Arts – Course Participation

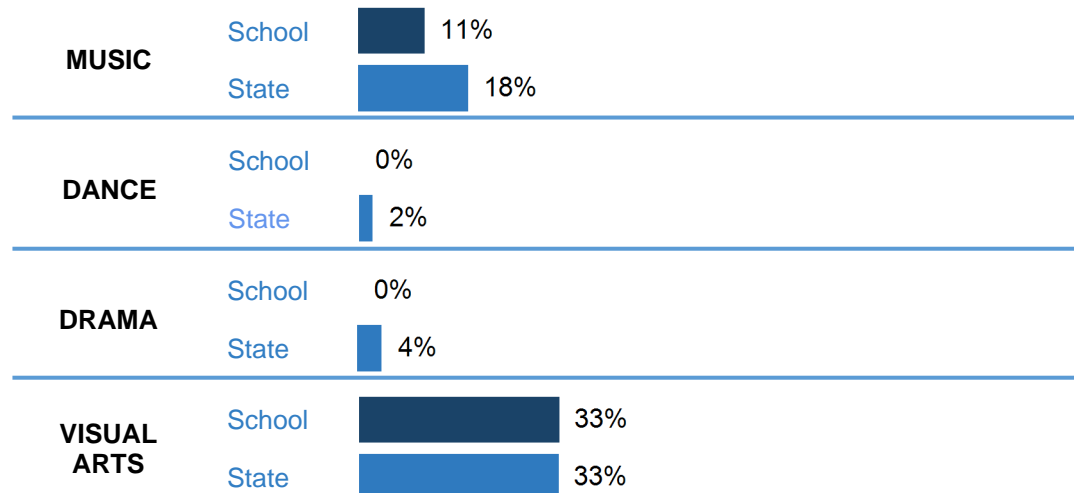
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	90.5%	90.5%	97.3%	91.8%	93.9%	86.9%	Met Target	89.0%	85.5%	Met Target
White	91.6%	94.5%	97.5%	95.1%	94.6%	85.9%	Met Target	86.3%	85.1%	Met Target
Hispanic	87.2%	84.3%	93.8%	86.3%	90.6%	87.9%	Met Target	96.6%	N	Met Goal
Black or African American	86.8%	83.4%	100.0%	85.3%	92.6%	89.8%	Met Target	92.1%	93.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	82.9%	83.9%	100.0%	85.6%	93.3%	83.3%	Met Target	85.5%	79.7%	Met Target
Students with Disabilities	79.4%	78.8%	94.6%	82.1%	92.3%	75.0%	Met Target	76.7%	81.1%	Not Met
English Learners	*	76.1%	N	79.7%	N	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	*	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	90.5%	-
2016	93.9%	97.3%
2015	86.5%	89.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0.4%	1.1%
2014-2015	0.8%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	71.3%	61.3%	38.7%
White	76.6%	63.5%	36.5%
Hispanic	53.9%	57.1%	42.9%
Black or African American	64.3%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	0%	0%	0%
Two or More Races	*	*	*
Economically Disadvantaged Students	64%	62.5%	37.5%
Students with Disabilities	42.9%	83.3%	16.7%
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	77.5%	51.1%	48.9%	75.9%	24.1%	73.8%	26.2%
White	73.1%	51.6%	48.4%	75.8%	24.2%	76.8%	23.2%
Hispanic	92.3%	54.2%	45.8%	75%	25%	79.2%	20.8%
Black or African American	80%	50%	50%	81.3%	18.8%	56.3%	43.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	75%	57.6%	42.4%	69.7%	30.3%	72.7%	27.3%
Students with Disabilities	52.2%	75%	25%	75%	25%	66.7%	33.3%
English Learners	N	N	N	N	N	N	N



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

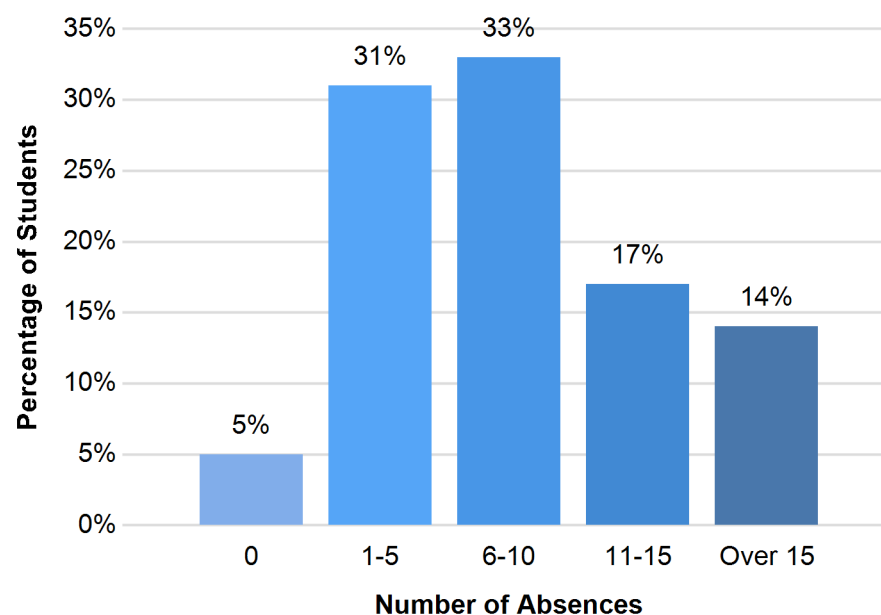
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.50	14.30	Met Target
White	11.30	14.30	Met Target
Hispanic	9.40	14.30	Met Target
Black or African American	10.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.40	14.30	Not Met
Students with Disabilities	14.90	14.30	Not Met
English Learners	N	**	**

Days Absent

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



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

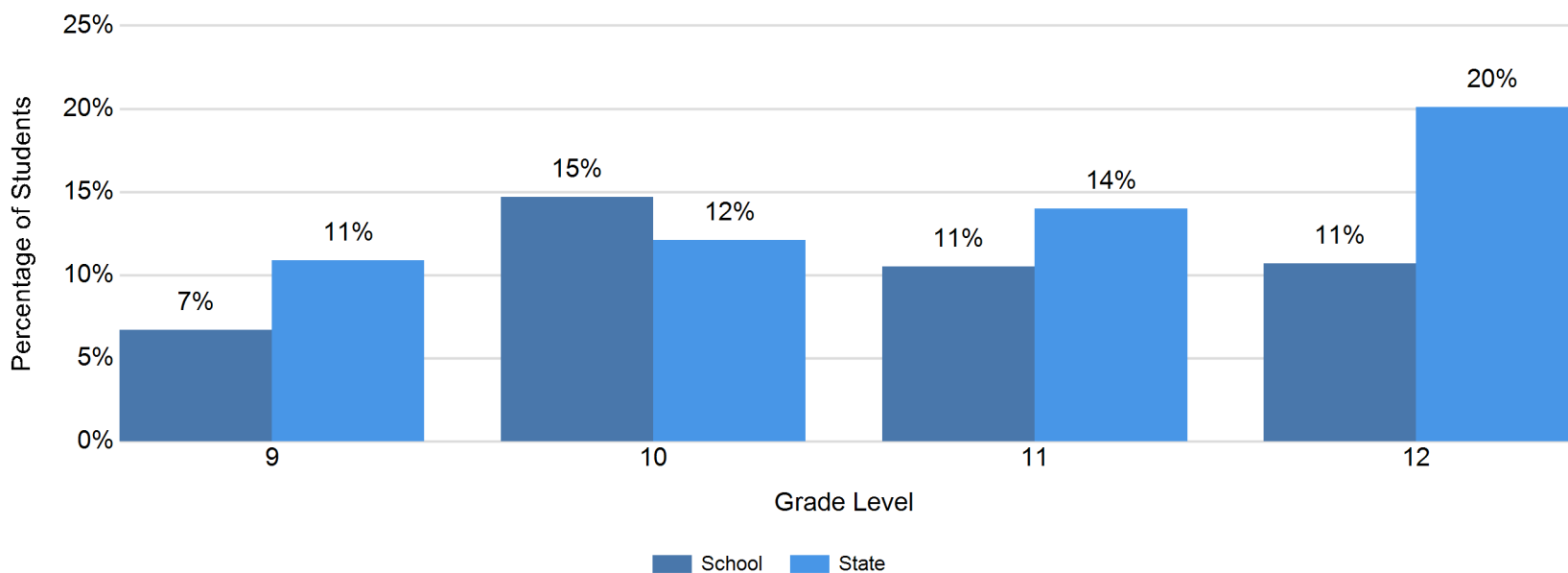


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:10AM
Typical End Time	1:50PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 38 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Vandalism	4
Weapons	3
Substances	13
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	3.35

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	9.2%
Out-of-School Suspensions	8.8%
Any Suspension	14.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	203.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$471	\$14,697	\$15,168



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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	88	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	9.2	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	20.1	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	85%	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	10:1
Administrators	191:1	148:1
Librarian/Media Specialists		590:1
Nurses		422:1
Counselors		295:1
Child Study Team		211:1



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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.

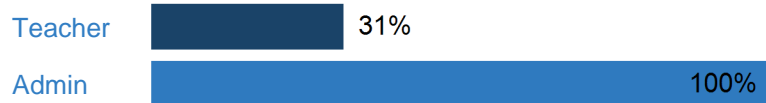
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	100%	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	14.2	17.5%
Mathematics Proficiency	27.3	17.5%
Graduation - 4-Year	63.9	25.0%
Graduation - 5-Year	22.9	25.0%
Chronic Absenteeism	61.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.2
Summative Rating: Percentile rank of Summative Score		32.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	38.2	6.2	No	Not Met	Met Target	Met Target	Met Target	Met Target	No
White	22.1	6.2	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Hispanic	55.3	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Met Goal	No
Black or African American	58.8	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	49.2	6.2	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	41.9	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Adams	Email Address:	dadams@manchestertwp.org
Address:	101 S COLONIAL DR MANCHESTER, NJ 08759	Website:	http://www.manchestertwp.org/mths
Phone:	(732)657-2121	Facebook:	https://www.facebook.com/manchesterschools/
		Twitter:	https://twitter.com/@MTSDnews

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"> • Science students conducted in a Deer population study at BASF and also video-conferenced with researchers in Antarctica. • In 2016, we increased our graduate rate to 93.9% which was the second highest in Ocean County. • Girl's Basketball team won the South Jersey State Sectional Championship.
 <p>Mission, Vision, Theme:</p>	<p>Our mission is to forge a strong partnership between the school and community and provide high-quality, student-centered education that addresses the needs of the whole person within a healthy, democratic environment. A vital part of the program is the incorporation of the expectation that all students achieve the NJ Learning Standards. Manchester Township's graduates will have high expectations for themselves and will become responsible citizens prepared to meet the demands of the 21st century.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>MTHS was awarded the Ocean County School Spirit Award. In addition, we partnered with BASF to conduct a Deer Population Study that was recognized in the corporate magazine publication. Our Science department was also recognized by researchers in Antarctica and was able to Skype with students. The New Jersey Hall of Fame only awards two scholarship recipients from New Jersey each year. In 2016-2017, two students from our high school were the award winners for leadership and service.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>With our new block schedule, the following courses were added to the Program of Studies: Business Law, Computer Apps & Web Design, 2D Design, 3D Design, History of Rock & Roll, Short Stories, Film and Media as Lit, Pre-Calc Honors, Global Studies, Weight Training, Yoga, Project Adventure, AP Environmental, Forensic Science, Marine Science, AP World History, AP Comparative Government, America in the 1960s, Spanish 2 Honors, Exploratory Spanish.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>During the 2016-2017, Division Champions-Co- Champs Girls Tennis, Co-Champs Girls Basketball, Girls Bowling, Boy's Spring Track. Our Girl's Basketball team won the South Jersey State Sectional.</p>
 <p>Clubs and Activities:</p>	<p>Clubs/Activities offered are Academic Team, Band, Drama, Habitat for Humanity, Interact Club, Multimedia, Newspaper, Art, World Language, Science Club, History Club, Multi-Cultural Club, Yearbook, ROTC Drill, FCA, Hawks Have Heart, National Honor Sociey, Student Government, Future Educators of America, Chorus, Bible Club, TV Station.</p>








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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Our district is a member of SRI-ETTC that provides diverse workshops for faculty and staff. We also partner with NJEA to offer relevant workshops for staff members. Our building professional development committee collaborates to plan in-schools trainings that are specific to staff needs. The high school staff continues to utilize the PLC (Professional Learning Community) model within departments to meet building goals and analyze student data.</p>
 <p>Postsecondary Information:</p>	<p>Students utilize the Naviance program for career planning and college application. Students are provided the PSAT in 9th, 10th and 11th grades and ACT test in 12th grade. Students can earn college credits through Jumpstart and dual enrollment opportunities. Thirty-six percent of the graduates went on to attend a four-year college and thirty-one percent of students went to a two-year college. Thirty four percent of the graduates went on to a technical college, direct employment or the military.</p>
 <p>Student Supports and Services:</p>	<p>An I&RS committee supports struggling students through an academic plan and targeted instruction. The Child Study Team collaborates with teachers, students, parents and guidance to support students in their academic, social and emotional growth. SOAR is an alternative program geared towards identifying and supporting the needs of students not on track to graduate. ELL students are supported in their language acquisition through push-in instructional model and after school program.</p>
 <p>Student Health and Wellness:</p>	<p>The high school staffs 2 full-time nurses and an athletic trainer to meet student health needs. In addition to required physical education courses, we have introduced new physical education electives that support student wellness: Yoga/Personal Fitness, Weight Training, Cardio Dance/Personal Fitness, and Project Adventure. The high school also has a student assistance counselor who supports student wellness for individuals, groups, and the student body as a whole.</p>
 <p>Parent and Community Involvement:</p>	<p>The parental involvement groups that support our high school are: PTA, Special Education Parent Advisory, Parental participation on School Safety Team and Teacher of the year. Parent communication include Parental Portal, E-Alert, Mass Phone messages, Website, and District Facebook. Community Involvement-Relay for Life, Helping Hands for Hunger, and Kevin Kids.</p>



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Facilities:

The high school has upgraded its HVAC unit throughout the school. In addition, LED lighting has begun to be upgraded throughout the building. All classrooms have been painted as well as our hallways. One wing of classrooms were outfitted with new tile flooring.



