



Asher Holmes Elementary School  
2016-2017  
Grade Span 01-05

25-3030-070  
MONMOUTH  
MARLBORO TWP  
48 MENZEL LANE  
MORGANVILLE, NJ 07751-1298

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
1	100	97	92
2	127	103	107
3	126	134	111
4	115	135	138
5	147	118	144
Ungraded	0	0	0
Total	615	587	592

Student Group	2014-15	2015-16	2016-17
Female	48%	51%	50%
Male	52%	49%	50%
Economically Disadvantaged Students	4%	3%	3%
Students with Disabilities	16%	20%	19%
English Learners	4%	2%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	65.4%
Asian	23.8%
Hispanic	8.3%
Black or African American	1.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.5%

Enrollment by Home Language

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

Home Language	% of Students
English	93.6%
Telugu	1.4%
Other	5.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	334	90.5	78.20	79.10	54.90	74.2	60.2	Met Target
White	214	88.8	74.80	75.10	63.90	69.6	53.2	Met Target
Hispanic	23	87.5	73.90	69.00	39.80	66.2	48.1	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	92	95.1	85.80	90.10	80.70	85.8	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	176	94.5	81.90	84.50	62.20	81		
Male	158	86.4	74.10	74.30	48.10	67.3		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	60	83.3	50.00	40.30	20.50	44.4	37.7	Met Target
Students without Disabilities	274	92.2	84.30	85.90	61.90	81.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	85.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	105	764	772	749	*	11%	18%	61%	*	70%	50%
White	62	761	767	759	*	*	21%	60%	*	66%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	34	768	786	775	0%	*	*	65%	*	77%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	55	768	775	754	*	*	*	56%	*	69%	55%
Male	50	760	769	745	*	*	*	66%	*	70%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	105	764	*	762	*	11%	18%	61%	*	70%	63%
Students with Disabilities	21	741	740	720	*	*	*	48%	*	48%	24%
Students without Disabilities	84	770	778	755	*	*	*	64%	*	75%	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	134	777	776	753	*	*	15%	46%	35%	81%	56%
White	87	772	771	762	*	*	20%	46%	30%	76%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	39	787	789	777	*	*	*	44%	49%	92%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	65	776	778	758	*	*	*	49%	34%	83%	61%
Male	69	777	774	749	*	*	*	44%	36%	80%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	134	777	776	764	*	*	15%	46%	35%	81%	69%
Students with Disabilities	21	759	748	725	*	*	*	*	*	62%	25%
Students without Disabilities	113	780	781	759	*	*	*	*	*	85%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	134	777	776	755	*	*	15%	46%	35%	81%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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	118	772	774	756	*	*	14%	69%	13%	81%	59%
White	78	770	769	763	0%	*	14%	69%	*	80%	69%
Hispanic	15	769	764	743	0%	0%	*	*	*	73%	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	24	782	789	779	0%	*	*	71%	*	92%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	69	779	781	761	0%	*	*	75%	*	91%	66%
Male	49	761	767	750	0%	*	*	59%	*	67%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	118	772	*	765	*	*	14%	69%	13%	81%	71%
Students with Disabilities	20	746	744	725	0%	*	*	*	0%	40%	22%
Students without Disabilities	98	777	779	762	0%	*	*	*	15%	90%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	118	772	774	757	*	*	14%	69%	13%	81%	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%

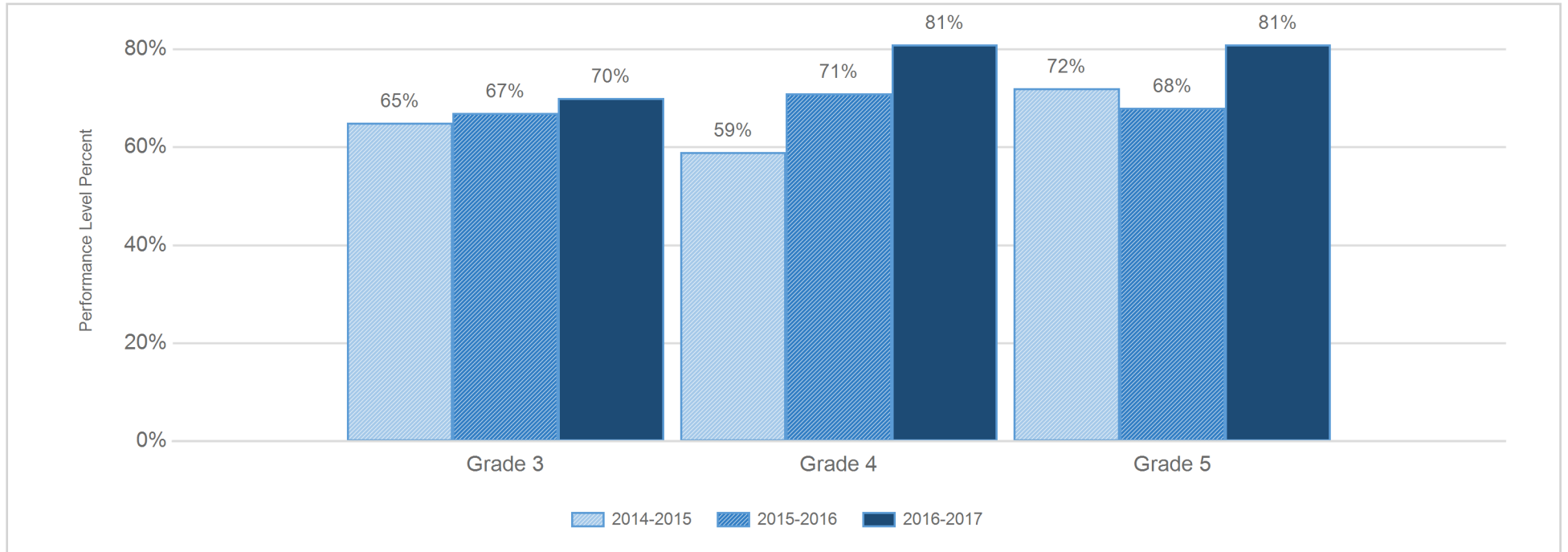


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**English Language Arts/Literacy Assessment - Performance Trends**

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	334	90.7	71.30	70.60	43.50	67.9	61.6	Met Target
White	214	89.1	64.90	64.50	52.40	60.7	54.3	Met Target
Hispanic	23	87.5	65.20	51.80	27.60	58.4	51	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	92	95.1	85.90	89.30	75.60	85.9	80	Met Goal
American Indian or Alaska Native	N	N	N	80.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	176	94.5	70.50	70.00	44.10	69.8		
Male	158	86.8	72.20	71.20	42.90	65.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	60	84.4	45.00	35.50	16.50	40.6	36.5	Met Target
Students without Disabilities	274	92.2	77.00	76.90	48.80	74.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	85.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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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	105	769	770	751	*	*	14%	55%	22%	77%	53%
White	62	762	766	759	*	*	*	61%	*	74%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	34	783	787	779	*	*	*	47%	38%	85%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	55	771	769	751	*	*	*	56%	24%	80%	52%
Male	50	767	772	751	*	*	*	54%	20%	74%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	105	769	*	761	*	*	14%	55%	22%	77%	65%
Students with Disabilities	21	751	742	729	*	*	*	*	*	52%	29%
Students without Disabilities	84	773	776	755	*	*	*	*	*	83%	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
<b>Schoolwide</b>	134	769	765	747	*	*	22%	55%	19%	73%	47%
White	87	762	759	755	*	*	29%	53%	12%	64%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	39	785	783	774	*	*	*	56%	33%	90%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	65	765	762	747	*	*	28%	55%	*	68%	47%
Male	69	774	768	747	*	*	17%	54%	*	78%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	134	769	765	757	*	*	22%	55%	19%	73%	61%
Students with Disabilities	21	752	742	724	*	*	*	52%	*	57%	22%
Students without Disabilities	113	772	770	751	*	*	*	55%	*	76%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	134	769	766	749	*	*	22%	55%	19%	73%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	118	760	765	747	*	*	30%	48%	14%	63%	46%
White	78	756	758	754	*	*	37%	45%	*	56%	57%
Hispanic	15	752	746	735	0%	*	*	*	0%	60%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	24	778	788	774	0%	0%	*	50%	*	83%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	69	761	764	747	*	*	28%	52%	*	65%	47%
Male	49	760	766	746	*	*	33%	43%	*	59%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	118	760	*	756	*	*	30%	48%	14%	63%	59%
Students with Disabilities	20	738	737	725	*	*	50%	*	*	20%	19%
Students without Disabilities	98	765	770	751	*	*	26%	*	*	71%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	118	760	765	748	*	*	30%	48%	14%	63%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

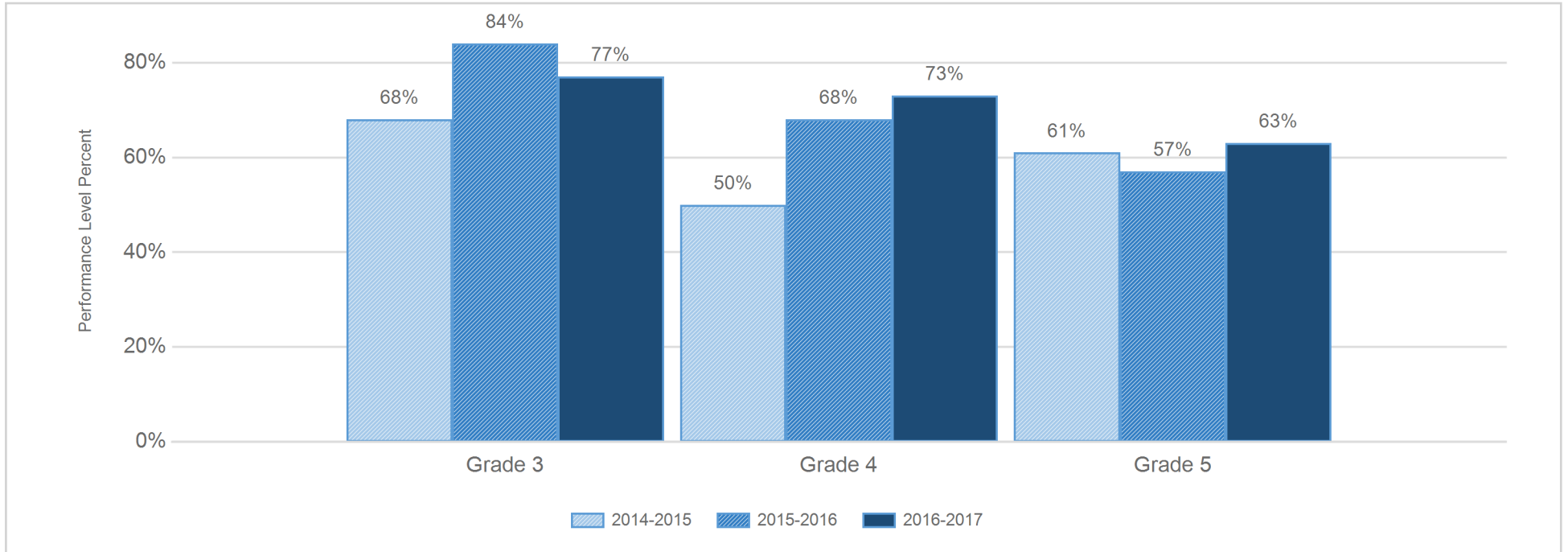


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

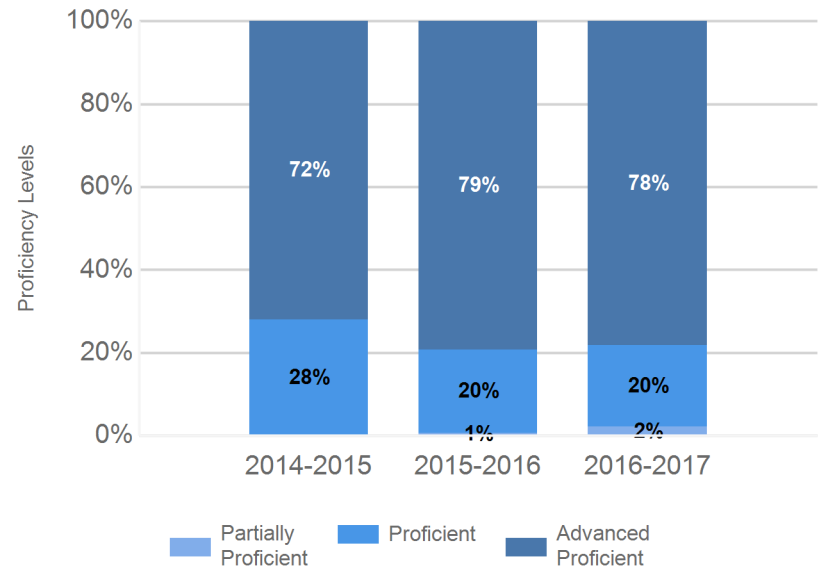
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	78%	20%	2%
White	78%	20%	2%
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	84%	13%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	74%	22%	4%
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	58	53	50	Met Target	49	51	50	Met Target
White	57.5	51	50	Met Target	45	48	52	Met Target
Hispanic	64	52	49	**	49.5	46	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	59	59	60	Met Target	57.5	58	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	51	51	**	*	49	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	65	48	41	Exceeds Target	56	48	43	Met Target
English Learners	*	49.5	53	**	*	51	51	**

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



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

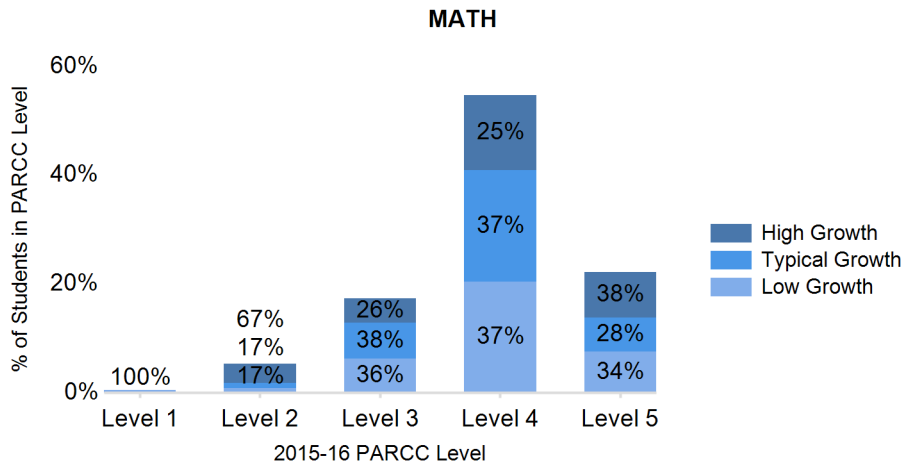
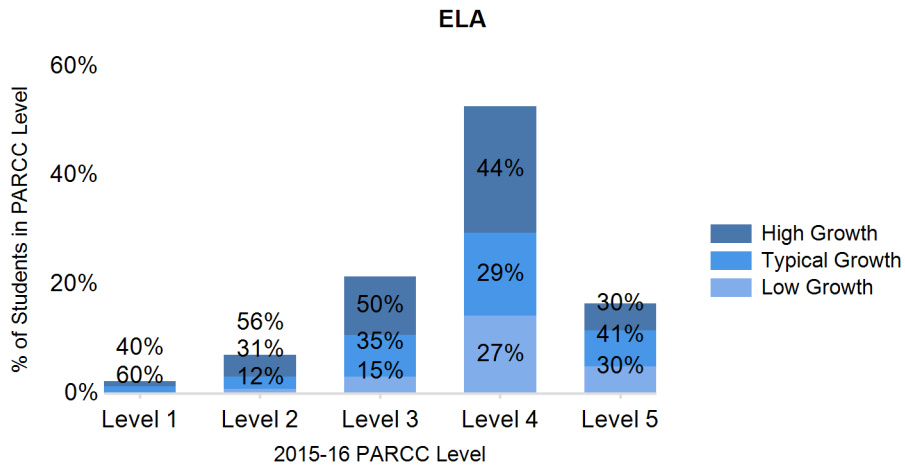
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

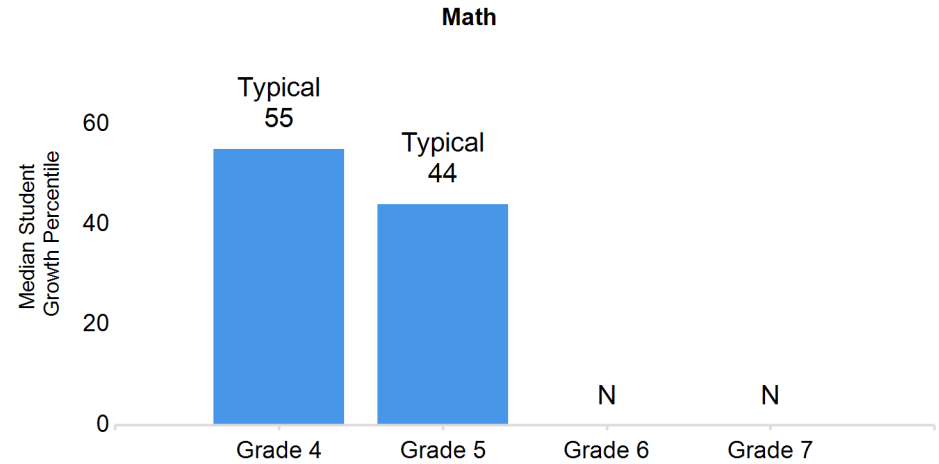
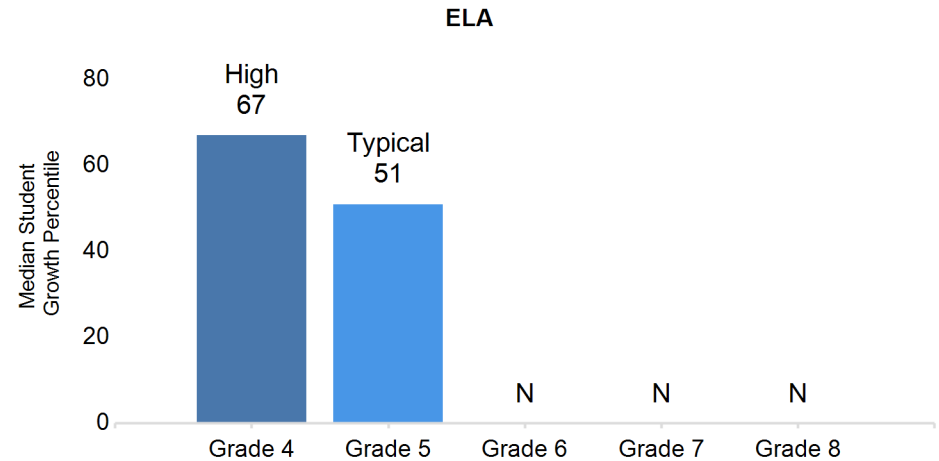
Student Growth by Performance Level

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



Student Growth by Grade

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





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

**Chronic Absenteeism**

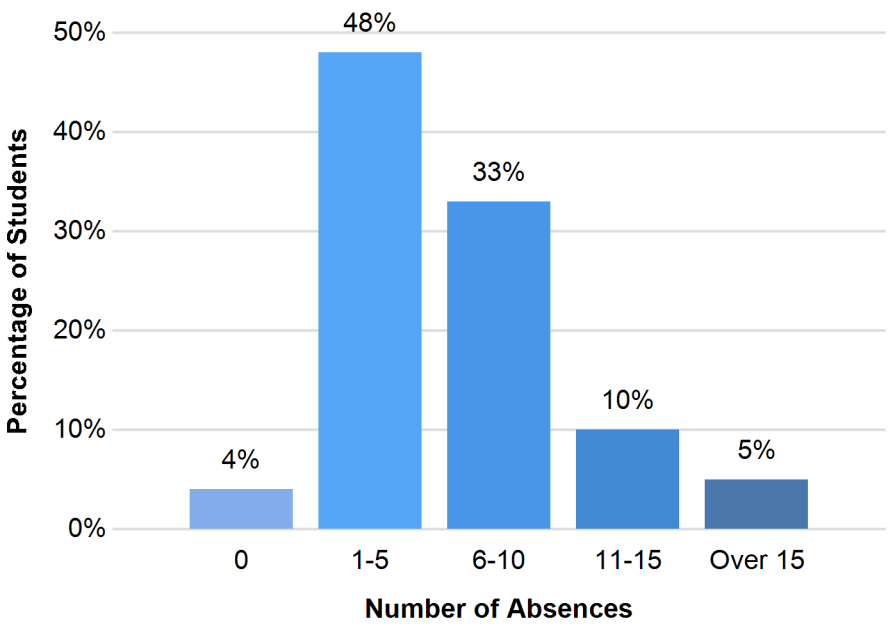
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.90	7.60	Met Target
White	2.30	7.60	Met Target
Hispanic	10.20	7.60	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.10	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	5.20	7.60	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.



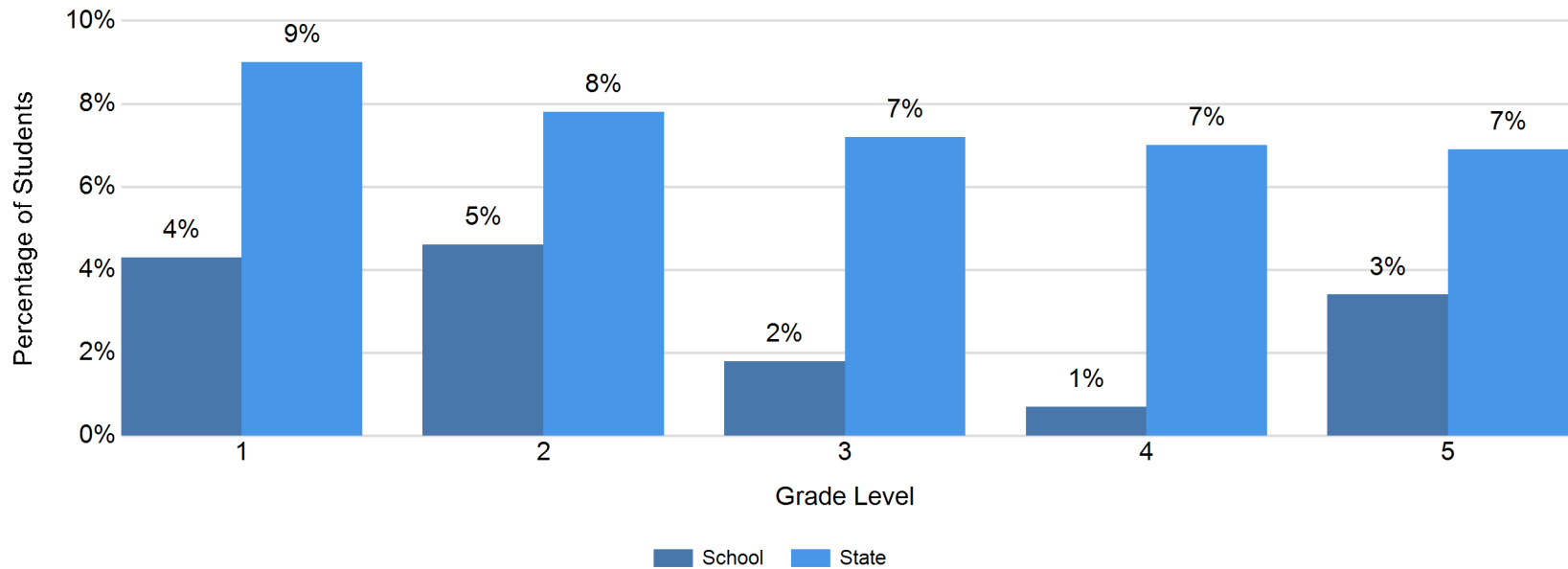


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Chronic Absenteeism by Grade

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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.5%
Any Suspension	0.5%

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	201.7 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)	\$281	\$14,280	\$14,561



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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	49	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	84%	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	28	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	296:1	177:1
Librarian/Media Specialists		708:1
Nurses		496:1
Counselors		413:1
Child Study Team		225:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	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	79.6	17.5%
Mathematics Proficiency	83.5	17.5%
English Language Arts Growth	79.8	25.0%
Mathematics Growth	48.0	25.0%
Chronic Absenteeism	82.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		72.9
<b>Summative Rating:</b> Percentile rank of Summative Score		83.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	72.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	59.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	52.8	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	89.9	11.9	No	Met Target	Met Target	Met Target	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

<b>Principal:</b>	Mrs. Cilmi	<b>Email Address:</b>	<a href="mailto:jcilmi@marlboro.k12.nj.us">jcilmi@marlboro.k12.nj.us</a>
<b>Address:</b>	48 MENZEL LANE MORGANVILLE, NJ 07751-1298	<b>Website:</b>	<a href="http://www.marlboro.k12.nj.us/AsherHolmes">www.marlboro.k12.nj.us/AsherHolmes</a>
<b>Phone:</b>	(732)972-2080	<b>Twitter:</b>	<a href="https://twitter.com/AsherHolmesES">https://twitter.com/AsherHolmesES</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Our school has a Design and Engineering Lab which focuses on collaborative critical thinking &amp; problem-solving.</li> <li>• Our students benefit from a 1:1 Chromebook initiate in grades 2-5 &amp; tablets in grades 1.</li> <li>• Our staff is dedicated to differentiating their instruction so that all students can learn &amp; reach their full potential.</li> </ul>
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School Narrative

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Other Information:

At Asher Holmes Elementary School, we take pride in meeting the social, emotional, and academic needs of all of our students. We are committed to providing students with quality, individualized educational experiences and are proud that all stakeholders in our school community work collaboratively to ensure that students are supported through every step of their journey. Our Literacy curriculum is fully aligned with the New Jersey Student Learning Standards (NJSLS). Our main areas of focus include instilling a life-long love of reading and developing high-level, critical thinking skills by providing differentiated texts to meet the needs of all learners and engaging students with a variety of genres and reading purposes. Our students learn to read for information and understanding, paraphrase and summarize, focus on domain specific vocabulary, and support their answers with the text. In written expression, students learn the art of the narrative as well as creating written arguments supported with text-based evidence. In Mathematics, our curriculum is also fully aligned with the NJSLS. The focus is a deeper, conceptual understanding of math topics and the problem-solving process. Teachers focus on process and teaching students the "how" and the "why" of problem solving as opposed to just focusing on the answer alone. To support our 21st century technology goals, teachers use data-based programs and applications to enhance their instruction in all content areas. Students also benefit from a 1:1 technology initiative where tablets are a part of every first grader's daily learning while students in grades 2-5 utilize Chromebooks and develop proficiency in the Google platform. In addition to our rigorous instructional program, students at Asher Holmes benefit from a very supportive parent community. Our PTA provides students with amazing learning experiences through school wide assemblies, community service initiatives, and various PTA events.