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Other Information:

The Class of 2016 graduation rate was 93.9%, which was the 2nd best in Ocean County. During the 2016-2017 school year, the Block Schedule has been fully implemented. Students are now offered many new courses in an 85 minute block period. Our school culture is one that is based on mutual respect. In an effort to reinforce that message, we continue to offer a program called Heroes & Cool Kids, which gives high school leaders the opportunity to develop and deliver a series of important lessons to our sixth grade students in the middle school. We enjoyed another very successful year with the Challenge Day program, whose goals are to increase personal power and self-esteem, to shift dangerous peer pressure into positive peer support, and to eliminate the acceptability of teasing, violence, and all forms of oppression. Another successful program in Junior Achievement, in which teams of high school students facilitate the program in the elementary schools. It is intended to help students see how the education and choices they have today can positively impact their future. The high school staff continues to use student data and collaborative professional teams to inform instruction and help kids meet with success. Our Assessment Committee, School Improvement Panel, and Professional Development Committee use data from formative assessments, summative assessments, and staff surveys to set building initiatives and develop Professional Development activities. Furthermore, through a partnership with the Joint Base McGuire-Dix-Lakehurst, students in our ROTC program and those who have an interest in STEM were able to attend programs highlighting the STEM fields in the military. Currently, over 95% of our classrooms are equipped with a Chromebook cart to utilize for instruction.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	217	221	191
7	231	218	221
8	192	222	216
Ungraded	32	29	34
Total	672	690	662

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%	52%	54%
Male	49%	48%	46%
Economically Disadvantaged Students	29%	31%	31%
Students with Disabilities	18%	19%	19%
English Learners	0%	0%	1%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	67.7%
Hispanic	15.7%
Black or African American	10.3%
Asian	3.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	2.4%

Enrollment by Home Language

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

Home Language	% of Students
English	96.1%
Spanish	1.8%
<i>Other</i>	2.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	638	95.4	52.50	46.70	54.90	52.5	43	Met Target
White	432	95.6	54.60	49.10	63.90	54.6	44.3	Met Target
Hispanic	100	96.2	44.00	41.50	39.80	44	32.7	Met Target
Black or African American	66	94.3	42.50	*	35.20	42.1	33.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	92.0	69.50	58.20	80.70	67.2	76.1	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	48.20	54.90	61.8	**	**
Female	342	94.8	64.30	56.00	62.20	64.2		
Male	296	96.1	38.80	36.90	48.10	38.8		
Economically Disadvantaged Students	195	92.5	39.50	36.90	36.20	38.4	32	Met Target
Non-Economically Disadvantaged Students	443	96.8	58.20	51.50	65.80	58.2		
Students with Disabilities	118	90.1	16.10	*	20.50	15.3	13.9	Met Target
Students without Disabilities	520	96.7	60.80	*	61.90	60.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	750	750	752	*	14%	25%	50%	*	57%	54%
White	137	750	750	758	*	12%	27%	53%	*	57%	63%
Hispanic	31	747	747	740	*	*	32%	42%	*	48%	38%
Black or African American	14	745	745	736	0%	*	*	*	*	57%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	107	755	755	758	*	*	26%	57%	*	65%	61%
Male	88	744	744	746	*	*	24%	42%	*	48%	46%
Economically Disadvantaged Students	54	744	744	737	*	19%	33%	33%	*	41%	34%
Non-Economically Disadvantaged Students	141	753	753	761	*	13%	22%	57%	*	63%	65%
Students with Disabilities	31	717	717	722	*	*	*	*	*	*	17%
Students without Disabilities	164	757	757	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	752	752	756	6%	13%	24%	42%	14%	56%	59%
White	145	756	756	764	*	*	23%	46%	16%	61%	69%
Hispanic	34	740	740	742	*	*	*	38%	*	44%	44%
Black or African American	26	733	733	737	*	*	*	*	0%	35%	38%
Asian, Native Hawaiian, or Pacific Islander	12	771	771	784	0%	*	*	*	*	67%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	118	760	760	764	*	*	16%	50%	*	70%	68%
Male	106	743	743	749	*	*	33%	33%	*	42%	51%
Economically Disadvantaged Students	70	742	742	739	*	*	31%	37%	*	43%	40%
Non-Economically Disadvantaged Students	154	757	757	766	*	*	21%	44%	*	62%	70%
Students with Disabilities	37	724	724	719	*	*	27%	*	*	22%	19%
Students without Disabilities	187	758	758	763	*	*	24%	*	*	63%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	218	743	743	757	15%	17%	23%	33%	11%	44%	59%
White	148	744	744	764	17%	18%	20%	33%	13%	46%	68%
Hispanic	37	742	742	742	*	*	27%	32%	*	38%	44%
Black or African American	25	741	741	738	*	*	40%	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	118	757	757	766	*	*	23%	*	*	59%	68%
Male	100	727	727	749	*	*	24%	*	*	27%	50%
Economically Disadvantaged Students	66	734	734	739	21%	*	27%	24%	*	32%	40%
Non-Economically Disadvantaged Students	152	748	748	766	13%	*	22%	37%	*	49%	69%
Students with Disabilities	43	709	709	718	*	*	*	*	*	*	18%
Students without Disabilities	175	752	752	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	218	743	743	759	15%	17%	23%	33%	11%	44%	*
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%

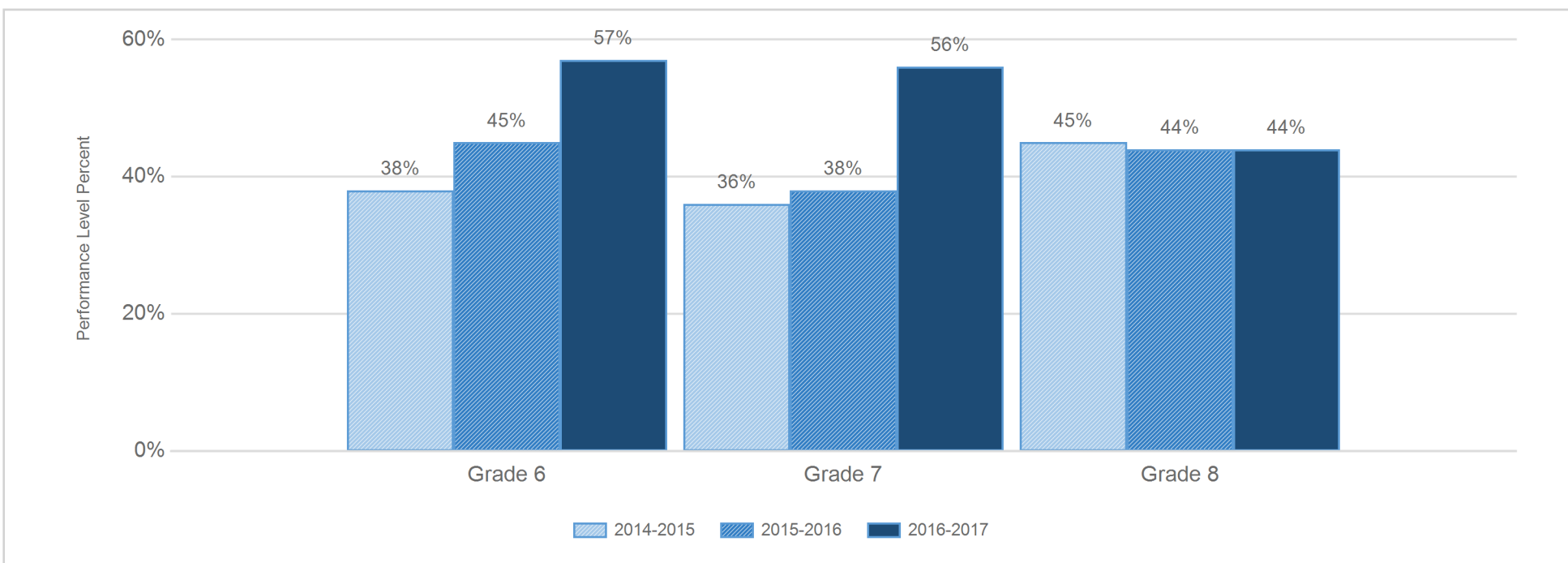


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English Language Arts/Literacy Assessment - Performance Trends

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	640	95.8	42.60	36.30	43.50	42.6	41.9	Met Target
White	433	96.0	42.50	37.10	52.40	42.5	44.1	Met Target†
Hispanic	101	97.2	37.60	*	27.60	37.6	34.9	Met Target
Black or African American	66	94.3	39.40	24.70	21.70	39.1	27.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	92.0	73.90	55.70	75.60	71.4	67.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	47.40	44.90	43.2	**	**
Female	343	95.3	45.20	37.90	44.10	45.2		
Male	297	96.5	39.70	34.50	42.90	39.7		
Economically Disadvantaged Students	198	93.9	31.80	28.20	25.10	31.4	32.5	Met Target†
Non-Economically Disadvantaged Students	442	96.7	47.60	40.20	54.30	47.6		
Students with Disabilities	118	90.8	*	15.30	16.50	*	17	Not Met
Students without Disabilities	522	97.1	*	41.30	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	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
Schoolwide	194	743	743	743	9%	17%	31%	38%	5%	43%	44%
White	136	743	743	751	*	16%	35%	36%	*	41%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	106	746	746	745	*	17%	33%	39%	*	44%	45%
Male	88	739	739	742	*	16%	30%	36%	*	41%	43%
Economically Disadvantaged Students	54	737	737	728	*	19%	32%	30%	*	35%	24%
Non-Economically Disadvantaged Students	140	745	745	752	*	16%	31%	41%	*	46%	56%
Students with Disabilities	30	705	705	717	*	*	*	*	*	*	13%
Students without Disabilities	164	750	750	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	744	744	741	6%	19%	35%	32%	8%	40%	40%
White	145	747	747	748	*	15%	38%	36%	*	44%	49%
Hispanic	34	733	733	730	*	38%	35%	*	*	21%	23%
Black or African American	26	724	724	726	*	*	*	*	0%	31%	19%
Asian, Native Hawaiian, or Pacific Islander	12	774	774	764	0%	*	*	*	*	67%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	118	745	745	743	*	18%	40%	29%	*	38%	41%
Male	106	742	742	740	*	21%	30%	36%	*	42%	38%
Economically Disadvantaged Students	70	734	734	729	*	27%	43%	20%	*	23%	22%
Non-Economically Disadvantaged Students	154	748	748	749	*	16%	32%	38%	*	47%	50%
Students with Disabilities	37	720	720	716	*	51%	*	*	*	11%	11%
Students without Disabilities	187	748	748	746	*	13%	*	*	*	46%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	733	733	728	20%	19%	26%	36%	0%	36%	28%
White	118	731	731	736	20%	21%	30%	30%	0%	30%	35%
Hispanic	33	734	734	721	*	*	*	46%	0%	46%	21%
Black or African American	24	739	739	715	*	*	*	42%	0%	42%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	93	739	739	730	14%	14%	32%	40%	0%	40%	30%
Male	90	727	727	725	26%	24%	19%	31%	0%	31%	26%
Economically Disadvantaged Students	58	722	722	719	26%	29%	19%	26%	0%	26%	19%
Non-Economically Disadvantaged Students	125	738	738	734	17%	14%	29%	40%	0%	40%	34%
Students with Disabilities	44	702	702	705	57%	23%	*	*	0%	11%	*
Students without Disabilities	139	743	743	734	8%	18%	*	*	0%	43%	*
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
Schoolwide	38	785	728	743	0%	0%	*	87%	*	97%	42%
White	32	788	730	751	0%	0%	*	84%	*	97%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	27	785	735	744	*	*	*	85%	*	96%	43%
Male	11	785	721	741	*	*	*	91%	*	100%	40%
Economically Disadvantaged Students	11	779	723	727	0%	0%	*	100%	*	100%	23%
Non-Economically Disadvantaged Students	27	788	730	751	0%	0%	*	82%	*	96%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	38	785	735	747	0%	0%	*	87%	*	97%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	38	785	*	745	0%	0%	*	87%	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

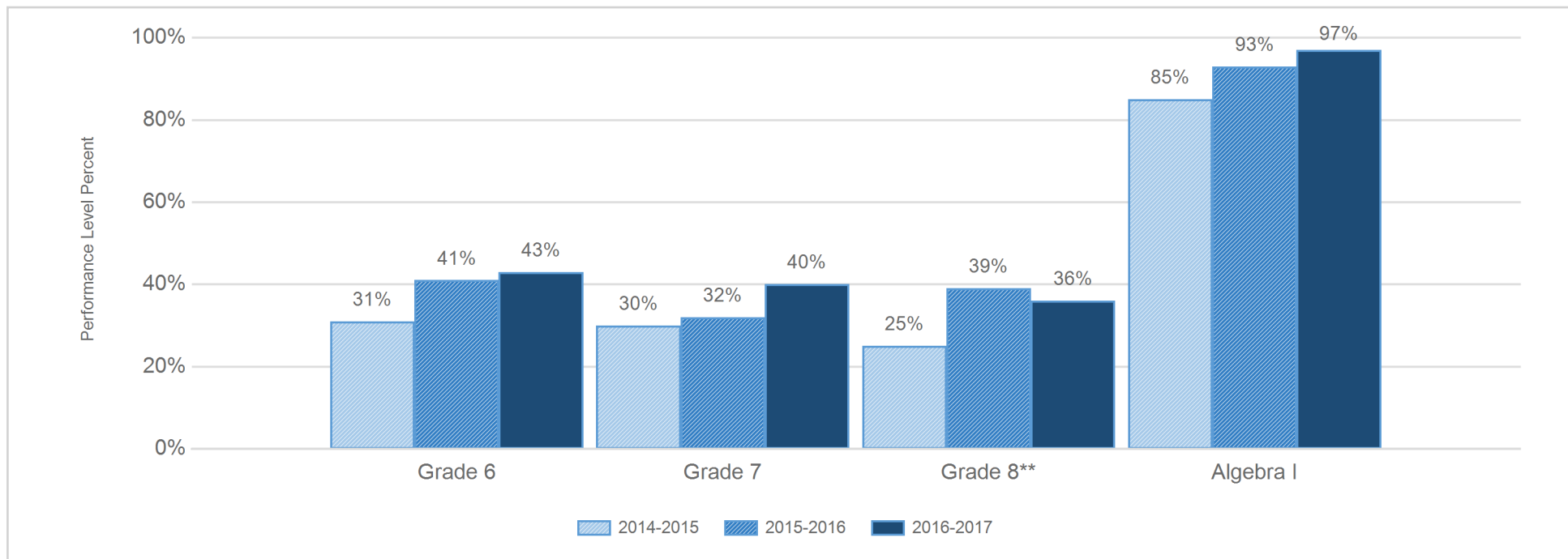


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

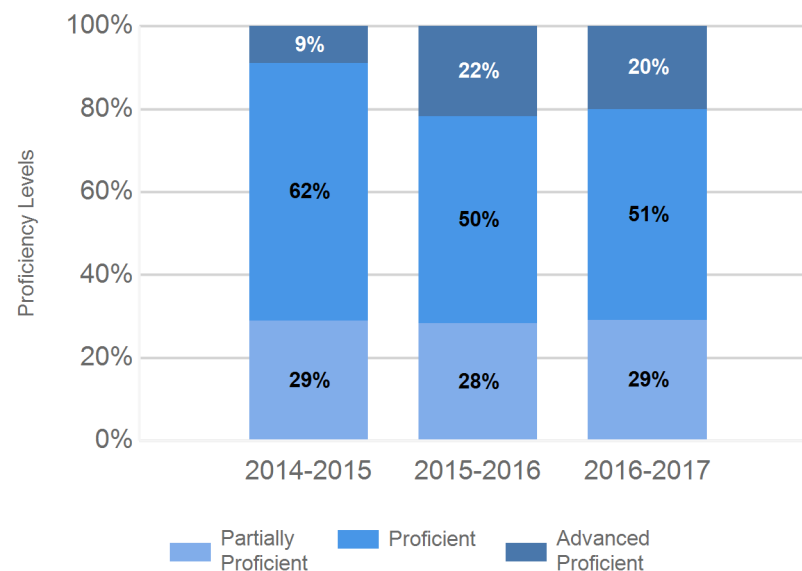
NJASK Science Assessment Performance: Grade 8

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	20%	51%	29%
White	20%	54%	26%
Hispanic	31%	36%	33%
Black or African American	*	48%	41%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	15%	44%	42%
Students with Disabilities	2%	44%	54%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	51	50	Met Target	54	48	50	Met Target
White	45	49	50	Met Target	54	49	52	Met Target
Hispanic	55	*	49	Met Target	51	*	47	Met Target
Black or African American	43.5	*	45	Met Target	50.5	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	55.5	*	60	**	57	*	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	59	51	**	57	55	52	**
Economically Disadvantaged	48	50	47	Met Target	45	45	46	Met Target
Students with Disabilities	35.5	*	41	Not Met	29	*	43	Not Met
English Learners	*	58.5	53	**	*	46	51	**

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



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

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

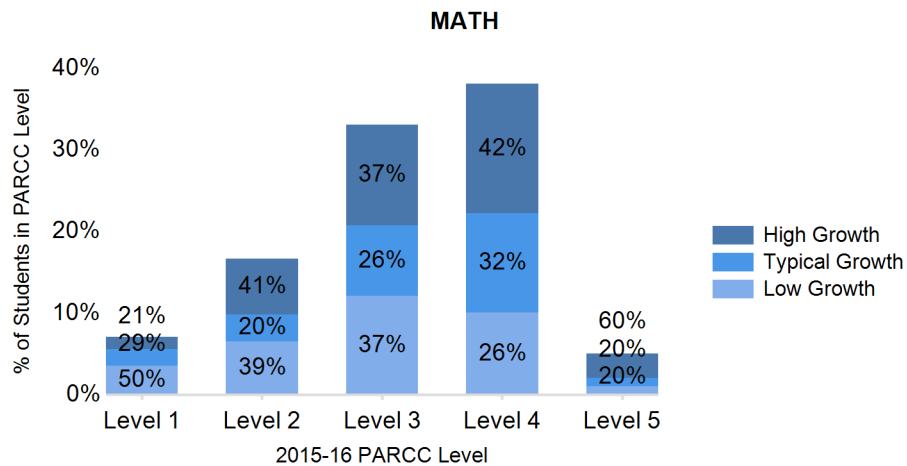
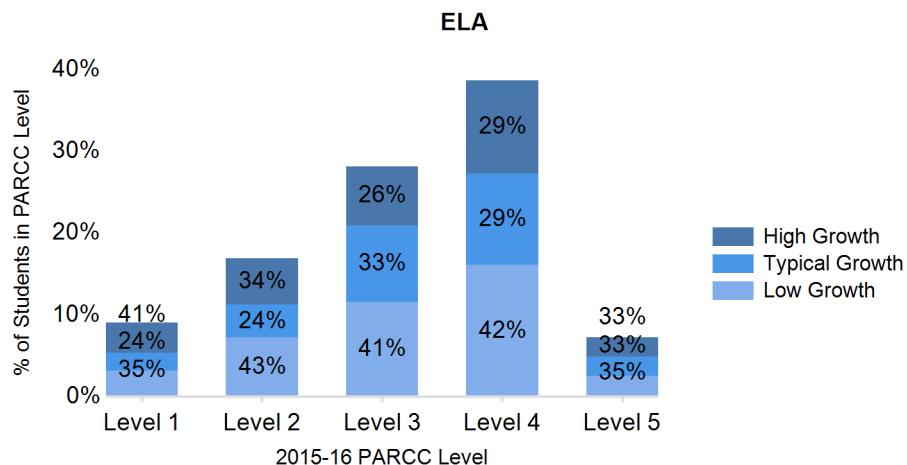
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

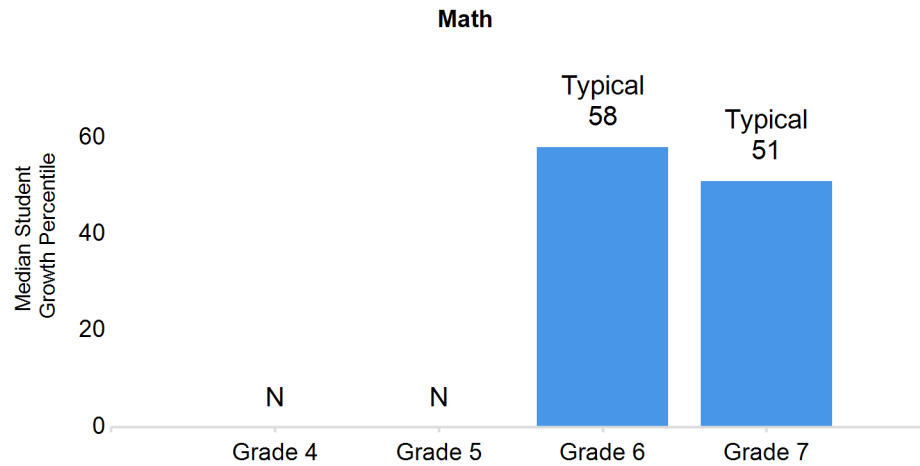
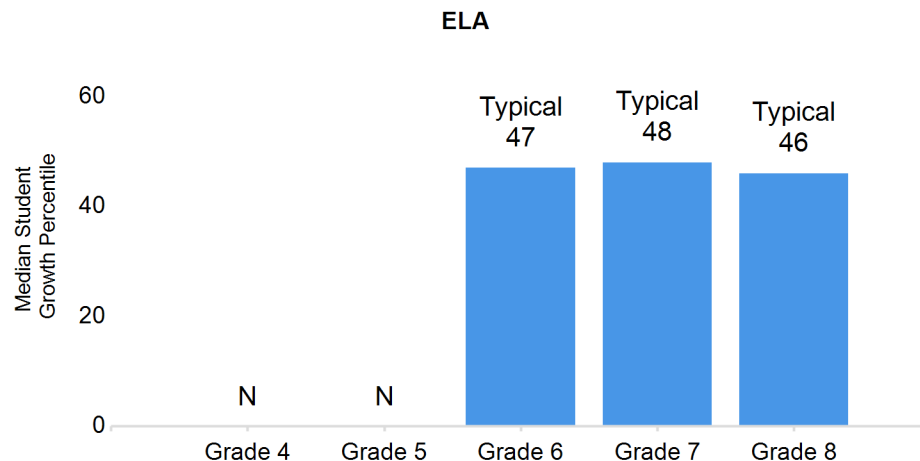
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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This section shows 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	201
7	0	0	229
8	39	0	191
Schoolwide	39	0	621

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	193	0	0	0	0	0	0
7	219	0	0	0	0	0	0
8	220	0	0	0	0	0	0
Schoolwide	632	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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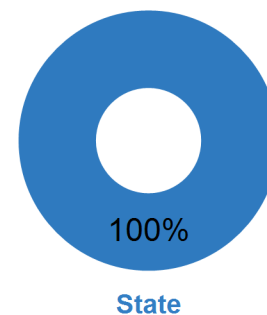
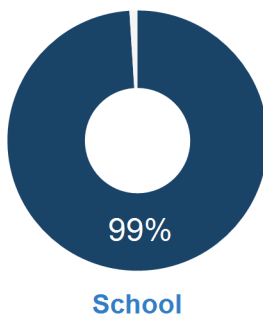
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Visual and Performing Arts – Course Participation

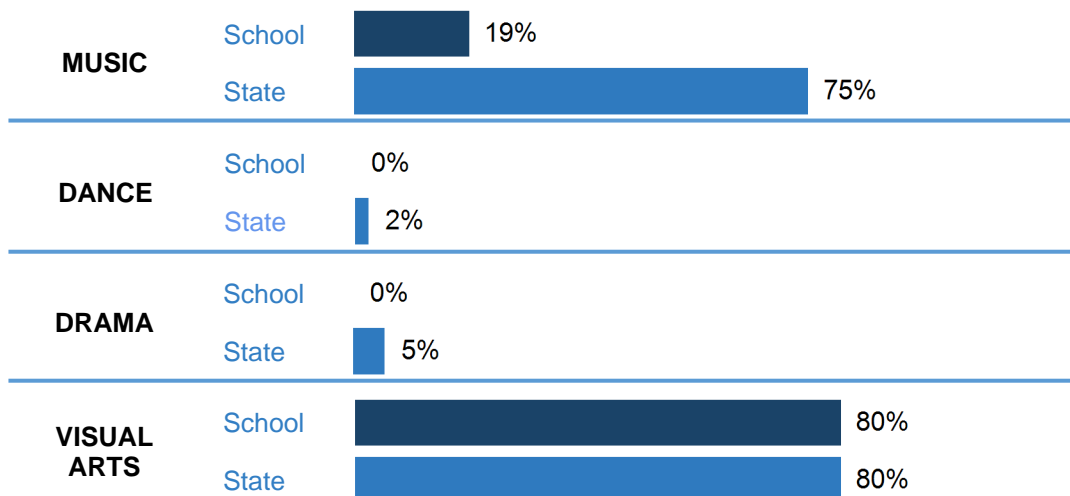
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



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.