David C Abbott Early Learning Center  
2016-2017


Grade Span PK-KG

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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.
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#### Other Resources:

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- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
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## David C Abbott Early Learning Center

2016-2017

Grade Span PK-KG

25-3030-043  
MONMOUTH  
MARLBORO TWP  
171 TENNENT ROAD  
MORGANVILLE, NJ 07751

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
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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	249	262	268
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	71	92	90
Total	320	354	358

### 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	44%	38%	48%
Male	56%	62%	53%
Economically Disadvantaged Students	1%	4%	5%
Students with Disabilities	26%	30%	29%
English Learners	6%	7%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	60.1%
Asian	29.3%
Hispanic	7.8%
Black or African American	1.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	256	262	268
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	89.4%
Telugu	2.8%
Spanish	1.7%
Chinese	1.1%
Other	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

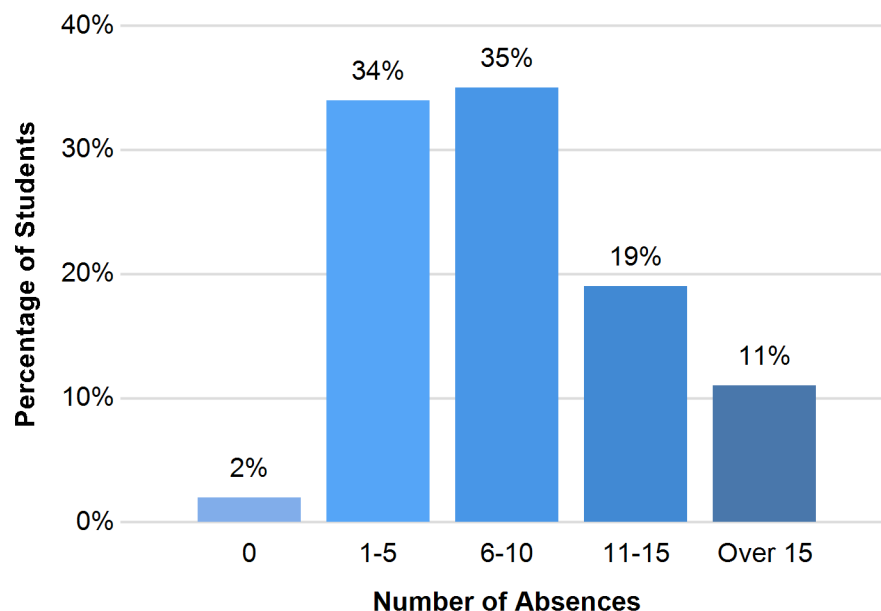
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.50	12.50	Met Target
White	5.90	12.50	Met Target
Hispanic	8.70	12.50	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	10.10	12.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	8.90	12.50	Met Target
English Learners	17.40	12.50	Not Met

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

### Days Absent

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





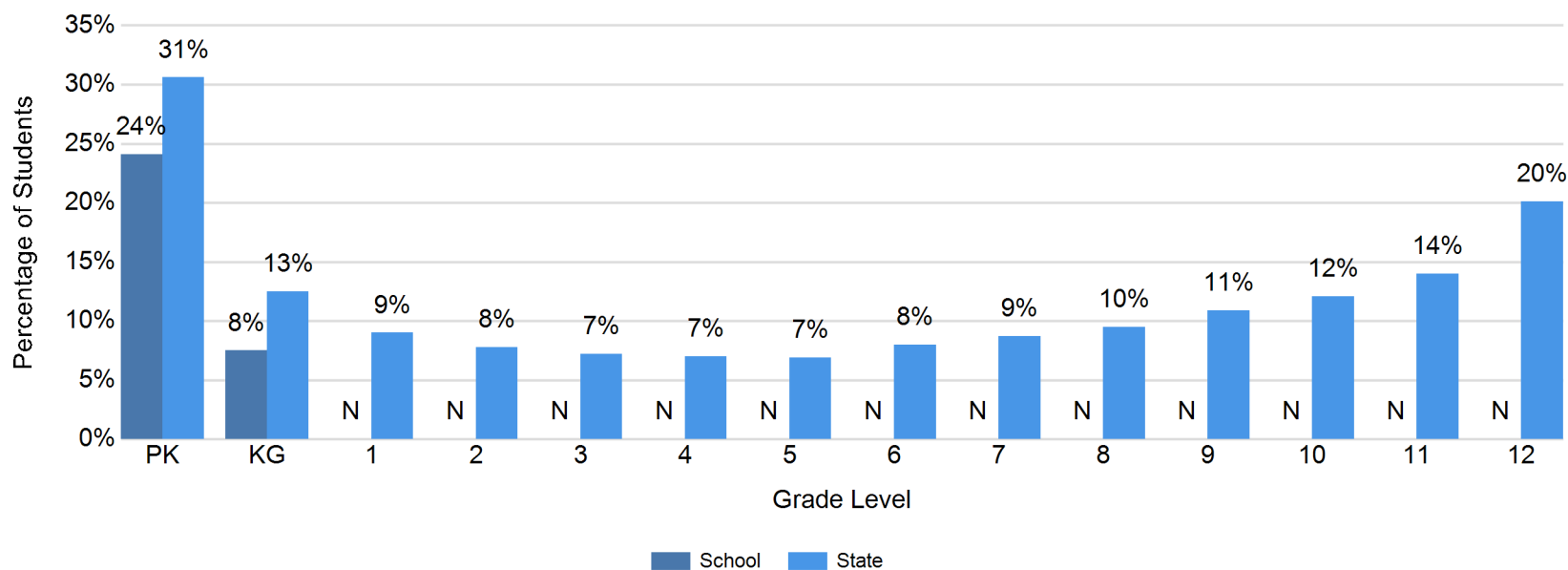
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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	9:10AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### 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)	\$281	\$14,280	\$14,561



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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	22	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	77%	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	28	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	11:1
Administrators	358:1	177:1
Librarian/Media Specialists		708:1
Nurses		496:1
Counselors		413:1
Child Study Team		225:1



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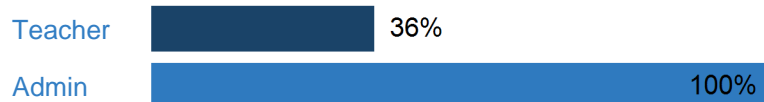
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	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	96%



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### School General Info

<b>Principal:</b>	Mr. Perno	<b>Email Address:</b>	<a href="mailto:aperno@marlboro.k12.nj.us">aperno@marlboro.k12.nj.us</a>
<b>Address:</b>	171 TENNENT ROAD MORGANVILLE, NJ 07751	<b>Website:</b>	<a href="http://www.marlboro.k12.nj.us/AbbottEarlyLearningCenter.cfm?subpage=11">http://www.marlboro.k12.nj.us/AbbottEarlyLearningCenter.cfm?subpage=11</a>
<b>Phone:</b>	(732)972-7100	<b>Facebook:</b>	<a href="https://www.facebook.com/AbbottELC/">https://www.facebook.com/AbbottELC/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/abbott_elc">https://twitter.com/abbott_elc</a>

### School Narrative

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



#### Highlights:

- Comprehensive full day kindergarten program
- Offering a variety of instructional settings for all learners
- Dedicated and caring staff committed to meeting the needs of every child



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2016-2017

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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:

Welcome to the David C. Abbott Early Learning Center! Our mission at DAELC is to provide a safe, nurturing, and engaging learning environment for all students. We strive to foster a lifelong love of learning in every child, empowering them to reach his or her full potential. As a school community, we accomplish this by aligning our instruction to the New Jersey Student Learning Standards and Preschool Teaching and Learning Standards. Theme based and project based instructional models are used that allow students to explore the world around them while acquiring the foundational skills needed for later learning. Children are challenged to collaborate, communicate, and think critically about concepts being explored. The social and emotional development of our students are supported through structured social opportunities such as cooperative learning centers and free play. Students participate in Art, Music, and PE classes designed to provide students with a variety of learning experiences. At DAELC we recognize the vital role that technology will play in our students' lives. Teachers have Promethean Boards in each classroom that they use to bring their lessons to life and engage students. Students regularly use iPads to explore new concepts and support the acquisition of new skills. Parents are encouraged to be active participants in their childrens' education. Each teacher maintains a website that is regularly updated to include current information about units of study and ways to support learning at home. Students regularly come home with homework that engages parents in cooperative activities. As you can see, there are wonderful things happening at DAELC!




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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.

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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
1	76	66	67
2	84	89	75
3	106	92	90
4	125	112	98
5	121	127	111
Ungraded	29	21	16
<b>Total</b>	<b>541</b>	<b>507</b>	<b>457</b>

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	45%
Male	51%	51%	55%
Economically Disadvantaged Students	5%	5%	4%
Students with Disabilities	15%	17%	14%
English Learners	3%	4%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	53.6%
Asian	35.0%
Hispanic	6.6%
Black or African American	1.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	3.1%

**Enrollment by Home Language**

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

Home Language	% of Students
English	92.3%
Spanish	1.3%
Chinese	1.1%
Hindi	1.1%
Telugu	1.1%
<i>Other</i>	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	246	95.8	84.90	79.10	54.90	84.9	72.8	Met Goal
White	134	92.8	82.80	75.10	63.90	80.6	62.9	Met Goal
Hispanic	16	95.5	62.50	69.00	39.80	62.5	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	87	100.0	94.20	90.10	80.70	94.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	104	92.1	89.40	84.50	62.20	85.9		
Male	142	98.7	81.60	74.30	48.10	81.6		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	43	96.4	48.80	40.30	20.50	48.8	46.6	Met Target
Students without Disabilities	203	95.7	92.60	85.90	61.90	92.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	85.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	775	772	749	*	*	*	53%	24%	77%	50%
White	32	774	767	759	*	*	*	50%	*	75%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	28	786	786	775	*	*	*	57%	*	86%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	34	768	775	754	*	*	*	44%	*	71%	55%
Male	34	781	769	745	*	*	*	62%	*	82%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	68	775	*	762	*	*	*	53%	24%	77%	63%
Students with Disabilities	13	716	740	720	*	*	*	*	0%	15%	24%
Students without Disabilities	55	788	778	755	*	*	*	*	29%	91%	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	90	784	776	753	*	*	*	39%	47%	86%	56%
White	45	780	771	762	*	*	*	38%	42%	80%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	33	798	789	777	0%	0%	0%	36%	64%	100%	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	790	778	758	*	*	*	36%	56%	92%	61%
Male	54	779	774	749	*	*	*	41%	41%	82%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	90	784	776	764	*	*	*	39%	47%	86%	69%
Students with Disabilities	10	750	748	725	*	*	*	*	*	50%	25%
Students without Disabilities	80	788	781	759	*	*	*	*	*	90%	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	107	781	774	756	*	*	*	60%	29%	89%	59%
White	59	776	769	763	0%	*	*	71%	19%	90%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	37	797	789	779	*	*	*	46%	51%	97%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	43	795	781	761	*	*	*	49%	49%	98%	66%
Male	64	771	767	750	*	*	*	67%	16%	83%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	107	781	*	765	*	*	*	60%	29%	89%	71%
Students with Disabilities	22	750	744	725	*	*	*	50%	*	59%	22%
Students without Disabilities	85	789	779	762	*	*	*	62%	*	97%	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%

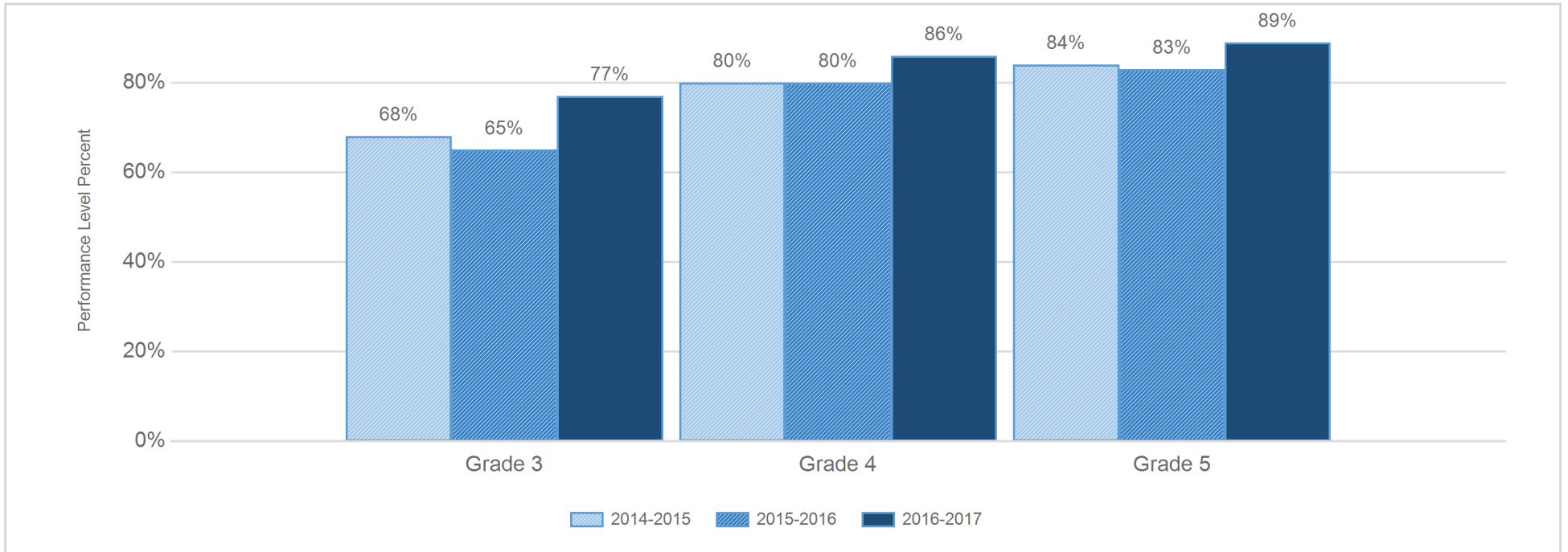


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**English Language Arts/Literacy Assessment - Performance Trends**

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	246	95.8	77.30	70.60	43.50	77.3	77.5	Met Target†
White	134	92.8	70.20	64.50	52.40	68.2	67.3	Met Target
Hispanic	16	95.5	56.30	51.80	27.60	56.3	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	87	100.0	93.10	89.30	75.60	93.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	104	92.2	74.00	70.00	44.10	71.1		
Male	142	98.7	79.60	71.20	42.90	79.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	43	96.4	37.20	35.50	16.50	37.2	55.1	Not Met
Students without Disabilities	203	95.7	85.70	76.90	48.80	85.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	85.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	772	770	751	*	*	*	40%	36%	76%	53%
White	32	774	766	759	*	*	*	38%	34%	72%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	28	786	787	779	*	*	*	43%	50%	93%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	35	763	769	751	*	*	*	43%	*	69%	52%
Male	35	781	772	751	*	*	*	37%	*	83%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	70	772	*	761	*	*	*	40%	36%	76%	65%
Students with Disabilities	13	736	742	729	*	*	*	*	*	46%	29%
Students without Disabilities	57	780	776	755	*	*	*	*	*	83%	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
<b>Schoolwide</b>	91	769	765	747	*	*	14%	54%	20%	74%	47%
White	46	761	759	755	*	*	*	54%	*	65%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	33	787	783	774	0%	*	*	49%	39%	88%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	765	762	747	*	*	*	49%	*	65%	47%
Male	54	773	768	747	*	*	*	57%	*	80%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	91	769	765	757	*	*	14%	54%	20%	74%	61%
Students with Disabilities	10	742	742	724	*	*	*	*	*	30%	22%
Students without Disabilities	81	773	770	751	*	*	*	*	*	79%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	107	776	765	747	*	*	15%	46%	34%	79%	46%
White	59	769	758	754	*	*	20%	56%	20%	76%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	37	801	788	774	*	*	*	32%	65%	97%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	43	777	764	747	*	*	*	54%	30%	84%	47%
Male	64	775	766	746	*	*	*	41%	36%	77%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	107	776	*	756	*	*	15%	46%	34%	79%	59%
Students with Disabilities	22	743	737	725	*	*	*	*	*	41%	19%
Students without Disabilities	85	785	770	751	*	*	*	*	*	89%	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%

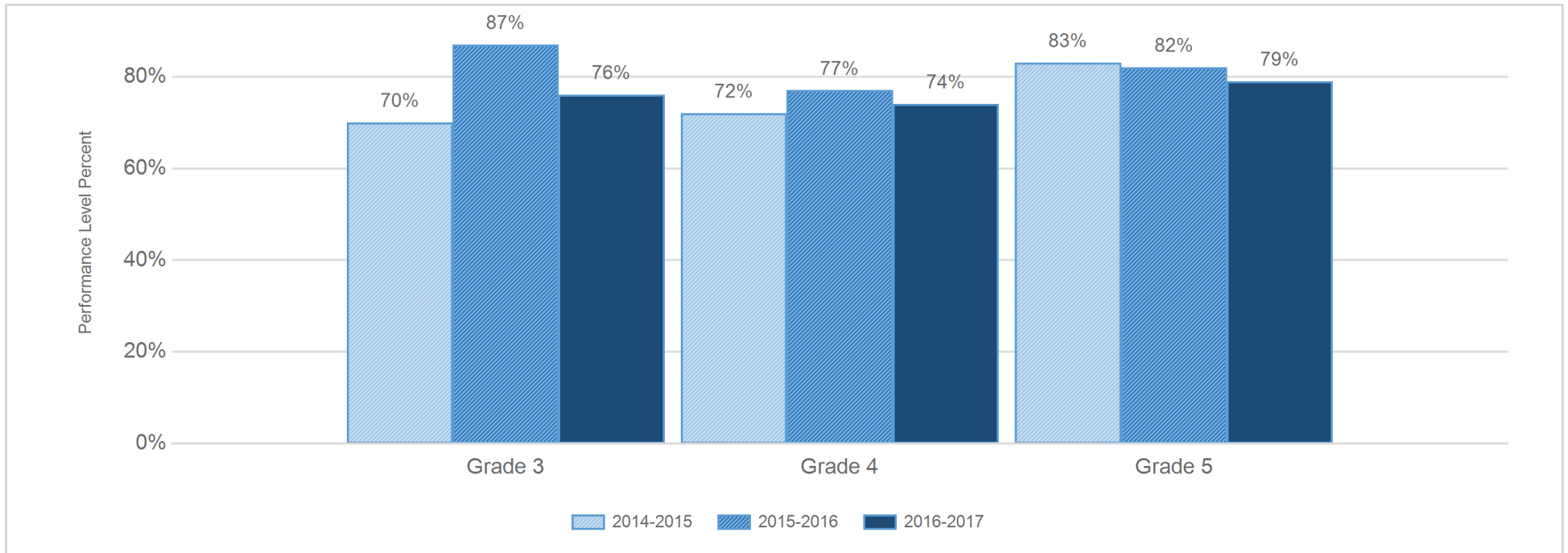


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**Mathematics Assessment – Performance Trends**

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



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

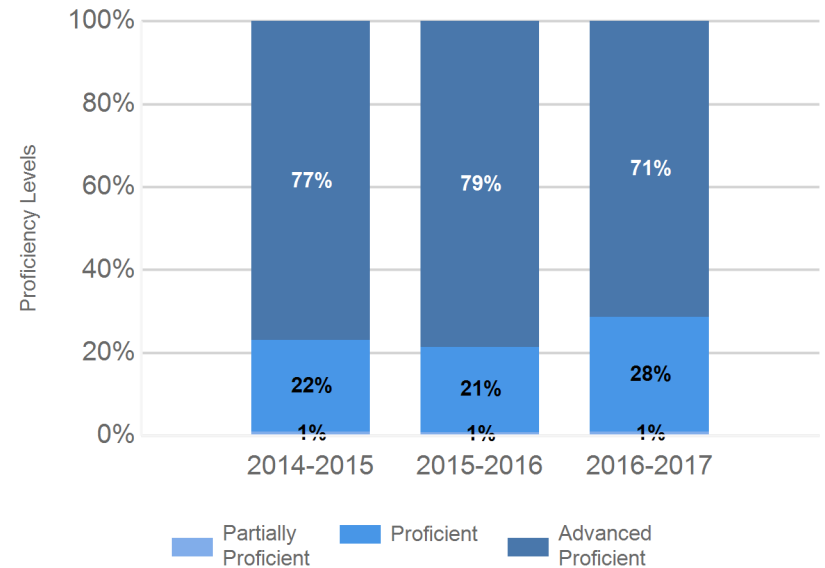
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	71%	28%	1%
White	67%	31%	2%
Hispanic	*	*	N
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	80%	20%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	42%	58%	N
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	71	53	50	Exceeds Target	58	51	50	Met Target
White	71	51	50	Exceeds Target	58	48	52	Met Target
Hispanic	76.5	52	49	**	49	46	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	71	59	60	Exceeds Target	64	58	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	51	51	**	*	49	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	54	48	41	Met Target	47	48	43	Met Target
English Learners	*	49.5	53	**	*	51	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:

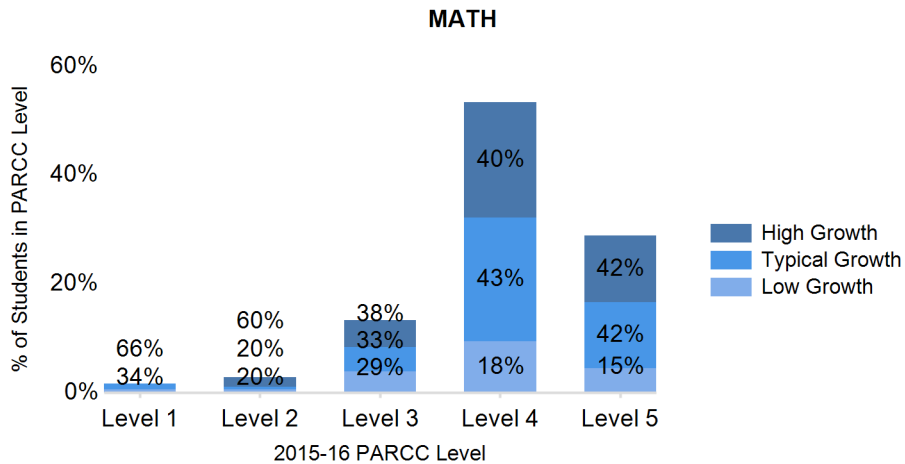
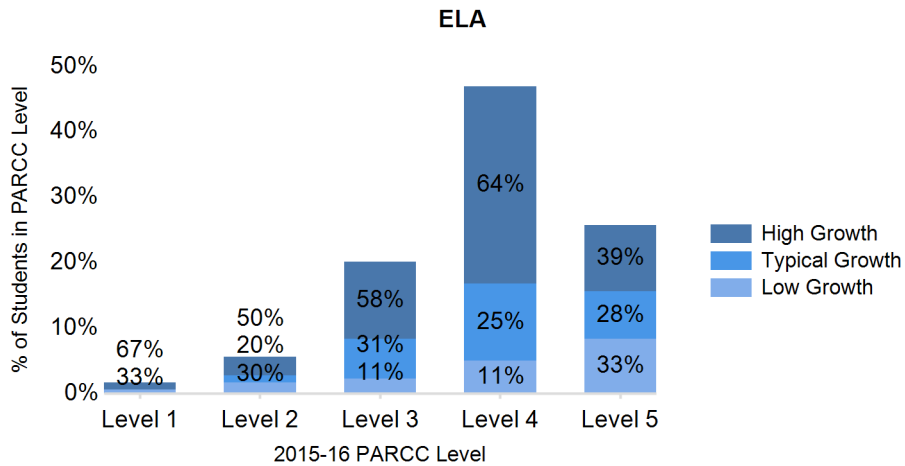
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