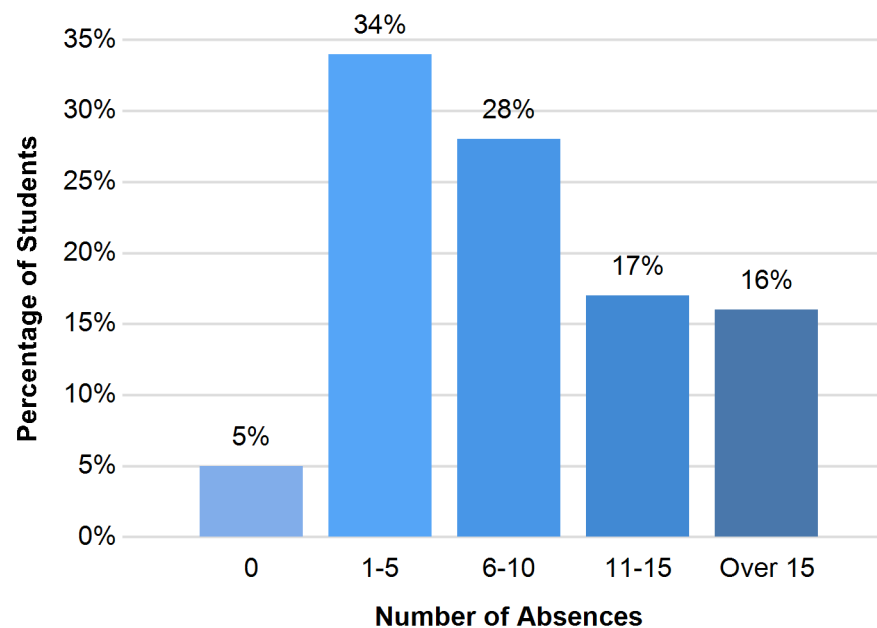
Chronic Absenteeism

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	12.50	8.70	Not Met
White	12.10	8.70	Not Met
Hispanic	13.30	8.70	Not Met
Black or African American	11.80	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.00	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.30	8.70	Not Met
Students with Disabilities	15.10	8.70	Not Met
English Learners	N	**	**

Days Absent

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



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

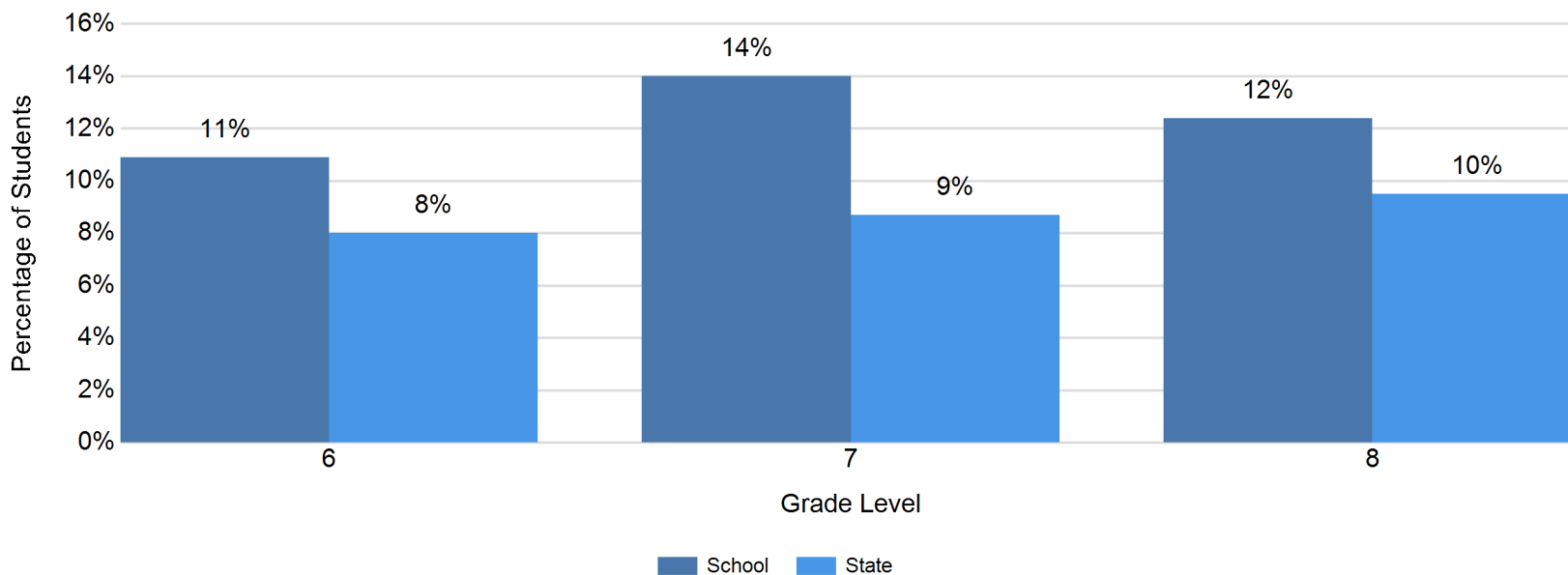


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 44 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	3
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.63

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.4%
Out-of-School Suspensions	1.8%
Any Suspension	3.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	203.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$471	\$14,697	\$15,168



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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	61	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	80%	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	20	9,506
Average years experience in public schools	20.1	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	85%	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	10:1
Administrators	331:1	148:1
Librarian/Media Specialists		590:1
Nurses		422:1
Counselors		295:1
Child Study Team		211:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	100%	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	36.5	17.5%
Mathematics Proficiency	42.1	17.5%
English Language Arts Growth	37.5	25.0%
Mathematics Growth	54.6	25.0%
Chronic Absenteeism	15.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.2
Summative Rating: Percentile rank of Summative Score		32.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	39.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	29.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	58.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	63.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	46.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	26.5	11.9	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Driber	Email Address:	ndriber@manchestertwp.org
Address:	2759 RIDGEWAY RD MANCHESTER, NJ 08759	Website:	www.manchestertwp.org
Phone:	(732)657-1717	Twitter:	https://twitter.com/MTMSMustangs

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"> • Recipient of the MTEF 15K Grant to create a Genius Hour Lab. • 2017 Conference Champions in both Girl's Basketball and Boys' Baseball • Engineering Club swept all categories in design, Implementation and presentation at the Ocean County Tech Prep Program
 <p>Mission, Vision, Theme:</p>	<p>The Middle School promotes higher level thinking, tolerance, honesty, respect, citizenship, and an appreciation of learning, development as contributing member of society and a solid foundation for success and encouragement of student participation in class and school activities.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Recipient of the Ocean First Bank 10k Model Classroom Grant to create a schoolwide STEM Program and also created a space that is conducive for the Engineering Club. We were also the recipient of the MTEF 15k Grant. The grant is being used to create a Genius Hour Lab for students of all levels to discover a culture of inquiry and innovation in a passion-driven classroom.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>The Middle School follows the District Curriculum and the NJ Student Learning Standards. Block scheduling is offered in language arts and math and an honors program is offered in these content areas and Spanish. Gifted and Talented education is offered for qualifying 6th, 7th, and 8th grade students. Every student is exposed to art, foreign language, band, chorus, STEM, and home economics. New textbooks are purchased in sequence and electronic versions are available.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The Middle School remains competitive with our Athletic Program. Several Conference Championships have been won including Girls Basketball and Boys Baseball in the 2016/2017 school year. Cheerleading is also offered in the winter and our students compete in several local cheerleading competitions.</p>
 <p>Clubs and Activities:</p>	<p>The following clubs and activities are offered: Gospel Chorus, an extracurricular program promoting multicultural music, Drama Club/Stagebrains, an activity providing set design and performance opportunities, Student Council, a organization for students to learn about and participate in civic and government activities, Engineering, a STEM based competitive club. Students research, create, and build underwater robots. Impact, a community service program to promote the concept of altruism.</p>
 <p>Before and After School Programs:</p>	<p>After school help, is scheduled one hour of extra each week to assist students in academics. Tutor Time, a program designed to improve academic potential of students needing assistance. Project BOOST, Better Outcomes on Standardized Tests, assists students in preparing students with skills and strategies to meet success on the PARCC. Mustang Mentors, a student mentoring program that encourages socialization between regular and special education students. Title I Parent Programs are offered.</p>



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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>All staff members complete mandatory Professional Development utilizing Global Compliance Network. Administrators complete School Law and Ethics trainings and Danielson Evaluators training. All teachers participate in Professional Learning Communities and meet monthly to discuss Building Goals and bridging the achievement gap. Staff participates in the ongoing school initiative of a Growth Mindset.</p>
 <p>Student Supports and Services:</p>	<p>An ESL Program is in place at the Middle School. ESL Parent Advisory Meetings are conducted. At PAC meetings students present work and guest speakers present information on services offered in the community. All students are tested using ACCESS 2.0. Students with Disabilities receive small group instruction, modifications and accommodations as outlined in the IEP. OT, PT and Speech is provided. BCBA Consultant is utilized regularly. Special Education students participate in Pre-Vocational Programs.</p>
 <p>Student Health and Wellness:</p>	<p>A school nurse is on duty daily. She keeps students and staff abreast of current medical/health issues. Nutritional breakfast and lunch programs are available daily. Students participate in physical education classes daily.</p>
 <p>Parent and Community Involvement:</p>	<p>The Middle School has an active PTA. Parent Advisory Committee Meetings are scheduled to discuss topics affecting our students and school. A Parent Portal is available to parents on PowerSchool, this allows parents to track students' progress and keep them abreast of their child's current assignments, tests, and quizzes. Stand By Me Day, assists students in making correct choices when faced with tolerance, drug, and alcohol decisions. Community members attend and present at this event.</p>



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School Narrative

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Facilities:

The Middle School was built in 1983 and a renovation added additional classroom. A STEM lab has been added and a Genius Lab is currently being established. All rooms are equiped with Inter-Active Projectors and Document Cameras. Chrome Books are utilized for every student. The building is air conditioned.



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The Middle School has a master schedule with a nine period day. Block periods are offered in both math and language arts. Safety is first and foremost and both a fire drill and security drill are performed monthly. The main entrance has a vestibule. Shatterproff film is on the outside doors. Identification must be presented at the time of entry and video cameras are maintained in this area. Interactive projectors, document cameras, and Chrome Books are located in each classroom. A website is maintained, parent portal, robo calls, email, and telephones are utilized to communicate with parents and community. The Middle School has the philosophy "to provide its students with an exemplary education which takes into account the unique needs of the student-aged population." its is also the goal of the Middle School to "foster a strong partnership between the school and community.



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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	63	72	50
1	77	64	72
2	72	75	61
3	86	80	74
4	71	82	81
5	92	75	84
Ungraded	30	40	39
Total	491	488	461

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%	46%	46%
Male	55%	54%	54%
Economically Disadvantaged Students	31%	36%	34%
Students with Disabilities	17%	24%	27%
English Learners	4%	5%	4%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	66.4%
Hispanic	18.4%
Black or African American	7.4%
Asian	3.3%
American Indian or Alaska Native	0.7%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	62	72	50

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	89.2%
Spanish	5.6%
Polish	1.1%
Tagalog	1.1%
Other	2.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	224	95.8	49.10	46.70	54.90	49.1	45.7	Met Target
White	145	95.5	58.60	49.10	63.90	58.6	48.9	Met Target
Hispanic	36	95.1	30.60	41.50	39.80	30.6	37.7	Met Target†
Black or African American	22	95.8	22.70	*	35.20	22.7	34.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	10	100.0	40.00	48.20	54.90	40	**	**
Female	113	95.0	56.60	56.00	62.20	56.6		
Male	111	96.6	41.40	36.90	48.10	41.4		
Economically Disadvantaged Students	78	95.3	33.40	36.90	36.20	33.4	37.8	Met Target†
Non-Economically Disadvantaged Students	146	96.1	57.60	51.50	65.80	57.6		
Students with Disabilities	55	92.1	34.50	*	20.50	33.4	21.2	Met Target
Students without Disabilities	169	97.2	53.80	*	61.90	53.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	18.20	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	748	749	749	*	*	30%	47%	*	50%	50%
White	46	757	751	759	*	*	28%	57%	*	61%	61%
Hispanic	17	734	*	734	*	*	*	*	0%	35%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	750	753	754	*	*	30%	50%	*	53%	55%
Male	34	746	745	745	*	*	29%	44%	*	47%	46%
Economically Disadvantaged Students	26	730	744	731	*	*	*	*	*	27%	31%
Non-Economically Disadvantaged Students	48	757	752	762	*	*	*	*	*	63%	63%
Students with Disabilities	16	729	*	720	*	*	*	*	*	38%	24%
Students without Disabilities	58	753	*	755	*	*	*	*	*	53%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	742	751	753	*	24%	32%	30%	*	38%	56%
White	50	745	752	762	*	*	36%	30%	*	42%	67%
Hispanic	12	733	*	740	0%	*	*	*	0%	25%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	36	743	758	758	*	*	*	31%	*	42%	61%
Male	38	740	745	749	*	*	*	29%	*	34%	51%
Economically Disadvantaged Students	30	739	*	737	*	*	37%	33%	*	33%	36%
Non-Economically Disadvantaged Students	44	744	*	764	*	*	30%	27%	*	41%	69%
Students with Disabilities	26	732	*	725	*	*	*	*	*	27%	25%
Students without Disabilities	48	747	*	759	*	*	*	*	*	44%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	751	757	756	*	15%	24%	56%	*	58%	59%
White	51	757	760	763	*	*	*	71%	*	73%	69%
Hispanic	10	737	*	743	0%	*	*	*	0%	30%	44%
Black or African American	10	727	734	740	*	*	*	*	0%	10%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	39	759	765	761	*	*	*	72%	*	74%	66%
Male	41	742	749	750	*	*	*	42%	*	42%	53%
Economically Disadvantaged Students	23	744	753	740	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	57	753	759	765	*	*	*	*	*	65%	71%
Students with Disabilities	14	730	*	725	*	*	*	*	*	36%	22%
Students without Disabilities	66	755	*	762	*	*	*	*	*	62%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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%

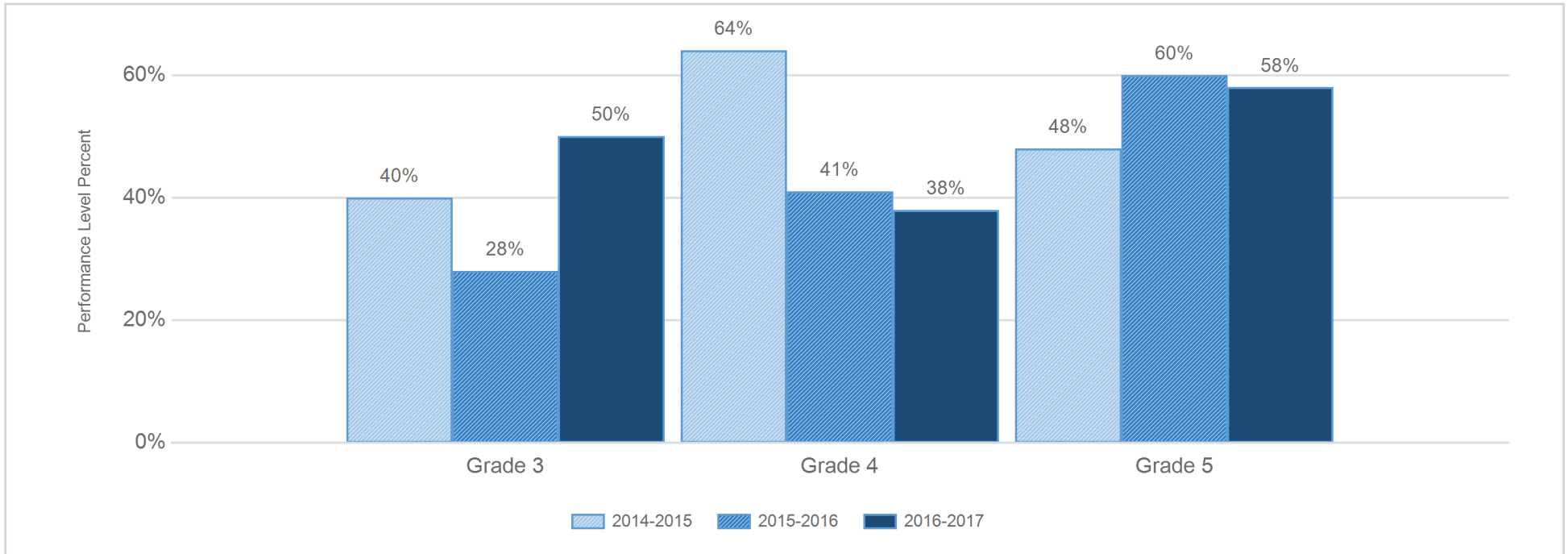


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English Language Arts/Literacy Assessment - Performance Trends

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	227	96.3	33.00	36.30	43.50	33	38.2	Not Met
White	147	95.5	40.10	37.10	52.40	40.1	40.1	Met Target
Hispanic	36	95.1	19.40	*	27.60	19.4	31.5	Not Met
Black or African American	23	100.0	*	24.70	21.70	*	29.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	10	100.0	40.00	47.40	44.90	40	**	**
Female	115	95.9	33.90	37.90	44.10	33.9		
Male	112	96.7	32.10	34.50	42.90	32.1		
Economically Disadvantaged Students	79	96.5	29.10	28.20	25.10	29.1	25.7	Met Target
Non-Economically Disadvantaged Students	148	96.2	35.10	40.20	54.30	35.1		
Students with Disabilities	56	93.7	21.50	15.30	16.50	21	17.8	Met Target
Students without Disabilities	171	97.2	36.80	41.30	48.80	36.8		
English Learners	10	100.0	10.00	14.80	23.30	10	**	**
Non-English Learners	217	96.1	34.10	36.60	45.20	34.1		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	751	749	751	*	*	35%	34%	15%	49%	53%
White	46	755	750	759	*	*	26%	41%	*	59%	63%
Hispanic	17	741	*	738	*	*	*	*	0%	29%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	40	748	747	751	*	*	33%	*	*	53%	52%
Male	34	755	751	751	*	*	38%	*	*	44%	53%
Economically Disadvantaged Students	26	743	746	736	*	*	39%	*	*	39%	34%
Non-Economically Disadvantaged Students	48	756	750	761	*	*	33%	*	*	54%	65%
Students with Disabilities	16	731	*	729	*	*	*	*	*	19%	29%
Students without Disabilities	58	757	*	755	*	*	*	*	*	57%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	735	740	747	*	30%	34%	26%	*	29%	47%
White	51	737	742	755	*	29%	31%	29%	*	33%	59%
Hispanic	12	732	*	734	0%	*	*	*	0%	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	732	741	747	*	*	*	*	*	27%	47%
Male	39	738	739	747	*	*	*	*	*	31%	48%
Economically Disadvantaged Students	31	730	*	732	*	*	*	32%	*	32%	27%
Non-Economically Disadvantaged Students	45	738	*	757	*	*	*	22%	*	27%	61%
Students with Disabilities	27	725	*	724	*	41%	*	*	*	22%	22%
Students without Disabilities	49	740	*	751	*	25%	*	*	*	33%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	733	743	747	*	26%	44%	22%	*	22%	46%
White	52	736	745	754	*	23%	42%	29%	*	29%	57%
Hispanic	10	722	*	735	*	*	*	*	*	*	30%
Black or African American	10	723	728	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	40	736	745	747	*	*	48%	*	*	23%	47%
Male	41	730	741	746	*	*	42%	*	*	22%	46%
Economically Disadvantaged Students	23	729	741	732	*	*	44%	*	*	17%	27%
Non-Economically Disadvantaged Students	58	735	744	756	*	*	45%	*	*	24%	59%
Students with Disabilities	14	723	*	725	*	*	*	*	*	21%	19%
Students without Disabilities	67	735	*	751	*	*	*	*	*	22%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

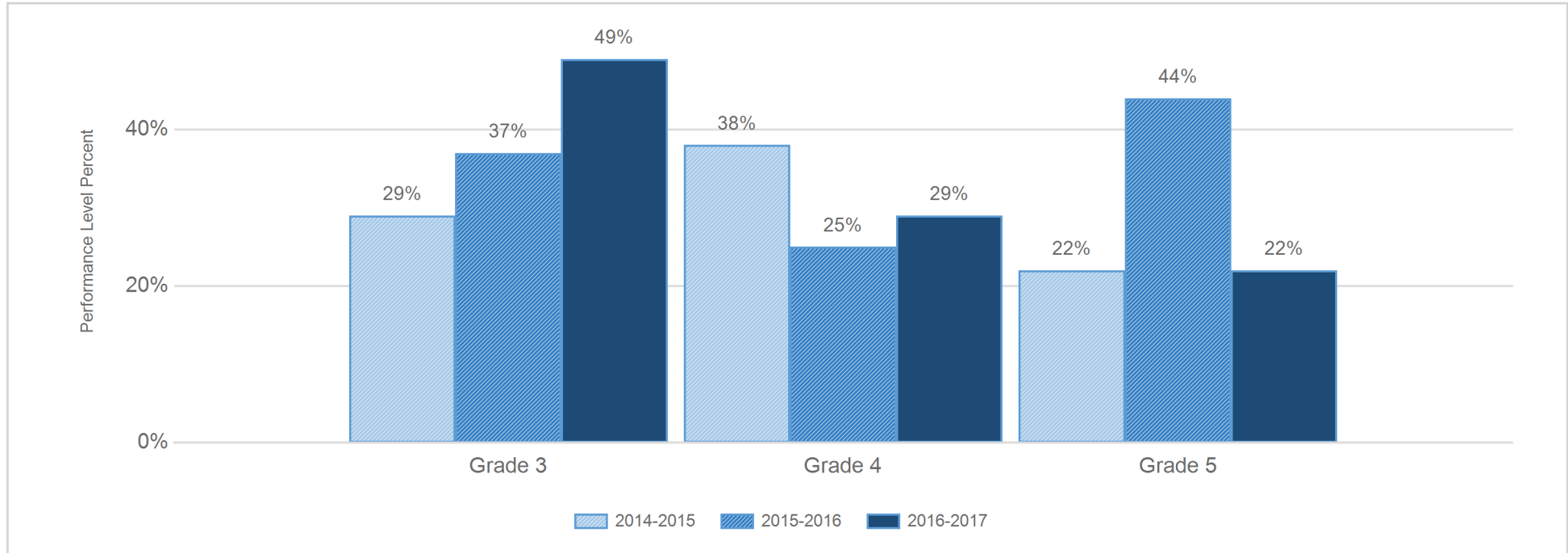


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

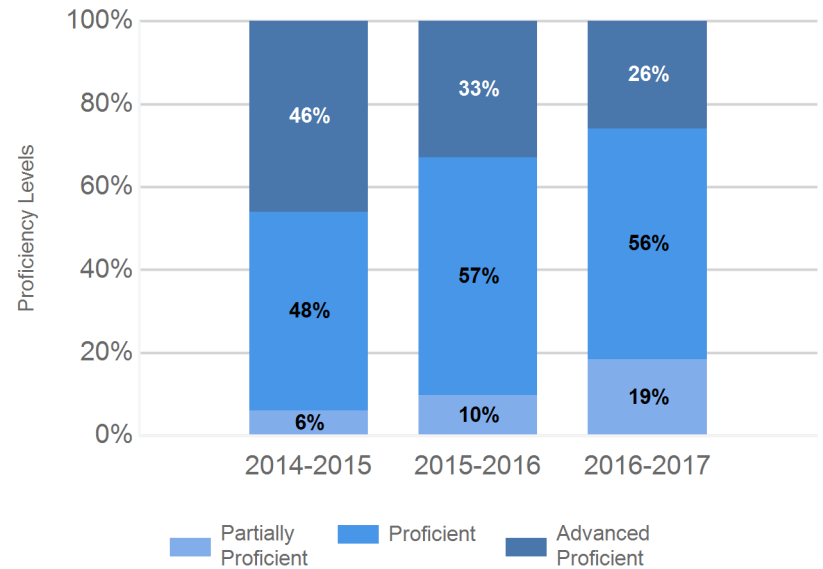
NJASK Science Assessment Performance: Grade 4

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	26%	56%	19%
White	29%	55%	16%
Hispanic	8%	69%	23%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	25%	53%	22%
Students with Disabilities	24%	55%	21%
English Learners	*	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	51	50	Met Target	36	48	50	Not Met
White	53.5	49	50	Met Target	35	49	52	Not Met
Hispanic	48	*	49	**	41	*	47	**
Black or African American	36.5	*	45	**	32	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	59	51	**	*	55	52	**
Economically Disadvantaged	48	50	47	Met Target	42	45	46	Met Target
Students with Disabilities	47	*	41	Met Target	44.5	*	43	Met Target
English Learners	*	58.5	53	**	*	46	51	**

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



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

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

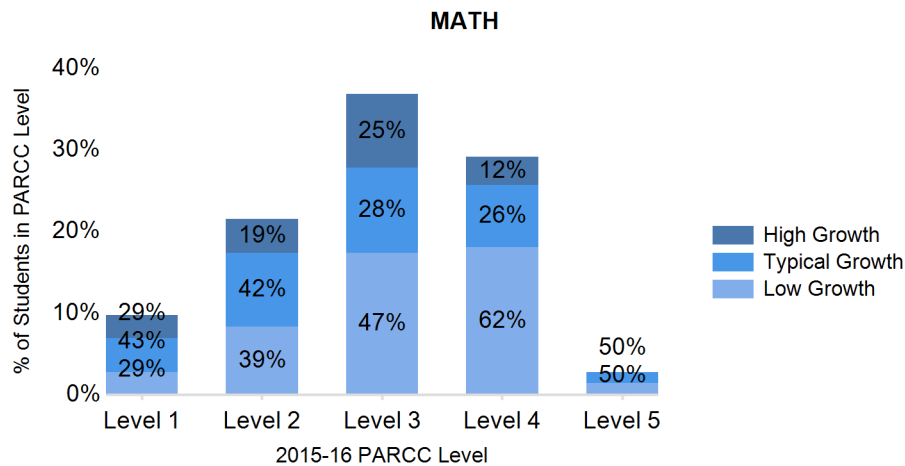
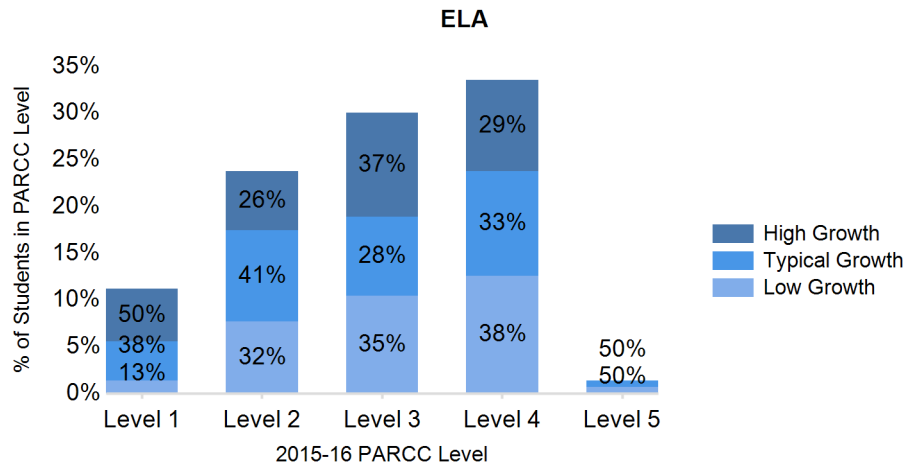
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