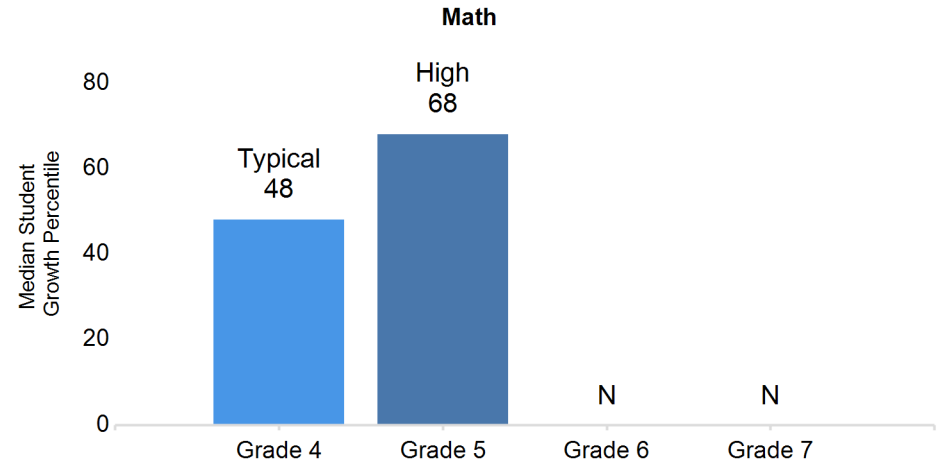
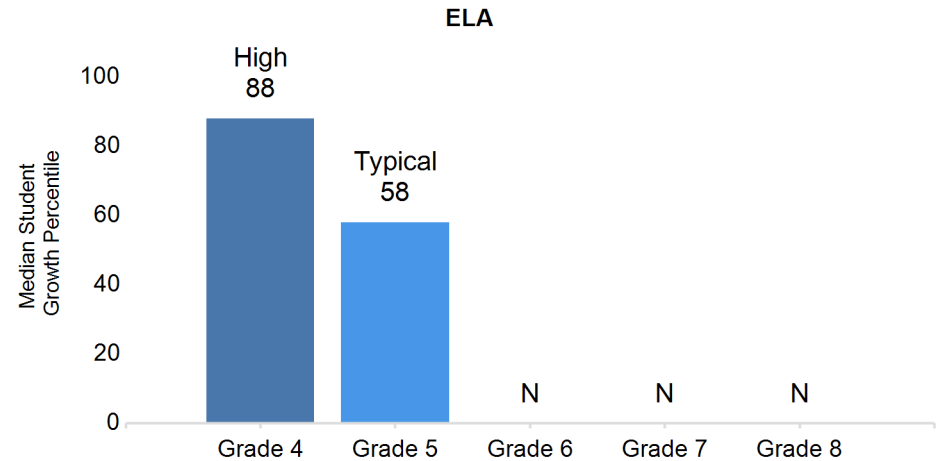
**Student Growth by Performance Level**

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**

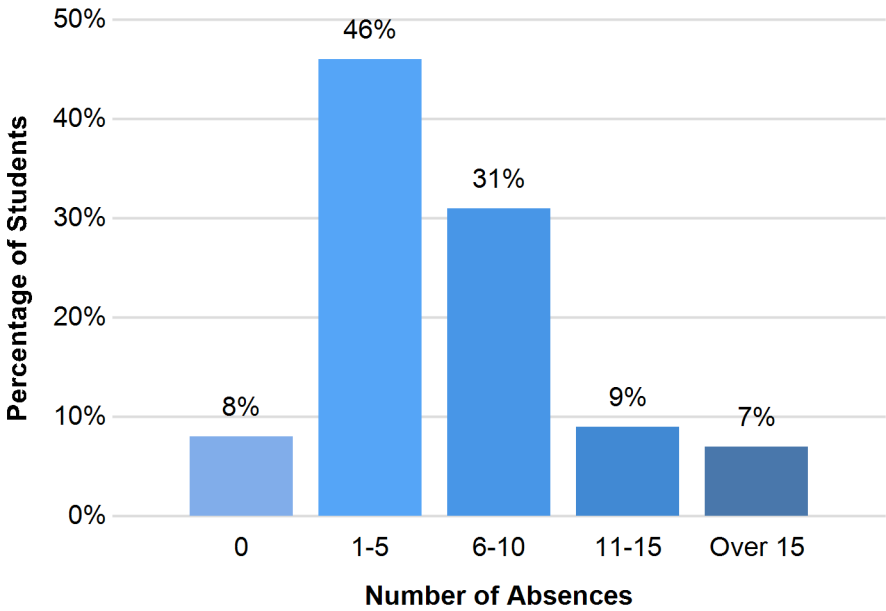
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	7.60	Met Target
White	4.80	7.60	Met Target
Hispanic	6.70	7.60	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.90	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.00	7.60	Not Met
Students with Disabilities	14.50	7.60	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.



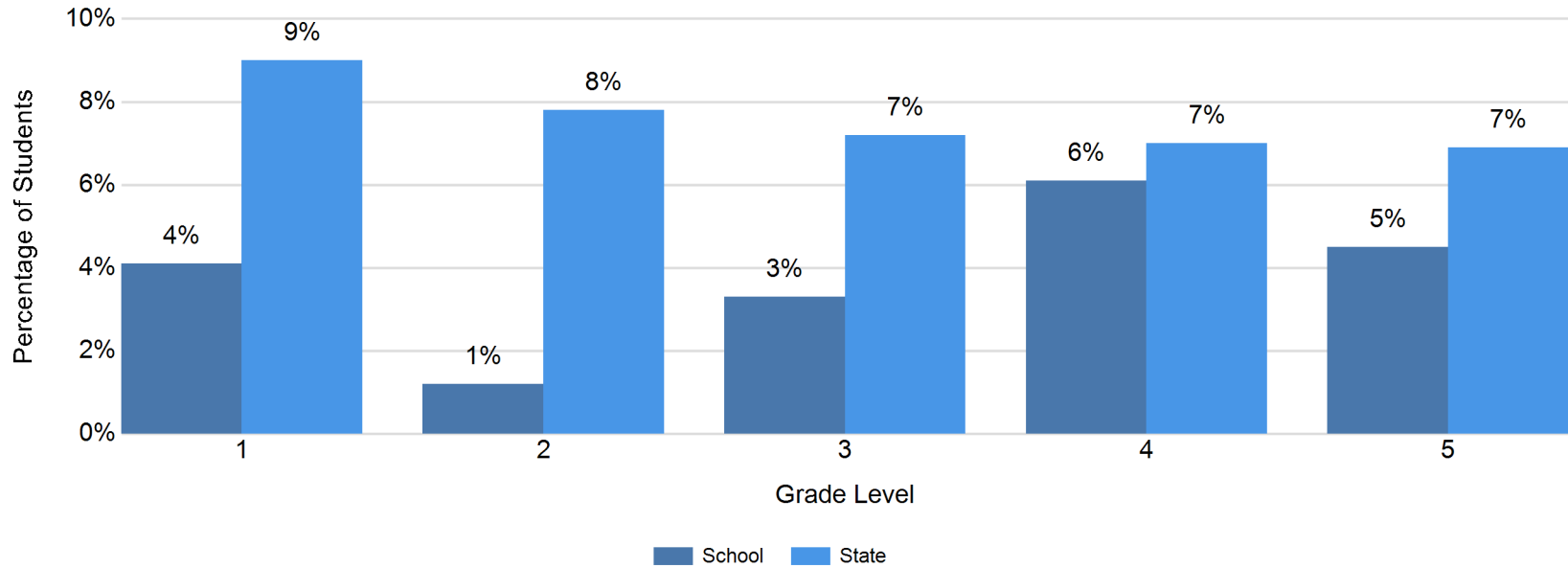


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Chronic Absenteeism by Grade

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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.66

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.0%
Any Suspension	0.2%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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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	201.7 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)	\$281	\$14,280	\$14,561



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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	49	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	11.0	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	28	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	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	9:1	11:1
Administrators	229:1	177:1
Librarian/Media Specialists		708:1
Nurses		496:1
Counselors		413:1
Child Study Team		225:1



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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	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	93.1	17.5%
Mathematics Proficiency	91.2	17.5%
English Language Arts Growth	95.2	25.0%
Mathematics Growth	70.6	25.0%
Chronic Absenteeism	64.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		83.4
<b>Summative Rating:</b> Percentile rank of Summative Score		93.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	83.4	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
White	79.8	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	79.6	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	74.0	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Green	<b>Email Address:</b>	<a href="mailto:jgreen@marlboro.k12.nj.us">jgreen@marlboro.k12.nj.us</a>
<b>Address:</b>	175 ROUTE 79 NORTH MARLBORO, NJ 07746-1056	<b>Website:</b>	<a href="http://www.marlboro.k12.nj.us/DefinoCentral.cfm?subpage=9">http://www.marlboro.k12.nj.us/DefinoCentral.cfm?subpage=9</a>
<b>Phone:</b>	(732)972-2099		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Defino fosters growth mindset and its dedication to the advancement of learning.</li> <li>• Defino is proud of our positive and nurturing school culture.</li> <li>• Defino is preparing students to be successful global citizens.</li> </ul>
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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:

Frank Defino Elementary School is a "Community of Learners" dedicated to the advancement of student learning and academic achievement. Our faculty is committed to fostering a positive and safe learning environment, in which students are endowed with opportunities to learn, grow and mature in preparation for their role as global citizens. Literacy is one of the common threads throughout the curriculum. Our literacy program, Center for Collaborative Classroom focuses on engaging students in reading high-quality texts closely and critically. In addition to guiding students to use strategies when reading complex text, writing instruction provides opportunities for students to respond to literature. Our mathematics program requires students to understand the subject matter in ways that prepare them for success in a rapidly changing world. Our teachers focus their students on methods by which they can understand key concepts throughout each of the five grade levels. Students are taught to justify their mathematical reasoning through developmentally appropriate verbal and written communications. Technology supports our math program with web-based resources designed to extend problem-solving skills and deepen understanding of mathematical concepts. The Defino Central faculty is proud of the positive and nurturing culture we have fostered. We believe that an important component to academic education is the social development of the children. We take great pride in our character education program, which promotes the Six Pillars of Character, a hallmark of good citizenship. Character education is presented in thoughtfully designed lessons, planned school activities and is supported through PTA sponsored cultural arts assemblies. As we look toward the future and reminisce about the past, we take great pride not only in the academic accomplishments of our students, but in the global citizens they have become.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
1	94	89	86
2	101	100	91
3	125	105	109
4	130	131	110
5	139	138	129
Ungraded	16	9	21
Total	605	572	546

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	52%
Male	52%	51%	48%
Economically Disadvantaged Students	4%	3%	3%
Students with Disabilities	20%	20%	19%
English Learners	3%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	73.6%
Asian	19.6%
Hispanic	5.5%
Black or African American	0.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

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	95.2%
Russian	1.6%
Other	3.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	335	93.0	80.60	79.10	54.90	78.7	69.4	Met Target
White	245	91.5	76.70	75.10	63.90	73.8	64.9	Met Target
Hispanic	13	87.5	84.60	69.00	39.80	77	**	**
Black or African American	*	*	*	75.00	35.20	N	**	**
Asian, Native Hawaiian, or Pacific Islander	72	98.7	91.60	90.10	80.70	91.6	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	173	91.5	85.00	84.50	62.20	81.8		
Male	162	94.6	75.90	74.30	48.10	75.3		
Economically Disadvantaged Students	12	100.0	75.00	53.10	36.20	*	**	**
Non-Economically Disadvantaged Students	323	92.8	80.90	79.90	65.80	*		
Students with Disabilities	56	89.4	50.00	40.30	20.50	46.7	33.6	Met Target
Students without Disabilities	279	93.7	86.80	85.90	61.90	85.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	128	774	772	749	*	*	16%	58%	17%	75%	50%
White	94	767	767	759	*	*	21%	56%	12%	68%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	26	796	786	775	0%	0%	*	62%	*	96%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	68	779	775	754	*	*	*	57%	*	79%	55%
Male	60	768	769	745	*	*	*	58%	*	70%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	16	737	740	720	*	*	*	*	0%	38%	24%
Students without Disabilities	112	779	778	755	*	*	*	*	20%	80%	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	102	771	776	753	*	*	15%	50%	28%	78%	56%
White	73	770	771	762	*	*	16%	52%	26%	78%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	24	776	789	777	0%	*	*	50%	*	79%	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	773	778	758	*	*	*	49%	31%	80%	61%
Male	53	769	774	749	*	*	*	51%	25%	76%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	17	739	748	725	*	*	*	*	*	41%	25%
Students without Disabilities	85	777	781	759	*	*	*	*	*	85%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	102	771	776	755	*	*	15%	50%	28%	78%	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	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	118	775	774	756	*	*	12%	69%	18%	86%	59%
White	86	770	769	763	*	*	15%	70%	13%	83%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	25	788	789	779	0%	0%	*	64%	*	96%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	64	779	781	761	*	*	*	70%	*	92%	66%
Male	54	769	767	750	*	*	*	67%	*	80%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	118	775	*	765	*	*	12%	69%	18%	86%	71%
Students with Disabilities	16	743	744	725	*	*	*	*	0%	50%	22%
Students without Disabilities	102	780	779	762	*	*	*	*	21%	92%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	118	775	774	757	*	*	12%	69%	18%	86%	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	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

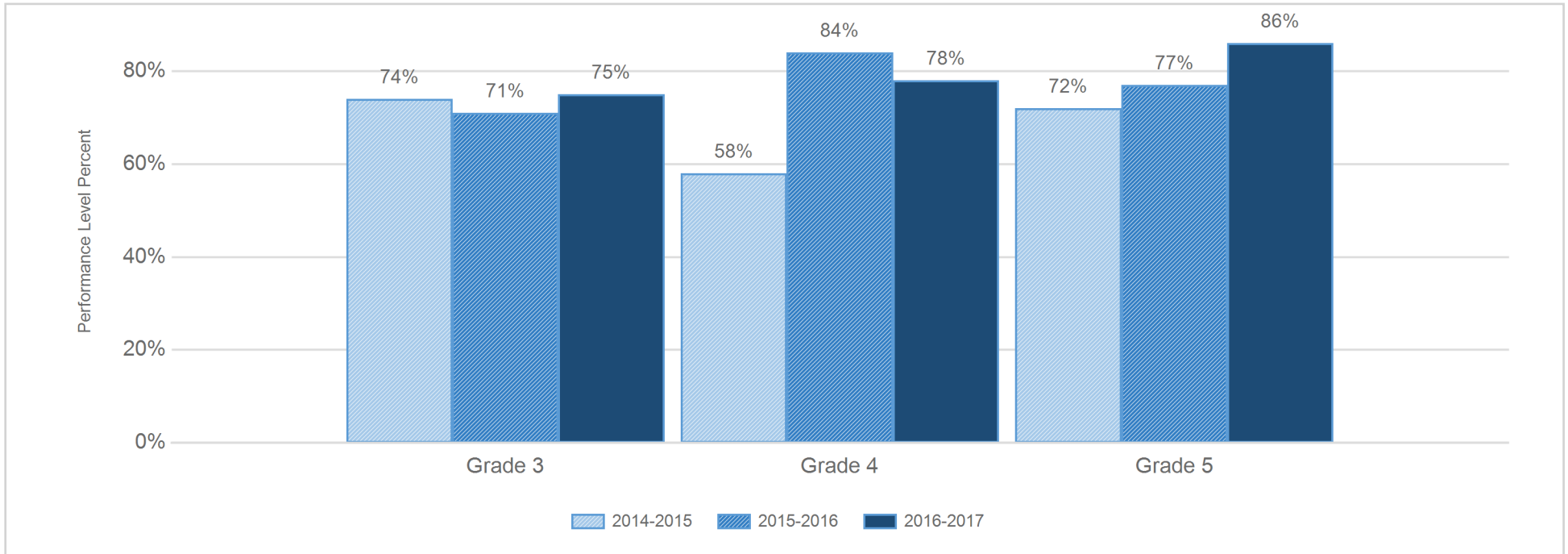


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**English Language Arts/Literacy Assessment - Performance Trends**

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	331	91.7	69.50	70.60	43.50	67	65.3	Met Target
White	243	90.6	64.20	64.50	52.40	61.3	59.8	Met Target
Hispanic	10	73.3	60.00	51.80	27.60	45.1	**	**
Black or African American	*	*	*	62.50	21.70	N	**	**
Asian, Native Hawaiian, or Pacific Islander	72	98.7	87.50	89.30	75.60	87.5	80	Met Goal
American Indian or Alaska Native	*	*	*	80.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	171	90.1	69.00	70.00	44.10	65.7		
Male	160	93.5	70.00	71.20	42.90	68.5		
Economically Disadvantaged Students	12	100.0	41.70	34.50	25.10	*	**	**
Non-Economically Disadvantaged Students	319	91.5	70.50	72.00	54.30	*		
Students with Disabilities	55	87.9	27.30	35.50	16.50	25.1	41	Not Met
Students without Disabilities	276	92.5	77.90	76.90	48.80	75.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	130	771	770	751	*	*	18%	50%	25%	75%	53%
White	95	766	766	759	*	*	21%	48%	21%	70%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	26	790	787	779	*	*	*	54%	42%	96%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	69	769	769	751	*	*	19%	49%	26%	75%	52%
Male	61	773	772	751	*	*	16%	51%	23%	74%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	17	735	742	729	*	*	*	*	*	24%	29%
Students without Disabilities	113	776	776	755	*	*	*	*	*	82%	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
<b>Schoolwide</b>	100	760	765	747	*	*	20%	58%	10%	68%	47%
White	72	755	759	755	*	*	26%	58%	*	63%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	24	774	783	774	*	*	*	54%	*	83%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	49	756	762	747	*	*	*	57%	*	63%	47%
Male	51	764	768	747	*	*	*	59%	*	73%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	15	731	742	724	*	*	*	*	0%	40%	22%
Students without Disabilities	85	765	770	751	*	*	*	*	12%	73%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	100	760	766	749	*	*	20%	58%	10%	68%	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	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	116	761	765	747	*	*	23%	51%	14%	65%	46%
White	85	755	758	754	*	14%	25%	52%	*	59%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	25	780	788	774	0%	0%	*	48%	*	84%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	62	761	764	747	*	*	27%	52%	*	65%	47%
Male	54	762	766	746	*	*	19%	50%	*	65%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	116	761	*	756	*	*	23%	51%	14%	65%	59%
Students with Disabilities	17	726	737	725	*	*	*	*	0%	12%	19%
Students without Disabilities	99	767	770	751	*	*	*	*	16%	74%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	116	761	765	748	*	*	23%	51%	14%	65%	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	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

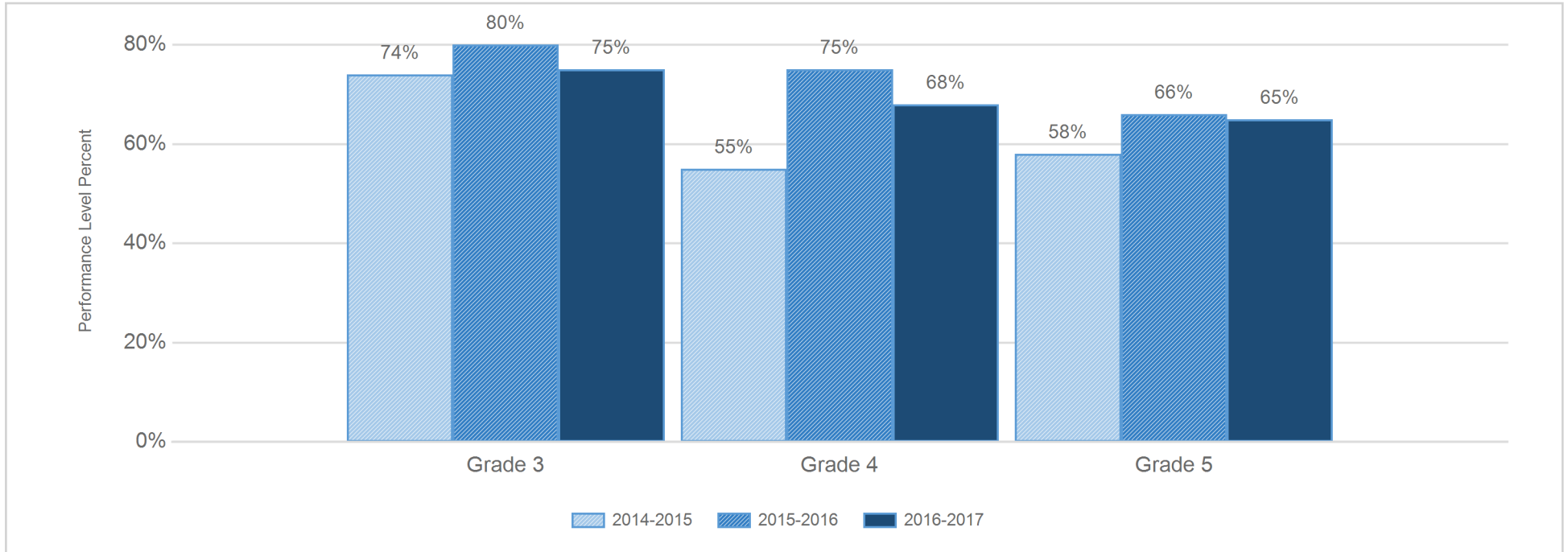


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

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

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

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

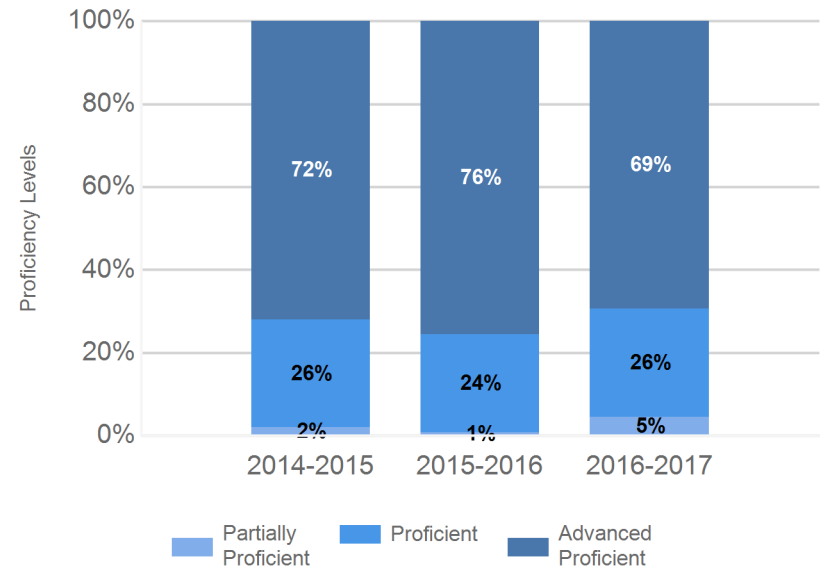
**NJASK Science Assessment Performance: Grade 4**

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	69%	26%	5%
White	69%	29%	3%
Hispanic	*	*	*
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	76%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	N	N
Students with Disabilities	35%	50%	15%
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	53	50	Met Target	39	51	50	Not Met
White	50	51	50	Met Target	38	48	52	Not Met
Hispanic	*	52	49	**	*	46	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	51	59	60	Met Target	48	58	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	51	51	**	*	49	52	**
Economically Disadvantaged	*	49	47	**	*	40.5	46	**
Students with Disabilities	61	48	41	Exceeds Target	28	48	43	Not Met
English Learners	*	49.5	53	**	*	51	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:

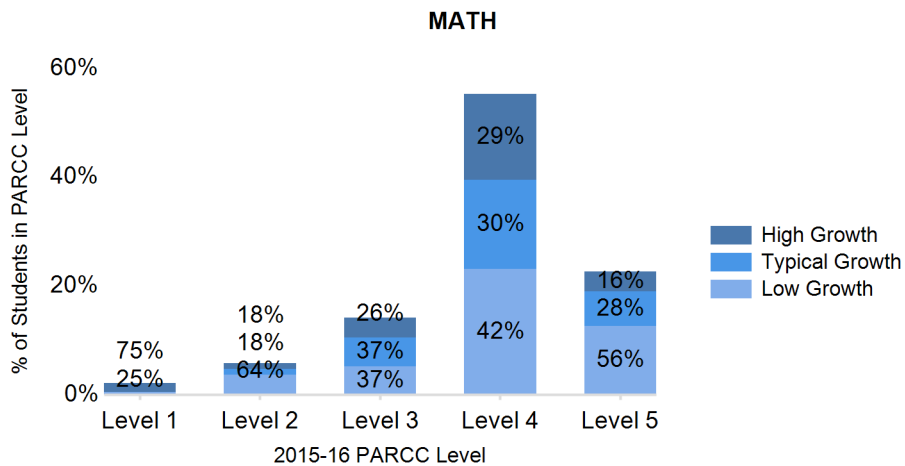
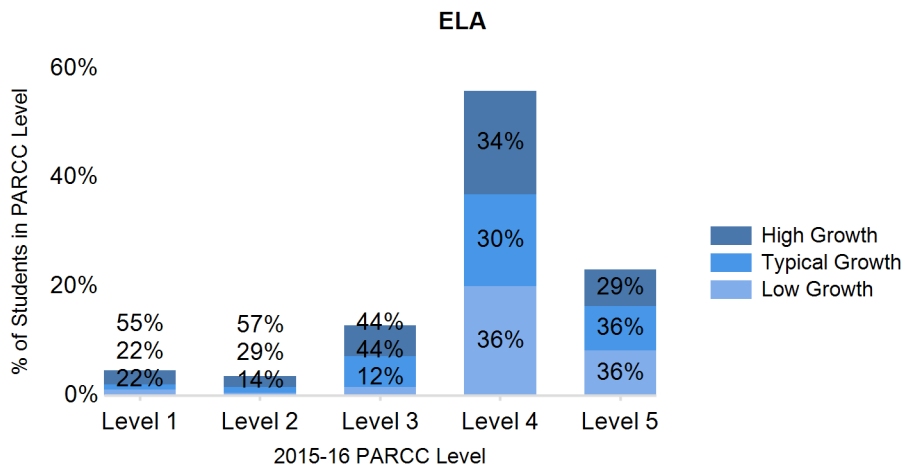
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