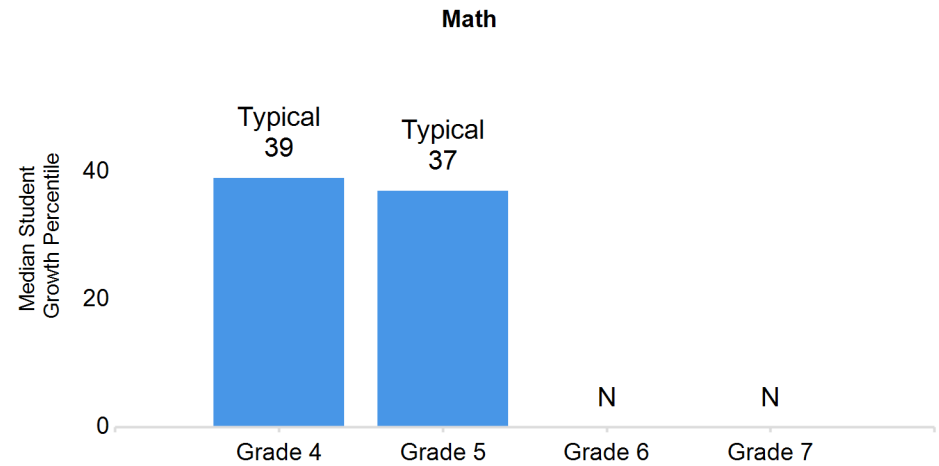
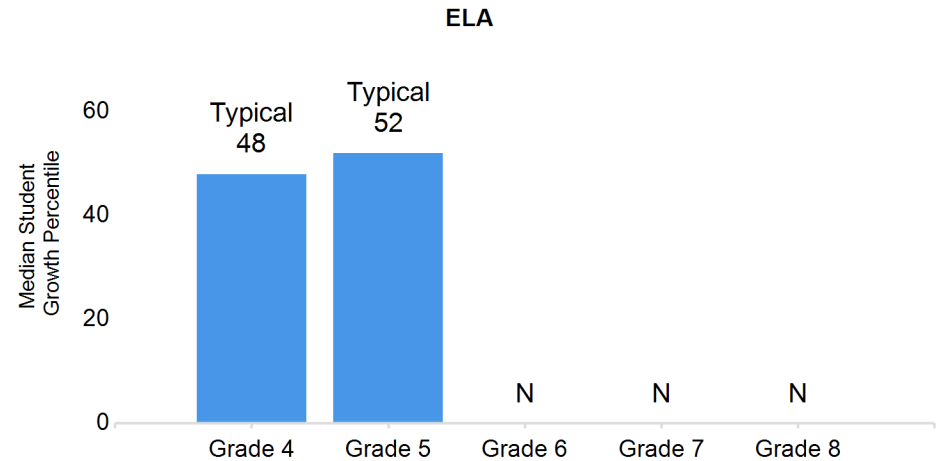
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

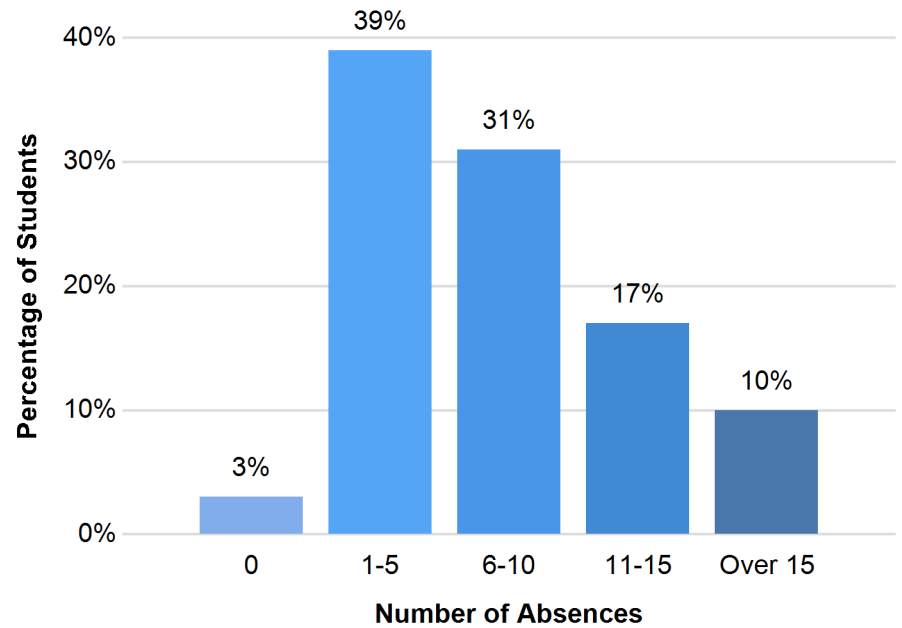
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	8.40	Met Target
White	5.90	8.40	Met Target
Hispanic	14.60	8.40	Not Met
Black or African American	3.20	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.30	8.40	Not Met
Students with Disabilities	7.80	8.40	Met Target
English Learners	N	**	**

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

Days Absent

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



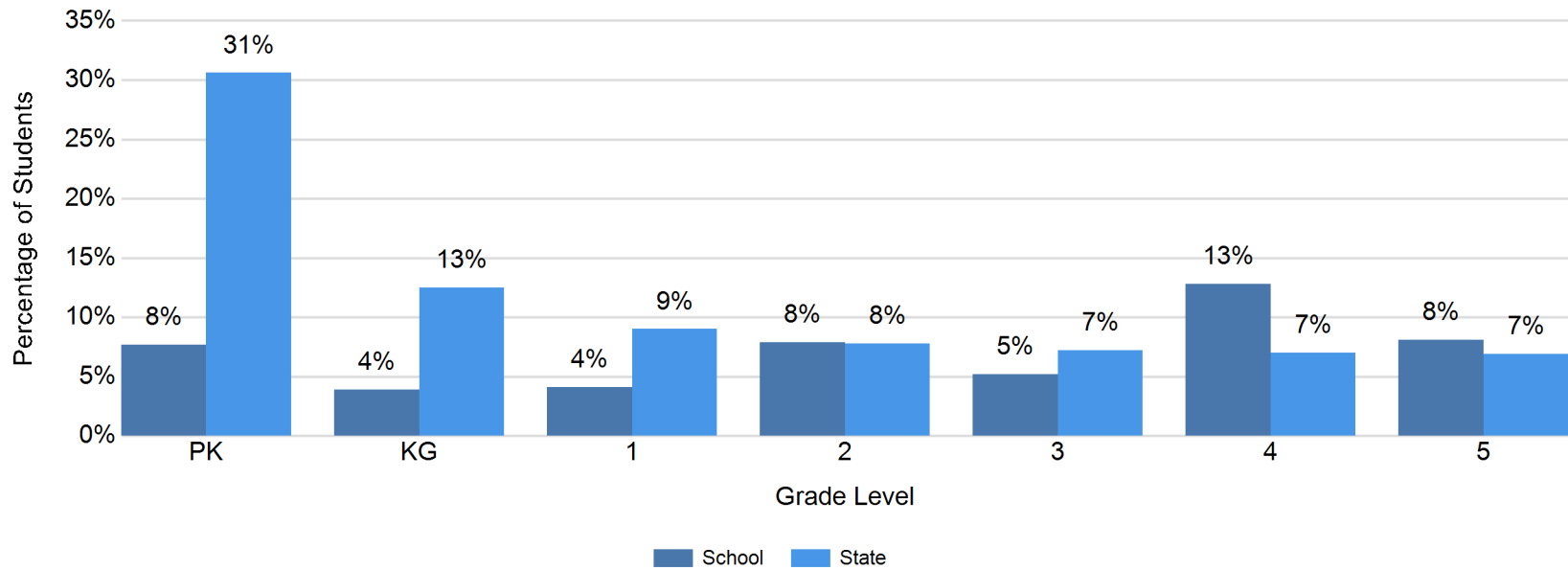


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:20AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 40 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	6
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	8
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	3.3%
Out-of-School Suspensions	1.3%
Any Suspension	3.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	203.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$471	\$14,697	\$15,168



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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	48	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	71%	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	20	9,506
Average years experience in public schools	20.1	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	85%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	231:1	148:1
Librarian/Media Specialists		590:1
Nurses		422:1
Counselors		295:1
Child Study Team		211:1



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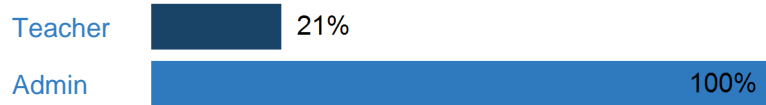
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	32.8	17.5%
Mathematics Proficiency	22.4	17.5%
English Language Arts Growth	54.7	25.0%
Mathematics Growth	15.2	25.0%
Chronic Absenteeism	49.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.6
Summative Rating: Percentile rank of Summative Score		25.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.6	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
White	31.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	Met Target†	Not Met	Not Met	**	**	No
Black or African American	**	**	No	Met Target†	Not Met	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	46.0	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	65.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Ridgeway Elementary School
2016-2017
Grade Span PK-05




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School General Info

Principal:	Mrs. Mazur	Email Address:	nmazur@manchestertwp.org
Address:	2861 RIDGEWAY RD MANCHESTER, NJ 08759	Website:	www.manchestertwp.org
Phone:	(732)323-0800	Twitter:	https://twitter.com/Mrs.NikkiMazur@RS_Dolphins

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"> • Receptient of a \$15,000 grant for a STEAM Lab • Jr.Impact Club conducts school and service projects • Students enjoy a Multicultural Day Event and an ELL program
 <p>Mission, Vision, Theme:</p>	<p>In alignment with our District's mission, Ridgeway has forged a strong partnership between school and community. Through this partnership we seek to provide a high quality, student-centered, academically challenging, and safe environment. By means of fostering the self worth of each child, our students develop an appreciation and acceptance for the world around them. Our caring, competent, and professional staff provide a relevant, stimulating and rewarding academic program.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our school is the receipt of the MTEF Grant in the sum of \$15,000 which has been used to create a STEAM Lab. Our teachers have won several PTA Mini Grants as well as Donors Choose awards. Our grade five teachers are the recipients of a \$500 grant which will be used to create a Colonial Times Museum. 100% of our staff joined the PTA and were recognized for their participation.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>An integrated approach to learning is based on the NJ Student Learning Standards. Curriculum and instruction embodies student centered learning activities that focus on critical and creative thinking, collaboration, and communication. Instruction is differentiated and focused on the whole child. Our students are active learners. Student progress is evaluated through a variety of methods, which measures progression towards grade level standards mastery.</p>
 <p>Clubs and Activities:</p>	<p>Fourth and fifth grade students participate in the Jr. Impact Club. We also have a Band Program which is open to upper elementary students. Fifth grade students participate in a bus safety program. Our buddy to buddy program provides our younger children time for individualized attention and mentoring. Our senior mentor program is a great success and matches our students with members of the senior citizen community.</p>
 <p>Before and After School Programs:</p>	<p>Basic Skills students in grades one through five are invited to participate in a before and after school program geared to academic success and provided through Title I funds. The program includes instruction which is offered by our staff and includes technology and the learning of skills and Standards that are identified through data and teacher recommendation.</p>







**Ridgeway Elementary School
2016-2017**

Grade Span PK-05

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 <p>Staff and Professional Learning:</p>	<p>100% of staff belong to a Professional Learning Community. All staff are offered extensive opportunities to attend in district and out of district workshops. Our district offers four professional development days. Vertical and horizontal articulation are imbedded within the work day. Teachers attend grade level meetings and professional development meetings.</p>
 <p>Student Supports and Services:</p>	<p>Ridgeway is home to the ELL program for all three elementary schools. Students are screened for placement and participate in an annual WIDA assessment. Struggling learners are eligible to receive Basic Skills instruction through a push in model which includes guided groups. Students also receive services with Title I funds in extended day programs and parental engagement programs. Special Education students receive services in Replacement Classes and/or In Class Support Services.</p>
 <p>Student Health and Wellness:</p>	<p>Our full time registered nurse promotes health and wellness. We offer students free and reduced lunch and breakfast. Our two physical education teachers promote health and wellness with scheduled classes for students and are a resource for staff regarding fitness. Recess relays are conducted to encourage physical fitness. The nurse conducts wellness screenings. A full time guidance counselor provides support in groups and classroom lessons.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA is a vital organization to our elementary school. Parents are included on our School Safety Team, the School Climate Committee, and Coffee with the Principal as well as PAC meetings are offered to parents throughout the year. Our Title I parental programs include math nights, Muffins with Mom, and Donuts with Dad.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Families, staff and students participated in a school climate survey. Staff complete needs assessments throughout the year. The results were used to create professional development opportunities and parental programs such as Coffee with the Principal, PAC Meetings, and In Service Day Workshops. Results of staff and student assessments are communicated by our ScIP Committee, School Professional Development Committee, and through the administrator's webpage, blog, and Twitter.</p>
 <p>Facilities:</p>	<p>Our building has a newly remodeled Media Center and Computer Lab which houses flexible seating, student-centered areas, and open space for exploration and instruction. Our Garden is inviting and provides a space for an outside classroom. Our students enjoy a large gym which comfortably seats our entire student body for assemblies. The art and music rooms are great spaces for creative thinkers and doers. Students are seated comfortably in our lunchroom.</p>



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Other Information:

Ridgeway Elementary School is home to a morning and afternoon preschool, with the morning session being geared toward students with disabilities and winners of a lottery system. Students attend Ridgeway from 8:30 to 3 pm daily. A typical weekly schedule includes a Special (art, music, physical education), World Language, Technology, and a double block for English Language Arts and Math. Students have access to a new Media Center which is a student-centered space designed for optimum learning adventures. Students also have access to the STEAM Lab. A School Safety Team includes parents, teachers, and administrators and meets at least four times per year. Parents are an integral part of our community and participate in Title I Parental Engagement Programs, ESL PAC Meetings, Coffee with the Principal, and a number of principal advisory committees. Many of our teachers maintain class Facebook pages and our principal has a blog and Twitter account. A full time guidance counselor coordinates all character education activities such as Red Ribbon Week, Violence Awareness Week, Week of Respect, character education lessons, social/empathy/coping groups, and a number of programs. Students with limited English as well as non-English speaking students participate in our ESL program and a models for all our learners during activities such as our Multicultural Day. We offer a full day kindergarten program which offers opportunities for academic growth while supporting social and emotional learning.




Whiting Elementary School
2016-2017
Grade Span PK-05

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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



Whiting Elementary School
2016-2017
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Footnotes

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

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



Whiting Elementary School
2016-2017

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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	29	34	24
1	36	32	32
2	39	41	26
3	35	43	39
4	31	38	35
5	42	31	39
Ungraded	35	45	52
Total	247	264	247

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	45%
Male	50%	52%	56%
Economically Disadvantaged Students	26%	33%	29%
Students with Disabilities	28%	30%	33%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	74.5%
Hispanic	10.9%
Black or African American	4.5%
Asian	2.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	8.1%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	34	34	24

Home Language	% of Students
English	99.2%
Other	0.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	111	98.2	55.80	46.70	54.90	55.8	50.3	Met Target
White	83	97.6	57.80	49.10	63.90	57.8	53.8	Met Target
Hispanic	13	100.0	46.20	41.50	39.80	46.2	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	53	98.1	64.10	56.00	62.20	64.1		
Male	58	98.3	48.20	36.90	48.10	48.2		
Economically Disadvantaged Students	32	100.0	43.80	36.90	36.20	43.8	39.1	Met Target
Non-Economically Disadvantaged Students	79	97.5	60.80	51.50	65.80	60.8		
Students with Disabilities	17	100.0	23.50	*	20.50	23.5	**	**
Students without Disabilities	94	97.9	61.70	*	61.90	61.7		
English Learners	N	N	N	45.50	25.20	N	**	**
Non-English Learners	111	98.2	55.80	46.80	57.40	55.8		
Homeless Students	N	N	N	18.20	26.40	N		
Students In Foster Care	N	N	N	16.70	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	748	749	749	*	*	*	50%	*	53%	50%
White	26	748	751	759	*	*	*	50%	0%	50%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	22	753	753	754	*	*	*	*	*	59%	55%
Male	16	742	745	745	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	13	755	744	731	*	*	*	*	*	54%	31%
Non-Economically Disadvantaged Students	25	745	752	762	*	*	*	*	*	52%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	38	748	*	752	*	*	*	50%	*	53%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	754	751	753	*	*	33%	42%	*	55%	56%
White	30	754	752	762	*	*	*	43%	*	57%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	12	766	758	758	*	*	*	*	*	75%	61%
Male	21	747	745	749	*	*	*	*	*	43%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	33	754	752	755	*	*	33%	42%	*	55%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	753	757	756	*	*	*	50%	*	61%	59%
White	26	757	760	763	*	*	*	50%	*	65%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	18	760	765	761	*	*	*	*	*	61%	66%
Male	20	746	749	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	11	742	753	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	27	757	759	765	*	*	*	*	*	67%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	38	753	757	757	*	*	*	50%	*	61%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

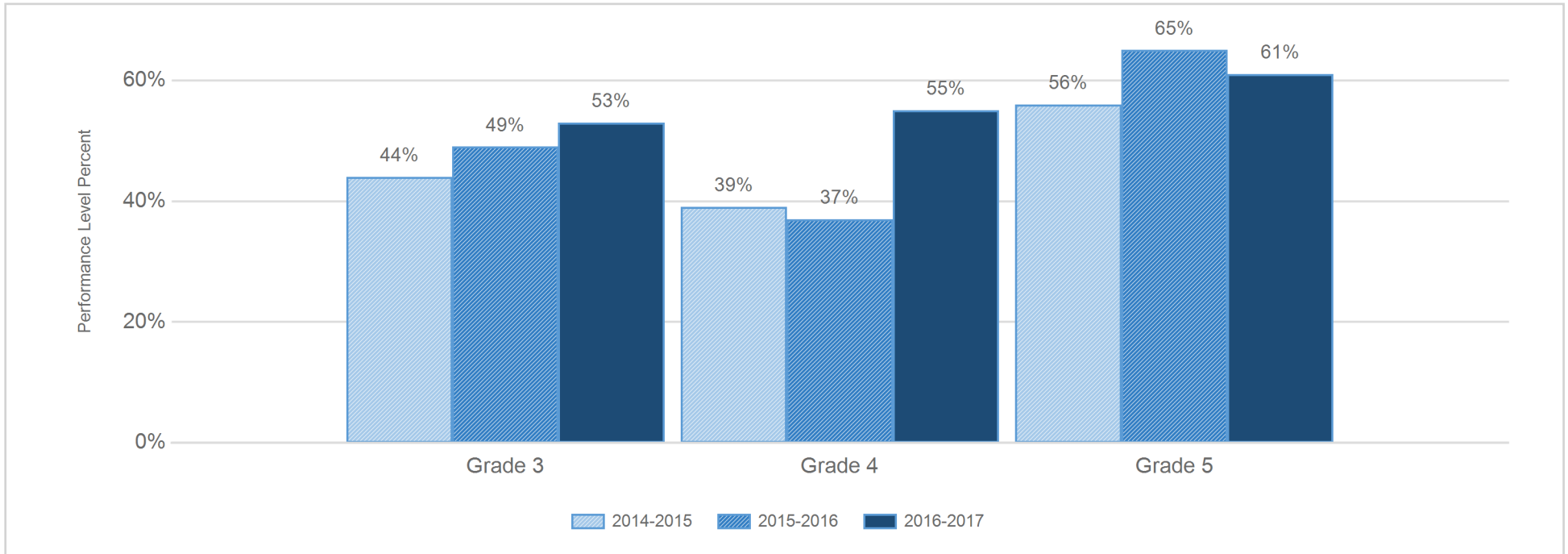


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	111	98.2	45.00	36.30	43.50	45	46	Met Target†
White	83	97.6	49.40	37.10	52.40	49.4	50.4	Met Target†
Hispanic	13	100.0	38.50	*	27.60	38.5	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	62.50	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	53	98.1	43.40	37.90	44.10	43.4		
Male	58	98.3	46.60	34.50	42.90	46.6		
Economically Disadvantaged Students	32	100.0	37.50	28.20	25.10	37.5	41.8	Met Target†
Non-Economically Disadvantaged Students	79	97.5	48.10	40.20	54.30	48.1		
Students with Disabilities	17	100.0	29.40	15.30	16.50	29.4	**	**
Students without Disabilities	94	97.9	47.90	41.30	48.80	47.9		
English Learners	N	N	N	14.80	23.30	N	**	**
Non-English Learners	111	98.2	45.00	36.60	45.20	45		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	745	749	751	*	*	26%	42%	*	50%	53%
White	26	747	750	759	*	*	*	*	*	46%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	22	739	747	751	*	*	*	*	*	41%	52%
Male	16	752	751	751	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	13	750	746	736	*	*	*	*	*	62%	34%
Non-Economically Disadvantaged Students	25	742	750	761	*	*	*	*	*	44%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	38	745	*	753	*	*	26%	42%	*	50%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	747	740	747	0%	33%	*	49%	*	52%	47%
White	30	748	742	755	0%	33%	*	50%	*	53%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	12	749	741	747	0%	*	*	*	*	50%	47%
Male	21	747	739	747	0%	*	*	*	*	52%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	33	747	741	749	0%	33%	*	49%	*	52%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	741	743	747	*	*	37%	34%	*	37%	46%
White	26	747	745	754	*	*	*	46%	*	50%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	18	743	745	747	*	*	*	*	*	44%	47%
Male	20	740	741	746	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	11	736	741	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	27	744	744	756	*	*	*	*	*	44%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	38	741	743	748	*	*	37%	34%	*	37%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

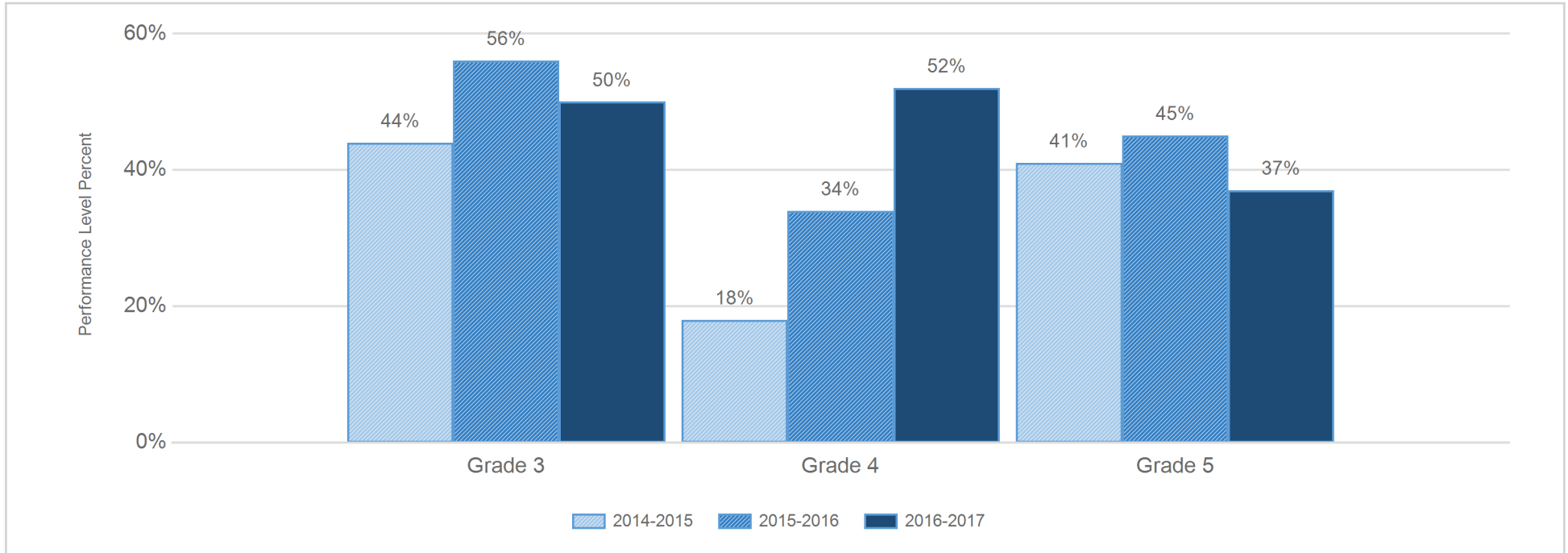


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

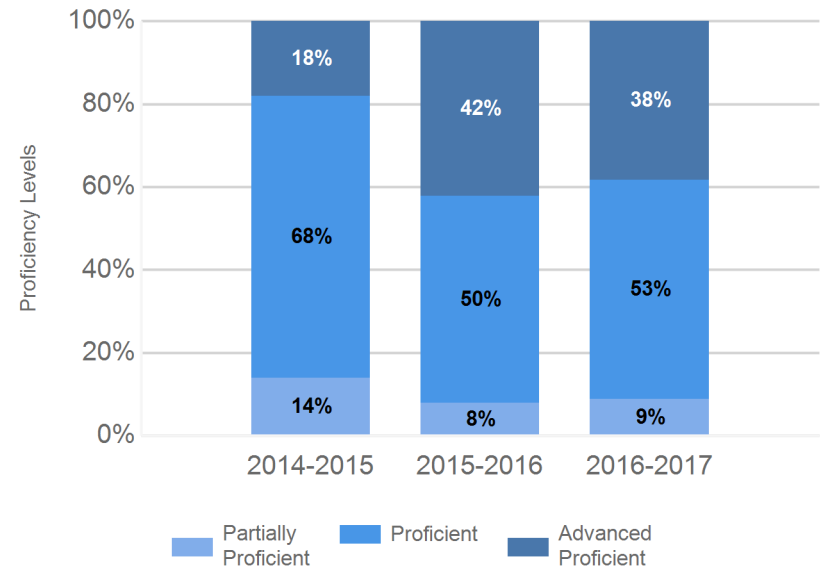
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	38%	53%	9%
White	*	52%	10%
Hispanic	N	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47.5	51	50	Met Target	46.5	48	50	Met Target
White	40	49	50	Met Target	45	49	52	Met Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	59	51	**	*	55	52	**
Economically Disadvantaged	49	50	47	**	50	45	46	**
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	N	N	N	N	N	N	N	N

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



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

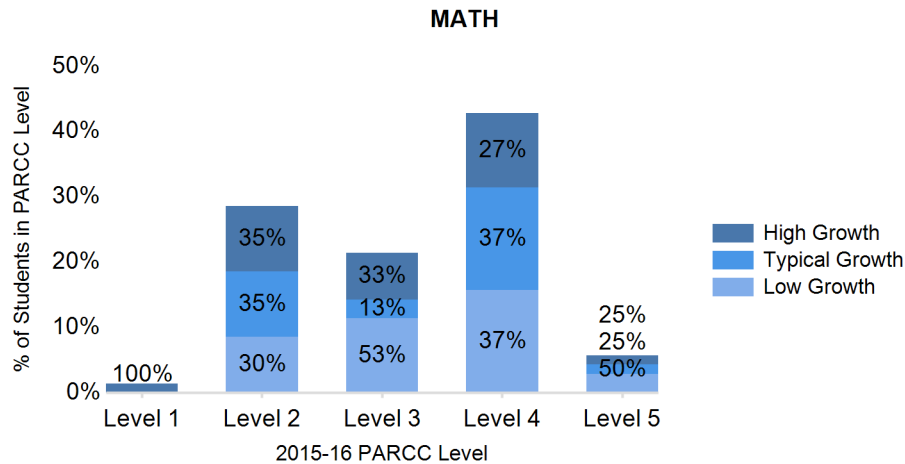
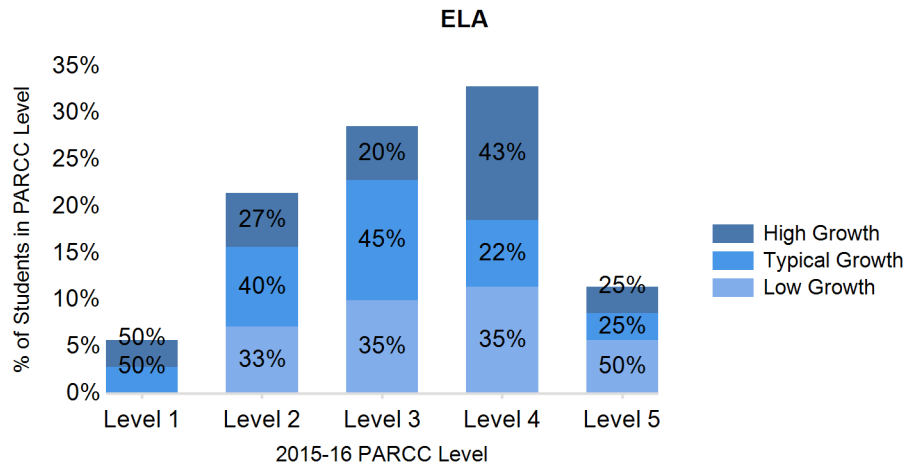
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