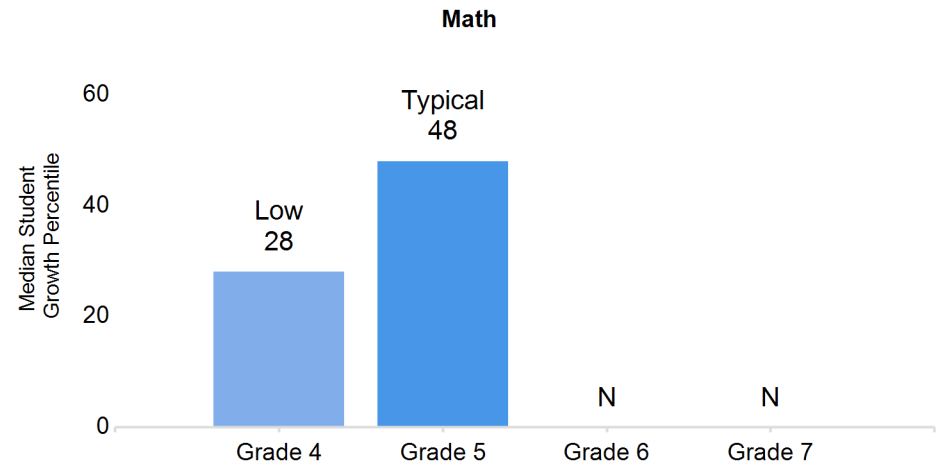
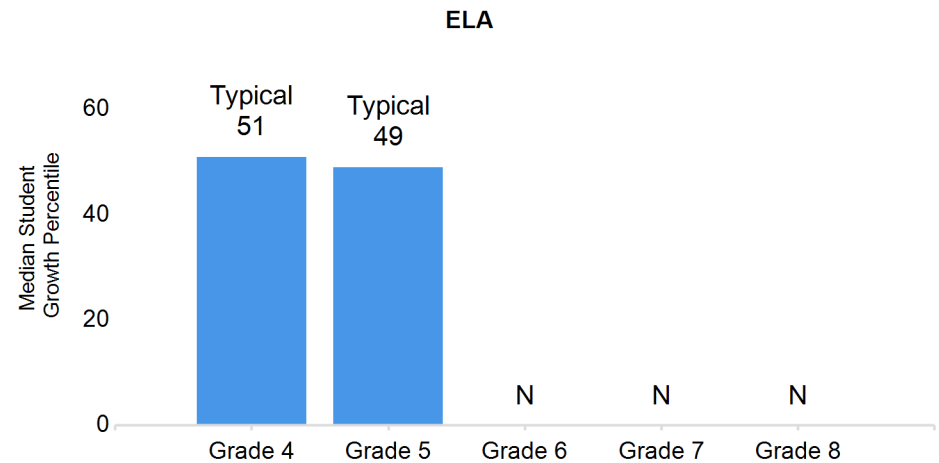
Student Growth by Performance Level

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**

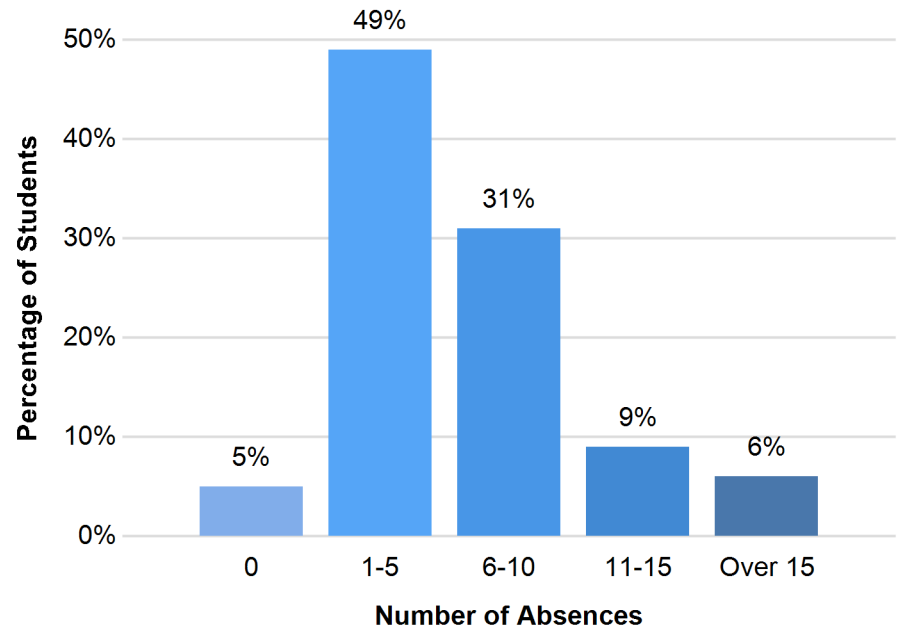
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	7.60	Met Target
White	3.90	7.60	Met Target
Hispanic	3.30	7.60	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.80	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	6.50	7.60	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.



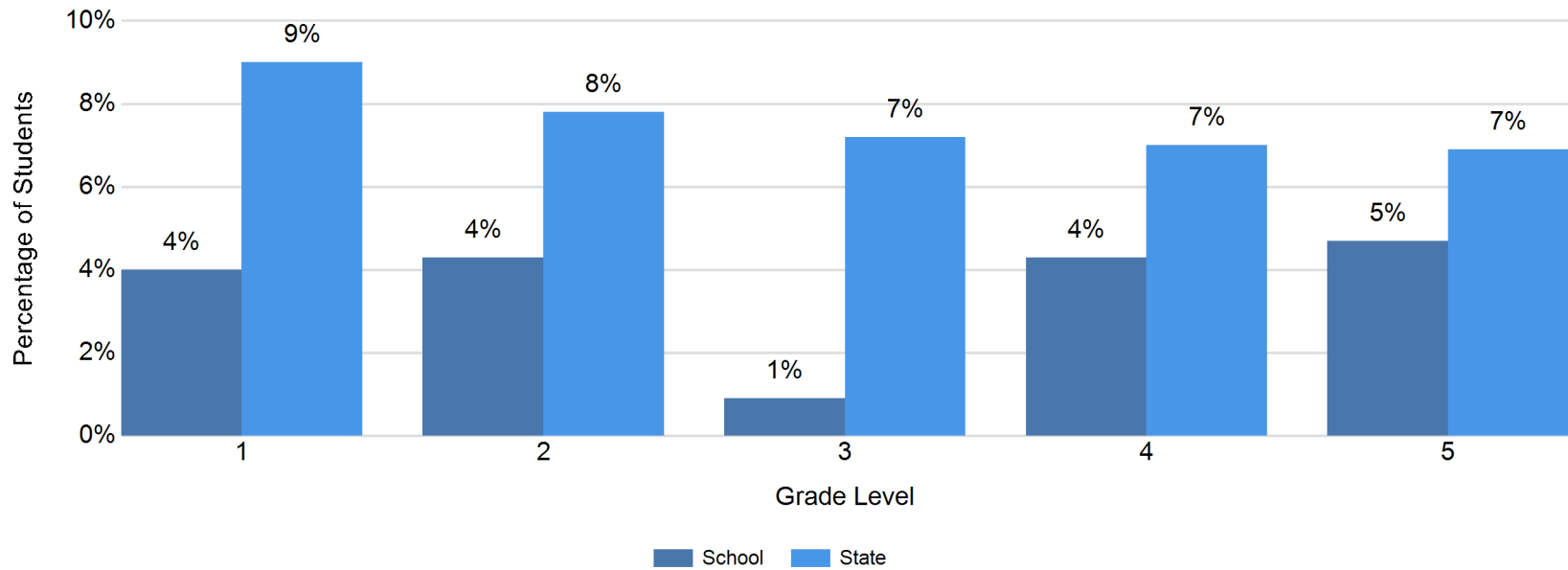


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Chronic Absenteeism by Grade

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	8:25AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.73

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.9%
Any Suspension	1.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	201.7 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)	\$281	\$14,280	\$14,561



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	120,724
Average years experience in public schools	10.0	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	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	11:1
Administrators	273:1	177:1
Librarian/Media Specialists		708:1
Nurses		496:1
Counselors		413:1
Child Study Team		225:1



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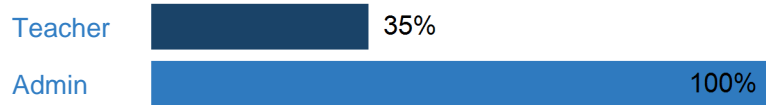
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	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	98%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	86.5	17.5%
Mathematics Proficiency	73.8	17.5%
English Language Arts Growth	55.4	25.0%
Mathematics Growth	12.2	25.0%
Chronic Absenteeism	81.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		57.2
<b>Summative Rating:</b> Percentile rank of Summative Score		61.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
White	48.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	44.4	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	66.7	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Hendrickson	<b>Email Address:</b>	<a href="mailto:shendrickson@marlboro.k12.nj.us">shendrickson@marlboro.k12.nj.us</a>
<b>Address:</b>	48 TOPANEMUS ROAD MARLBORO, NJ 07746-2320	<b>Website:</b>	<a href="http://www.marlboro.k12.nj.us/FrankJDugan.cfm?subpage=10">http://www.marlboro.k12.nj.us/FrankJDugan.cfm?subpage=10</a>
<b>Phone:</b>	(732)972-2110		

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:

- Personalized Learning approach toward all students.
- One-to-one technology platform.
- Using data to change the learning and opportunity trajectory of all students.



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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:

Goals and objectives for the 2016-2017 school year centered largely around our instructional focus of personalized learning. This initiative has included our continued efforts in our evolving technology focus specifically, the continued application of technology in both instructional practice and data management. In addition, the personalized learning platform includes small group instruction, the application of digital tools and student-created goals. Throughout the year, professional development opportunities were provided and used to develop a knowledge base of this platform to identify the types of instructional practices needed to ensure pupil achievement growth. The curricular area of literacy has been continually identified as an area of more intensive examination and will be the genesis behind future professional development planning; specifically the addition of a revised reading program. Every student and teacher this year is now 1:1 with a Chromebook or Tablet. Teachers have become skilled with managing student data through technology and are recognizing the efficiency of this practice. Full utilization of the electronic grade book, Genesis and computer-printed report cards continued this year. Additionally, teachers have worked diligently to acquire the skill set necessary to independently manage their own teacher web pages. The teachers routinely refresh their pages with classroom updates including but not limited to, homework assignments, long-terms assignments, projects, test dates, class trips, creating curriculum-related hotlinks, and other classroom-related events. Many teachers are in the intermediate stages of utilizing Google classrooms as a new platform for student-teacher interactions/learning. This initiative will move forward more profoundly within the subsequent school year. At this writing, parent and community feedback has been positive and plans for advancing this technology are underway for the forthcoming year.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
1	91	72	78
2	85	95	76
3	118	84	104
4	105	120	90
5	109	102	123
Ungraded	1	0	0
Total	509	473	471

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	47%
Male	53%	53%	53%
Economically Disadvantaged Students	3%	3%	3%
Students with Disabilities	18%	17%	16%
English Learners	2%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	69.9%
Asian	19.3%
Hispanic	6.2%
Black or African American	1.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.8%

**Enrollment by Home Language**

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

Home Language	% of Students
English	96.2%
Chinese	1.5%
Other	2.2%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	277	94.6	78.30	79.10	54.90	77.9	65.1	Met Target
White	197	94.2	76.70	75.10	63.90	76	60.1	Met Target
Hispanic	14	89.5	78.50	69.00	39.80	72.3	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	53	98.2	86.80	90.10	80.70	86.8	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	124	92.1	84.70	84.50	62.20	82.5		
Male	153	96.6	73.20	74.30	48.10	73.2		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	44	86.5	43.20	40.30	20.50	39.2	37.9	Met Target
Students without Disabilities	233	96.2	84.90	85.90	61.90	84.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	85.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	770	772	749	*	*	19%	56%	16%	72%	50%
White	74	767	767	759	*	*	22%	53%	15%	68%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	790	786	775	0%	0%	*	*	*	85%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	46	779	775	754	*	*	*	61%	*	78%	55%
Male	53	763	769	745	*	*	*	51%	*	66%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	99	770	*	762	*	*	19%	56%	16%	72%	63%
Students with Disabilities	18	758	740	720	*	*	*	*	*	56%	24%
Students without Disabilities	81	773	778	755	*	*	*	*	*	75%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	778	776	753	*	*	18%	41%	39%	81%	56%
White	60	775	771	762	0%	0%	18%	50%	32%	82%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	14	802	789	777	0%	0%	*	*	71%	93%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	31	781	778	758	*	*	*	42%	42%	84%	61%
Male	56	777	774	749	*	*	*	41%	38%	79%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	87	778	776	764	*	*	18%	41%	39%	81%	69%
Students with Disabilities	14	753	748	725	*	*	*	*	*	43%	25%
Students without Disabilities	73	783	781	759	*	*	*	*	*	88%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	87	778	776	755	*	*	18%	41%	39%	81%	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
<b>Schoolwide</b>	113	769	774	756	*	*	*	59%	19%	78%	59%
White	78	764	769	763	*	13%	*	63%	*	74%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	29	785	789	779	0%	*	*	48%	38%	86%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	52	780	781	761	*	*	*	69%	21%	90%	66%
Male	61	761	767	750	*	*	*	51%	16%	67%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	113	769	*	765	*	*	*	59%	19%	78%	71%
Students with Disabilities	12	741	744	725	*	*	*	*	*	33%	22%
Students without Disabilities	101	773	779	762	*	*	*	*	*	83%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	113	769	774	757	*	*	*	59%	19%	78%	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%

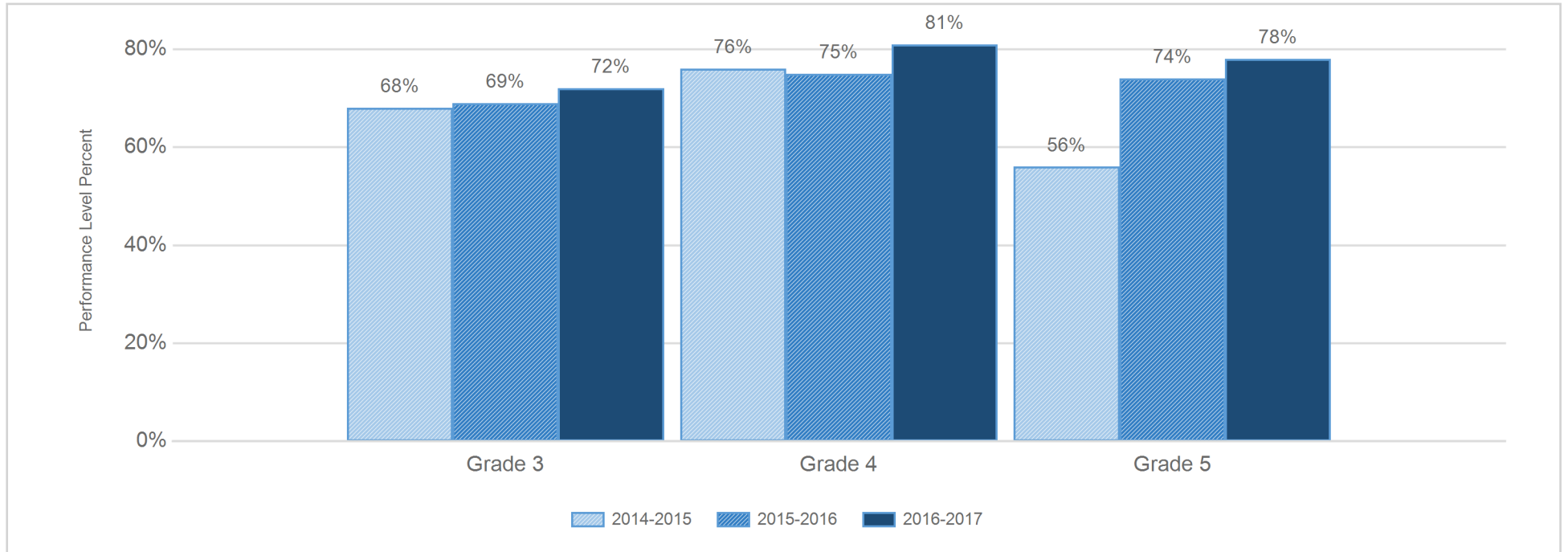


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**English Language Arts/Literacy Assessment - Performance Trends**

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	277	93.4	70.00	70.60	43.50	69.7	65.7	Met Target
White	197	92.5	67.00	64.50	52.40	66.5	61.6	Met Target
Hispanic	14	89.5	64.20	51.80	27.60	59.2	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	53	98.2	88.60	89.30	75.60	88.6	80	Met Goal
American Indian or Alaska Native	N	N	N	80.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	124	92.2	68.60	70.00	44.10	66.8		
Male	153	94.4	71.20	71.20	42.90	71.2		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	44	86.5	45.50	35.50	16.50	41.2	45.9	Met Target†
Students without Disabilities	233	94.7	74.70	76.90	48.80	74.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	85.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	768	770	751	*	*	17%	43%	29%	72%	53%
White	75	765	766	759	*	*	17%	40%	28%	68%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	792	787	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	47	768	769	751	*	*	*	45%	28%	72%	52%
Male	53	768	772	751	*	*	*	42%	30%	72%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	100	768	*	761	*	*	17%	43%	29%	72%	65%
Students with Disabilities	18	749	742	729	*	*	*	*	*	56%	29%
Students without Disabilities	82	772	776	755	*	*	*	*	*	76%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	767	765	747	*	*	24%	59%	13%	72%	47%
White	59	764	759	755	*	0%	29%	63%	*	70%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	14	788	783	774	0%	0%	*	*	*	93%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	31	765	762	747	*	*	36%	55%	*	65%	47%
Male	55	768	768	747	*	*	18%	62%	*	76%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	86	767	765	757	*	*	24%	59%	13%	72%	61%
Students with Disabilities	14	749	742	724	*	*	*	*	0%	50%	22%
Students without Disabilities	72	771	770	751	*	*	*	*	15%	76%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	86	767	766	749	*	*	24%	59%	13%	72%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	110	763	765	747	*	*	28%	43%	21%	64%	46%
White	75	755	758	754	*	*	27%	52%	*	61%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	29	788	788	774	0%	0%	*	*	52%	79%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	52	764	764	747	*	*	29%	44%	23%	67%	47%
Male	58	763	766	746	*	*	28%	41%	19%	60%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	110	763	*	756	*	*	28%	43%	21%	64%	59%
Students with Disabilities	12	742	737	725	*	*	*	*	*	33%	19%
Students without Disabilities	98	766	770	751	*	*	*	*	*	67%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	110	763	765	748	*	*	28%	43%	21%	64%	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%

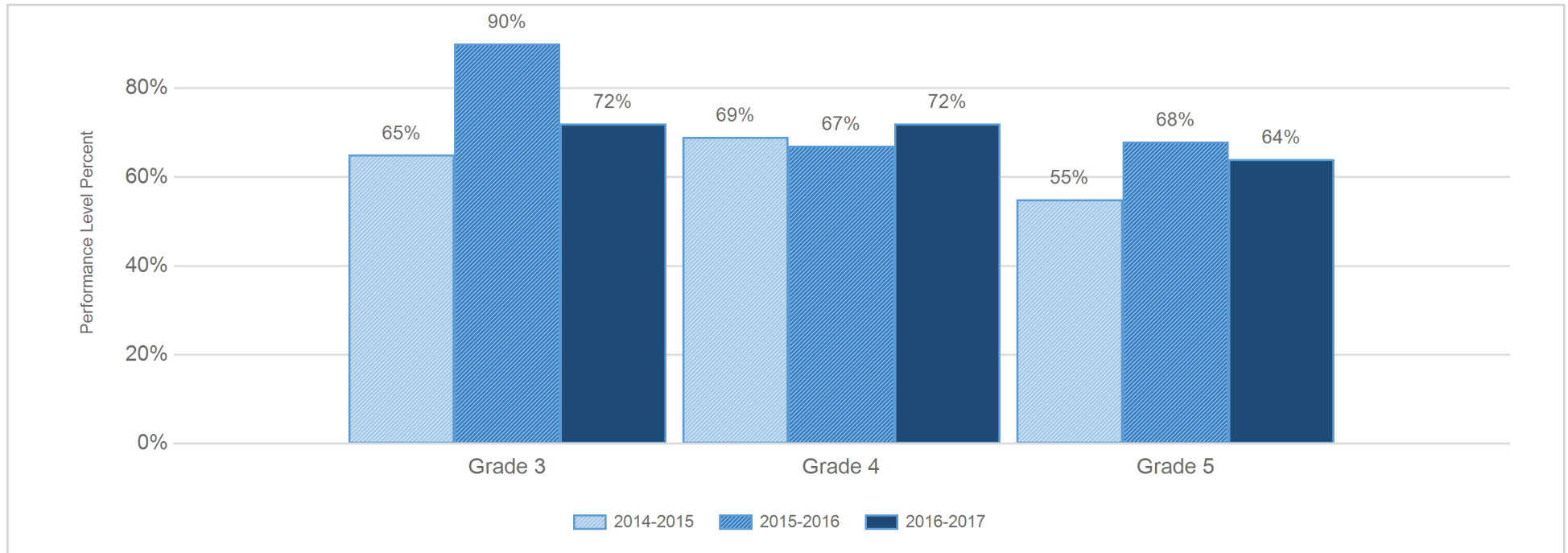


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**Mathematics Assessment – Performance Trends**

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	N	N

English Language Proficiency Test - Participation and Performance

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

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

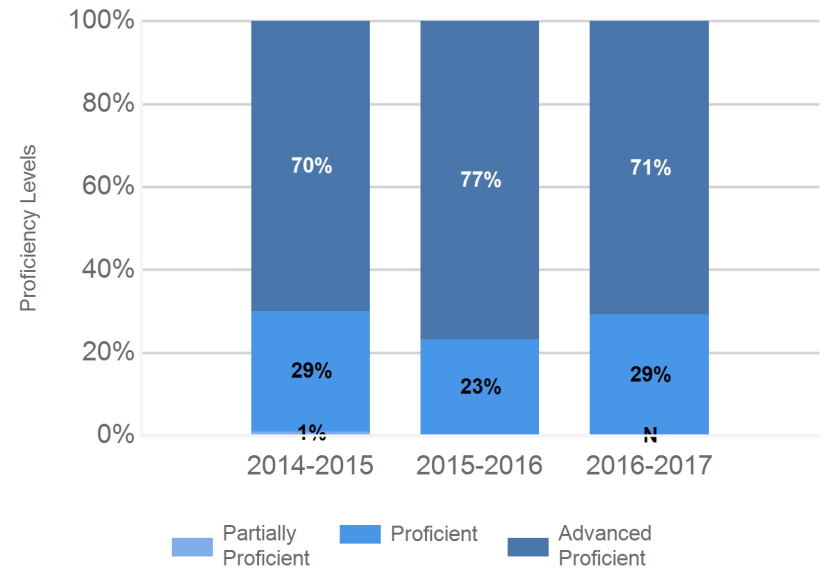
**NJASK Science Assessment Performance: Grade 4**

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	71%	29%	N
White	68%	32%	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	100%	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	59%	41%	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	52	53	50	Met Target	45	51	50	Met Target
White	47.5	51	50	Met Target	41	48	52	Met Target
Hispanic	*	52	49	**	*	46	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	62	59	60	Exceeds Target	58	58	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	51	51	**	*	49	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	43	48	41	Met Target	37	48	43	Not Met
English Learners	*	49.5	53	**	*	51	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:

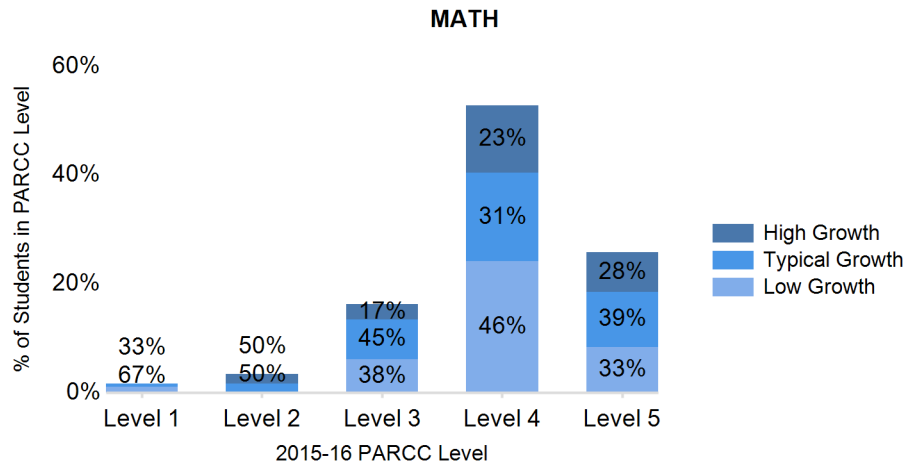
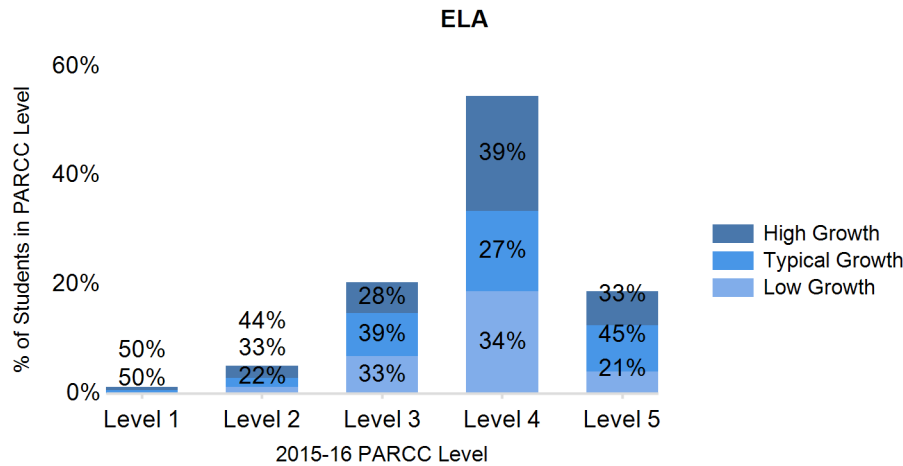
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

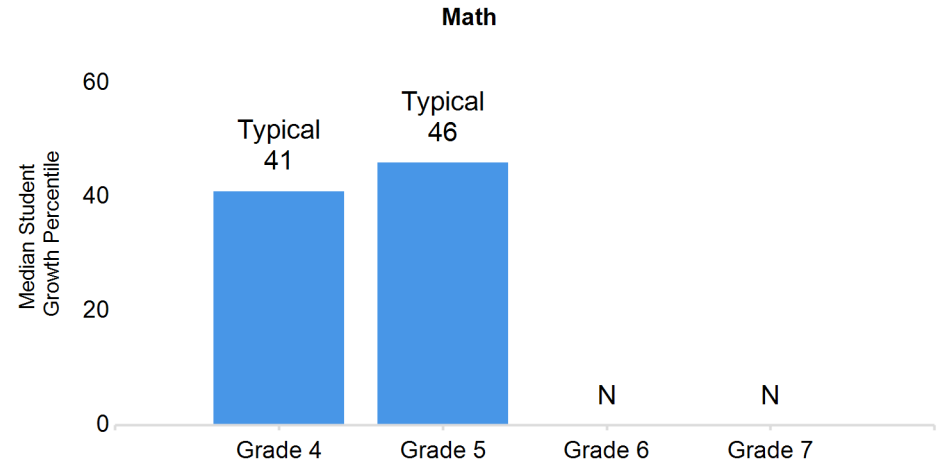
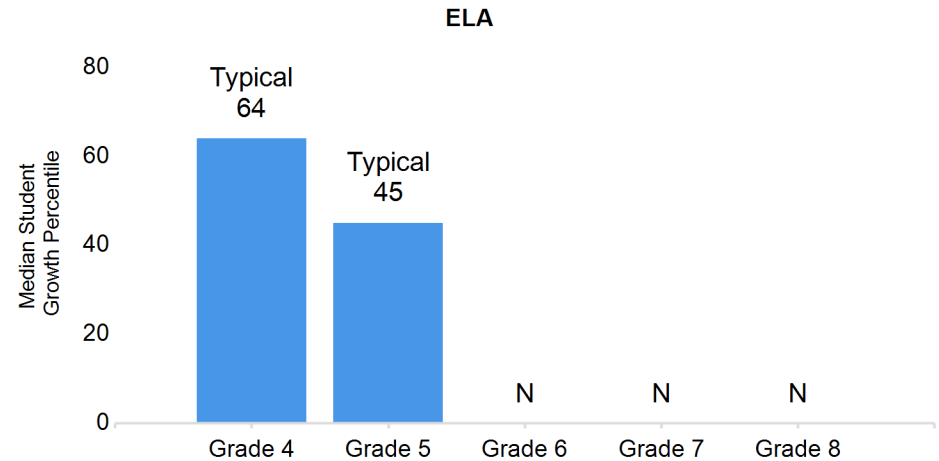
**Student Growth by Performance Level**

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**

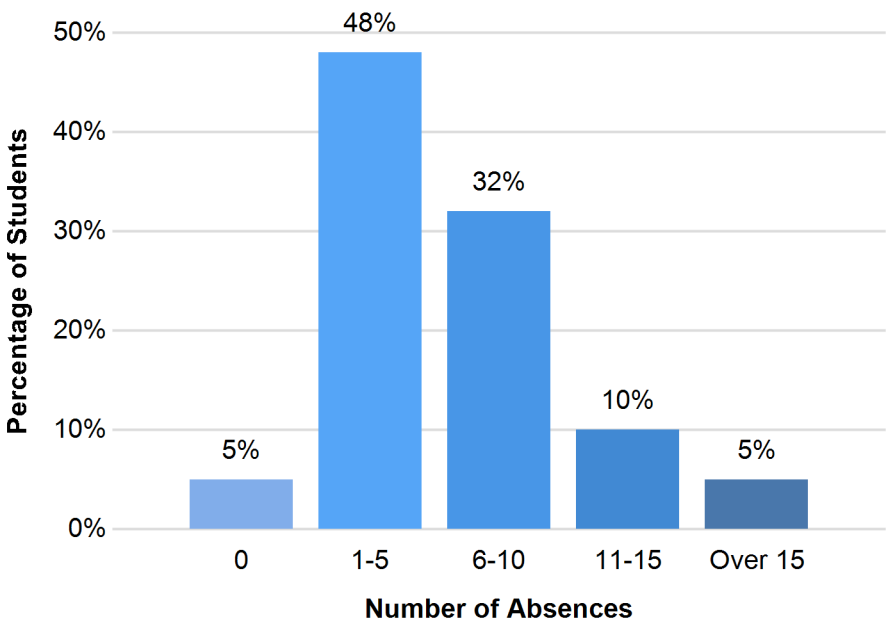
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.00	7.60	Met Target
White	3.00	7.60	Met Target
Hispanic	10.30	7.60	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.10	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	5.20	7.60	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.



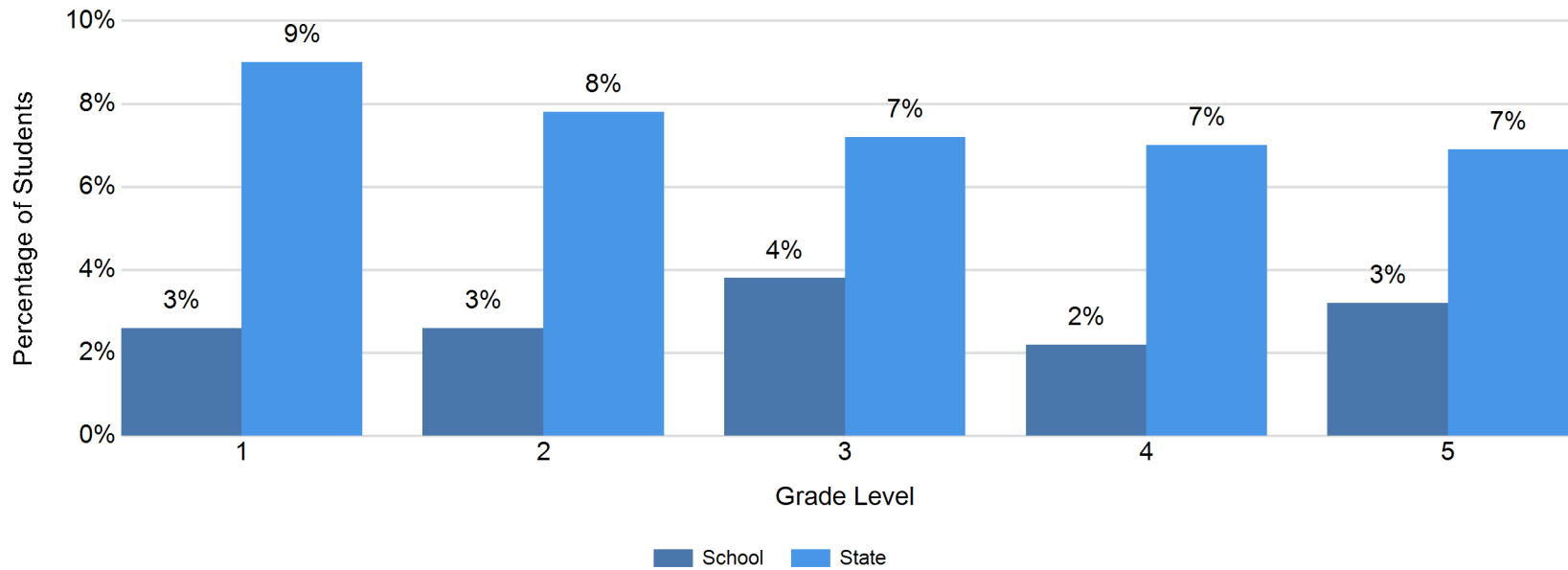


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**Chronic Absenteeism by Grade**

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	9:05AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

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

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	0.0%
Any Suspension	0.4%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	201.7 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)	\$281	\$14,280	\$14,561



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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	41	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	10.7	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	28	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	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	11:1
Administrators	157:1	177:1
Librarian/Media Specialists		708:1
Nurses		496:1
Counselors		413:1
Child Study Team		225:1



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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	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	98%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	82.1	17.5%
Mathematics Proficiency	84.8	17.5%
English Language Arts Growth	51.7	25.0%
Mathematics Growth	28.3	25.0%
Chronic Absenteeism	83.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		61.7
<b>Summative Rating:</b> Percentile rank of Summative Score		69.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	61.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	52.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	60.5	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	65.2	11.9	No	Met Target	Met Target†	Met Target	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

<b>Principal:</b>	Mr. Shatz	<b>Email Address:</b>	<a href="mailto:mshatz@mtps.org">mshatz@mtps.org</a>
<b>Address:</b>	100 SCHOOL ROAD WEST MARLBORO, NJ 07746-1596	<b>Website:</b>	<a href="http://www.mtps.org/MarlboroElementary.cfm?subpage=12">www.mtps.org/MarlboroElementary.cfm?subpage=12</a>
<b>Phone:</b>	(732)972-2095	<b>Twitter:</b>	<a href="http://www.twitter.com/MarlboroES">www.twitter.com/MarlboroES</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• We have a schoolwide character education program and associated motto: K.I.N.D. - Kids Involved in Nice Deeds</li> <li>• We recently added an Engineering and Design curriculum and Lab</li> <li>• We are currently 1:1 with Chromebooks in grades 2-5, 1:1 with tablets in grade 1 and 1:2 with iPads in K</li> </ul>
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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:

Marlboro Elementary School takes pride in developing and celebrating the "whole child" by providing an exceptional educational environment and personal growth experience. Dedicated, caring faculty and staff hold high expectations for all students to prepare them to become leaders in a global economy. A continued district focus on the incorporation of technology in all academic areas includes continued updates to software, hardware and infrastructure as well as professional development to maintain a 1:1 student to device ratio in grades 1-5, and a 2:1 ratio in kindergarten. Our curriculum aligns to the New Jersey Student Learning Standards (NJSLS) in both literacy and mathematics. Our literacy program focuses on engaging students in close reads in addition to using both fiction and nonfiction informational text. The incorporation of RAZ Kids and Achieve 3000 online literacy programs continually work to improve student reading levels. A great deal of emphasis is placed on written expression, where students have the opportunity to respond to literature and develop a written voice. Our mathematics program places an emphasis on students gaining a stronger and deeper understanding of the problem solving process. Our teachers focus on utilizing mathematical methods and content specific vocabulary used consistently throughout each grade level. Our mathematics program is supported and supplemented by online programs such as IXL, ST Math and Study Island, all of which are designed to foster fluency and critical thinking. Marlboro Elementary School enjoys a solid base of community support through our pro-active PTO. This organization enhances our facilities and academic programming through activities such as school-wide cultural arts assemblies, author visit, book fair, a Walk-A-Thon and a Field Day as well as assisting with the day to day operations of the school.



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

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

**Navigating through the reports:**

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

**Other Resources:**

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

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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	282	315	292
7	322	297	330
8	325	327	303
Ungraded	1	0	0
<b>Total</b>	<b>930</b>	<b>939</b>	<b>925</b>

#### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	48%
Male	53%	52%	52%
Economically Disadvantaged Students	4%	4%	4%
Students with Disabilities	13%	13%	13%
English Learners	0%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

#### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	56.4%
Asian	34.4%
Hispanic	5.2%
Black or African American	1.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	2.5%

#### Enrollment by Home Language

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

Home Language	% of Students
English	95.6%
<i>Other</i>	4.2%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	826	94.5	81.50	79.10	54.90	81.1	74.9	Met Goal
White	460	92.4	75.90	75.10	63.90	73.8	66.8	Met Target
Hispanic	37	87.8	64.90	69.00	39.80	61.5	55.6	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	298	99.7	92.60	90.10	80.70	92.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	20	91.3	75.00	78.80	54.90	71.8	68	Met Target
Female	389	92.7	87.40	84.50	62.20	85.5		
Male	437	96.2	76.20	74.30	48.10	76.2		
Economically Disadvantaged Students	27	89.5	55.50	53.10	36.20	*	52.4	Met Target†
Non-Economically Disadvantaged Students	799	94.7	82.40	79.90	65.80	*		
Students with Disabilities	96	86.9	30.20	40.30	20.50	27.5	36	Not Met
Students without Disabilities	730	95.6	88.30	85.90	61.90	88.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	277	773	772	752	*	*	15%	50%	30%	80%	54%
White	147	768	767	758	*	*	18%	50%	25%	74%	63%
Hispanic	20	758	*	740	0%	*	*	65%	*	70%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	99	785	785	776	0%	*	*	47%	44%	91%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	133	779	776	758	*	*	12%	47%	36%	84%	61%
Male	144	768	768	746	*	*	17%	53%	24%	77%	46%
Economically Disadvantaged Students	13	746	*	737	*	*	*	*	*	54%	34%
Non-Economically Disadvantaged Students	264	775	*	761	*	*	*	*	*	81%	65%
Students with Disabilities	33	749	743	722	*	*	39%	*	*	36%	17%
Students without Disabilities	244	777	776	758	*	*	12%	*	*	86%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	303	781	776	756	*	*	13%	38%	45%	83%	59%
White	170	771	768	764	*	*	18%	47%	30%	77%	69%
Hispanic	13	759	758	742	*	*	0%	*	*	77%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	105	802	796	784	0%	*	*	21%	73%	94%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	10	780	*	757	0%	0%	*	*	*	90%	59%
Female	148	785	782	764	*	*	7%	41%	49%	90%	68%
Male	155	778	770	749	*	*	19%	36%	41%	77%	51%
Economically Disadvantaged Students	11	763	759	739	*	*	*	*	*	73%	40%
Non-Economically Disadvantaged Students	292	782	776	766	*	*	*	*	*	84%	70%
Students with Disabilities	24	736	738	719	*	*	*	*	0%	38%	19%
Students without Disabilities	279	785	780	763	*	*	*	*	49%	87%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	303	781	*	758	*	*	13%	38%	45%	83%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	287	777	773	757	*	*	13%	45%	35%	80%	59%
White	162	768	767	764	*	*	15%	52%	24%	75%	68%
Hispanic	10	726	*	742	*	0%	*	*	0%	20%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	109	797	793	786	*	*	*	36%	57%	93%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	132	789	781	766	*	*	11%	41%	47%	88%	68%
Male	155	767	767	749	*	*	16%	48%	25%	73%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	43	730	731	718	*	*	30%	26%	*	28%	18%
Students without Disabilities	244	785	779	764	*	*	10%	48%	*	89%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

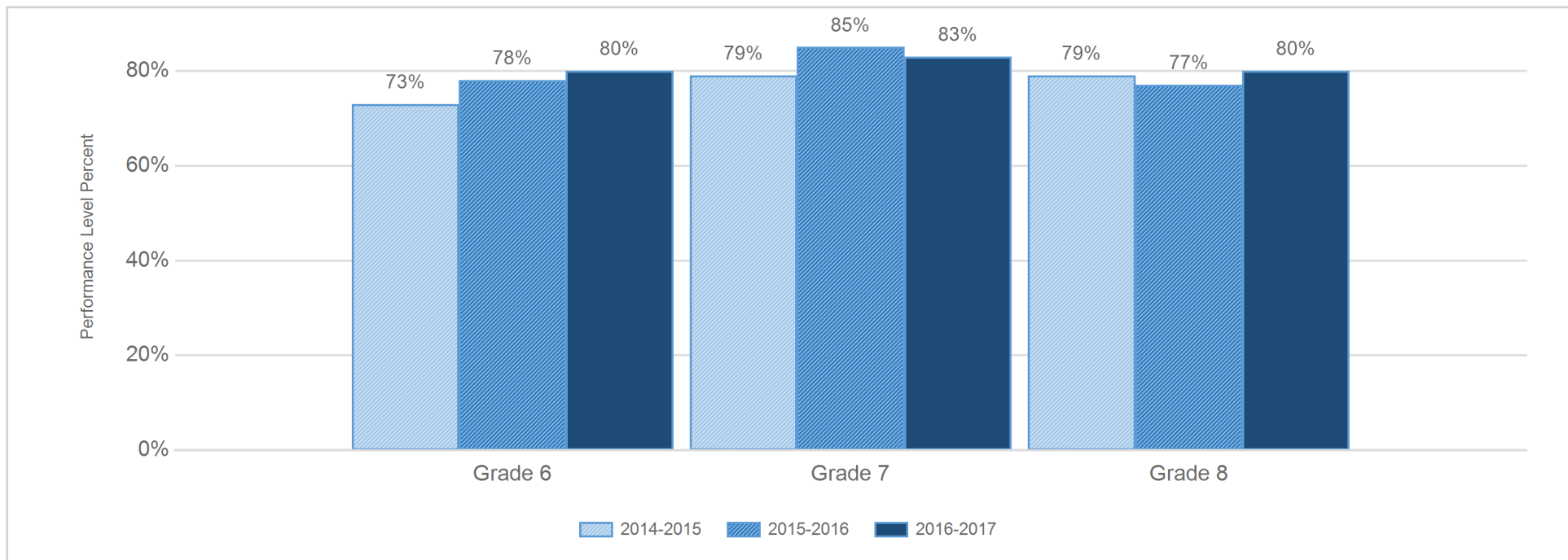


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**English Language Arts/Literacy Assessment - Performance Trends**

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	827	94.5	73.10	70.60	43.50	72.8	67.3	Met Target
White	461	92.4	64.00	64.50	52.40	62.4	56.3	Met Target
Hispanic	37	87.8	40.50	51.80	27.60	38.5	39.5	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	298	99.7	91.60	89.30	75.60	91.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	20	91.3	70.00	67.10	44.90	67	64	Met Target
Female	390	92.7	73.30	70.00	44.10	71.9		
Male	437	96.2	72.70	71.20	42.90	72.7		
Economically Disadvantaged Students	27	89.7	37.00	34.50	25.10	33.9	42.7	Met Target†
Non-Economically Disadvantaged Students	800	94.7	74.30	72.00	54.30	74.3		
Students with Disabilities	95	86.1	30.50	35.50	16.50	27.7	29.6	Met Target†
Students without Disabilities	732	95.8	78.60	76.90	48.80	78.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	277	762	760	743	4%	9%	21%	46%	21%	67%	44%
White	147	753	755	751	*	*	27%	45%	12%	57%	54%
Hispanic	20	741	*	731	*	*	*	*	*	45%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	99	780	778	771	*	*	*	48%	39%	87%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	132	763	759	745	*	*	23%	45%	21%	65%	45%
Male	145	761	761	742	*	*	19%	46%	22%	68%	43%
Economically Disadvantaged Students	13	740	*	728	0%	*	*	*	0%	39%	24%
Non-Economically Disadvantaged Students	264	763	*	752	4%	*	*	*	22%	68%	56%
Students with Disabilities	33	732	735	717	*	*	*	*	*	36%	13%
Students without Disabilities	244	766	764	748	*	*	*	*	*	71%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	279	762	759	741	*	*	26%	49%	18%	67%	40%
White	166	754	754	748	*	*	33%	49%	8%	58%	49%
Hispanic	13	744	744	730	0%	*	*	*	0%	31%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	84	781	777	764	0%	*	*	48%	42%	89%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	10	764	*	740	0%	0%	*	*	*	90%	39%
Female	138	762	758	743	*	*	25%	49%	19%	67%	41%
Male	141	763	760	740	*	*	27%	49%	18%	67%	38%
Economically Disadvantaged Students	12	750	744	729	*	*	*	*	0%	50%	22%
Non-Economically Disadvantaged Students	267	763	760	749	*	*	*	*	19%	68%	50%
Students with Disabilities	24	728	732	716	*	*	*	*	0%	21%	11%
Students without Disabilities	255	766	763	746	*	*	*	*	20%	71%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	173	760	753	728	*	6%	22%	64%	*	68%	28%
White	119	758	752	736	*	*	24%	62%	*	66%	35%
Hispanic	10	726	*	721	*	0%	*	*	0%	20%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	41	773	769	747	0%	*	*	83%	*	88%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	81	766	759	730	*	*	24%	68%	*	73%	30%
Male	92	754	748	725	*	*	21%	61%	*	63%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	39	733	728	705	*	*	33%	28%	*	28%	*
Students without Disabilities	134	767	760	734	*	*	19%	75%	*	79%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	115	809	801	743	*	*	*	44%	55%	99%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	66	815	812	774	0%	0%	0%	39%	61%	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	49	806	799	744	*	*	*	53%	47%	100%	43%
Male	66	810	802	741	*	*	*	38%	61%	99%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	115	809	*	751	*	*	*	44%	55%	99%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	115	809	801	745	*	*	*	44%	55%	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	29	805	798	734	*	*	*	*	97%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	25	806	801	758	0%	0%	0%	0%	100%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	16	803	*	735	*	*	*	*	94%	100%	31%
Male	13	806	*	733	*	*	*	*	100%	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	29	805	798	740	*	*	*	*	97%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	29	805	798	738	*	*	*	*	97%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	29	805	798	735	*	*	*	*	97%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

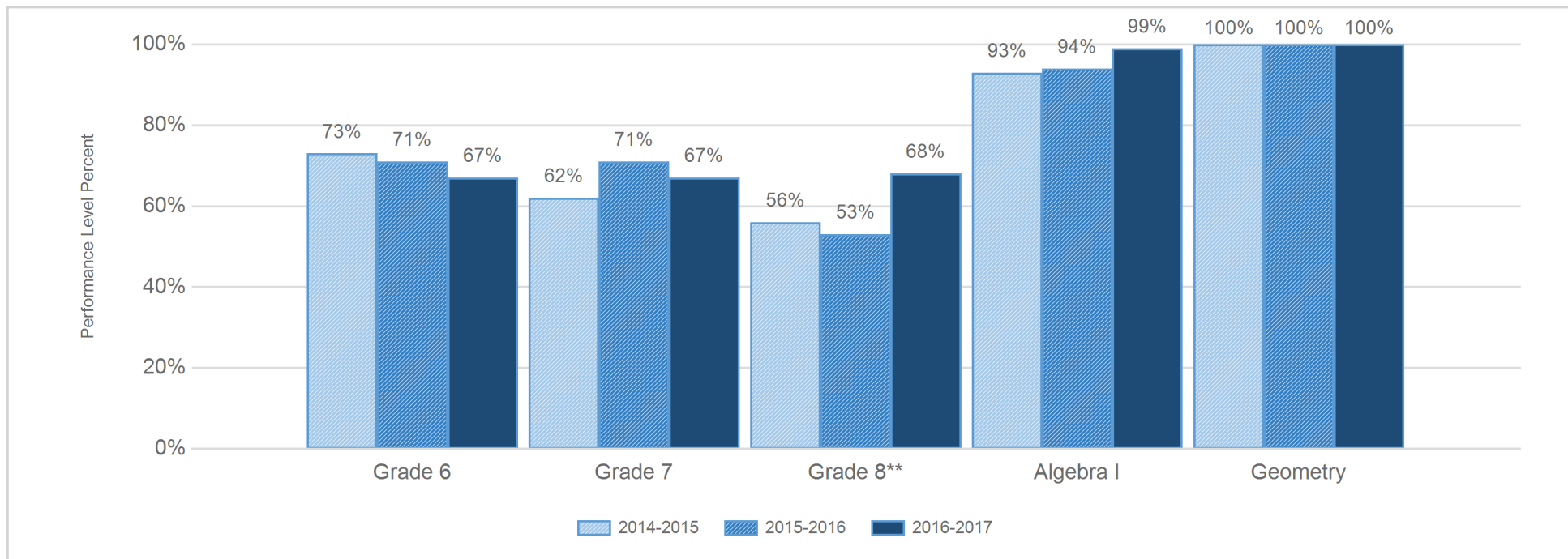


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**Mathematics Assessment – Performance Trends**

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	N	N
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	*	*	*
4	N	N	N
5+	N	N	N



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

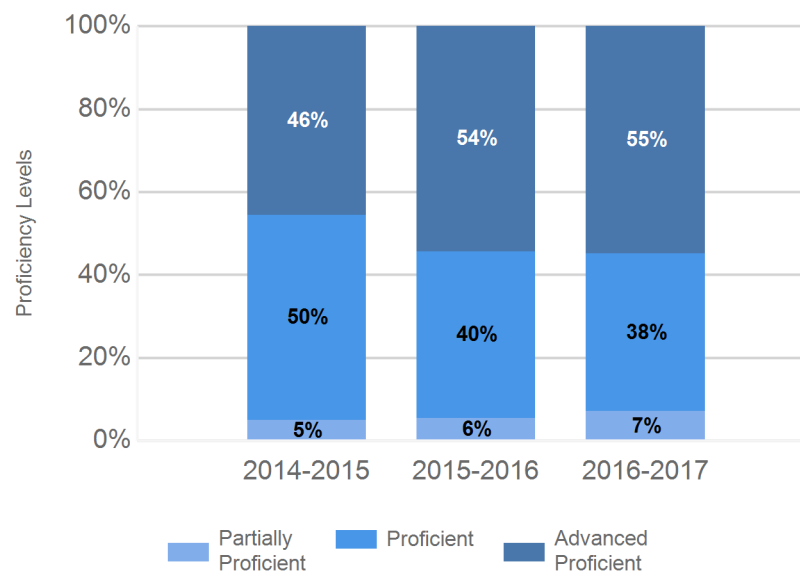
**NJASK Science Assessment Performance: Grade 8**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	55%	38%	7%
White	47%	44%	9%
Hispanic	20%	40%	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	70%	29%	1%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	N	N	N
Students with Disabilities	10%	55%	36%
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	53	53	50	Met Target	51	51	50	Met Target
White	50.5	51	50	Met Target	45	48	52	Met Target
Hispanic	38	52	49	Not Met	46	46	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	60	59	60	Exceeds Target	58	58	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	41.5	51	51	Met Target	52	49	52	**
Economically Disadvantaged	41	49	47	Met Target	43	40.5	46	**
Students with Disabilities	48	48	41	Met Target	52	48	43	Met Target
English Learners	*	49.5	53	**	*	51	51	**

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



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

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

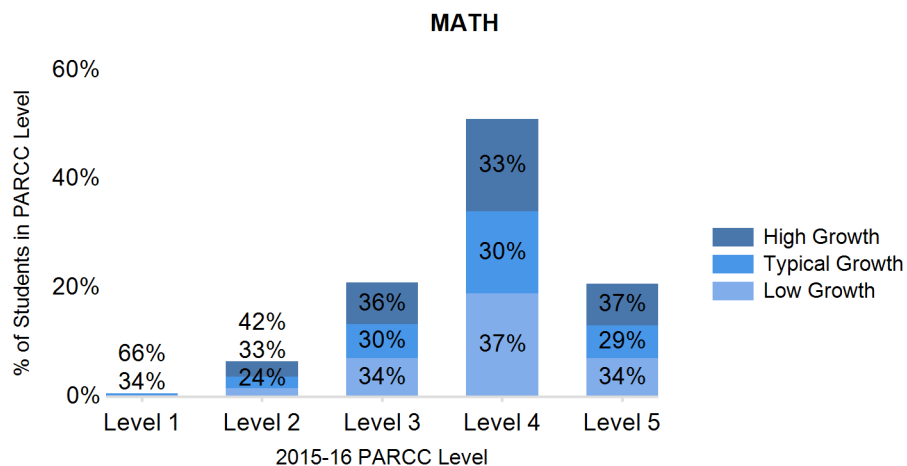
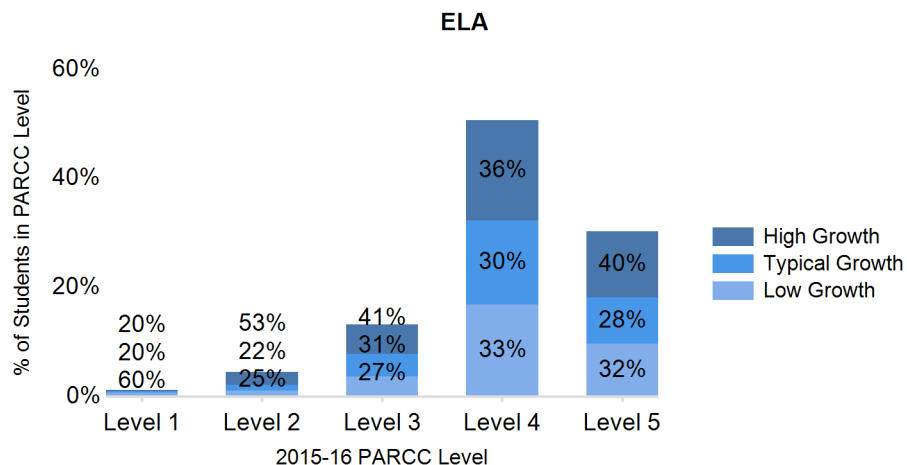
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

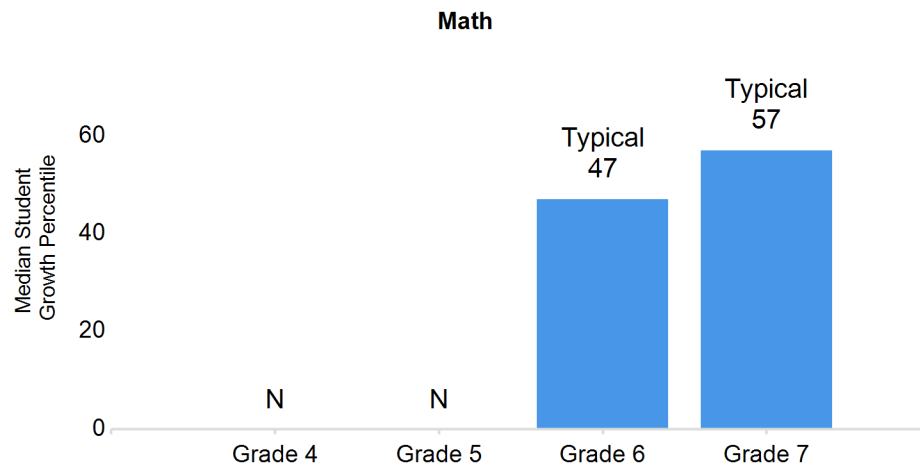
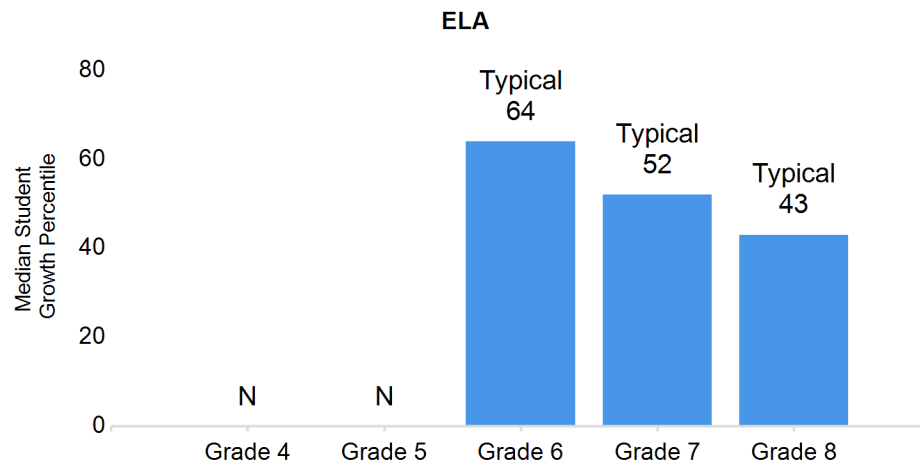
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

## Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	296
7	26	0	307
8	91	29	189
Schoolwide	117	29	792

## 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	239	54	0	0	0	0	0
7	288	43	0	0	0	0	0
8	250	53	0	0	0	0	0
Schoolwide	777	150	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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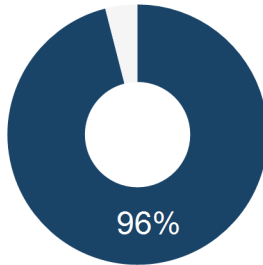
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Visual and Performing Arts – Course Participation

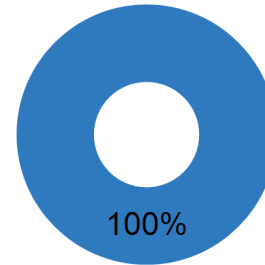
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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

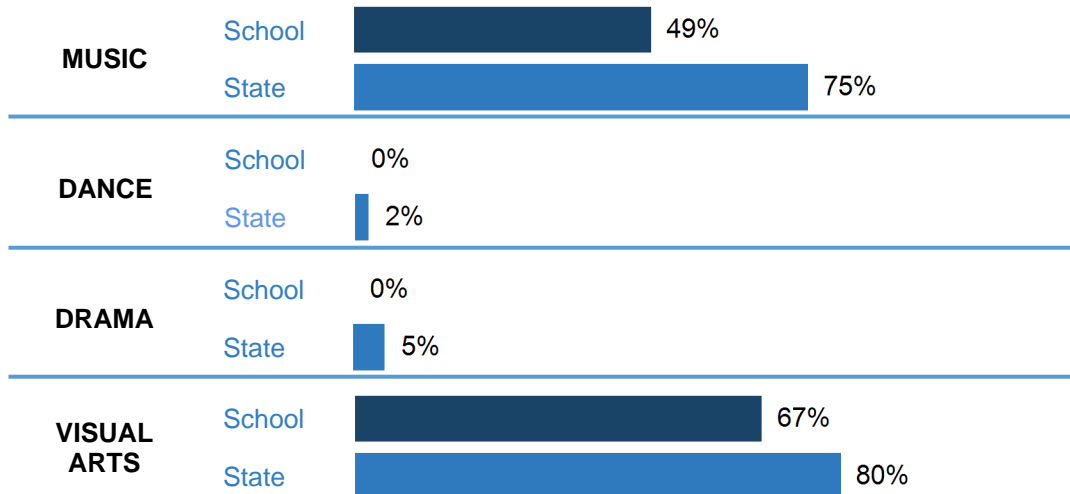


School



State

Students enrolled in one or more classes by discipline:





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

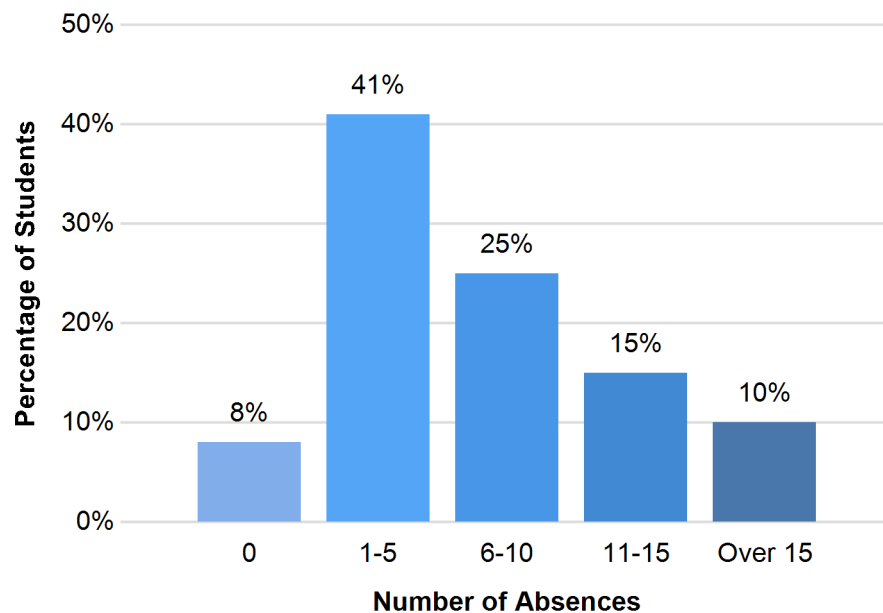
**Chronic Absenteeism**

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	8.70	Met Target
White	9.20	8.70	Not Met
Hispanic	2.10	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	13.00	8.70	Not Met
Economically Disadvantaged Students	23.50	8.70	Not Met
Students with Disabilities	12.20	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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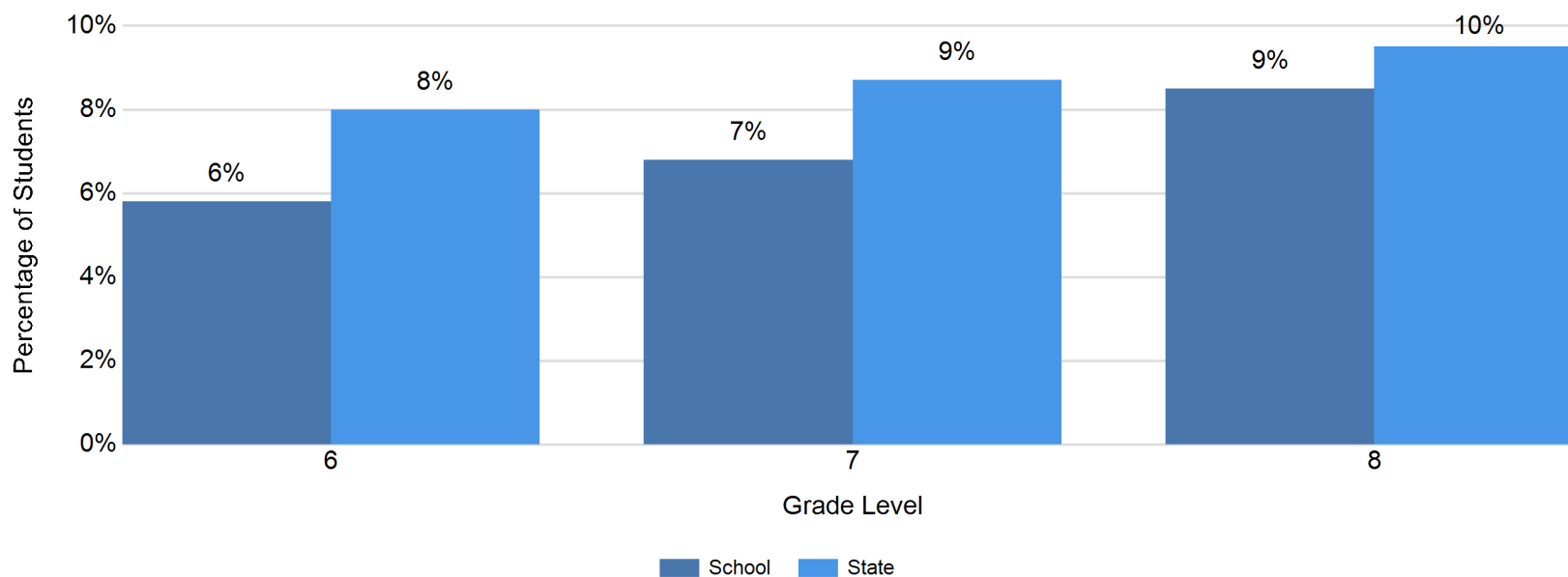
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### Chronic Absenteeism by Grade

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	2:20PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 48 Mins.
Shared Time - Instructional Time	*

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.54

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.6%
Out-of-School Suspensions	0.3%
Any Suspension	1.0%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	201.7 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)	\$281	\$14,280	\$14,561



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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	94	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	68%	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	28	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	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	11:1
Administrators	308:1	177:1
Librarian/Media Specialists		708:1
Nurses		496:1
Counselors		413:1
Child Study Team		225:1



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	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	83.9	17.5%
Mathematics Proficiency	80.5	17.5%
English Language Arts Growth	48.1	25.0%
Mathematics Growth	49.0	25.0%
Chronic Absenteeism	35.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		58.3
<b>Summative Rating:</b> Percentile rank of Summative Score		63.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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## Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58.3	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
White	45.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	56.5	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	59.5	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	45.7	11.9	No	Met Target	Met Target	Not Met	Met Target	**	No
Economically Disadvantaged Students	48.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	**	No
Students with Disabilities	68.3	11.9	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Pacifico	<b>Email Address:</b>	<a href="mailto:jpacifico@marlboro.k12.nj.us">jpacifico@marlboro.k12.nj.us</a>
<b>Address:</b>	71 NOLAN ROAD MORGANVILLE, NJ 07751	<b>Website:</b>	<a href="http://www.marlboro.k12.nj.us/MemorialMiddle.cfm?subpage=7">http://www.marlboro.k12.nj.us/MemorialMiddle.cfm?subpage=7</a>
<b>Phone:</b>	(732)972-7115	<b>Twitter:</b>	<a href="https://twitter.com/marlboromem">https://twitter.com/marlboromem</a>

School Narrative

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



Highlights:

- Curriculum includes Algebra, Literacy&Written Expression, Social Studies, Science, P.E., Related Arts
- Award-winning concert band and performing chorus.
- Variety of sports in the fall, winter, and spring seasons. Clubs related to student interest.



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School Narrative

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



Other Information:

The Marlboro Memorial Middle School community worked collaboratively to support a school culture centered on academic and personal growth for all students in grades six through eight during the 2016-2017 school year. MMMS students excelled in academic competitions, athletic events, performing arts, and community service. The FoodBank of Monmouth and Ocean Counties Holiday Hunger Challenge named MMMS as a top school in helping their mission of to alleviate hunger. Student contributions displayed an extraordinary degree of spirit, commitment and enthusiasm and by so doing; MMMS became a leader in the cause of fighting hunger. The 2016-2017 building goals centered on improving data analysis through data conferences, the use of digital tools in the classroom. To that end, teachers regularly met with administration to review student data and target “at risk” students. Small group instruction was embraced by the staff and was modeled at faculty meetings by administration and teachers. Providing each student a chromebook allowed teachers and students to integrate new methods of instruction and learning into the classroom environment. The Chromebooks also provided teachers the ability to further implement Achieve 3000 for literacy and Study Island for math. Parent communications highlighted goals and shared academic accomplishments. By emphasizing curriculum alignment with the Common Core State Standards, teachers provided in-house professional development to help colleagues become more effective in reading and writing across the curriculum.




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

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

#### **Navigating through the reports:**

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

#### **Other Resources:**

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



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### Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	340	348	329
7	358	347	349
8	357	367	348
Ungraded	10	5	5
<b>Total</b>	<b>1065</b>	<b>1067</b>	<b>1031</b>

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	45%
Male	52%	52%	55%
Economically Disadvantaged Students	4%	3%	4%
Students with Disabilities	14%	15%	15%
English Learners	2%	1%	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	73.6%
Asian	17.5%
Hispanic	6.0%
Black or African American	1.3%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.6%

## 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	99.1%
<i>Other</i>	0.9%



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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	871	88.1	74.90	79.10	54.90	69.4	62.4	Met Target
White	631	86.6	72.00	75.10	63.90	65.5	57.9	Met Target
Hispanic	49	80.6	67.40	69.00	39.80	56.9	44.4	Met Target
Black or African American	*	*	*	75.00	35.20	85.7	**	**
Asian, Native Hawaiian, or Pacific Islander	168	96.7	87.00	90.10	80.70	87	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	12	87.5	83.30	78.80	54.90	75.2	**	**
Female	379	85.7	83.10	84.50	62.20	74.7		
Male	492	90.2	68.70	74.30	48.10	65.1		
Economically Disadvantaged Students	48	90.7	56.30	53.10	36.20	*	39.3	Met Target
Non-Economically Disadvantaged Students	823	88.0	76.00	79.90	65.80	*		
Students with Disabilities	129	82.3	34.90	40.30	20.50	30	37.2	Not Met
Students without Disabilities	742	89.2	82.00	85.90	61.90	76.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	85.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	279	770	772	752	*	*	17%	53%	23%	76%	54%
White	209	767	767	758	*	*	19%	54%	20%	74%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	46	783	785	776	*	*	*	44%	41%	85%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	119	773	776	758	*	*	16%	54%	26%	80%	61%
Male	160	768	768	746	*	*	18%	52%	21%	73%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	40	738	743	722	*	*	33%	28%	*	30%	17%
Students without Disabilities	239	775	776	758	*	*	14%	57%	*	83%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	279	770	*	753	*	*	17%	53%	23%	76%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	299	770	776	756	*	*	16%	44%	31%	75%	59%
White	206	766	768	764	*	*	19%	45%	26%	71%	69%
Hispanic	20	757	758	742	0%	*	*	55%	*	65%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	64	786	796	784	*	*	*	34%	55%	89%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	135	779	782	764	*	*	9%	47%	39%	87%	68%
Male	164	763	770	749	*	*	22%	41%	24%	65%	51%
Economically Disadvantaged Students	11	754	759	739	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	288	771	776	766	*	*	*	*	*	76%	70%
Students with Disabilities	39	740	738	719	*	*	33%	33%	*	39%	19%
Students without Disabilities	260	775	780	763	*	*	14%	45%	*	80%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	304	770	773	757	*	*	17%	54%	22%	76%	59%
White	222	766	767	764	*	*	19%	54%	19%	73%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	61	785	793	786	0%	*	*	53%	36%	89%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	139	775	781	766	*	*	12%	59%	25%	84%	68%
Male	165	766	767	749	*	*	21%	49%	20%	69%	50%
Economically Disadvantaged Students	10	759	*	739	*	*	*	*	*	70%	40%
Non-Economically Disadvantaged Students	294	770	*	766	*	*	*	*	*	76%	69%
Students with Disabilities	32	734	731	718	*	*	53%	*	0%	22%	18%
Students without Disabilities	272	774	779	764	*	*	13%	*	25%	82%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	304	770	*	759	*	*	17%	54%	22%	76%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

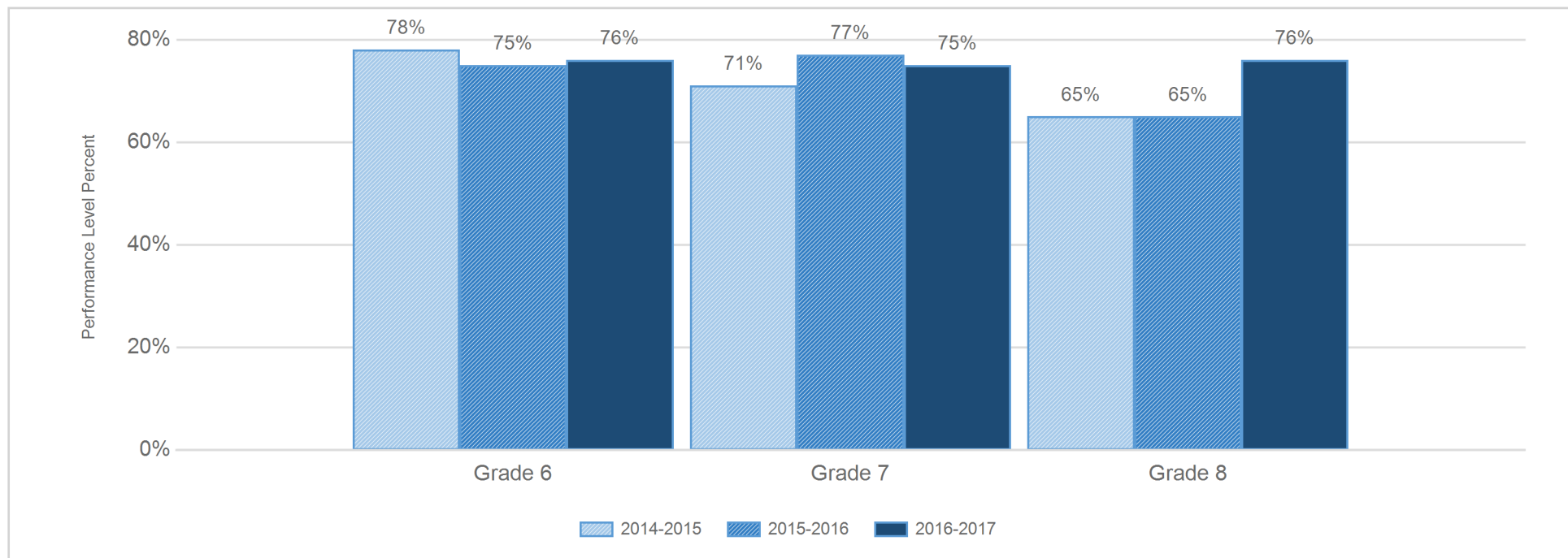


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### English Language Arts/Literacy Assessment - Performance Trends

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	877	88.5	66.70	70.60	43.50	62	54.9	Met Target
White	637	87.1	63.30	64.50	52.40	57.8	49.4	Met Target
Hispanic	49	80.6	44.90	51.80	27.60	38	30.3	Met Target
Black or African American	*	*	*	62.50	21.70	85.7	**	**
Asian, Native Hawaiian, or Pacific Islander	168	96.7	85.10	89.30	75.60	85.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	12	87.5	66.60	67.10	44.90	60.1	**	**
Female	380	85.9	65.30	70.00	44.10	58.8		
Male	497	90.6	67.80	71.20	42.90	64.5		
Economically Disadvantaged Students	48	90.7	29.20	34.50	25.10	*	39.3	Not Met
Non-Economically Disadvantaged Students	829	88.3	68.90	72.00	54.30	*		
Students with Disabilities	129	82.8	30.20	35.50	16.50	26.2	28.2	Met Target†
Students without Disabilities	748	89.5	72.90	76.90	48.80	68.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	85.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	279	759	760	743	*	*	18%	54%	15%	70%	44%
White	209	756	755	751	*	12%	20%	57%	*	67%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	46	775	778	771	*	*	*	44%	41%	85%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	118	756	759	745	*	*	25%	51%	13%	64%	45%
Male	161	762	761	742	*	*	14%	57%	17%	74%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	41	737	735	717	*	*	24%	27%	*	32%	13%
Students without Disabilities	238	763	764	748	*	*	17%	59%	*	76%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	279	759	*	745	*	*	18%	54%	15%	70%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	285	757	759	741	*	*	29%	49%	12%	61%	40%
White	201	754	754	748	*	*	31%	48%	9%	57%	49%
Hispanic	20	744	744	730	*	*	*	*	*	35%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	55	771	777	764	0%	*	*	53%	27%	80%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	128	755	758	743	*	*	28%	53%	9%	62%	41%
Male	157	758	760	740	*	*	29%	45%	15%	60%	38%
Economically Disadvantaged Students	11	739	744	729	*	*	*	*	0%	27%	22%
Non-Economically Disadvantaged Students	274	757	760	749	*	*	*	*	12%	62%	50%
Students with Disabilities	39	734	732	716	*	*	28%	31%	*	33%	11%
Students without Disabilities	246	760	763	746	*	*	29%	52%	*	65%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	172	747	753	728	*	9%	38%	47%	*	48%	28%
White	140	746	752	736	*	9%	38%	46%	*	46%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	16	759	769	747	0%	*	*	69%	0%	69%	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	86	753	759	730	*	*	41%	51%	*	51%	30%
Male	86	742	748	725	*	*	35%	43%	*	44%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	30	723	728	705	*	*	37%	*	*	20%	*
Students without Disabilities	142	753	760	734	*	*	38%	*	*	54%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	172	747	*	729	*	9%	38%	47%	*	48%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	127	794	801	743	0%	0%	0%	72%	28%	100%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	37	807	812	774	0%	0%	0%	51%	49%	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	55	793	799	744	0%	0%	0%	73%	27%	100%	43%
Male	72	795	802	741	0%	0%	0%	72%	28%	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	127	794	801	745	0%	0%	0%	72%	28%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	26	790	798	734	*	*	*	*	81%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	17	792	801	758	*	*	*	*	82%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	26	790	798	740	*	*	*	*	81%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	26	790	798	738	*	*	*	*	81%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	26	790	798	735	*	*	*	*	81%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

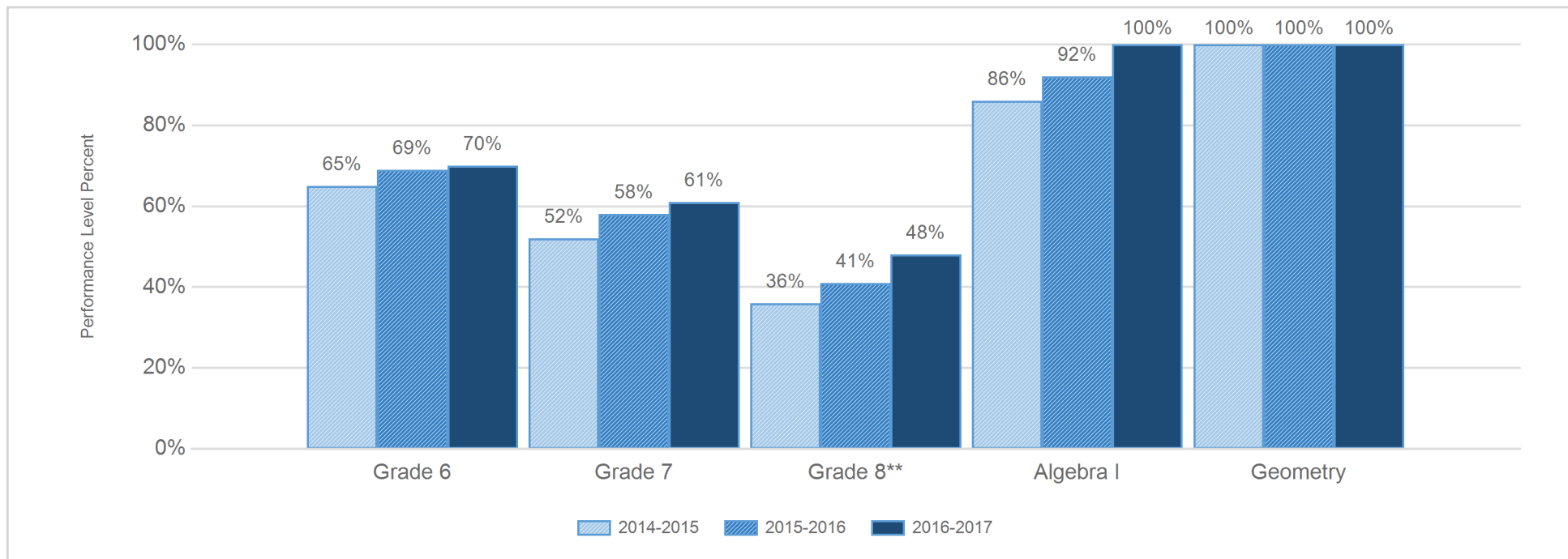


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**Mathematics Assessment – Performance Trends**

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	12	11
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	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.

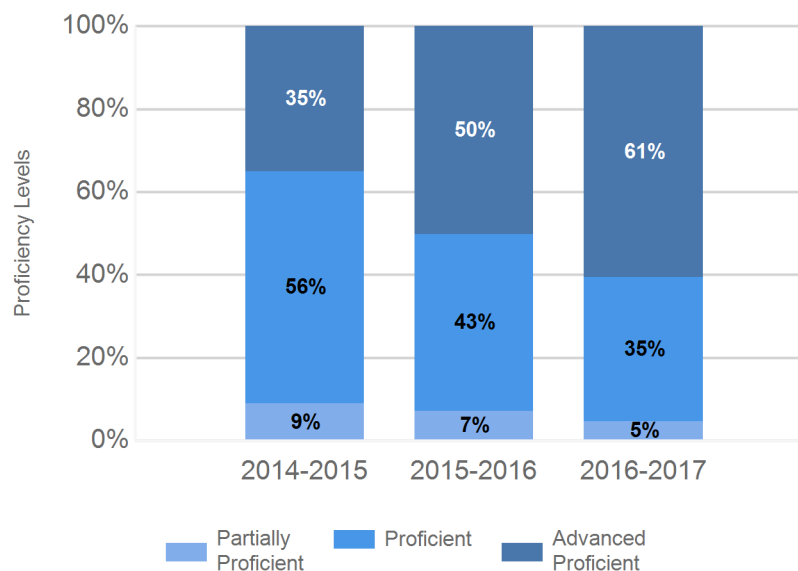
**NJASK Science Assessment Performance: Grade 8**

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	61%	35%	5%
White	57%	38%	6%
Hispanic	43%	57%	N
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	79%	19%	*
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	N	N
Students with Disabilities	14%	57%	30%
English Learners	N	N	N

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

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	53	50	Met Target	58	51	50	Met Target
White	47	51	50	Met Target	59	48	52	Met Target
Hispanic	54	52	49	Met Target	48.5	46	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	53	59	60	Met Target	57.5	58	59	Met Target
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	40.5	51	51	**	*	49	52	**
Economically Disadvantaged	49	49	47	Met Target	40	40.5	46	**
Students with Disabilities	49	48	41	Met Target	65	48	43	Exceeds Target
English Learners	*	49.5	53	**	*	51	51	**

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



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

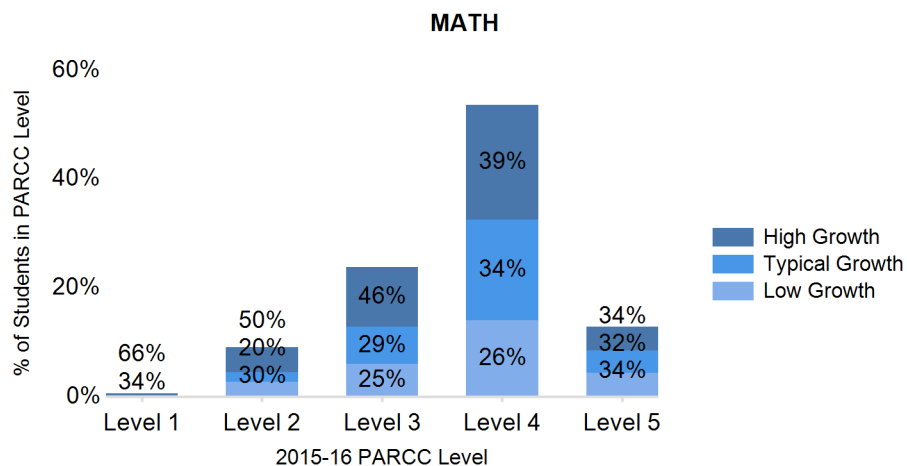
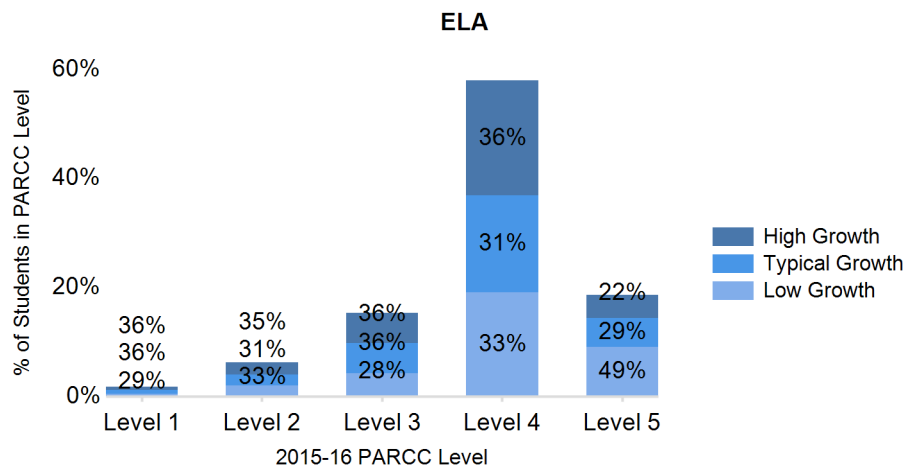
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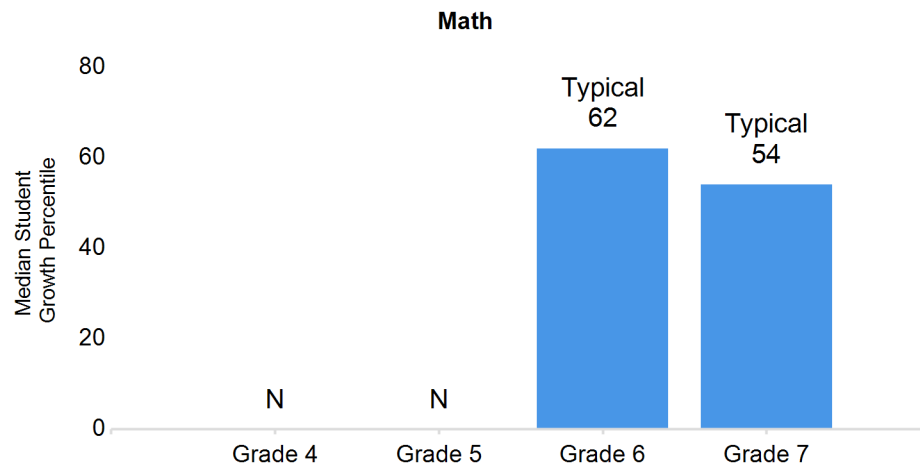
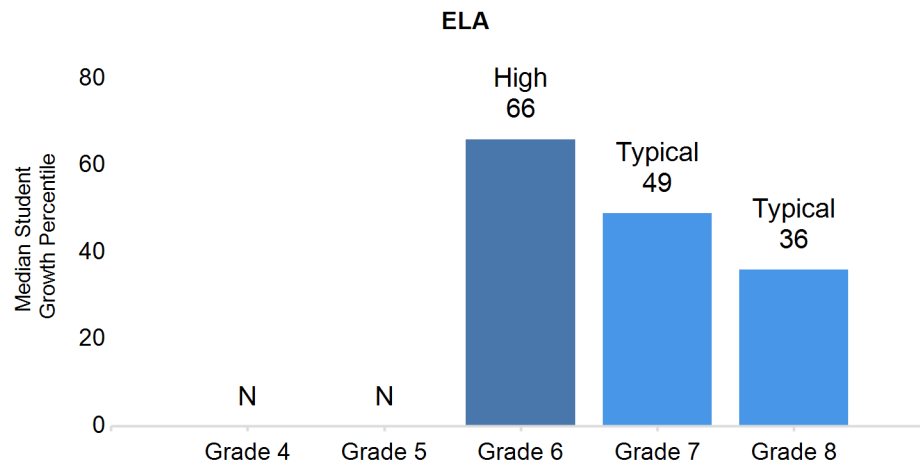
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	335
7	14	0	338
8	114	26	213
Schoolwide	128	26	886

### 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	274	23	0	0	0	0	0
7	303	26	0	0	0	0	0
8	272	50	0	0	0	0	0
Schoolwide	849	99	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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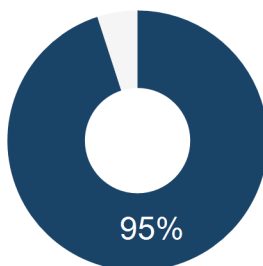
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**Visual and Performing Arts – Course Participation**

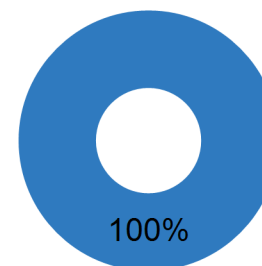
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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

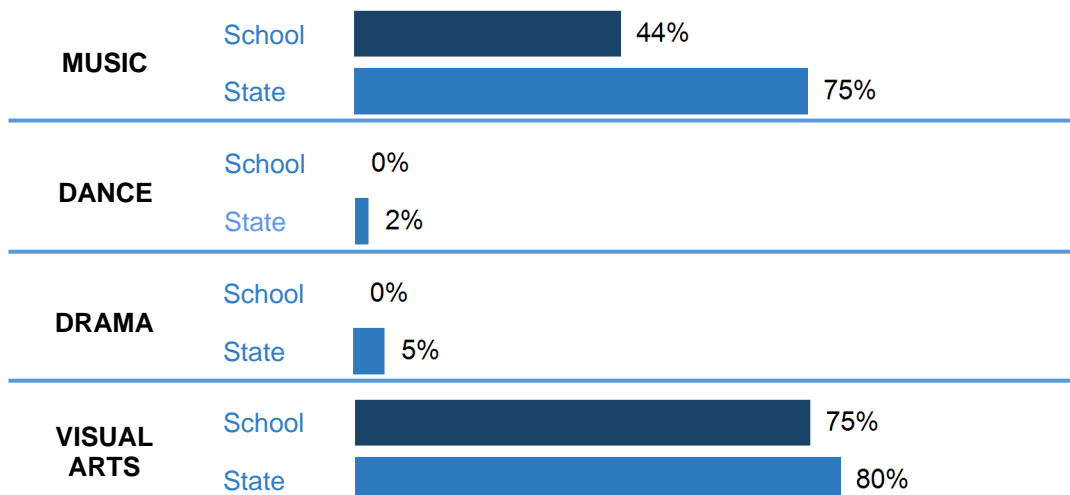


School



State

Students enrolled in one or more classes by discipline:





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

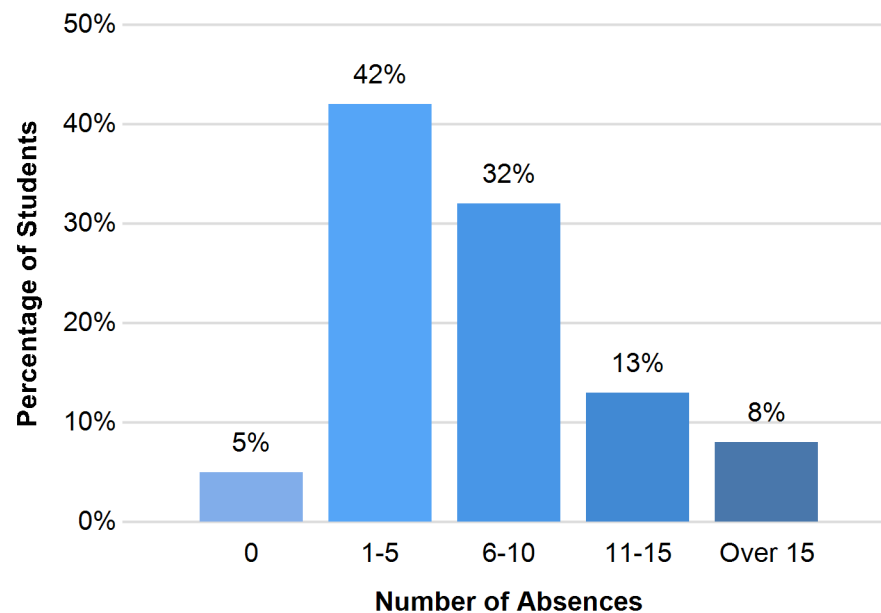
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.70	Met Target
White	6.00	8.70	Met Target
Hispanic	6.30	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.70	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.80	8.70	Not Met
Students with Disabilities	7.10	8.70	Met Target
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.

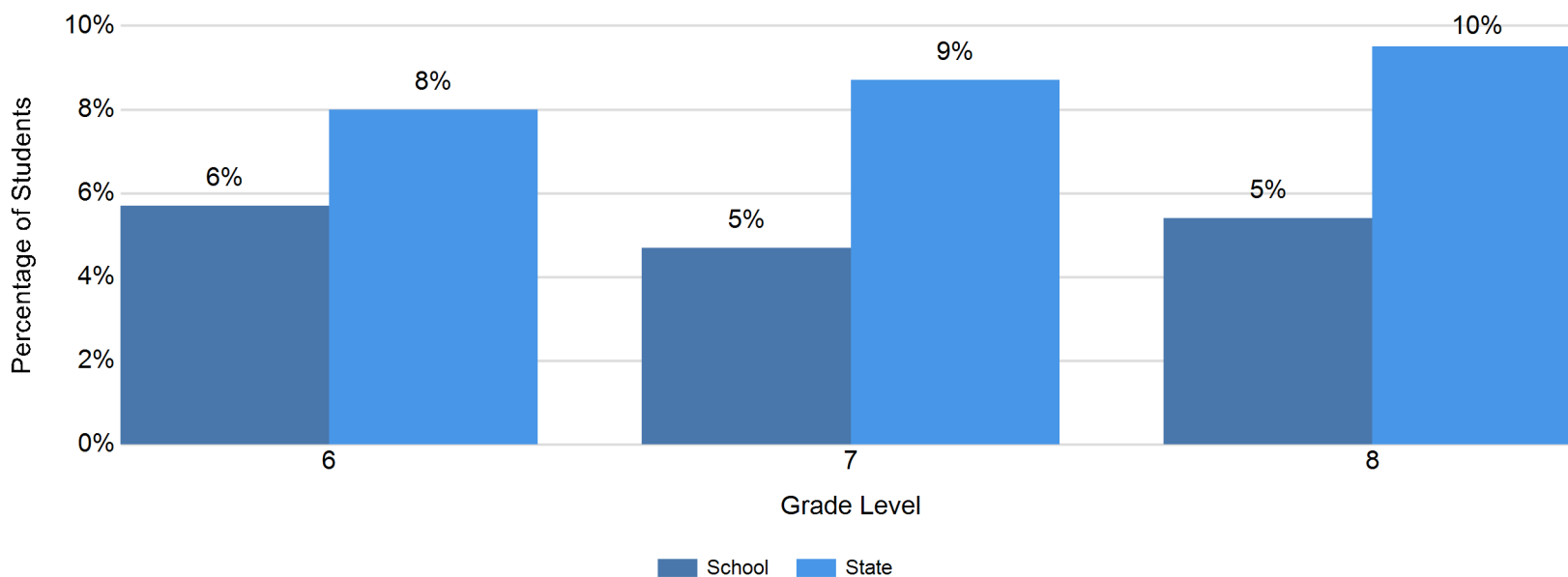


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### Chronic Absenteeism by Grade

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	2:20PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 48 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	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.29

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	0.6%
Any Suspension	1.0%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	201.7 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)	\$281	\$14,280	\$14,561



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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	107	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	9.6	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	28	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	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	11:1
Administrators	344:1	177:1
Librarian/Media Specialists		708:1
Nurses		496:1
Counselors		413:1
Child Study Team		225:1



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	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	69.9	17.5%
Mathematics Proficiency	65.2	17.5%
English Language Arts Growth	47.6	25.0%
Mathematics Growth	73.6	25.0%
Chronic Absenteeism	65.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		63.8
<b>Summative Rating:</b> Percentile rank of Summative Score		71.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	63.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	51.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	66.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	48.8	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	61.9	11.9	No	Met Target	Not Met	Not Met	Met Target	**	No
Students with Disabilities	78.7	11.9	No	Not Met	Met Target†	Met Target	Met Target	Exceeds 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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 MARLBORO, NJ 07746-1057

School General Info

<b>Principal:</b>	Mrs. Nieliwocki	<b>Email Address:</b>	<a href="mailto:pnieliwocki@marlboro.k12.nj.us">pnieliwocki@marlboro.k12.nj.us</a>
<b>Address:</b>	355 COUNTY ROAD 520 MARLBORO, NJ 07746-1057	<b>Website:</b>	<a href="http://www.marlboro.k12.nj.us/MarlboroMiddle.cfm?subpage=6">http://www.marlboro.k12.nj.us/MarlboroMiddle.cfm?subpage=6</a>
<b>Phone:</b>	(732)972-2100	<b>Twitter:</b>	<a href="https://twitter.com/MarlboroMiddle">https://twitter.com/MarlboroMiddle</a>

School Narrative

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



Highlights:

- Marlboro Middle School offers a variety of extracurricular sports and clubs that support student interest.
- We promote the arts through participation in performance programs including the Chorale, Jazz Band and Wind Ensemble.
- Technology programs include Design & Engineering, Computers & Applied Tech. The TSA Club earned awards at competitions.



**Marlboro Middle School**  
**2016-2017**  
**Grade Span 06-08**

25-3030-050  
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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:

Throughout the 2016-17 school year, teachers, parents, students, and support personnel worked together to support a school environment centered on academic achievement and personal growth for students in grades six through eight. Adhering to district initiatives, the staff infused data driven and small group instruction into unit planning and delivery of the curriculum. Teachers have embraced 1:1 technology and other curriculum appropriate resources as vehicles to provide differentiated instruction and promote students' organizational skills and practices. Promoting a positive school culture and climate continued to be a school-wide focus. Grade level programs addressed the expectations of tolerance for others and exercising appropriate behavior. Assembly programs, presented by student leadership organizations, focused on adolescent issues of bullying, fitting in with peers, cyber bullying and taking responsibility for one's actions. School wide events focused on school as a learning community; particularly during the Week of Respect and NJ School Violence Awareness Week. Our athletic teams and extracurricular clubs continued to be widely supported by students and parents. The volleyball and basketball intramural programs continued to be popular. Students participated in numerous clubs including the school newspaper, ping pong, ultimate frisbee and health & fitness. Several students entered the Middle School Technology Association Competition last spring. The Chorale, Wind Ensemble and Jazz Band returned from competition after having received the highest awards and recognition. Students in the Math Club and National History Day Club were recognized for their accomplishments at the regional, state and national levels. In closing, we greatly value the support of staff, parents, and the PTO as we strive to provide an exceptional program for our middle school students.




Robertsville Elementary School  
2016-2017  
Grade Span 01-05

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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](mailto:reportcard@doe.nj.gov)



Robertsville Elementary School  
2016-2017  
Grade Span 01-05

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**Footnotes**

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
1	79	95	104
2	113	89	97
3	86	132	102
4	101	100	135
5	100	108	101
Ungraded	28	32	38
Total	507	556	577

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	48%
Male	52%	53%	53%
Economically Disadvantaged Students	9%	7%	8%
Students with Disabilities	18%	18%	18%
English Learners	6%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	53.2%
Asian	34.3%
Hispanic	6.6%
Black or African American	1.6%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.2%

Enrollment by Home Language

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

Home Language	% of Students
English	87.9%
Russian	2.8%
Chinese	1.6%
Telugu	1.2%
Other	6.6%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	312	96.6	78.90	79.10	54.90	78.9	71.2	Met Target
White	168	94.8	75.00	75.10	63.90	74.9	62.3	Met Target
Hispanic	19	100.0	63.10	69.00	39.80	63.1	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	108	99.2	88.90	90.10	80.70	88.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	13	92.9	77.00	78.80	54.90	75.2	**	**
Female	146	97.1	79.40	84.50	62.20	79.4		
Male	166	96.2	78.30	74.30	48.10	78.3		
Economically Disadvantaged Students	14	100.0	57.10	53.10	36.20	57.1	**	**
Non-Economically Disadvantaged Students	298	96.5	79.90	79.90	65.80	79.9		
Students with Disabilities	58	98.4	41.40	40.30	20.50	41.4	42.8	Met Target†
Students without Disabilities	254	96.3	87.40	85.90	61.90	87.4		
English Learners	22	100.0	68.10	50.80	25.20	68.1	N	N
Non-English Learners	290	96.4	79.70	79.60	57.40	79.7		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	101	776	772	749	*	*	15%	68%	12%	80%	50%
White	45	768	767	759	0%	*	*	78%	*	80%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	43	792	786	775	0%	*	*	65%	26%	91%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	52	776	775	754	0%	*	*	67%	*	81%	55%
Male	49	776	769	745	0%	*	*	69%	*	80%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	101	776	*	762	*	*	15%	68%	12%	80%	63%
Students with Disabilities	11	744	740	720	*	*	*	*	0%	46%	24%
Students without Disabilities	90	780	778	755	*	*	*	*	13%	84%	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	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	135	772	776	753	*	*	16%	46%	30%	76%	56%
White	73	764	771	762	*	*	18%	55%	16%	71%	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	46	787	789	777	*	0%	*	37%	52%	89%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	68	778	778	758	*	*	*	41%	40%	81%	61%
Male	67	767	774	749	*	*	*	51%	21%	72%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	22	740	748	725	*	*	*	*	*	36%	25%
Students without Disabilities	113	779	781	759	*	*	*	*	*	84%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	773	774	756	*	*	12%	59%	22%	81%	59%
White	58	767	769	763	*	*	17%	60%	*	76%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	30	788	789	779	0%	*	*	53%	40%	93%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	42	776	781	761	*	*	*	62%	*	83%	66%
Male	57	770	767	750	*	*	*	56%	*	79%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	18	735	744	725	*	*	*	*	*	33%	22%
Students without Disabilities	81	781	779	762	*	*	*	*	*	91%	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%

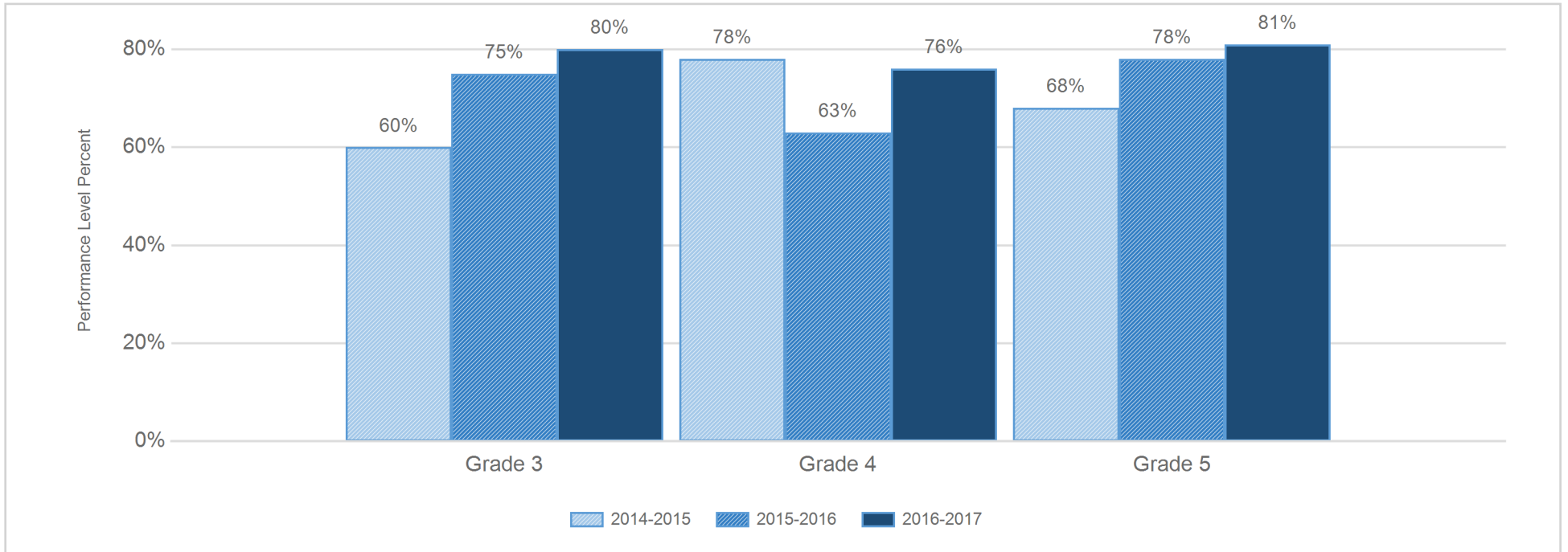


**Robertsville Elementary School**  
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**English Language Arts/Literacy Assessment - Performance Trends**

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	312	96.7	71.50	70.60	43.50	71.5	65.8	Met Target
White	168	94.9	62.50	64.50	52.40	62.4	55	Met Target
Hispanic	19	100.0	57.90	51.80	27.60	57.9	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	108	99.2	90.80	89.30	75.60	90.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	13	92.9	53.90	67.10	44.90	52.6	**	**
Female	146	97.1	72.60	70.00	44.10	72.6		
Male	166	96.3	70.50	71.20	42.90	70.5		
Economically Disadvantaged Students	14	100.0	71.50	34.50	25.10	71.5	**	**
Non-Economically Disadvantaged Students	298	96.5	71.40	72.00	54.30	71.4		
Students with Disabilities	58	98.4	44.80	35.50	16.50	44.8	41.5	Met Target
Students without Disabilities	254	96.3	77.60	76.90	48.80	77.6		
English Learners	22	100.0	68.10	58.50	23.30	68.1	N	N
Non-English Learners	290	96.4	71.80	70.90	45.20	71.8		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	102	772	770	751	*	*	15%	52%	28%	79%	53%
White	45	764	766	759	0%	*	*	53%	*	73%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	44	787	787	779	*	*	*	50%	43%	93%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	52	772	769	751	*	*	*	54%	29%	83%	52%
Male	50	772	772	751	*	*	*	50%	26%	76%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	102	772	*	761	*	*	15%	52%	28%	79%	65%
Students with Disabilities	11	735	742	729	*	*	*	*	0%	36%	29%
Students without Disabilities	91	777	776	755	*	*	*	*	31%	85%	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	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	135	762	765	747	*	10%	19%	62%	*	70%	47%
White	73	753	759	755	*	*	23%	62%	0%	62%	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	46	781	783	774	0%	*	*	70%	24%	94%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	68	763	762	747	*	*	16%	63%	*	71%	47%
Male	67	761	768	747	*	*	21%	61%	*	70%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	22	735	742	724	*	*	*	*	0%	36%	22%
Students without Disabilities	113	767	770	751	*	*	*	*	10%	77%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	763	765	747	*	*	24%	44%	20%	64%	46%
White	59	754	758	754	*	*	27%	46%	*	56%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	30	785	788	774	*	*	*	43%	43%	87%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	43	759	764	747	*	*	30%	47%	*	61%	47%
Male	57	766	766	746	*	*	19%	42%	*	67%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	18	734	737	725	*	*	*	*	0%	39%	19%
Students without Disabilities	82	769	770	751	*	*	*	*	24%	70%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

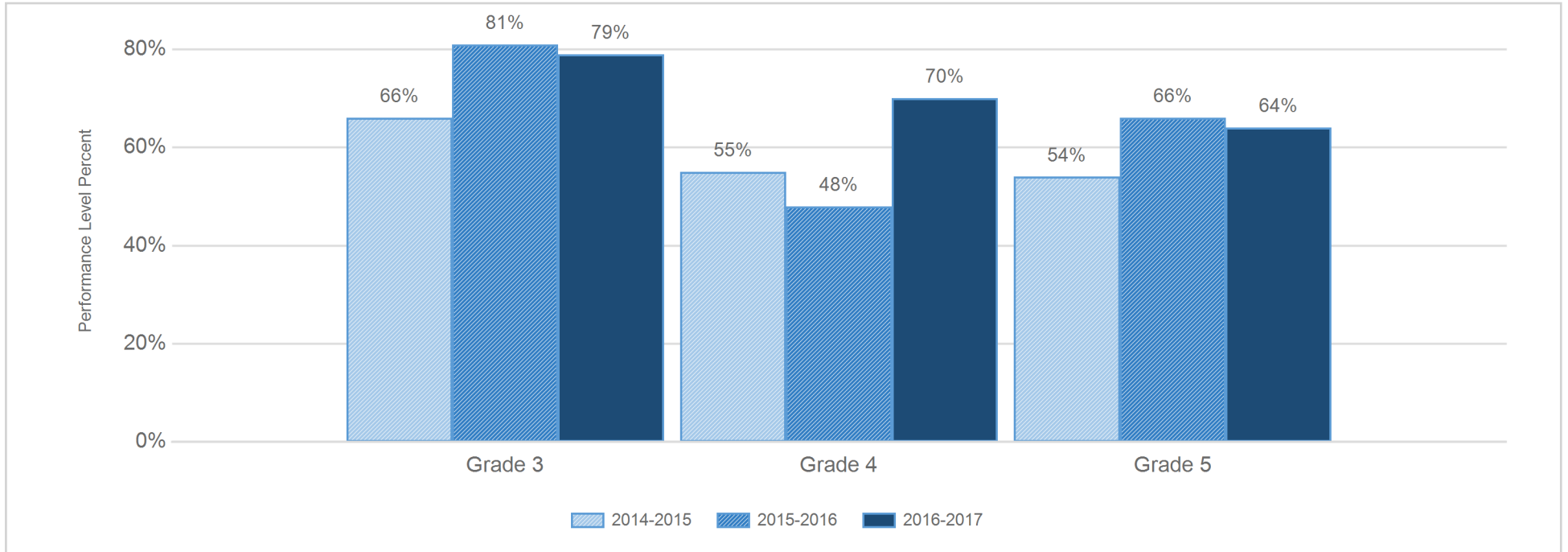


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

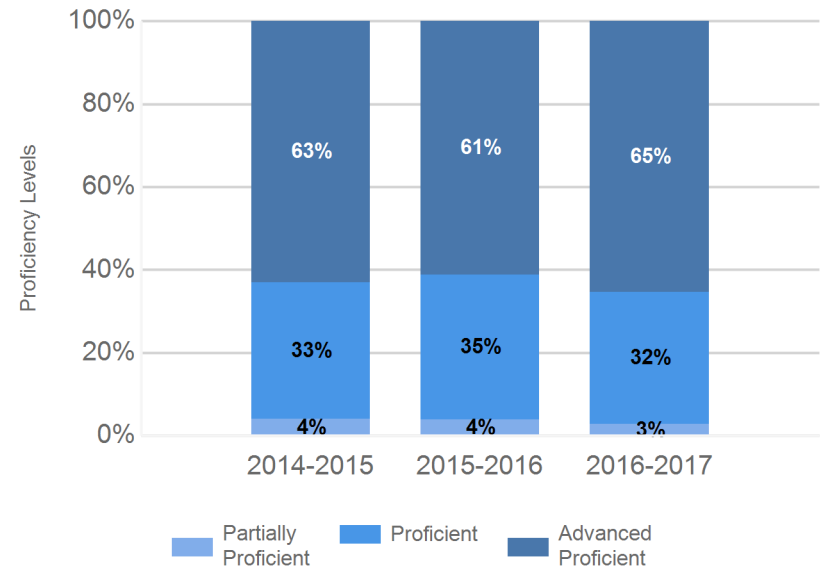
**NJASK Science Assessment Performance: Grade 4**

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	65%	32%	3%
White	57%	39%	4%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	87%	11%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	40%	48%	12%
English Learners	*	*	N

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

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	53	50	Met Target	49.5	51	50	Met Target
White	58	51	50	Met Target	44	48	52	Met Target
Hispanic	55	52	49	**	33	46	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	54	59	60	Met Target	61	58	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	51	51	51	**	52	49	52	**
Economically Disadvantaged	*	49	47	**	*	40.5	46	**
Students with Disabilities	43	48	41	Met Target	27.5	48	43	Not Met
English Learners	69.5	49.5	53	**	59	51	51	**

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



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

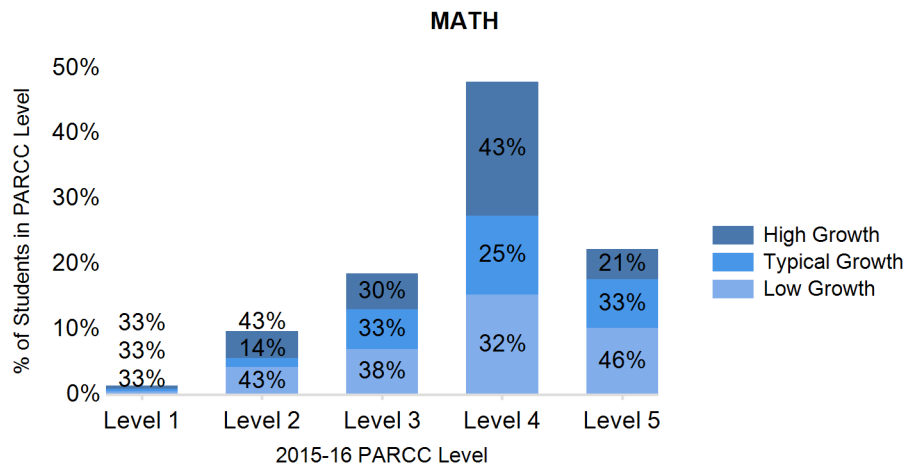
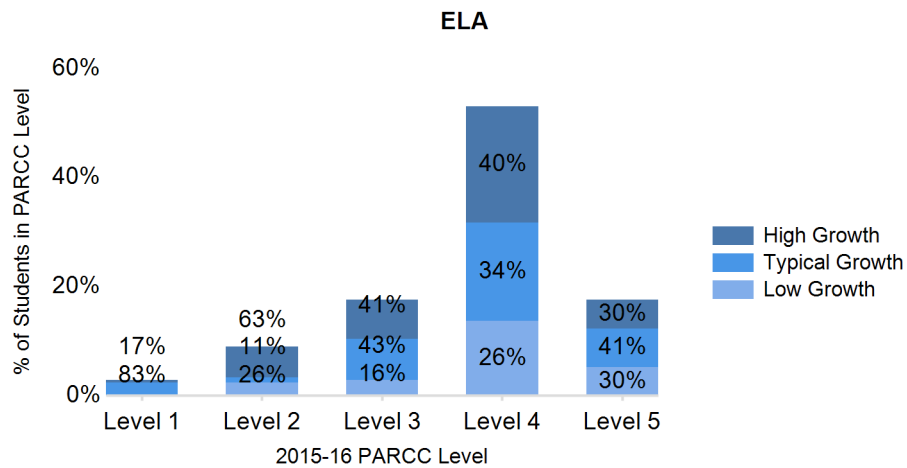
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

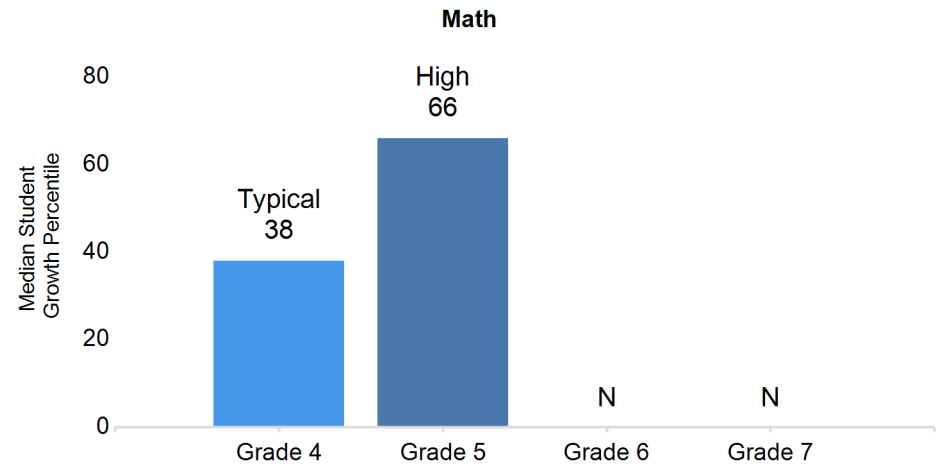
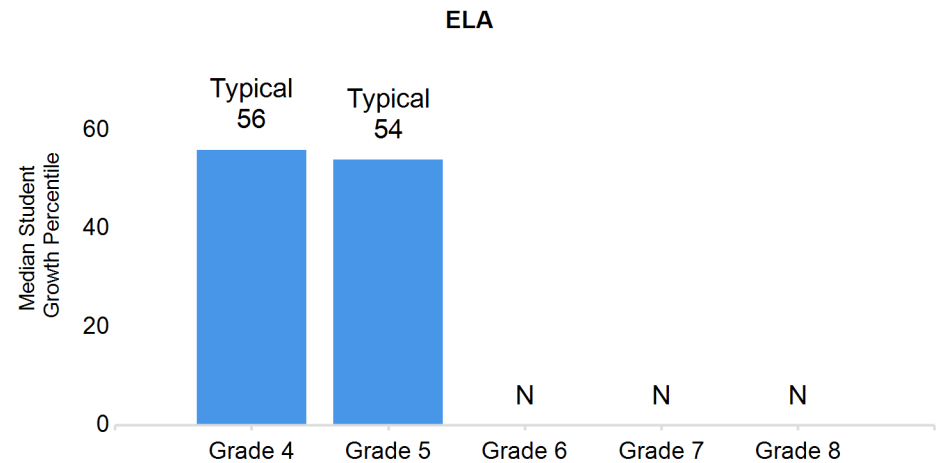
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

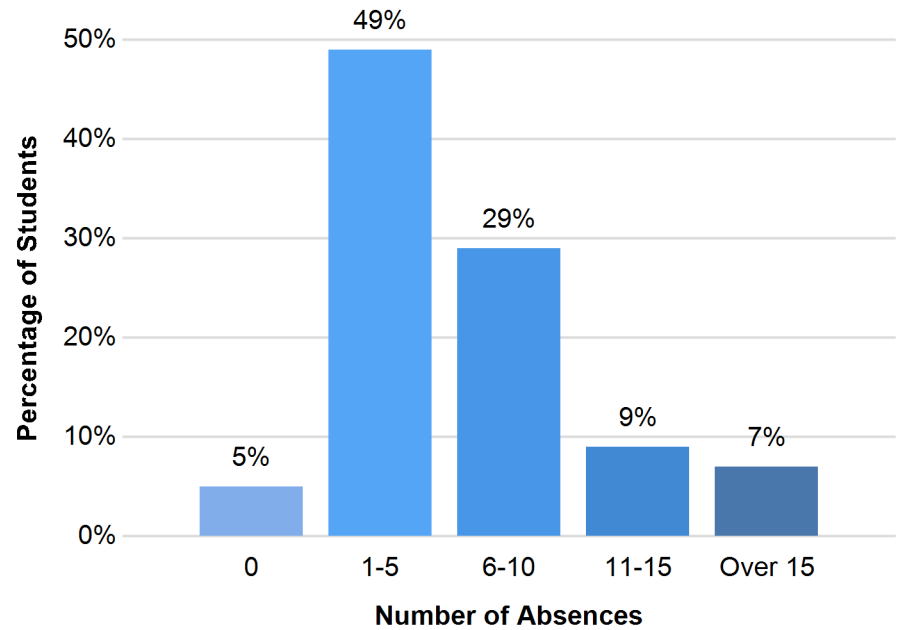
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	7.60	Met Target
White	5.90	7.60	Met Target
Hispanic	5.30	7.60	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.50	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	8.30	7.60	Not Met
Economically Disadvantaged Students	7.00	7.60	Met Target
Students with Disabilities	7.80	7.60	Not Met
English Learners	4.00	7.60	Met Target

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

**Days Absent**

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



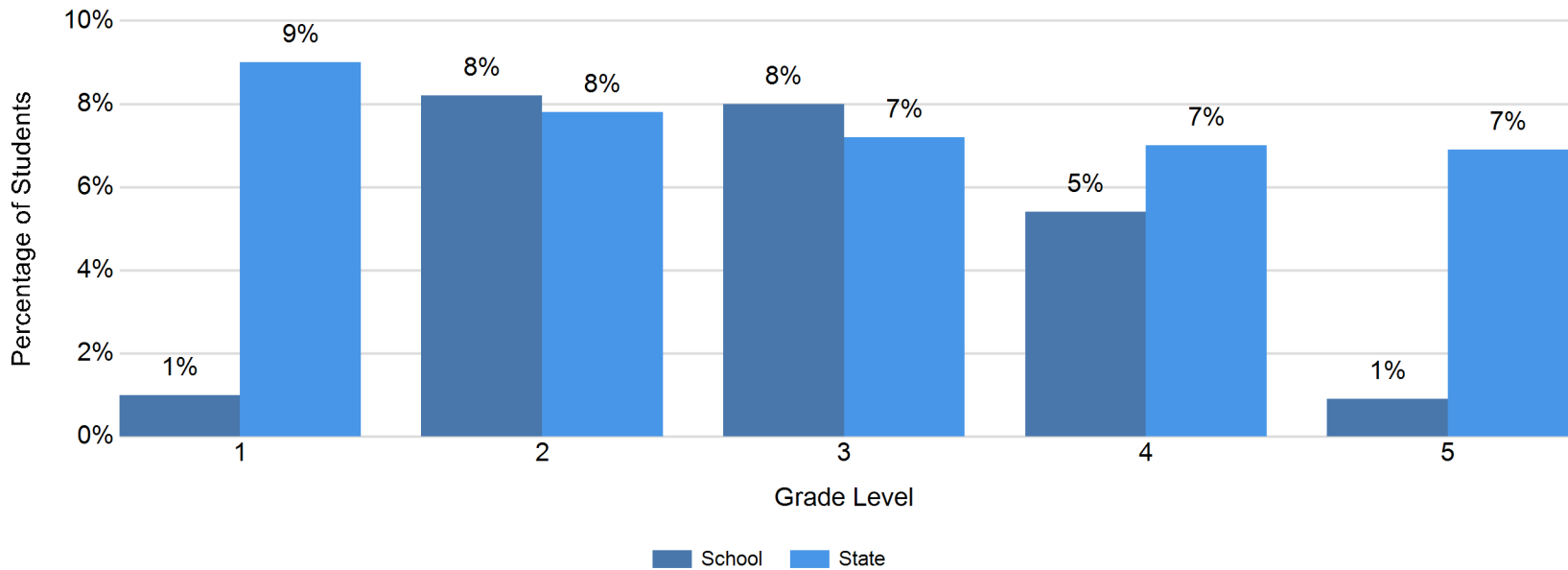


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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

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

**Student Suspension Rate**

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

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

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	201.7 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)	\$281	\$14,280	\$14,561



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	72%	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	28	9,506
Average years experience in public schools	18.6	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	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	11:1
Administrators	577:1	177:1
Librarian/Media Specialists		708:1
Nurses		496:1
Counselors		413:1
Child Study Team		225:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	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	98%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	87.8	17.5%
Mathematics Proficiency	90.2	17.5%
English Language Arts Growth	61.3	25.0%
Mathematics Growth	34.2	25.0%
Chronic Absenteeism	69.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		65.4
<b>Summative Rating:</b> Percentile rank of Summative Score		74.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	65.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	55.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	56.4	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	58.8	11.9	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Stratuik	<b>Email Address:</b>	<a href="mailto:dstratuik@marlboro.k12.nj.us">dstratuik@marlboro.k12.nj.us</a>
<b>Address:</b>	36 MENZEL LANE MORGANVILLE, NJ 07751-1299	<b>Website:</b>	<a href="http://mtps.org/Robertsville.cfm?subpage=13">http://mtps.org/Robertsville.cfm?subpage=13</a>
<b>Phone:</b>	(732)972-2044	<b>Facebook:</b>	<a href="https://www.facebook.com/RobertsvilleSchool/">https://www.facebook.com/RobertsvilleSchool/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/RobertsvilleES">https://twitter.com/RobertsvilleES</a>

School Narrative

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



Highlights:

- We have a Design & Engineer lab for all students focused on problem solving and creativity.
- We are a one to one school with Chromebooks for students in 2-5th grade and tablets in 1st grade.
- We have a student run video news program led by our 5th grade students!



**Robertsville Elementary School**  
**2016-2017**  
**Grade Span 01-05**

25-3030-060  
 MONMOUTH  
 MARLBORO TWP  
 36 MENZEL LANE  
 MORGANVILLE, NJ 07751-1299

**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:**

Robertsville Elementary School offers each student a journey of lifelong learning. Our instructional staff designs rigorous academic programs to meet the needs of all students and prepare them for the future. The home-school connection plays an important role in the success of every child. We continue to pride ourselves on our ability to maintain the small school community atmosphere and at the same time implement a cohesive curriculum that embodies the interests of every learner. Technology is an important component in how we teach our students and how students learn. We have one-to-one technology at all grade levels; our 1st grade students use tablets and in 2nd-5th grade students utilize Chromebooks. Teachers implement a variety of programs such as Achieve 3000, ST Math, IXL and Study Island, to provide individualized learning paths and targeted small group instruction. We have recently added a Design & Engineering Lab where students will engage in a variety of design challenges, robotics, coding and other hands on learning opportunities. Robertsville’s love of reading and writing is promoted through various activities such as cross grade level reading and writing buddies, reading and writing celebrations and small group instruction utilizing our new Guided Reading Library. The PTO also organizes a Meet the Author day and an after school Book Club for students. Literature is integrated in everything we do. To promote good citizenship, we have ongoing dialogue about what respect, responsibility and ownership look like across a variety of settings. Beginning in October, we use the Week of Respect to promote respect and celebrate differences. The PTO-sponsored assemblies further heighten student awareness of other cultures through the medium of the arts. The entire Robertsville staff is committed to providing a safe and fun learning environment that allows each student to reach their potential.