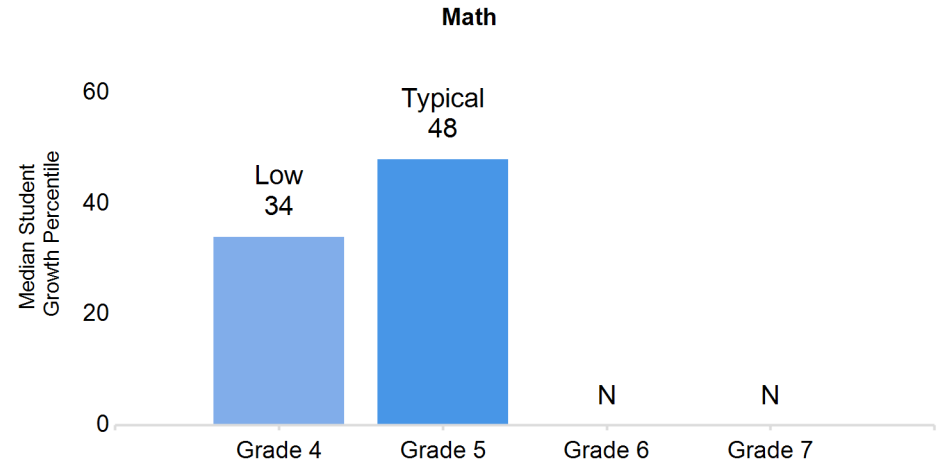
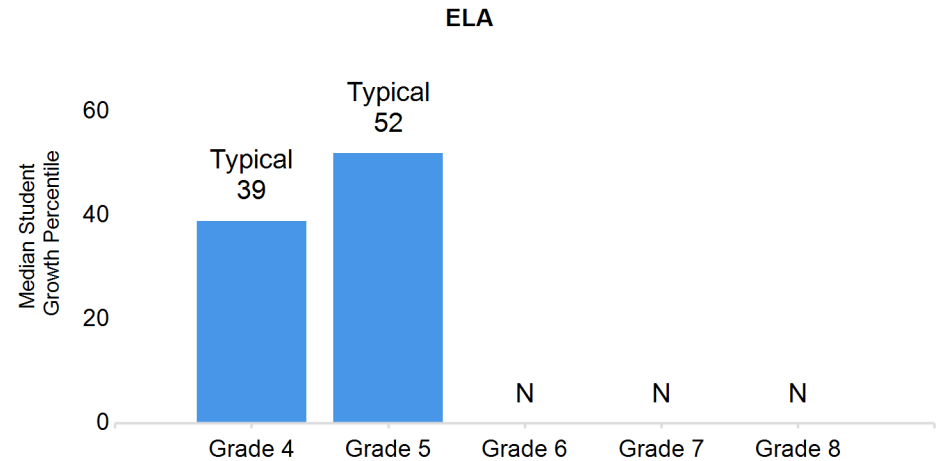
Student Growth by Performance Level

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

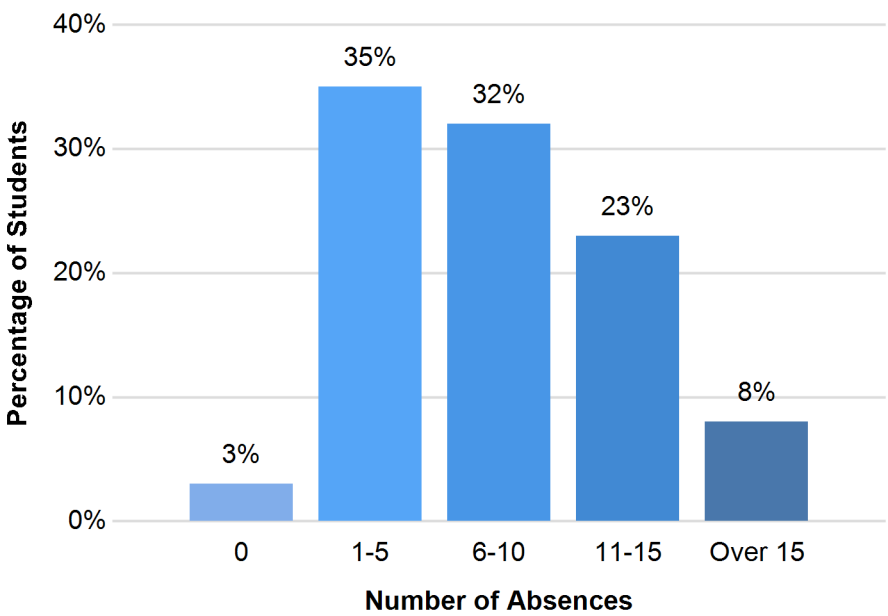
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	8.40	Met Target
White	5.60	8.40	Met Target
Hispanic	0	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.00	8.40	Met Target
Students with Disabilities	3.60	8.40	Met Target
English Learners	N	**	**

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

Days Absent

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



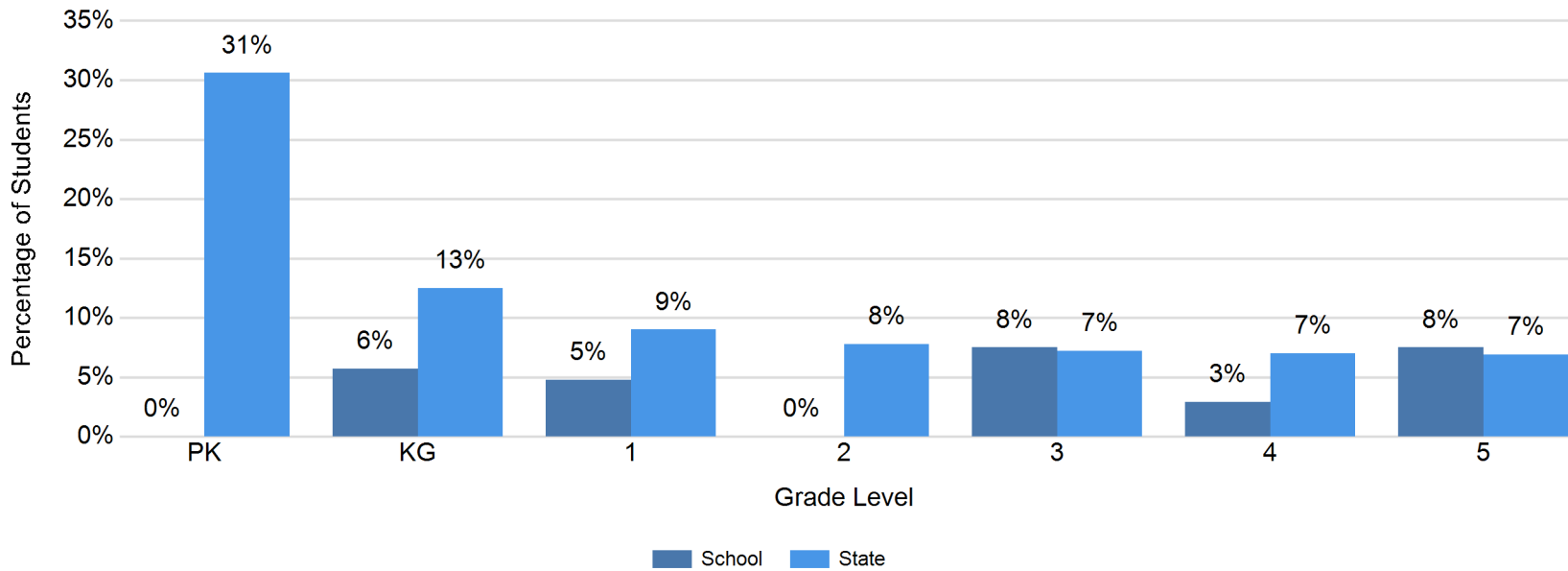


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 40 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	6
Vandalism	2
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	4.45

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.2%
Out-of-School Suspensions	0.0%
Any Suspension	1.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	203.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$471	\$14,697	\$15,168



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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	25	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	64%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	20.1	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	85%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	247:1	148:1
Librarian/Media Specialists		590:1
Nurses		422:1
Counselors		295:1
Child Study Team		211:1



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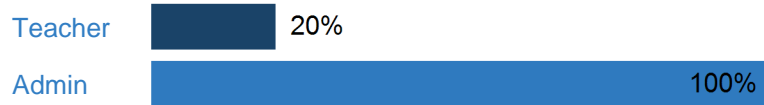
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	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	45.2	17.5%
Mathematics Proficiency	47.2	17.5%
English Language Arts Growth	21.5	25.0%
Mathematics Growth	28.7	25.0%
Chronic Absenteeism	81.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.0
Summative Rating: Percentile rank of Summative Score		35.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	28.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	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	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Swift	Email Address:	eswift@manchestertwp.org
Address:	412 MANCHESTER BLVD WHITING, NJ 08759-1336	Website:	http://www.manchestertwp.org/whiting
Phone:	(732)350-4994	Twitter:	https://twitter.com/@WhitingWildcats

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"> • Whiting Elementary implements technology with 1 to 1 device accessibility for grades 2 to 5. • The FAB LAB STEM Lab has desktops, iPads, Chromebooks, Epson projector and a 3D printer for our students. • Whiting Elementary has a positive partnership with our community. The Ocean County Mentoring Program serves as our link.
 <p>Mission, Vision, Theme:</p>	<p>The “little school with the big heart” is the smallest of the district’s elementary schools. However, it maintains consistency in curriculum and programs with the others. Whiting Elementary, like all of the schools, has its own unique personality. Manchester Township School District’s mission is to forge a strong partnership between school and community. Through this partnership it will seek to provide a high-quality, student-centered education that addresses the needs of the whole person.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Whiting Elementary teachers have been fortunate enough to apply for and receive a host of classroom grants to purchase classroom resources to further classroom instruction. Many teachers have received PTA mini-grants that have been used to purchase science and technology materials as well as apparatus and/or assistive devices used in our special education programs</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Students in ELA and Math participate in guided groups, exploration, and technology. Teachers provide writing instruction through a Writer's Workshop and are masters at integrating ELA and Math with the content areas and technology. Elementary students use the My Math program to develop "processes and proficiencies" in mathematics education. Math standards focus on problem solving and reasoning.</p>
 <p>Clubs and Activities:</p>	<p>Whiting students are encouraged to participate in various activities and throughout the school year to help them achieve their maximum potential in all aspects of life - academically, socially, emotionally and physically. Students participate in Read Across America, Veterans Day Recognition, Junior Achievement, Reader's Restaurant, Family Math Night, and Red Ribbon Week.</p>
 <p>Before and After School Programs:</p>	<p>This year, Whiting School, was named a Title I school and the Winning Wildcats was born. This before and after school program helped at risk or struggling students in need of remediation in Reading, Writing and Math. The afternoon program was comprised of small grade level groups that worked with the teacher and through a computer based program.</p>







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 <p>Staff and Professional Learning:</p>	<p>Our staff members are highly skilled professionals who continually seek out current research-based best practices and participate in professional development that is incorporated into their classroom instruction. New Jersey Student Learning Standards are actively addressed within the district through faculty and grade-level meetings. The Danielson model is used to evaluate teachers in alignment with state requirements.</p>
 <p>Student Supports and Services:</p>	<p>We use an interdisciplinary approach to instruction in order to help to make our programs meaningful and relevant for children. In addition to reading/language, mathematics, social studies and science, our students have the opportunity to participate in the fine arts, vocal music, instrumental music and art as well as physical education activities.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness is critical to their ability to achieve academic success. From an academic perspective, students receive Health instruction in their classrooms aligned with standards and the curriculum. The district also uses the Second Step program. From an affective perspective, the students are also are taught “I messages” a program that encourages students to communicate positively in situations involving peer conflict.</p>
 <p>Parent and Community Involvement:</p>	<p>Our active district PTA brings educational, inspirational and recreational programs to our building that link age appropriate activities with learning. The PTA supports student programs and the purchase of resources through yearly fundraising efforts. Their efforts garner wonderful programs that impact students’ social and emotional wellbeing. The PTA offers mini grants to teachers to purchase resources that enhance instruction.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Families, staff and students participated in a school climate survey. Staff complete needs assessments throughout the year. The results were used to create professional development opportunities and parental programs such as Breakfast with the Principal, PAC Meetings, and In Service Day Workshops. Results of staff and student assessments are communicated by our ScIP Committee, and the School Professional Development Committee.</p>
 <p>Facilities:</p>	<p>Situated on the western side of the township, Whiting Elementary is over 60 years old, but in immaculate condition for a school its age. An all-purpose room serves as a lunch room, gym & meeting place for students' breakfast & lunch daily. A Media Center, Art room & Technology/Stem Lab provide opportunities for student enrichment. Whiting School seeks to enhance facilities with projects that impact school safety and student learning.</p>



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Other Information: