



Brooklawn Middle School
2016-2017
Grade Span 06-08

27-3950-055
MORRIS
PARSIPPANY-TROY HILLS TWP
250 BEACHWOOD ROAD
PARSIPPANY, NJ 07054-2459

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	273	291	300
7	290	278	293
8	281	299	277
Ungraded	16	15	14
Total	860	883	884

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	11%	10%	10%
Students with Disabilities	17%	16%	16%
English Learners	1%	3%	2%
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	42.2%
Asian	41.1%
Hispanic	11.2%
Black or African American	2.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.3%

Enrollment by Home Language

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

Home Language	% of Students
English	70.2%
Gujarati	8.0%
Spanish	4.9%
Chinese	2.6%
Hindi	2.4%
Other	11.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	829	97.1	76.20	73.00	54.90	76.2	72.8	Met Target
White	352	94.4	68.20	68.60	63.90	67.8	61.8	Met Target
Hispanic	91	99.0	62.70	60.30	39.80	62.7	56.3	Met Target
Black or African American	*	*	*	52.20	35.20	73.7	N	N
Asian, Native Hawaiian, or Pacific Islander	339	99.5	88.20	81.90	80.70	88.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	27	96.7	77.70	81.70	54.90	77.7	80	Met Target†
Female	409	96.2	84.80	80.60	62.20	84.8		
Male	420	98.0	67.80	65.90	48.10	67.8		
Economically Disadvantaged Students	85	97.8	51.70	53.50	36.20	51.7	51.5	Met Target
Non-Economically Disadvantaged Students	744	97.0	79.00	76.30	65.80	79		
Students with Disabilities	148	96.8	22.90	25.50	20.50	22.9	29.6	Not Met
Students without Disabilities	681	97.2	87.80	82.10	61.90	87.8		
English Learners	51	100.0	52.90	52.10	25.20	52.9	42.7	Met Target
Non-English Learners	778	96.9	77.70	75.20	57.40	77.7		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	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
Schoolwide	297	764	766	752	*	*	18%	54%	18%	72%	54%
White	132	760	761	758	*	*	21%	51%	16%	67%	63%
Hispanic	26	749	754	740	*	*	*	50%	*	54%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	121	771	775	776	*	*	13%	61%	22%	83%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	13	762	*	753	0%	*	*	*	*	62%	56%
Female	142	770	772	758	*	*	13%	56%	23%	79%	61%
Male	155	759	760	746	*	*	23%	53%	13%	66%	46%
Economically Disadvantaged Students	34	743	750	737	*	*	35%	32%	*	38%	34%
Non-Economically Disadvantaged Students	263	767	769	761	*	*	16%	57%	*	76%	65%
Students with Disabilities	50	731	732	722	*	*	48%	*	0%	14%	17%
Students without Disabilities	247	771	772	758	*	*	12%	*	22%	84%	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	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	285	775	775	756	6%	5%	7%	41%	41%	83%	59%
White	109	763	765	764	*	*	13%	46%	26%	72%	69%
Hispanic	41	760	757	742	*	*	*	59%	*	78%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	123	791	790	784	*	*	*	30%	64%	94%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	148	783	782	764	*	*	*	40%	50%	90%	68%
Male	137	765	768	749	*	*	*	43%	32%	75%	51%
Economically Disadvantaged Students	20	754	756	739	*	*	*	*	*	70%	40%
Non-Economically Disadvantaged Students	265	776	777	766	*	*	*	*	*	84%	70%
Students with Disabilities	48	729	729	719	*	*	*	38%	*	40%	19%
Students without Disabilities	237	784	782	763	*	*	*	42%	*	92%	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

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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	276	778	779	757	4%	6%	15%	37%	38%	75%	59%
White	111	771	770	764	*	*	21%	39%	29%	68%	68%
Hispanic	28	748	759	742	*	*	*	39%	*	50%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	118	791	793	786	*	*	9%	33%	54%	87%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	136	787	787	766	*	*	11%	38%	46%	84%	68%
Male	140	769	771	749	*	*	19%	36%	31%	67%	50%
Economically Disadvantaged Students	27	752	757	739	*	*	*	44%	*	59%	40%
Non-Economically Disadvantaged Students	249	780	782	766	*	*	*	36%	*	77%	69%
Students with Disabilities	44	726	732	718	*	*	39%	*	*	16%	18%
Students without Disabilities	232	788	787	764	*	*	11%	*	*	87%	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	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

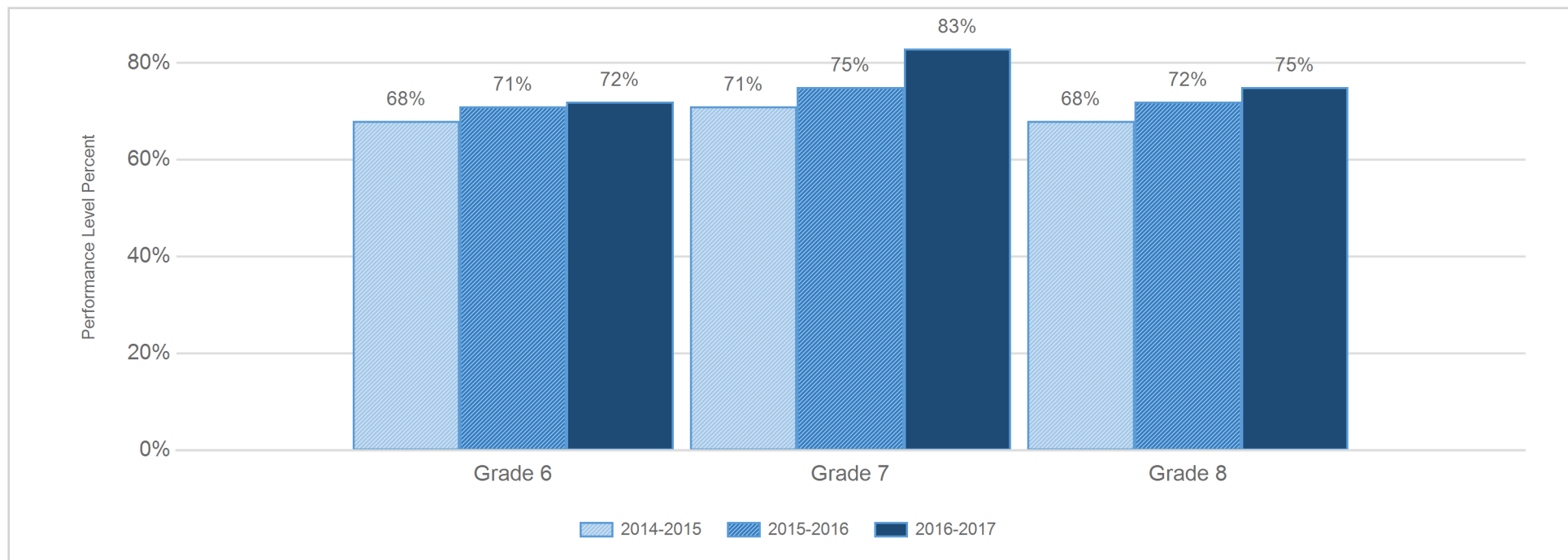


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English Language Arts/Literacy Assessment - Performance Trends

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

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Schoolwide	828	97.0	64.00	64.50	43.50	64	62.1	Met Target
White	352	94.4	52.60	56.80	52.40	52.2	45.4	Met Target
Hispanic	90	99.0	43.30	45.40	27.60	43.3	40.5	Met Target
Black or African American	*	*	*	32.20	21.70	36.8	N	N
Asian, Native Hawaiian, or Pacific Islander	339	99.2	82.50	80.00	75.60	82.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	27	96.7	66.60	69.20	44.90	66.6	62.3	Met Target
Female	409	96.2	67.00	65.20	44.10	67		
Male	419	97.8	61.10	63.90	42.90	61.1		
Economically Disadvantaged Students	84	97.8	38.10	39.90	25.10	38.1	39	Met Target†
Non-Economically Disadvantaged Students	744	96.9	66.90	68.70	54.30	66.9		
Students with Disabilities	147	96.8	10.90	21.80	16.50	10.9	19.2	Not Met
Students without Disabilities	681	97.0	75.40	72.80	48.80	75.4		
English Learners	51	98.3	49.10	57.10	23.30	49.1	49.7	Met Target†
Non-English Learners	777	96.9	65.00	65.30	45.20	65		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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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.

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Schoolwide	300	760	760	743	6%	9%	18%	50%	17%	67%	44%
White	132	753	751	751	8%	12%	18%	52%	10%	62%	54%
Hispanic	28	743	741	731	*	*	36%	*	*	39%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	121	773	775	771	*	*	11%	55%	27%	83%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	13	754	*	745	*	*	*	*	*	54%	46%
Female	145	759	760	745	*	*	17%	49%	17%	66%	45%
Male	155	761	760	742	*	*	18%	52%	17%	68%	43%
Economically Disadvantaged Students	35	737	737	728	*	31%	29%	*	*	31%	24%
Non-Economically Disadvantaged Students	265	763	764	752	*	6%	16%	*	*	72%	56%
Students with Disabilities	51	719	724	717	*	*	22%	*	*	18%	13%
Students without Disabilities	249	768	766	748	*	*	17%	*	*	78%	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	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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Schoolwide	285	758	757	741	4%	8%	27%	43%	19%	61%	40%
White	109	747	748	748	*	13%	39%	35%	*	44%	49%
Hispanic	41	744	739	730	*	*	34%	42%	*	46%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	123	774	773	764	*	*	15%	48%	34%	82%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	149	761	757	743	*	*	27%	52%	14%	66%	41%
Male	136	756	757	740	*	*	27%	32%	24%	57%	38%
Economically Disadvantaged Students	20	743	737	729	*	*	*	*	*	45%	22%
Non-Economically Disadvantaged Students	265	760	760	749	*	*	*	*	*	63%	50%
Students with Disabilities	48	723	721	716	*	*	46%	*	*	10%	11%
Students without Disabilities	237	766	763	746	*	*	23%	*	*	72%	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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Schoolwide	181	744	741	728	*	14%	28%	44%	*	46%	28%
White	86	738	736	736	*	*	31%	37%	*	38%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	52	754	754	747	*	*	23%	60%	*	62%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	87	747	742	730	*	*	32%	46%	*	47%	30%
Male	94	741	741	725	*	*	23%	43%	*	45%	26%
Economically Disadvantaged Students	27	748	736	719	*	*	*	44%	*	44%	19%
Non-Economically Disadvantaged Students	154	743	743	734	*	*	*	44%	*	46%	34%
Students with Disabilities	43	710	709	705	*	*	*	*	*	*	*
Students without Disabilities	138	754	751	734	*	*	*	*	*	*	*
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	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	795	761	743	*	*	*	62%	34%	96%	42%
White	25	794	752	751	*	*	*	52%	40%	92%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	68	796	777	774	*	*	*	66%	32%	99%	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	792	760	744	*	*	*	71%	27%	98%	43%
Male	49	798	762	741	*	*	*	53%	41%	94%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	98	795	*	751	*	*	*	62%	34%	96%	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	98	795	762	745	*	*	*	62%	34%	96%	*
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
Schoolwide	N	N	N	734	N	N	N	N	N	N	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	735	N	N	N	N	N	N	31%
Male	N	N	N	733	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	735	N	N	N	N	N	N	*
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	*

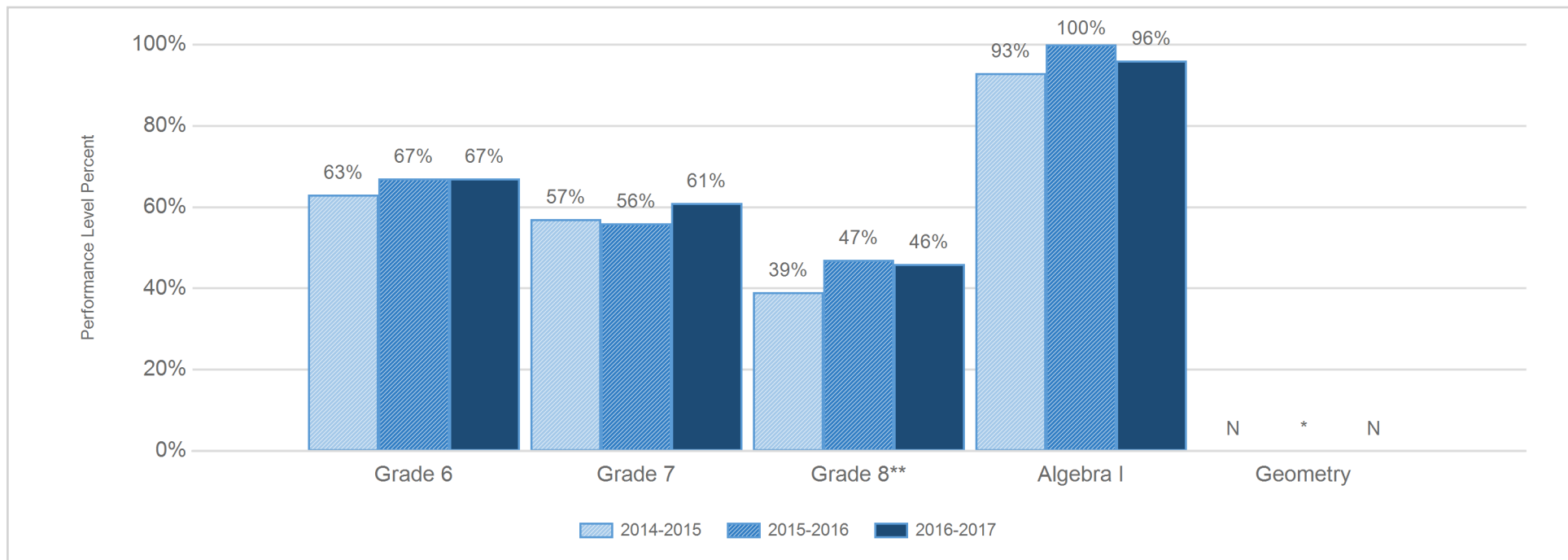


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Mathematics Assessment – Performance Trends

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	*	*	*
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.

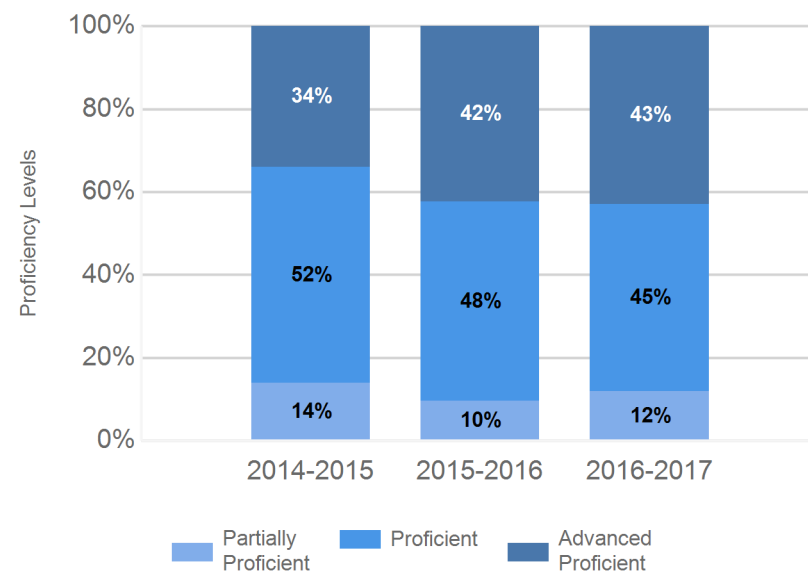
NJASK Science Assessment Performance: Grade 8

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	43%	45%	12%
White	42%	42%	17%
Hispanic	11%	68%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	54%	40%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	50%	*	N
Economically Disadvantaged Students	15%	70%	15%
Students with Disabilities	5%	43%	52%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	61	50	Met Target	50	59	50	Met Target
White	54	56.5	50	Met Target	46.5	55	52	Met Target
Hispanic	49	56	49	Met Target	46	49	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	67	67	60	Exceeds Target	57	66	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	48.5	60	51	Met Target	65.5	64	52	**
Economically Disadvantaged	53	58	47	Met Target	50	54.5	46	Met Target
Students with Disabilities	46	*	41	Met Target	34	*	43	Not Met
English Learners	66.5	64	53	Exceeds Target	52	67	51	Met Target

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



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

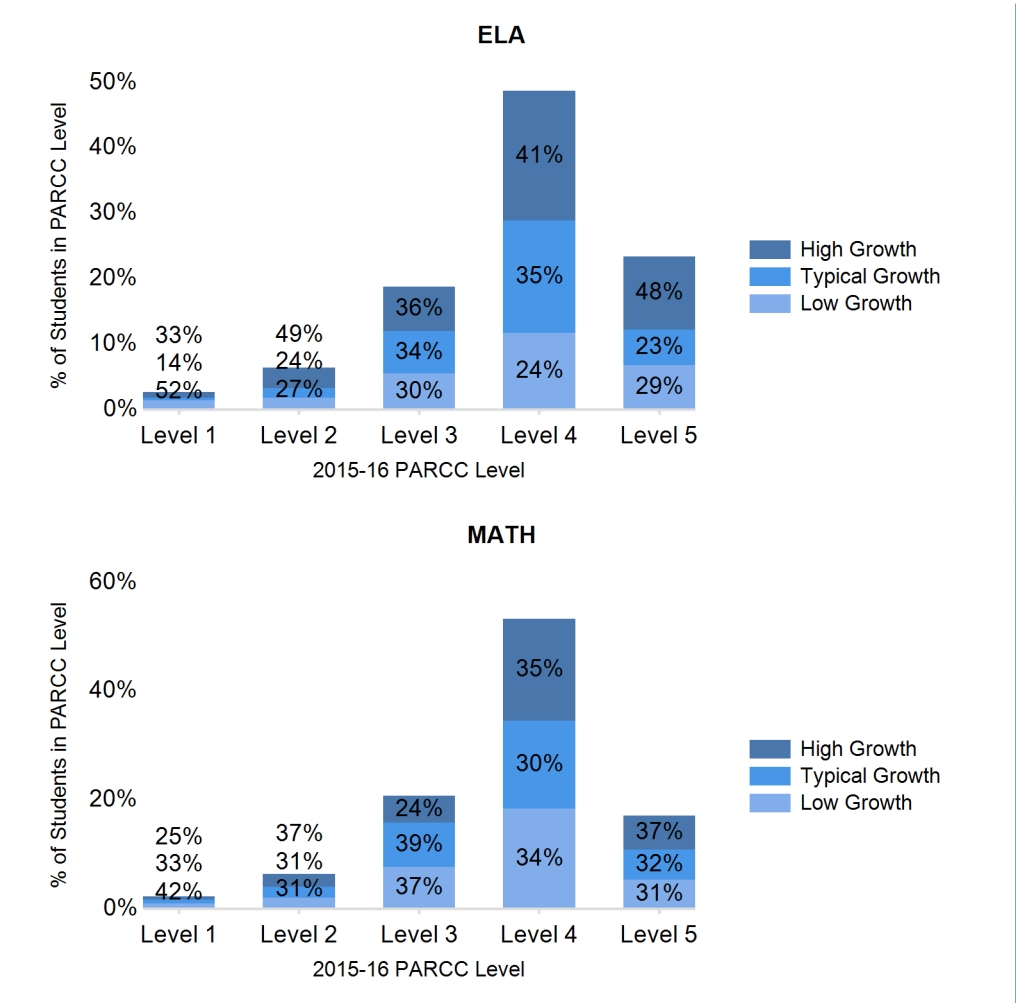
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

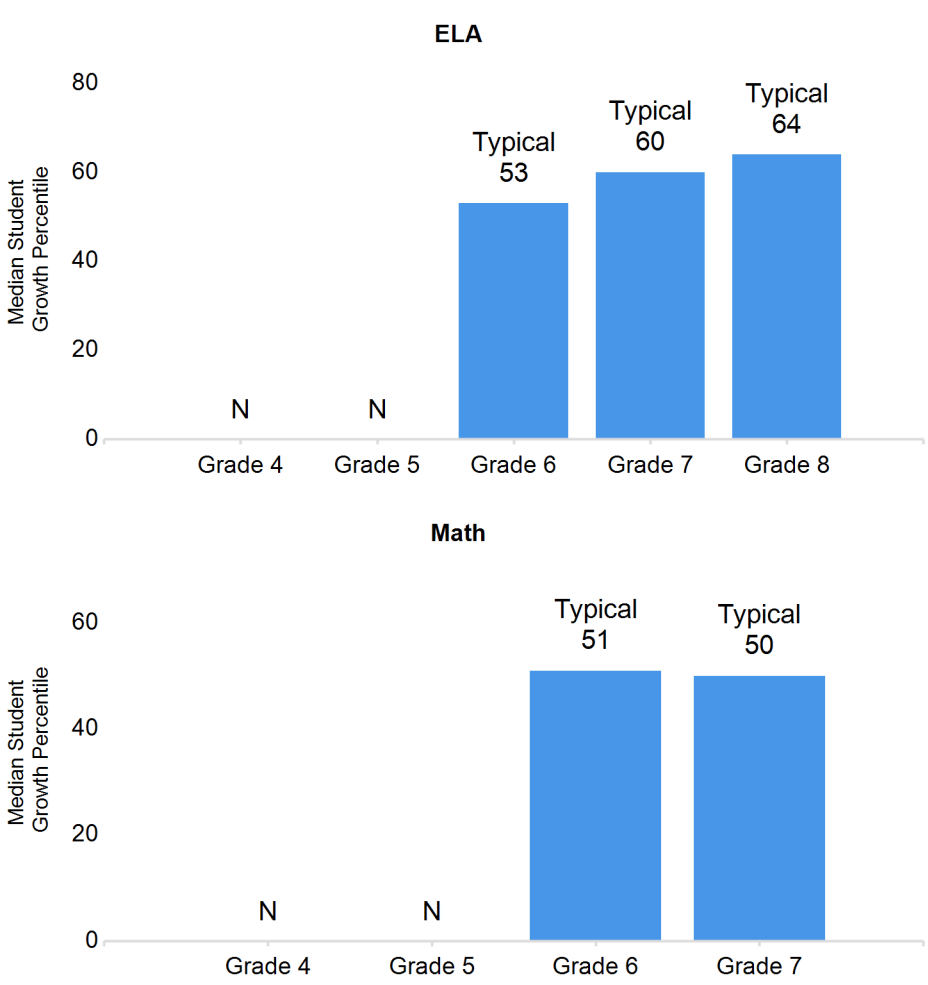
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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	308
7	2	0	304
8	99	0	193
Schoolwide	101	0	805

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	198	39	59	0	0	0	0
7	198	34	61	0	0	0	0
8	173	46	56	0	0	0	0
Schoolwide	569	119	176	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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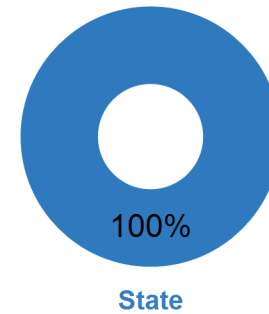
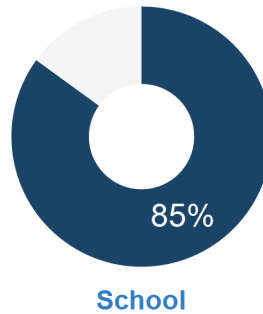
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Visual and Performing Arts – Course Participation

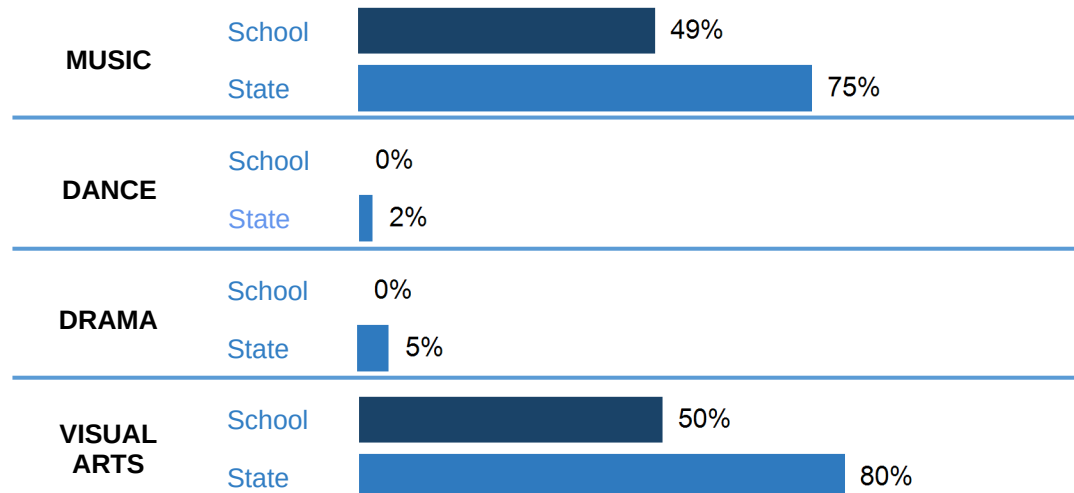
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

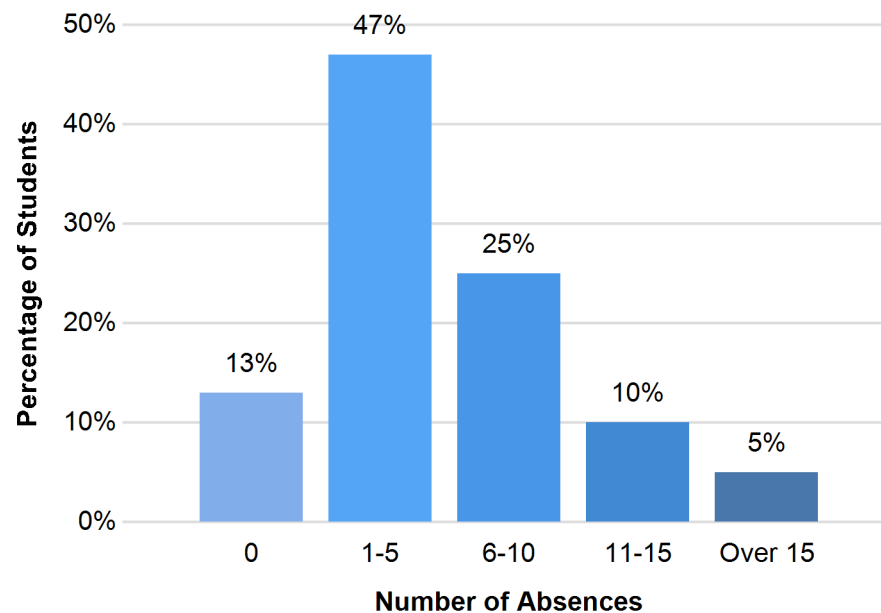
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.10	8.70	Met Target
White	5.30	8.70	Met Target
Hispanic	2.00	8.70	Met Target
Black or African American	5.00	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.70	Met Target
Economically Disadvantaged Students	3.40	8.70	Met Target
Students with Disabilities	7.30	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



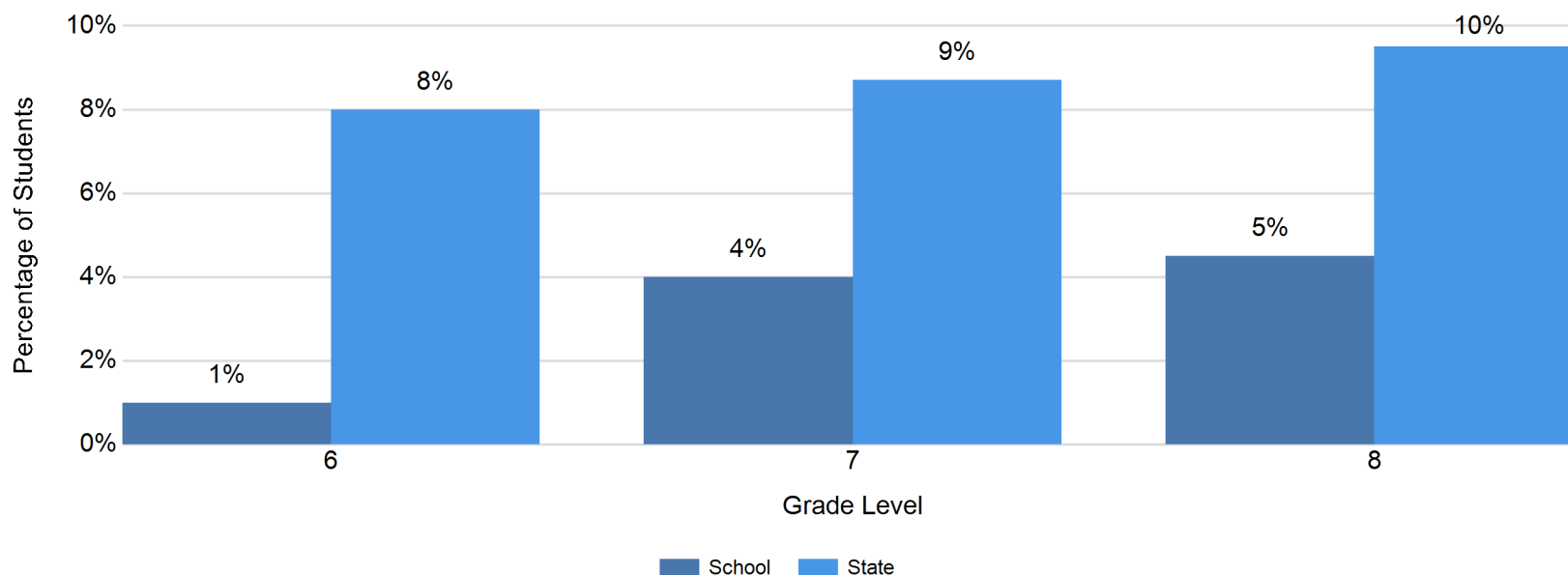


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Chronic Absenteeism by Grade

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	7:55AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 32 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.90

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.9%
Out-of-School Suspensions	1.7%
Any Suspension	3.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	96	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	79%	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	295:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	82.5	17.5%
Mathematics Proficiency	70.5	17.5%
English Language Arts Growth	71.9	25.0%
Mathematics Growth	44.9	25.0%
Chronic Absenteeism	88.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.2
Summative Rating: Percentile rank of Summative Score		79.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	69.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	48.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	67.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	60.8	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	64.1	11.9	No	Met Target†	Met Target	Met Target	Met Target	**	No
Economically Disadvantaged Students	75.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	49.3	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
English Learners	78.2	11.9	No	Met Target	Met Target†	**	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Betz	Email Address:	nbetz@pthsd.net
Address:	250 BEACHWOOD ROAD PARSIPPANY, NJ 07054-2459	Website:	http://bms.pthsd.k12.nj.us
Phone:	(973)428-7551	Twitter:	https://twitter.com/@BrooklawnMS

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 offer a wide range of comprehensive academic programs for students including Next Generation Science Standards. • BMS Student Council won National Gold Council of Excellence Award for the 11th year. • We have academic teams in all grade levels.
 Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
 Awards, Recognition, Accomplishments:	The BMS band consists of the concert band, jazz band and pit orchestra. A dozen students were selected to participate in Junior Region Band or Orchestra in 2016. The 8th grade concert band earned a Superior rating at the High Note Music Festival in Hershey Park. Selected BMS musicians participated in the Harvey Pittel Saxophone Quartet artist-in-residence program at PHHS. Our choir received the highest rank of Superior. 23 students were accepted into the NJSMA Region Choir.



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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.

 Courses, Curriculum, Instruction:	We have accelerated courses in math, 6-8 with algebra options in Grade 8. Social studies and ELA have honors choices in G7-8. Science offers an 8th grade honors. For electives, we offer robotics, computer coding, and music/art/IA and engineering choices. Homework is meant to extend learning opportunities and is 30-45 minutes per subject. Text age varies but on-line include Pearson social studies and science.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys), Soccer (Boys & Girls), Softball (Girls), Wrestling (Co-ed) Brooklawn Athletics offers Fall, Winter and Spring sports. In 2016 our Girls Soccer Team received 2nd place in the GMCJSCA Tournament. Our Field Hockey Team advanced to the semi-finals. Also, one of our students received 3rd place in the cross-country county championship.
 Clubs and Activities:	BMS offers a myriad of co-curricular club offerings including: Art, Astronomy, Book, Builders', Cartoon & Humor, Chess, Dramatics, Flag, Flag Football, French, Homework, Italian, Jazz Band, Knight Life, Lighting & Sound, MathCounts, Peer Leaders, Pit Orchestra, Region Band & Chorus, Ski, Smart Money, Spanish, Stage Crew, Trivia, Variety Show and Yearbook.



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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.

 Staff and Professional Learning:	Our new endeavors focus on integrating reading and writing in science, social studies and ELA. We have established literacy centers staffed by literacy coaches who conduct good writing practice in these subjects. Instructional Rounds are implemented in Grade 6 in social studies, science and math. These are facilitated by Generation Ready, an outside vendor. PLC's focus (grade teams) on tracking student growth through our quarterly assessments and meet daily to coordinate curriculum.
 Student Supports and Services:	Special Education programs; Multiple Disabled, Resource Room, Co-Teaching, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in PE and Health every day for 46 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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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:	Brooklawn Middle School is comprised of approximately 900 students in grades six, seven and eight. The student body is diverse, reflecting a variety of ethnic and cultural and social backgrounds. Our school provides a wide range of comprehensive academic programs for students including pre-honors programs and a variety of special education inclusive settings to address student needs. Additionally, the school offers a myriad of after-school clubs, peer leadership opportunities and additional learning experiences for students. Our content area staff and students are teamed with three teams per grade level. With a team approach to scheduling and staffing, allotted time is dedicated to a guidance support day, professional development, data analysis teams and common planning time by grade level and discipline. In the area of technology we have chromecarts for student use, and we offer a wide-range of technology courses including engineering, robotics, multi-media and design and problem solving electives.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	267	271	252
7	245	260	269
8	238	250	257
Ungraded	8	6	7
Total	758	787	785

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%	47%	47%
Male	51%	54%	54%
Economically Disadvantaged Students	19%	17%	19%
Students with Disabilities	15%	12%	12%
English Learners	1%	3%	3%
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	40.5%
Asian	40.0%
Hispanic	14.3%
Black or African American	2.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	2.0%

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	63.2%
Spanish	6.8%
Gujarati	6.2%
Telugu	4.6%
Chinese	3.2%
Other	16.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	753	98.8	78.80	73.00	54.90	78.8	73.7	Met Target
White	311	97.2	71.00	68.60	63.90	71	66.2	Met Target
Hispanic	97	100.0	72.20	60.30	39.80	72.2	56.5	Met Target
Black or African American	23	100.0	69.50	52.20	35.20	69.5	51.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	307	100.0	89.00	81.90	80.70	89	80	Met Goal
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	15	100.0	86.60	81.70	54.90	86.6	**	**
Female	352	99.7	84.70	80.60	62.20	84.7		
Male	401	98.1	73.60	65.90	48.10	73.6		
Economically Disadvantaged Students	134	99.3	64.20	53.50	36.20	64.2	56.4	Met Target
Non-Economically Disadvantaged Students	619	98.7	81.90	76.30	65.80	81.9		
Students with Disabilities	104	96.4	27.90	25.50	20.50	27.9	20.1	Met Target
Students without Disabilities	649	99.3	86.90	82.10	61.90	86.9		
English Learners	39	100.0	46.20	52.10	25.20	46.2	N	N
Non-English Learners	714	98.8	80.50	75.20	57.40	80.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	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
Schoolwide	241	768	766	752	*	*	16%	51%	25%	75%	54%
White	105	761	761	758	*	*	20%	47%	19%	66%	63%
Hispanic	28	759	754	740	*	*	*	68%	*	75%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	96	780	775	776	*	*	10%	48%	38%	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	126	774	772	758	*	*	8%	53%	30%	83%	61%
Male	115	761	760	746	*	*	24%	48%	18%	66%	46%
Economically Disadvantaged Students	46	755	750	737	*	*	24%	61%	*	67%	34%
Non-Economically Disadvantaged Students	195	771	769	761	*	*	14%	48%	*	77%	65%
Students with Disabilities	33	734	732	722	*	*	*	30%	0%	30%	17%
Students without Disabilities	208	773	772	758	*	*	*	54%	28%	82%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	267	775	775	756	*	*	13%	35%	42%	78%	59%
White	98	767	765	764	*	*	17%	39%	34%	72%	69%
Hispanic	39	755	757	742	*	*	*	49%	*	64%	44%
Black or African American	10	762	*	737	*	0%	*	*	*	80%	38%
Asian, Native Hawaiian, or Pacific Islander	114	789	790	784	*	*	*	25%	61%	87%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	117	780	782	764	*	*	14%	33%	48%	81%	68%
Male	150	771	768	749	*	*	13%	37%	38%	75%	51%
Economically Disadvantaged Students	45	757	756	739	*	*	24%	42%	*	62%	40%
Non-Economically Disadvantaged Students	222	778	777	766	*	*	11%	34%	*	81%	70%
Students with Disabilities	30	728	729	719	*	*	40%	*	0%	17%	19%
Students without Disabilities	237	781	782	763	*	*	10%	*	48%	85%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	780	779	757	*	*	11%	48%	36%	84%	59%
White	108	769	770	764	*	*	16%	56%	21%	77%	68%
Hispanic	34	769	759	742	0%	*	*	41%	32%	74%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	102	796	793	786	0%	*	*	43%	53%	96%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	117	787	787	766	*	*	9%	44%	45%	89%	68%
Male	138	774	771	749	*	*	13%	52%	28%	80%	50%
Economically Disadvantaged Students	42	760	757	739	*	*	*	48%	*	64%	40%
Non-Economically Disadvantaged Students	213	784	782	766	*	*	*	48%	*	88%	69%
Students with Disabilities	36	740	732	718	*	*	44%	33%	0%	33%	18%
Students without Disabilities	219	787	787	764	*	*	6%	51%	42%	92%	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%

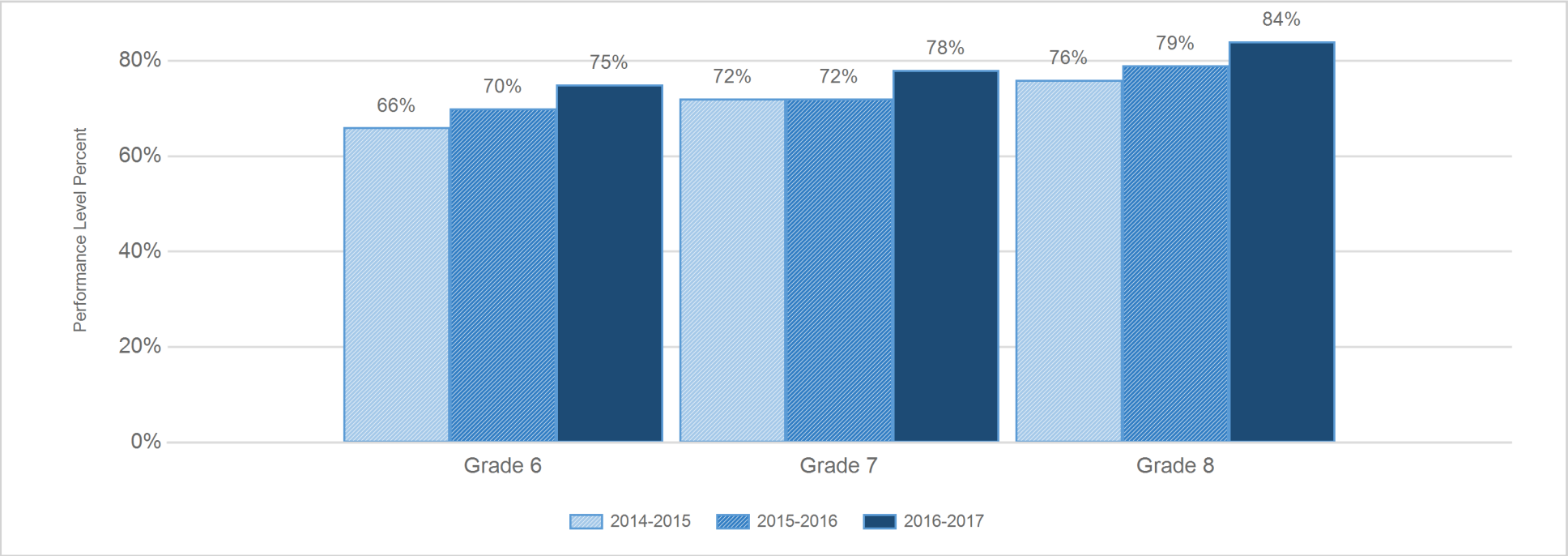


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English Language Arts/Literacy Assessment - Performance Trends

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	751	98.9	61.90	64.50	43.50	61.9	61.2	Met Target
White	309	97.2	52.80	56.80	52.40	52.8	50.9	Met Target
Hispanic	97	100.0	40.20	45.40	27.60	40.2	39.7	Met Target
Black or African American	23	100.0	39.10	32.20	21.70	39.1	29.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	307	100.0	80.10	80.00	75.60	80.1	80	Met Goal
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	15	100.0	53.40	69.20	44.90	53.4	**	**
Female	353	99.7	61.50	65.20	44.10	61.5		
Male	398	98.1	62.30	63.90	42.90	62.3		
Economically Disadvantaged Students	132	99.3	35.60	39.90	25.10	35.6	39.2	Met Target†
Non-Economically Disadvantaged Students	619	98.8	67.50	68.70	54.30	67.5		
Students with Disabilities	102	96.3	15.70	21.80	16.50	15.7	15.5	Met Target
Students without Disabilities	649	99.3	69.20	72.80	48.80	69.2		
English Learners	40	100.0	40.00	57.10	23.30	40	N	N
Non-English Learners	711	98.8	63.10	65.30	45.20	63.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	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
Schoolwide	246	759	760	743	5%	10%	21%	44%	21%	65%	44%
White	104	750	751	751	*	15%	23%	49%	*	56%	54%
Hispanic	33	739	741	731	*	*	*	42%	*	46%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	97	777	775	771	*	*	16%	36%	45%	81%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	129	760	760	745	*	*	17%	46%	23%	68%	45%
Male	117	758	760	742	*	*	25%	41%	20%	61%	43%
Economically Disadvantaged Students	51	737	737	728	*	*	33%	31%	*	37%	24%
Non-Economically Disadvantaged Students	195	765	764	752	*	*	17%	47%	*	72%	56%
Students with Disabilities	33	730	724	717	*	*	*	*	*	30%	13%
Students without Disabilities	213	764	766	748	*	*	*	*	*	70%	50%
English Learners	11	717	*	710	*	*	*	*	0%	18%	*
Non-English Learners	235	761	*	745	*	*	*	*	22%	67%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	270	756	757	741	*	*	27%	42%	16%	57%	40%
White	99	748	748	748	*	14%	31%	48%	*	51%	49%
Hispanic	41	735	739	730	*	24%	37%	27%	*	29%	23%
Black or African American	10	737	*	726	0%	*	*	*	0%	30%	19%
Asian, Native Hawaiian, or Pacific Islander	114	772	773	764	*	*	19%	43%	33%	75%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	118	753	757	743	*	*	36%	36%	*	48%	41%
Male	152	758	757	740	*	*	20%	46%	*	65%	38%
Economically Disadvantaged Students	47	735	737	729	*	*	34%	30%	*	32%	22%
Non-Economically Disadvantaged Students	223	760	760	749	*	*	26%	44%	*	62%	50%
Students with Disabilities	30	719	721	716	*	*	*	*	0%	10%	11%
Students without Disabilities	240	760	763	746	*	*	*	*	18%	63%	45%
English Learners	10	711	*	712	*	*	*	*	0%	10%	*
Non-English Learners	260	757	*	742	*	*	*	*	16%	59%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	156	739	741	728	*	14%	35%	37%	*	39%	28%
White	82	734	736	736	17%	13%	34%	35%	0%	35%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	34	755	754	747	*	*	*	53%	*	59%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	70	737	742	730	*	*	31%	43%	*	43%	30%
Male	86	741	741	725	*	*	38%	33%	*	35%	26%
Economically Disadvantaged Students	37	727	736	719	*	*	43%	*	*	16%	19%
Non-Economically Disadvantaged Students	119	743	743	734	*	*	33%	*	*	45%	34%
Students with Disabilities	36	708	709	705	*	*	*	*	*	*	*
Students without Disabilities	120	748	751	734	*	*	*	*	*	*	*
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
Schoolwide	102	789	761	743	*	*	*	78%	20%	98%	42%
White	26	782	752	751	*	*	*	96%	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	69	793	777	774	*	*	*	70%	28%	97%	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	787	760	744	0%	0%	*	78%	*	96%	43%
Male	53	792	762	741	0%	0%	*	79%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	102	789	*	747	*	*	*	78%	20%	98%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	102	789	762	745	*	*	*	78%	20%	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

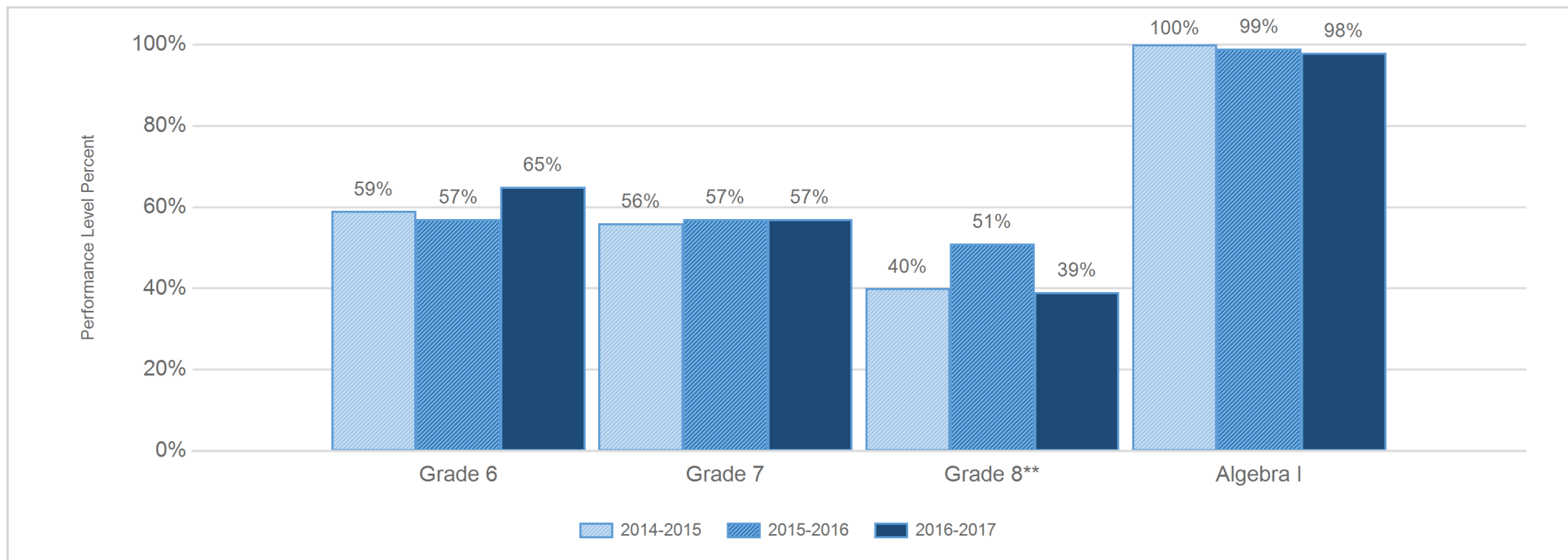


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	11	*	*
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.

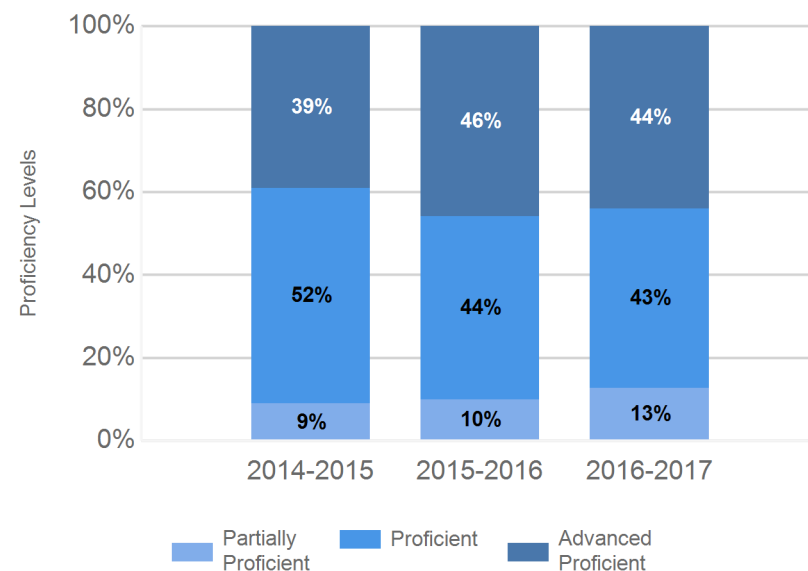
NJASK Science Assessment Performance: Grade 8

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	44%	43%	13%
White	36%	45%	19%
Hispanic	22%	58%	19%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	63%	35%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	17%	62%	21%
Students with Disabilities	N	58%	42%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	61	50	Exceeds Target	56.5	59	50	Met Target
White	55	56.5	50	Met Target	48	55	52	Met Target
Hispanic	57	56	49	Met Target	45.5	49	47	Met Target
Black or African American	70	*	45	Exceeds Target	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	69	67	60	Exceeds Target	67	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	63	60	51	**	*	64	52	**
Economically Disadvantaged	61	58	47	Exceeds Target	52	54.5	46	Met Target
Students with Disabilities	61.5	*	41	Exceeds Target	44	*	43	Met Target
English Learners	66	64	53	Exceeds Target	58	67	51	Met Target

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



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

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

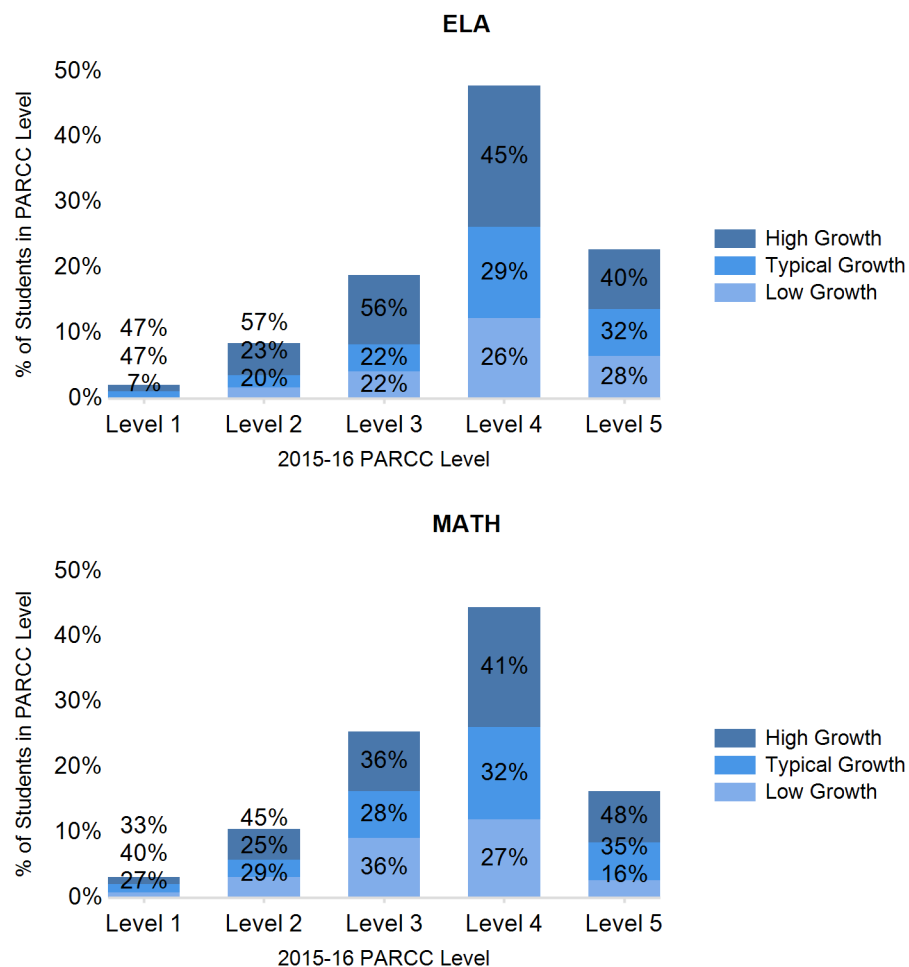
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

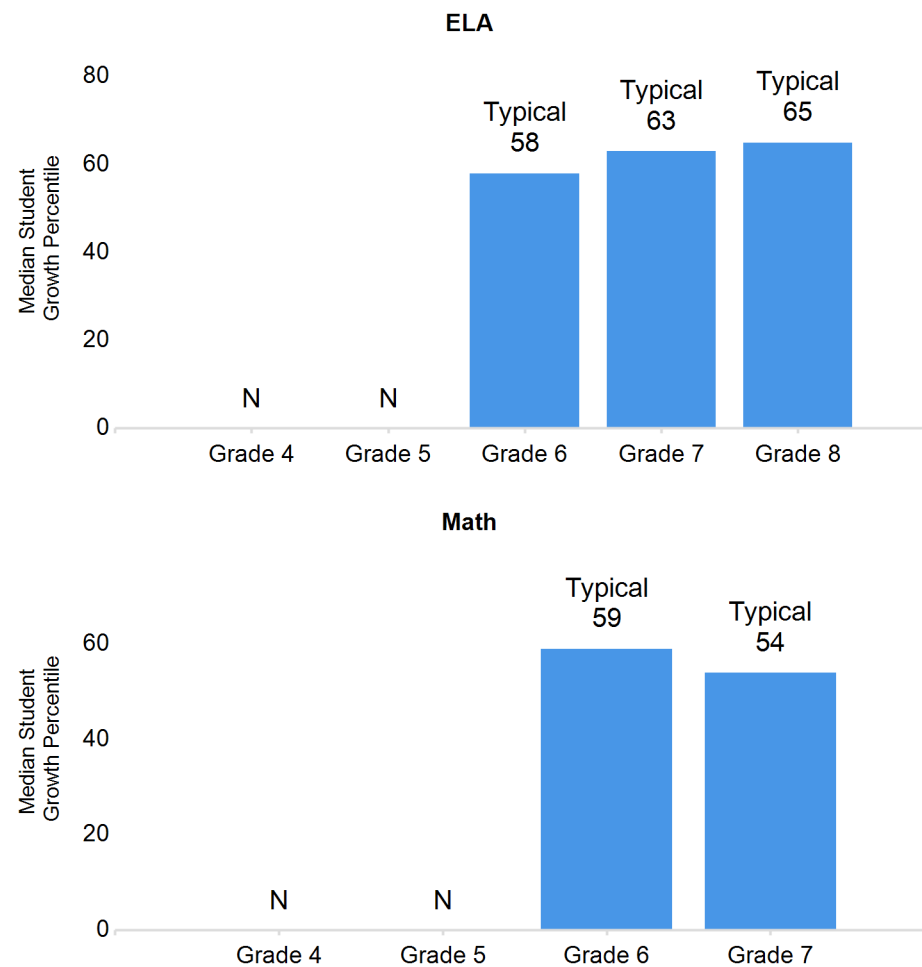
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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	263
7	1	0	276
8	103	0	158
Schoolwide	104	0	697

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	155	34	56	0	0	0	0
7	160	36	68	0	0	0	0
8	171	30	55	0	0	0	0
Schoolwide	486	100	179	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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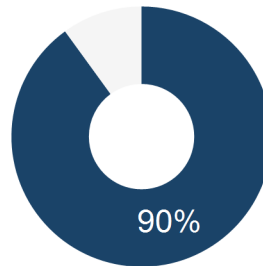
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Visual and Performing Arts – Course Participation

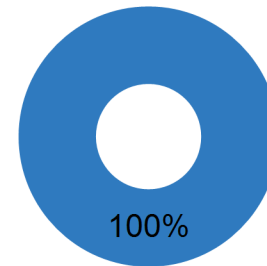
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

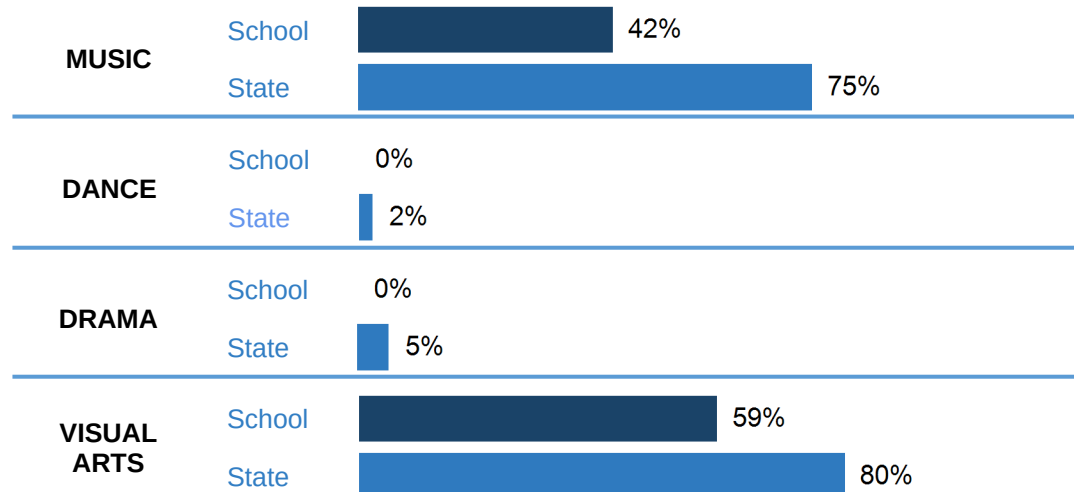


School



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

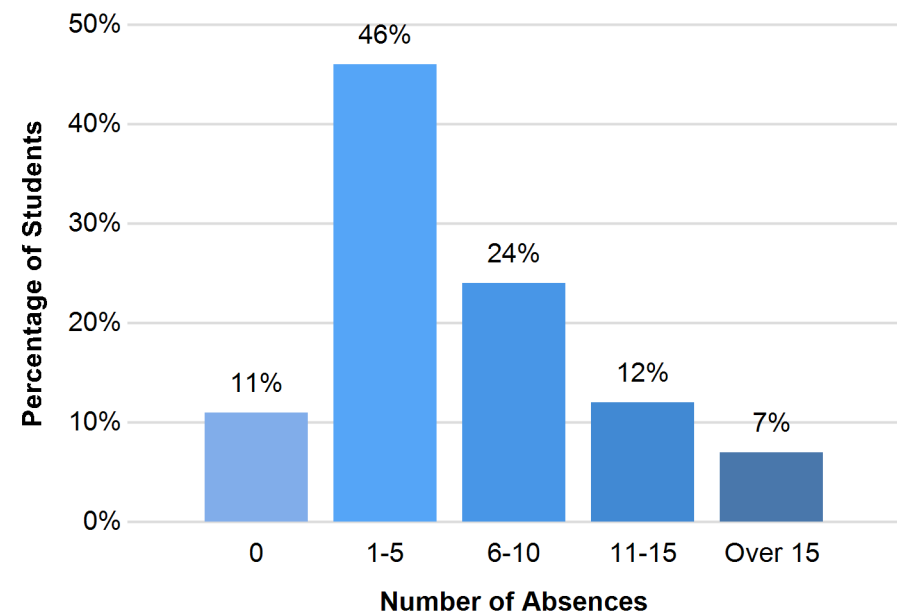
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	8.70	Met Target
White	9.30	8.70	Not Met
Hispanic	8.00	8.70	Met Target
Black or African American	0	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.00	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.70	8.70	Not Met
Students with Disabilities	12.70	8.70	Not Met
English Learners	8.70	8.70	Met Target

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

Days Absent

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



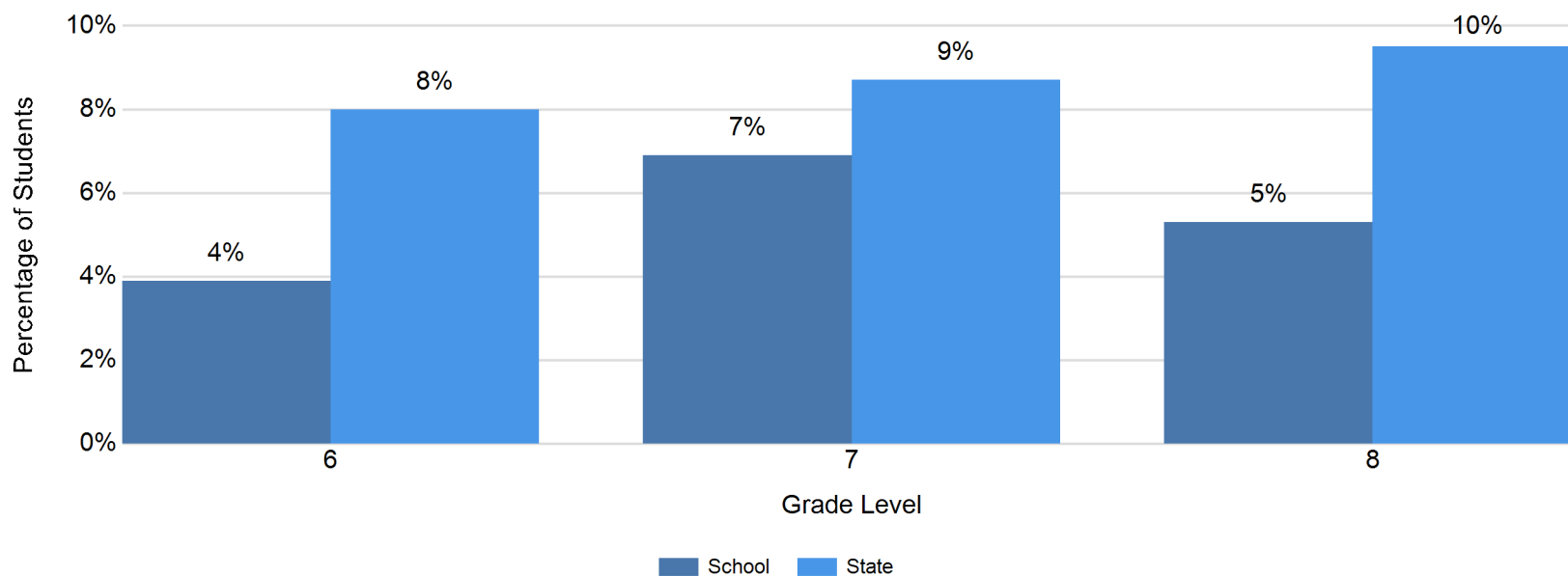


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 32 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	2.29

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	0.6%
Out-of-School Suspensions	0.5%
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	1.7:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	91	120,724
Average years experience in public schools	9.6	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	79%	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	262:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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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.

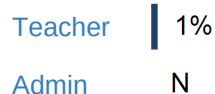
Bachelor's Degree



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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	87.1	17.5%
Mathematics Proficiency	66.4	17.5%
English Language Arts Growth	89.9	25.0%
Mathematics Growth	64.0	25.0%
Chronic Absenteeism	58.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.1
Summative Rating: Percentile rank of Summative Score		84.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	74.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
White	47.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	67.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	95.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	**	No
Asian, Native Hawaiian, or Pacific Islander	71.9	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	75.5	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	63.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
English Learners	73.9	11.9	No	N	N	Met Target	Exceeds Target	Met Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Gray	Email Address:	mgray@pthsd.net
Address:	1620 ROUTE 46 PARSIPPANY, NJ 07054	Website:	http://cms.pthsd.k12.nj.us/
Phone:	(973)263-7125	Twitter:	https://twitter.com/cmsmrgray

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:	• Literacy coaches infuse reading and writing skills into science and social studies courses. • Curriculum includes STEAM formatted instruction and Next Generation Science Standards. • Curriculum includes Robotics, Current and Emerging Technology, Young Makers and MultiMedia courses.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	Central has outstanding music programs. The CMS band and chorus both received "Superior" ratings at the High Note Music Festival, and multiple students participated in Junior Region Chorus and Junior Region Band. The Central Middle School History Day Club reached the national level and competed at Maryland State University.



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 Courses, Curriculum, Instruction:	We have accelerated courses in math, 6-8 with algebra options in Grade 8. Social studies and ELA have honors choices in G7-8. Science offers an 8th grade honors. For electives, we offer robotics, computer coding, and music/art/IA and engineering choices. Homework is meant to extend learning opportunities and is 30-45 minutes per subject. Text age varies but on-line include Pearson social studies and science.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Co-ed)
 Clubs and Activities:	Cheerleading is also offered in the fall and spring. Boy and Girls Cross Country won Morris County Championships. Boys Soccer and Girls Field Hockey both reached the county finals. Wrestling took fifth place overall in the Morris County Tournament with seven medal winners including an undefeated champion. Girls Softball took second place in the Morris County Tournament .



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School Narrative

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 Staff and Professional Learning:	Our new endeavors focus on integrating reading and writing in science, social studies and ELA. We have established literacy centers staffed by literacy coaches who conduct good writing practice in these subjects. Instructional Rounds are implemented in Grade 6 in social studies, science and math. These are facilitated by Generation Ready, an outside vendor. PLC's focus (grade teams) on tracking student growth through our quarterly assessments and meet daily to coordinate curriculum.
 Student Supports and Services:	Special Education programs; Multiple Disabled, Resource Room, Co-Teaching, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in PE and Health every day for 46 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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Other Information:

Central Middle School follows an eight period day structure with each period lasting forty-six minutes. The purpose of our curriculum is to help students learn by developing their intellectual, creative, and physical potential through a student-centered approach to instruction. Our program is responsive to the needs and abilities of the early adolescent learner. It attends to both the mastery of basic skills and higher cognitive processes, including problem solving and drawing conclusions. The instructional program seeks to have all student experience frequent academic success and provides a variety of learning experiences. exploratory areas of study for all children include language arts, mathematics, social studies, science, health and physical education, instrumental music, vocal music, food and nutrition, metalworking, woodworking, art, world languages (Spanish, Italian and French), S.T.E.A.M., multi-media skills, technology education and media/library studies. Student safety is of the highest priority. The School Culture and Climate Committee, made up of representatives of all stakeholders, meets monthly. Safety and security drills are also conducted twice a month in conjunction with townships police department. The school has a security officer as well as an SRO. Everyone involved in the Central Middle School community is committed to meeting the on-going and ever-changing needs of the school's student population. The staff recognizes the need to develop a close partnership with parents in order to sustain high academic achievement and personal growth for students. At all grade levels, parents maintain a close working relationship with their child's teachers through newsletters, electronic school-to-parent communication, parent-teacher conferences and the use of the district/school website. At Central Middle School, stakeholders believe and adhere to the importance of high expectations for learning, student achievement, respect and teamwork.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	51	68	57
KG	48	38	46
1	33	48	47
2	42	38	50
3	39	40	36
4	40	41	38
5	40	38	42
Ungraded	23	37	21
Total	316	348	337

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%	46%	45%
Male	51%	54%	55%
Economically Disadvantaged Students	12%	11%	11%
Students with Disabilities	18%	19%	22%
English Learners	13%	15%	12%
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
Asian	59.3%
White	23.7%
Hispanic	12.8%
Black or African American	0.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	30	34	39
PK - Full Day	21	34	18
KG - Half Day	0	0	0
KG - Full Day	49	38	46

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	38.3%
Gujarati	16.6%
Telugu	10.1%
Spanish	6.5%
Hindi	6.5%
Other	22.1%



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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	110	95.0	72.70	73.00	54.90	72.7	58.1	Met Target
White	27	90.0	59.30	68.60	63.90	56.1	57.1	Met Target†
Hispanic	15	100.0	66.70	60.30	39.80	66.7	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	62	95.7	79.00	81.90	80.70	79	64	Met Target
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	60	94.0	75.00	80.60	62.20	74		
Male	50	96.3	70.00	65.90	48.10	70		
Economically Disadvantaged Students	13	86.7	38.50	53.50	36.20	35	**	**
Non-Economically Disadvantaged Students	97	96.2	77.30	76.30	65.80	77.3		
Students with Disabilities	18	100.0	11.10	25.50	20.50	11.1	**	**
Students without Disabilities	92	94.2	84.70	82.10	61.90	83.8		
English Learners	17	90.0	47.10	52.10	25.20	44.2	N	N
Non-English Learners	93	96.0	77.40	75.20	57.40	77.4		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	764	767	749	*	*	*	66%	*	71%	50%
White	*	*	*	759	*	*	*	*	*	*	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	22	775	772	775	0%	*	*	73%	*	82%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	15	766	772	754	*	*	*	*	*	73%	55%
Male	20	763	762	745	*	*	*	*	*	70%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	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	36	773	775	753	*	*	*	47%	28%	75%	56%
White	*	*	*	762	*	*	*	*	*	*	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	26	776	782	777	*	*	*	42%	*	77%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	22	776	780	758	*	*	*	*	*	73%	61%
Male	14	768	770	749	*	*	*	*	*	79%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	761	770	756	*	*	*	71%	*	74%	59%
White	*	*	*	763	*	*	*	*	*	*	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	19	762	776	779	*	0%	*	74%	0%	74%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	25	767	774	761	*	*	*	76%	*	80%	66%
Male	17	752	766	750	*	*	*	65%	*	65%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	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%

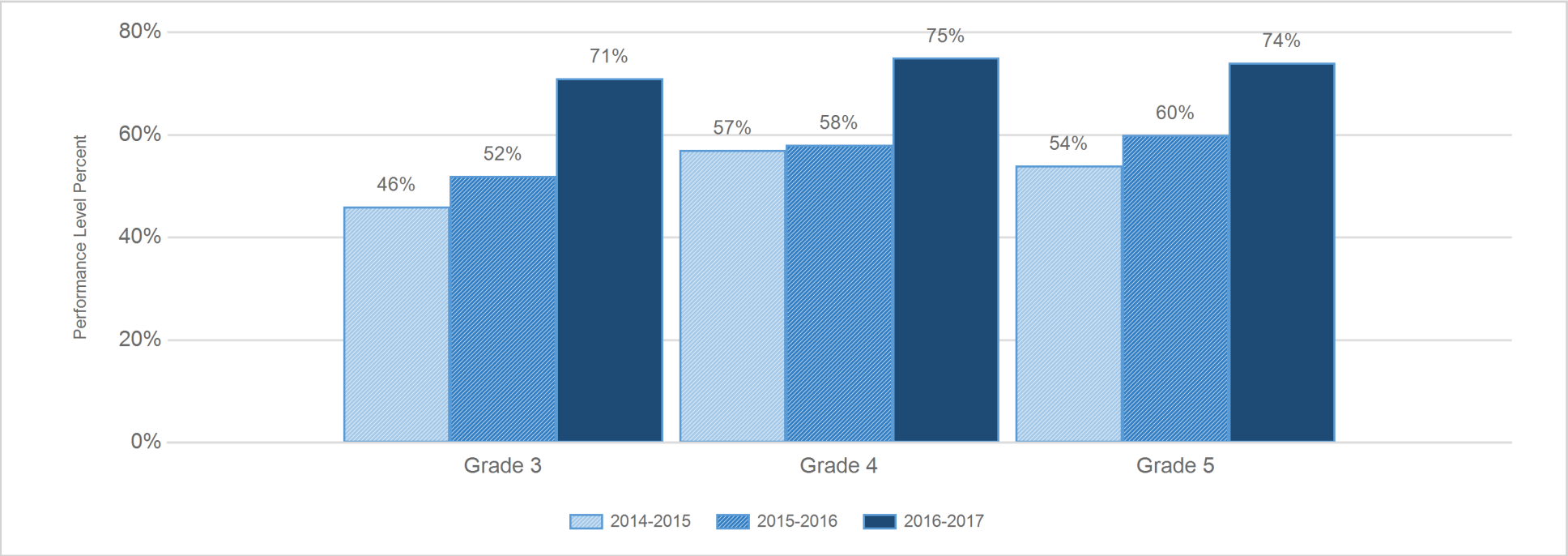


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English Language Arts/Literacy Assessment - Performance Trends

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	110	95.2	67.20	64.50	43.50	67.2	59.6	Met Target
White	27	90.0	55.50	56.80	52.40	52.6	41.5	Met Target
Hispanic	15	100.0	46.70	45.40	27.60	46.7	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	62	95.8	77.40	80.00	75.60	77.4	73.8	Met Target
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	60	94.0	65.00	65.20	44.10	64.1		
Male	50	96.5	70.00	63.90	42.90	70		
Economically Disadvantaged Students	13	87.5	53.90	39.90	25.10	49	**	**
Non-Economically Disadvantaged Students	97	96.3	69.10	68.70	54.30	69.1		
Students with Disabilities	18	100.0	11.10	21.80	16.50	11.1	**	**
Students without Disabilities	92	94.3	78.20	72.80	48.80	77.3		
English Learners	17	91.3	47.10	57.10	23.30	44.2	N	N
Non-English Learners	93	96.0	71.00	65.30	45.20	71		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	767	768	751	*	*	*	57%	*	73%	53%
White	*	*	*	759	*	*	*	*	*	*	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	23	776	778	779	0%	0%	*	65%	*	83%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	15	773	770	751	*	*	*	*	*	73%	52%
Male	22	763	767	751	*	*	*	*	*	73%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	769	769	747	0%	*	*	65%	*	76%	47%
White	*	*	*	755	*	*	*	*	*	*	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	27	773	780	774	0%	0%	*	67%	*	78%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	22	769	771	747	0%	*	*	64%	*	73%	47%
Male	15	768	768	747	0%	*	*	67%	*	80%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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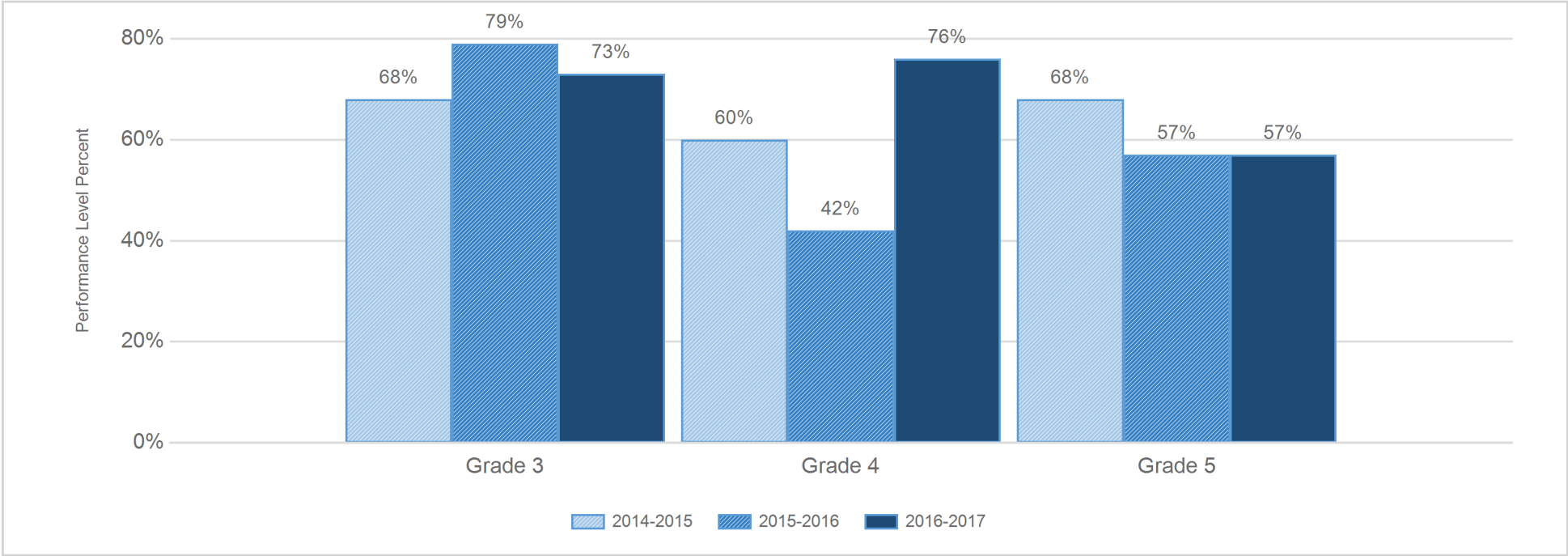
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	756	764	747	0%	*	31%	45%	*	57%	46%
White	*	*	*	754	*	*	*	*	*	*	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	19	765	777	774	0%	*	*	*	*	68%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	25	757	762	747	0%	*	*	*	*	56%	47%
Male	17	756	766	746	0%	*	*	*	*	59%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	15	66.7%	33.3%
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.

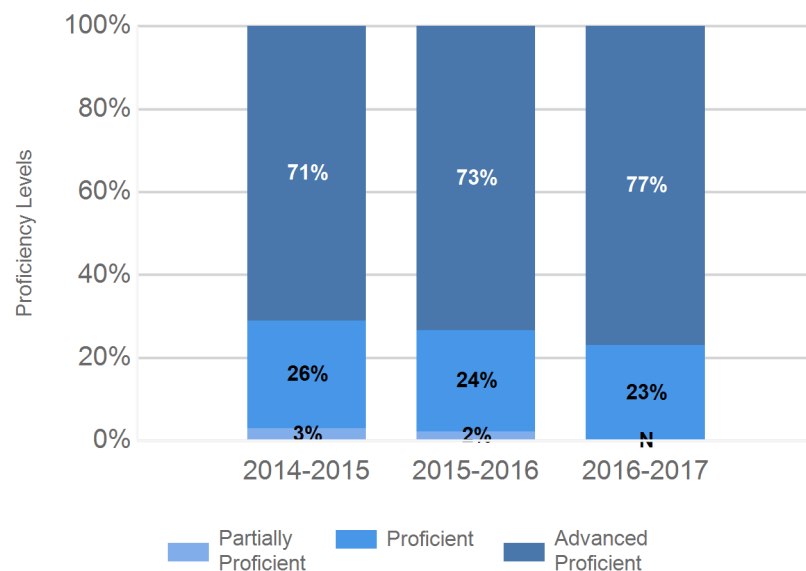
NJASK Science Assessment Performance: Grade 4

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	77%	23%	N
White	*	*	N
Hispanic	*	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	82%	19%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	N	*	N
English Learners	*	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62.5	61	50	Exceeds Target	62.5	59	50	Exceeds Target
White	38	56.5	50	**	46.5	55	52	**
Hispanic	*	56	49	**	*	49	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	68	67	60	Exceeds Target	68	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	*	58	47	**	*	54.5	46	**
Students with Disabilities	53	*	41	**	30	*	43	**
English Learners	50.5	64	53	**	71	67	51	**

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



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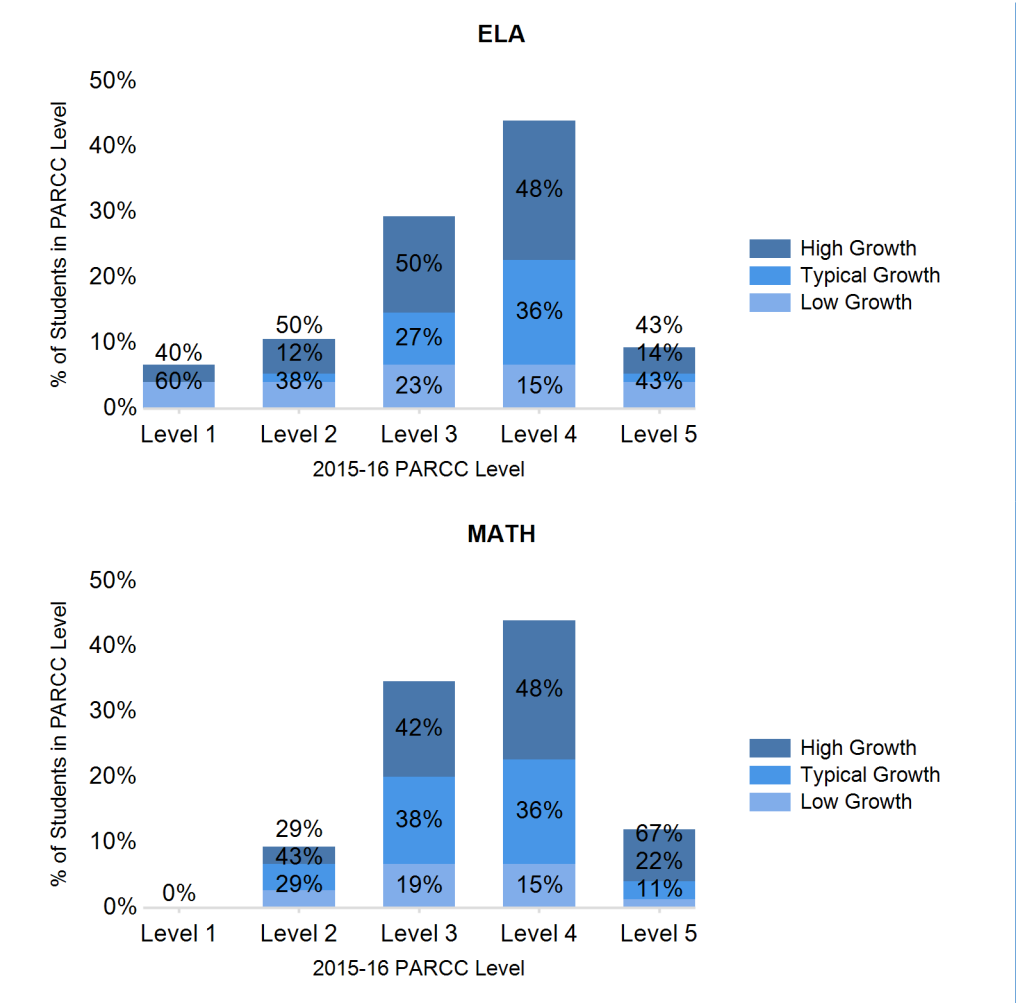
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

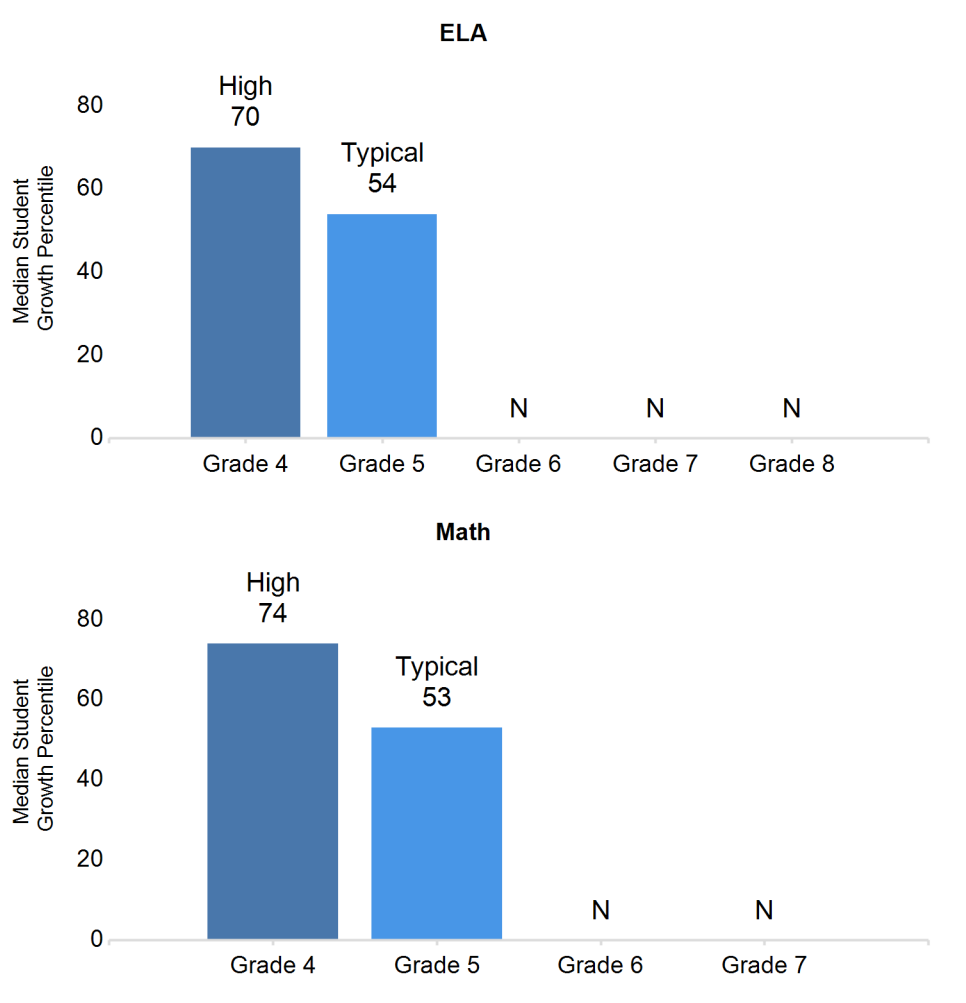
Student Growth by Performance Level

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

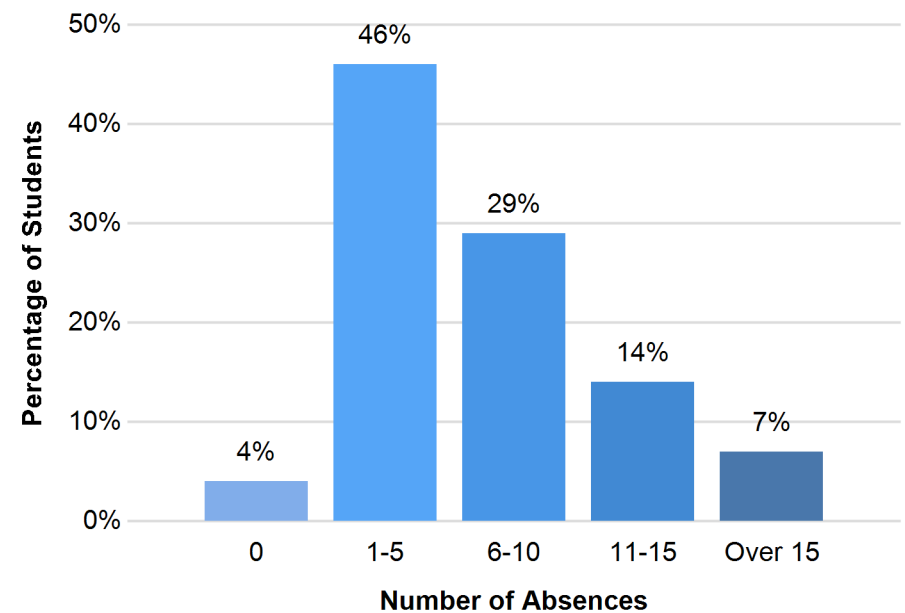
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	8.40	Met Target
White	3.50	8.40	Met Target
Hispanic	8.60	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	0	8.40	Met Target
Students with Disabilities	2.90	8.40	Met Target
English Learners	0	8.40	Met Target

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

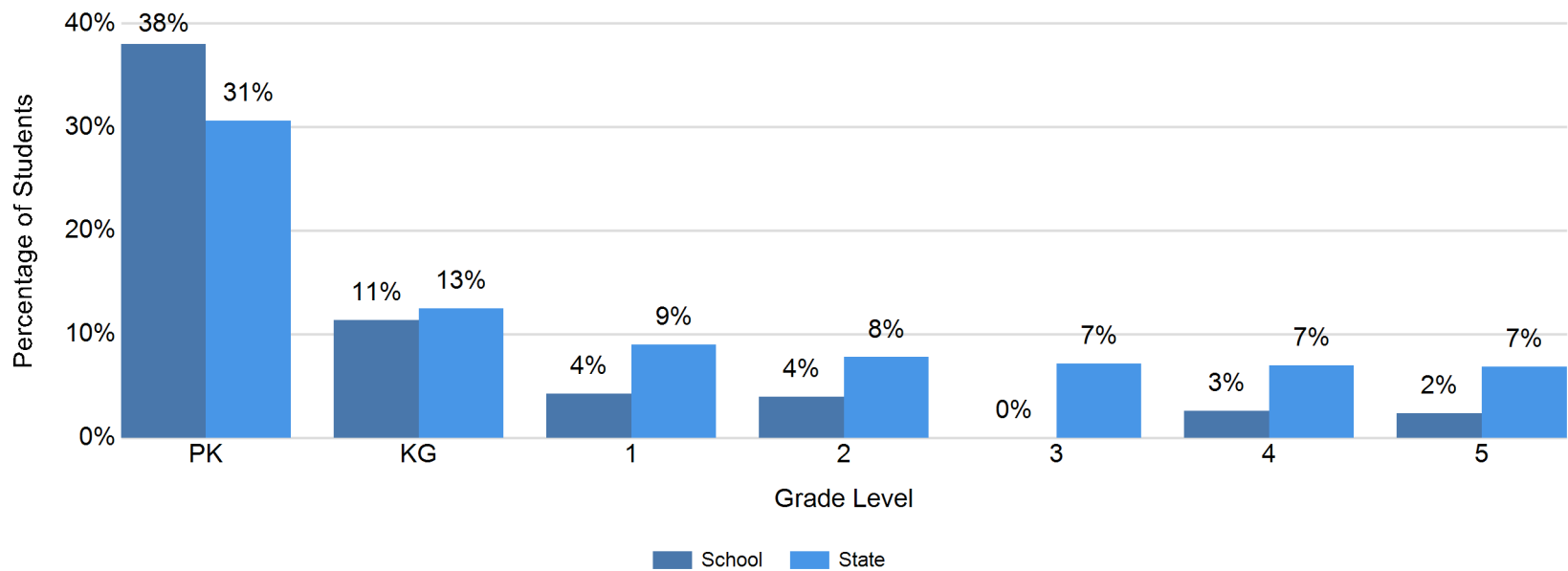
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 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	1.2:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	10.4	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	337:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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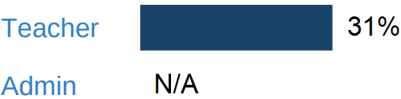
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but 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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	63.9	17.5%
Mathematics Proficiency	69.2	17.5%
English Language Arts Growth	84.5	25.0%
Mathematics Growth	82.5	25.0%
Chronic Absenteeism	85.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		77.8
Summative Rating: Percentile rank of Summative Score		87.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	77.8	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	58.7	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Hershkowitz	Email Address:	bhershkowitz@pthsd.net
Address:	40 EBA ROAD PARSIPPANY, NJ 07054-2619	Website:	http://eas.pthsd.k12.nj.us
Phone:	(973)428-7583	Twitter:	https://twitter.com/EastlakeMrH

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 currently use a balanced literacy approach to develop our readers and writers. • Technology plays a large role at Eastlake in preparing students for life in the twenty-first century. • Eastlake is home to K-Kids and the Lions Pride. These are 2 clubs that help promote a positive school climate.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	Eastlake makes a concerted effort to provide social/emotional support to learners so they become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, capable of responsible decision-making and managing emotions and behaviors. We implement a character education program that focuses on Caring, Respect, Trustworthiness, Fairness, Citizenship, and Responsibility. Students are recognized daily for their role in maintaining a positive school culture and climate.



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 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	Eastlake Elementary School participates in a comprehensive physical education program that develops and refines foundational skills to provide students the knowledge, skills, and attitudes necessary to lead a healthy life.
 Clubs and Activities:	We are proud to offer a number of extracurricular clubs at Eastlake School, which help to develop the students in areas that are academic, social and emotional in nature. Such clubs include K-Kids, Lion's Pride, Dance, Safety Patrol, Peace Makers, Intramural sports, Maker Space, Expressive Reading, Gardening, and Reader's Theater.



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 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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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:

Eastlake School is a place where each child’s education is the most important task before us. Our priority is educating all students so that they may develop the skills necessary to be educated individuals who are prepared to meet the challenges of life in the twenty-first century. To achieve these goals, students receive a comprehensive education that helps them to develop academically, socially, emotionally and physically. We utilize differentiated learning strategies within the classroom that addresses the different learning styles of each individual. Each grade level has a multitude of academic and enriching programs. Such programs include Reading and Language Arts, Math, Science, Technology, Social Studies, Music, Art, Physical Education and World Culture. Reading skills are crucial to the development and success of our students. Our balanced literacy approach helps to monitor the growth of each student’s reading, writing and speaking ability on an individual basis. Students are encouraged to read daily while our teachers model the behaviors of good readers. As with our Reading and Language Arts program, technology is infused within each subject area. We utilize technology as an important tool for learning. Children are able to reinforce skills, study various material, research, fact find and create through the use of many technological resources. We also believe that a parent’s role in their child’s education is pivotal to the success they have throughout their lives. We will continue to highlight the urgency for parent participation by strengthening community bonds through collaborating with families and community members. Our students and staff take pride in a program that holds high standards and expectations. Our teachers work diligently to develop critical thinking skills in all content areas while our students continually meet with success each day by working collaboratively with the Eastlake School community.



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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	43	60	46
1	48	44	62
2	50	47	41
3	51	49	49
4	54	52	49
5	47	51	50
Ungraded	4	5	0
Total	297	308	297

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	43	60	46

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	48%
Male	50%	52%	52%
Economically Disadvantaged Students	17%	13%	16%
Students with Disabilities	11%	12%	13%
English Learners	16%	16%	17%
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	46.1%
Asian	35.0%
Hispanic	15.2%
Black or African American	1.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.4%

Enrollment by Home Language

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

Home Language	% of Students
English	62.6%
Gujarati	9.8%
Spanish	8.8%
Telugu	4.4%
Hindi	2.7%
Other	11.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	141	99.3	70.90	73.00	54.90	70.9	70.8	Met Target
White	69	100.0	72.40	68.60	63.90	72.4	77.4	Met Target†
Hispanic	19	100.0	42.20	60.30	39.80	42.2	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	48	98.1	77.10	81.90	80.70	77.1	66.7	Met Target
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	66	100.0	72.70	80.60	62.20	72.7		
Male	75	98.8	69.30	65.90	48.10	69.3		
Economically Disadvantaged Students	23	100.0	52.20	53.50	36.20	52.2	N	N
Non-Economically Disadvantaged Students	118	99.2	74.60	76.30	65.80	74.6		
Students with Disabilities	25	100.0	48.00	25.50	20.50	48	N	N
Students without Disabilities	116	99.2	75.90	82.10	61.90	75.9		
English Learners	31	97.0	38.70	52.10	25.20	38.7	N	N
Non-English Learners	110	100.0	80.00	75.20	57.40	80		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	766	767	749	*	*	*	49%	*	67%	50%
White	26	772	766	759	*	0%	*	54%	*	73%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	771	772	775	*	0%	*	*	*	71%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	24	773	772	754	*	*	*	50%	*	75%	55%
Male	25	760	762	745	*	*	*	48%	*	60%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	14	746	734	720	*	*	*	*	*	50%	24%
Students without Disabilities	35	775	772	755	*	*	*	*	*	74%	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	48	765	775	753	0%	*	*	63%	*	75%	56%
White	22	765	*	762	0%	0%	*	68%	*	73%	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	18	765	782	777	0%	*	*	61%	*	78%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	18	773	780	758	0%	*	*	72%	*	89%	61%
Male	30	761	770	749	0%	*	*	57%	*	67%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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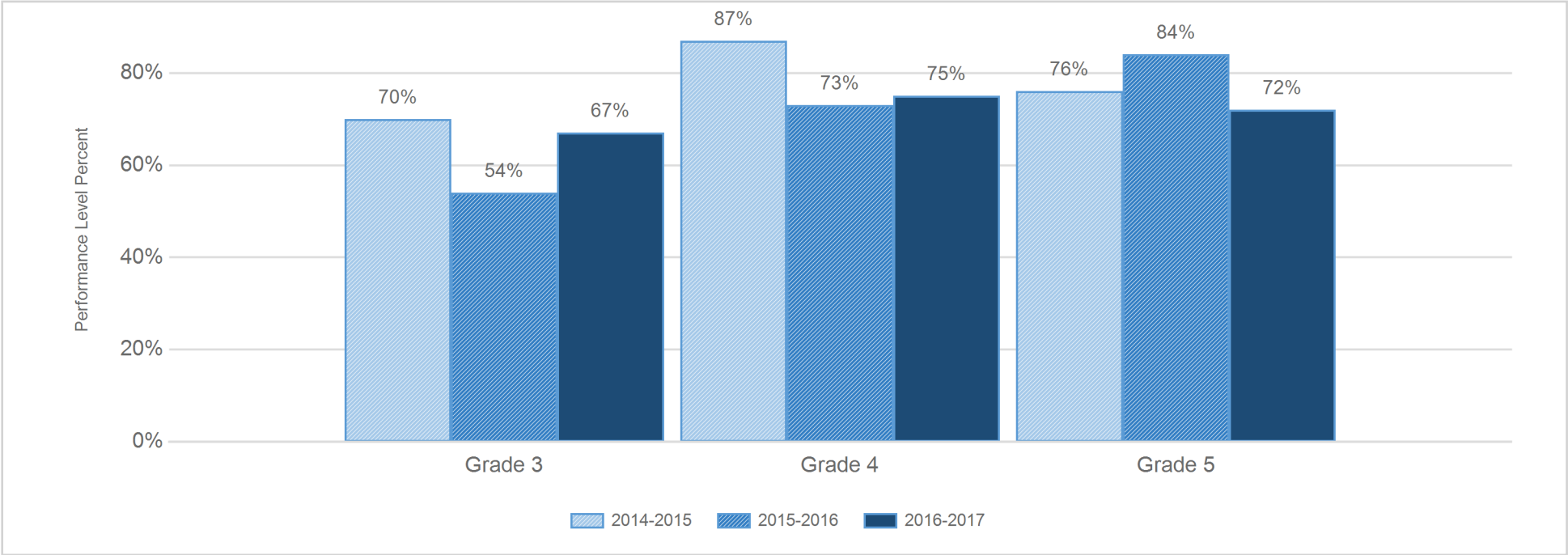
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	768	770	756	0%	*	20%	60%	*	72%	59%
White	22	767	767	763	0%	*	*	68%	*	73%	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	21	774	776	779	0%	*	*	67%	*	81%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	25	762	774	761	0%	*	*	48%	*	60%	66%
Male	25	775	766	750	0%	*	*	72%	*	84%	53%
Economically Disadvantaged Students	10	749	755	740	0%	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	40	773	773	765	0%	*	*	*	*	80%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	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%

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	139	98.0	67.60	64.50	43.50	67.6	74.1	Met Target†
White	67	97.1	67.10	56.80	52.40	67.1	72.4	Met Target†
Hispanic	19	100.0	36.80	45.40	27.60	36.8	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	48	98.1	79.20	80.00	75.60	79.2	80	Met Target†
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	65	98.5	67.70	65.20	44.10	67.7		
Male	74	97.5	67.60	63.90	42.90	67.6		
Economically Disadvantaged Students	23	100.0	52.20	39.90	25.10	52.2	N	N
Non-Economically Disadvantaged Students	116	97.6	70.70	68.70	54.30	70.7		
Students with Disabilities	24	96.0	50.00	21.80	16.50	50	N	N
Students without Disabilities	115	98.4	71.30	72.80	48.80	71.3		
English Learners	31	97.0	41.90	57.10	23.30	41.9	N	N
Non-English Learners	108	98.3	75.00	65.30	45.20	75		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	764	768	751	*	*	29%	44%	*	60%	53%
White	25	762	763	759	0%	*	40%	44%	*	56%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	779	778	779	0%	*	*	*	*	79%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	24	762	770	751	*	*	*	*	*	67%	52%
Male	24	766	767	751	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	14	749	741	729	*	*	*	*	*	43%	29%
Students without Disabilities	34	770	773	755	*	*	*	*	*	68%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	762	769	747	*	*	35%	56%	*	65%	47%
White	22	760	*	755	*	*	*	68%	*	68%	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	18	771	780	774	0%	0%	*	*	*	72%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	18	758	771	747	*	*	*	56%	*	61%	47%
Male	30	764	768	747	*	*	*	57%	*	67%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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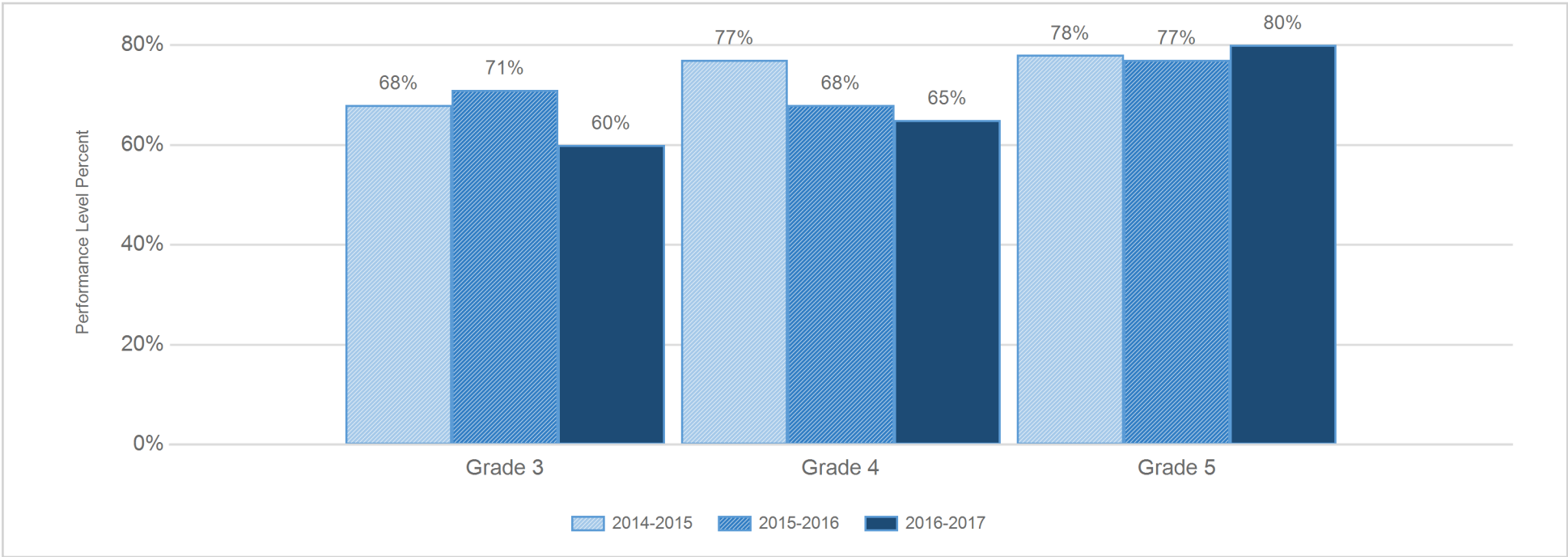
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	773	764	747	0%	0%	20%	55%	25%	80%	46%
White	21	768	758	754	0%	0%	*	62%	*	81%	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	21	782	777	774	0%	0%	*	48%	*	86%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	24	765	762	747	0%	0%	*	63%	*	75%	47%
Male	25	780	766	746	0%	0%	*	48%	*	84%	46%
Economically Disadvantaged Students	10	751	746	732	*	*	*	*	0%	50%	27%
Non-Economically Disadvantaged Students	39	778	767	756	*	*	*	*	31%	87%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	16	*	*
2	19	68.4%	31.6%
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.

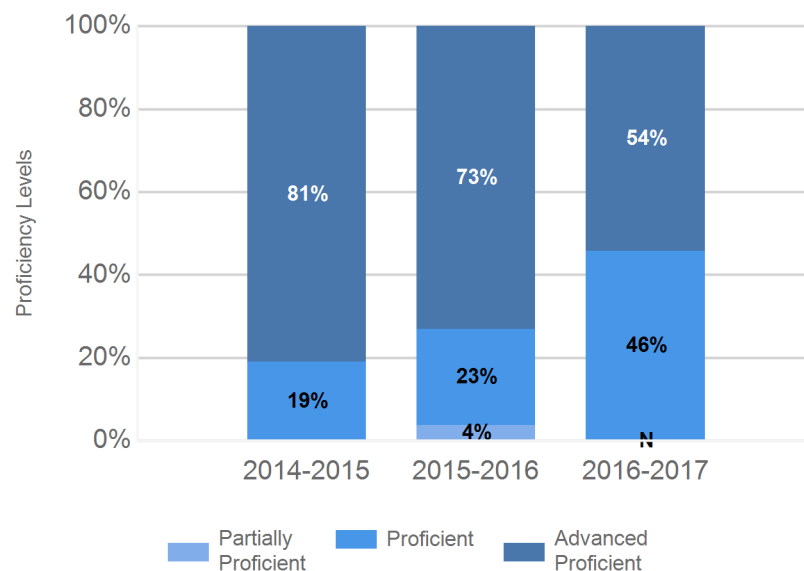
NJASK Science Assessment Performance: Grade 4

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	54%	46%	N
White	55%	46%	N
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	50%	50%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	N
English Learners	*	*	N

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	50	61	50	Met Target	64	59	50	Exceeds Target
White	47.5	56.5	50	Met Target	61	55	52	Exceeds Target
Hispanic	*	56	49	**	*	49	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	56	67	60	Met Target	78	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	49.5	58	47	**	50	54.5	46	**
Students with Disabilities	39	*	41	**	63	*	43	**
English Learners	50	64	53	**	72.5	67	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:

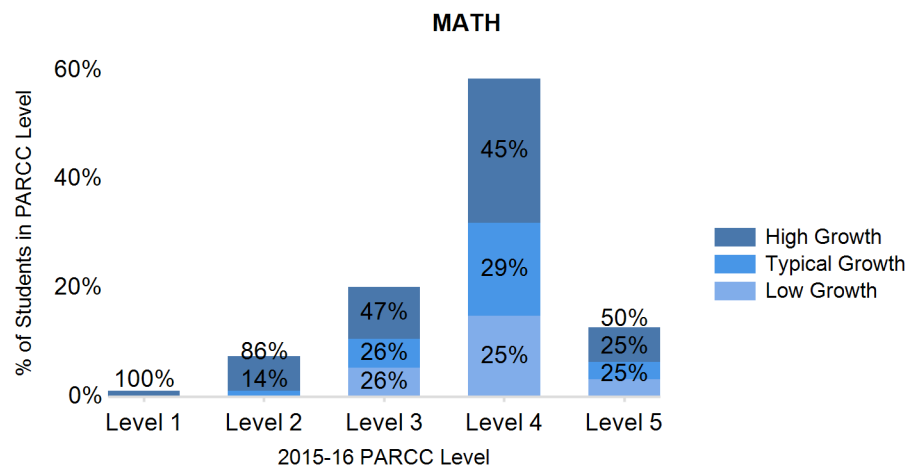
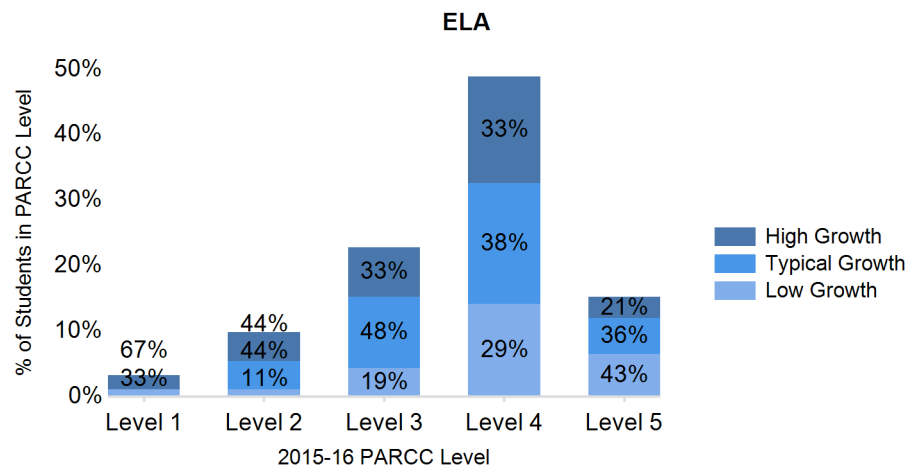
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

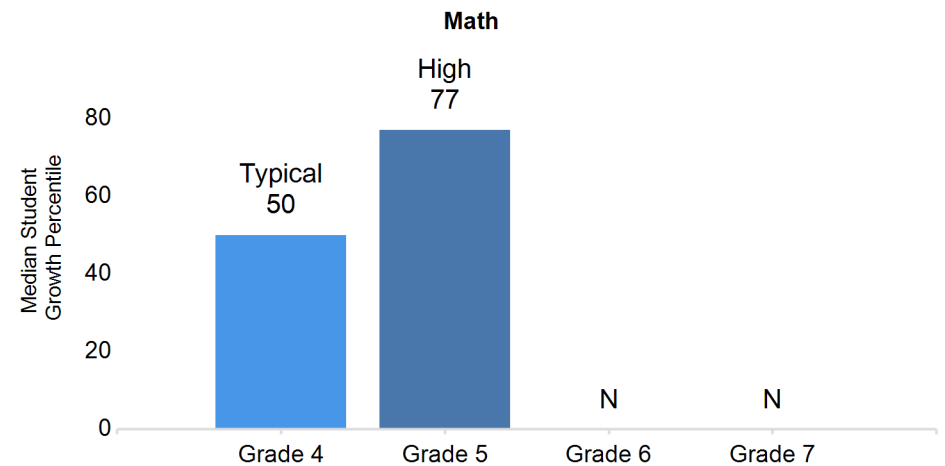
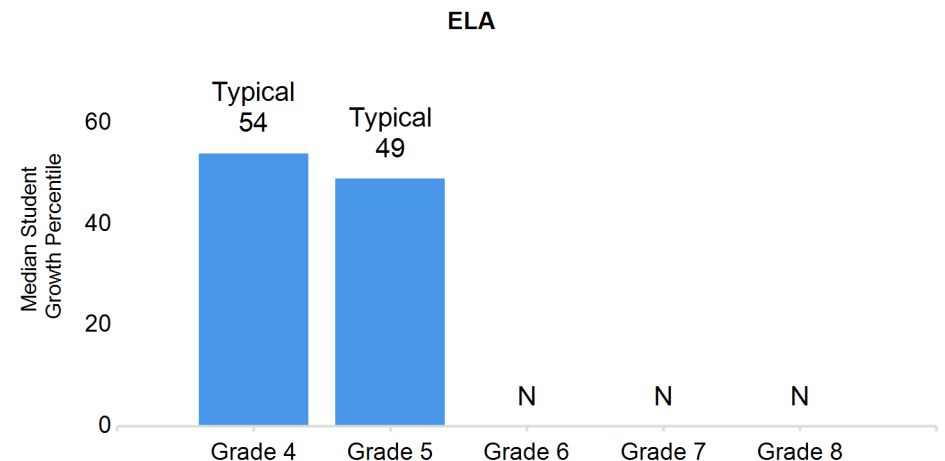
Student Growth by Performance Level

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

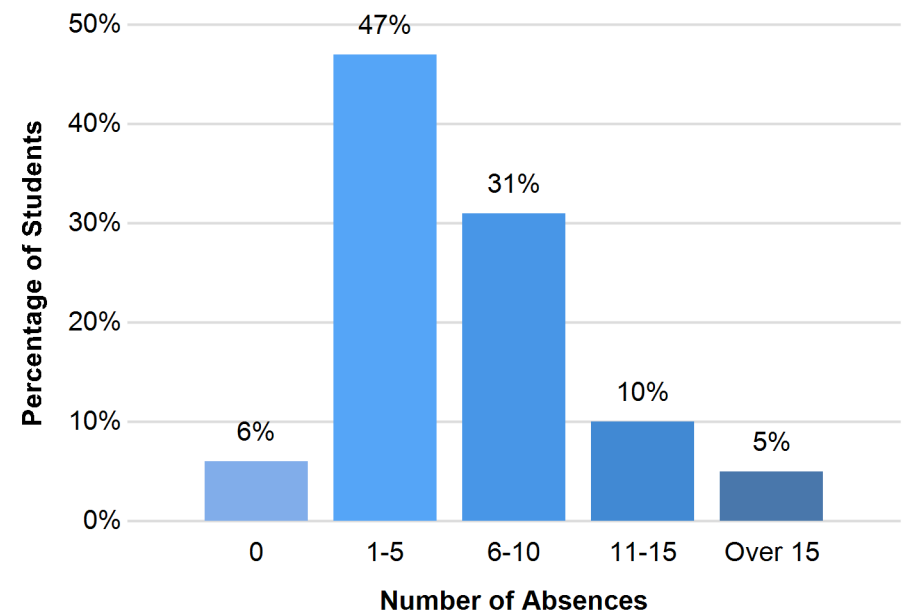
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.00	8.40	Met Target
White	0.70	8.40	Met Target
Hispanic	2.20	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.30	8.40	Met Target
Students with Disabilities	0	8.40	Met Target
English Learners	2.00	8.40	Met Target

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

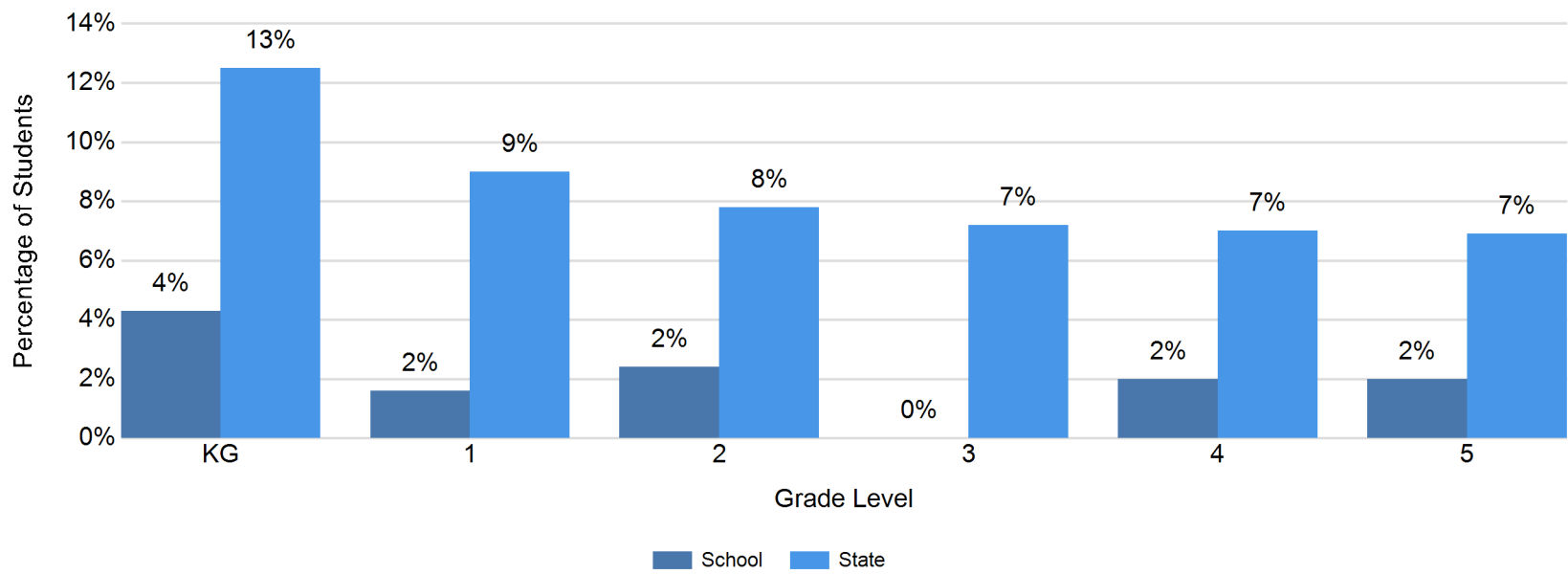
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 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	1.1:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	27	120,724
Average years experience in public schools	9.4	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	67%	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	297:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	99%



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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	73.5	17.5%
Mathematics Proficiency	84.5	17.5%
English Language Arts Growth	41.4	25.0%
Mathematics Growth	89.0	25.0%
Chronic Absenteeism	95.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.6
Summative Rating: Percentile rank of Summative Score		84.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	74.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
White	68.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	51.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Met Target	**	**	No
Students with Disabilities	**	**	No	N	N	Met Target	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Waack	Email Address:	cwaack@pthsd.net
Address:	60 PITT ROAD BOONTON, NJ 07005	Website:	http://ins.pthsd.k12.nj.us
Phone:	(973)263-7075	Twitter:	https://twitter.com/IntervaleSchool

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:	• Intervale staff earned several grants during the academic school year. • Intervale students participate in an extensive reading challenge. • Intervale staff promotes Character Education through Mindfulness.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	Several faculty members received grants and an Intervale teacher was recognized as Teacher of the Year. Readers took part in our Intervale's Reading Program, and they reached the Principal's Challenge . The school enjoyed Dr. Seuss Day. Participants included prominent members in the Parsippany community. Fifth grade students who completed all homework assignments on time and read an average of 30 minutes a night were treated at Longhorn's Restaurant on four separate occasions.



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 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	Intervale School participates in a comprehensive physical education program that develops and refines foundational skills to provide students with the knowledge, skills, and attitudes necessary to lead a healthy and happy lifestyle.
 Clubs and Activities:	Intervale School offers a number of interesting and valuable extracurricular clubs. These activities help students develop their academic, social and emotional needs and well-being. Intervale clubs include BMS Buddies, Intramurals, Coding, Photography, Dance, Expressive Reading, Safety Patrol, Student Council and the School Play among others.



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School Narrative

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 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.

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:	Intervale School is a warm, caring community in which children, parents and staff engage in meaningful activities. Working together cooperatively and creatively, we all strive to develop self-confident, motivated, responsible, respectful, and life-long active learners. Intervale School planned, developed and completed specific activities that related to the district-wide objectives. The Principal and grade level teachers met and reviewed the NJCCCS and identified reading and/or writing and math skills that needed to be addressed. Instructional activities and monthly assessments were developed. In-service was provided and student work portfolios were reviewed monthly with feedback provided to assist and promote further student/staff growth. Some of the skills developed in math included dealing with money, identifiers, shapes or parts, word problems, graphs, open-ended questions, fractions and time and measurement. The Language Arts activities were developed based on an in-service and the PARCC testing. Questions were developed and aligned with the new Common Core. Prompts included persuasive and explanatory essays and included evidence-based, selected response, technology enhanced constructed response, literacy analysis task and prose constructed responses. Teachers generated specific skill-based learning co-horts in an effort to reinforce and analyze text, critical thinking and paragraph writing skills. The content supervisors provided various workshops and in-services in the area of Math and Language Arts. Building Objective Meetings were held monthly to track progress of each of the students and assess the students' skill sets based on the NJ Holistic Scoring Rubric.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	72	60	57
1	67	72	58
2	46	67	70
3	62	49	69
4	47	57	51
5	57	49	63
Ungraded	0	0	0
Total	351	354	368

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	53%	52%
Male	49%	47%	48%
Economically Disadvantaged Students	31%	35%	28%
Students with Disabilities	9%	11%	10%
English Learners	21%	29%	23%
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
Asian	45.1%
White	32.3%
Hispanic	17.4%
Black or African American	1.9%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	69	60	57

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	51.4%
Telugu	7.6%
Spanish	5.7%
Gujarati	5.2%
Tamil	3.8%
Other	26.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	164	98.9	69.50	73.00	54.90	69.5	62.3	Met Target
White	63	98.5	74.60	68.60	63.90	74.6	67.4	Met Target
Hispanic	30	100.0	73.30	60.30	39.80	73.3	53.3	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	63	98.6	61.90	81.90	80.70	61.9	63.1	Met Target†
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	76	98.9	84.20	80.60	62.20	84.2		
Male	88	98.9	56.80	65.90	48.10	56.8		
Economically Disadvantaged Students	48	98.0	70.90	53.50	36.20	70.9	55.5	Met Target
Non-Economically Disadvantaged Students	116	99.2	69.00	76.30	65.80	69		
Students with Disabilities	22	100.0	22.70	25.50	20.50	22.7	N	N
Students without Disabilities	142	98.7	76.80	82.10	61.90	76.8		
English Learners	51	98.1	54.90	52.10	25.20	54.9	42	Met Target
Non-English Learners	113	99.2	76.10	75.20	57.40	76.1		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	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
Schoolwide	66	762	767	749	*	*	26%	59%	*	65%	50%
White	24	769	766	759	*	*	*	71%	*	79%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	30	759	772	775	0%	*	37%	47%	*	53%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	28	769	772	754	*	*	*	75%	*	79%	55%
Male	38	757	762	745	*	*	*	47%	*	55%	46%
Economically Disadvantaged Students	11	766	745	731	*	*	*	*	*	82%	31%
Non-Economically Disadvantaged Students	55	761	770	762	*	*	*	*	*	62%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	11	746	733	709	*	*	*	*	*	27%	11%
Non-English Learners	55	765	770	752	*	*	*	*	*	73%	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	48	764	775	753	*	*	*	56%	*	75%	56%
White	18	764	*	762	0%	*	*	67%	*	78%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	19	767	782	777	*	*	*	*	*	74%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	22	782	780	758	*	*	*	64%	*	96%	61%
Male	26	748	770	749	*	*	*	50%	*	58%	51%
Economically Disadvantaged Students	16	759	756	737	*	*	*	63%	*	69%	36%
Non-Economically Disadvantaged Students	32	766	778	764	*	*	*	53%	*	78%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	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
Schoolwide	63	770	770	756	*	*	19%	54%	19%	73%	59%
White	25	762	767	763	0%	*	*	56%	*	64%	69%
Hispanic	13	775	760	743	0%	0%	*	*	*	85%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	780	776	779	0%	*	*	*	*	76%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	34	777	774	761	0%	*	*	62%	*	82%	66%
Male	29	763	766	750	0%	*	*	45%	*	62%	53%
Economically Disadvantaged Students	21	768	755	740	0%	*	*	62%	*	71%	40%
Non-Economically Disadvantaged Students	42	772	773	765	0%	*	*	50%	*	74%	71%
Students with Disabilities	10	737	736	725	0%	*	*	*	0%	20%	22%
Students without Disabilities	53	777	777	762	0%	*	*	*	23%	83%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	63	770	770	757	*	*	19%	54%	19%	73%	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%

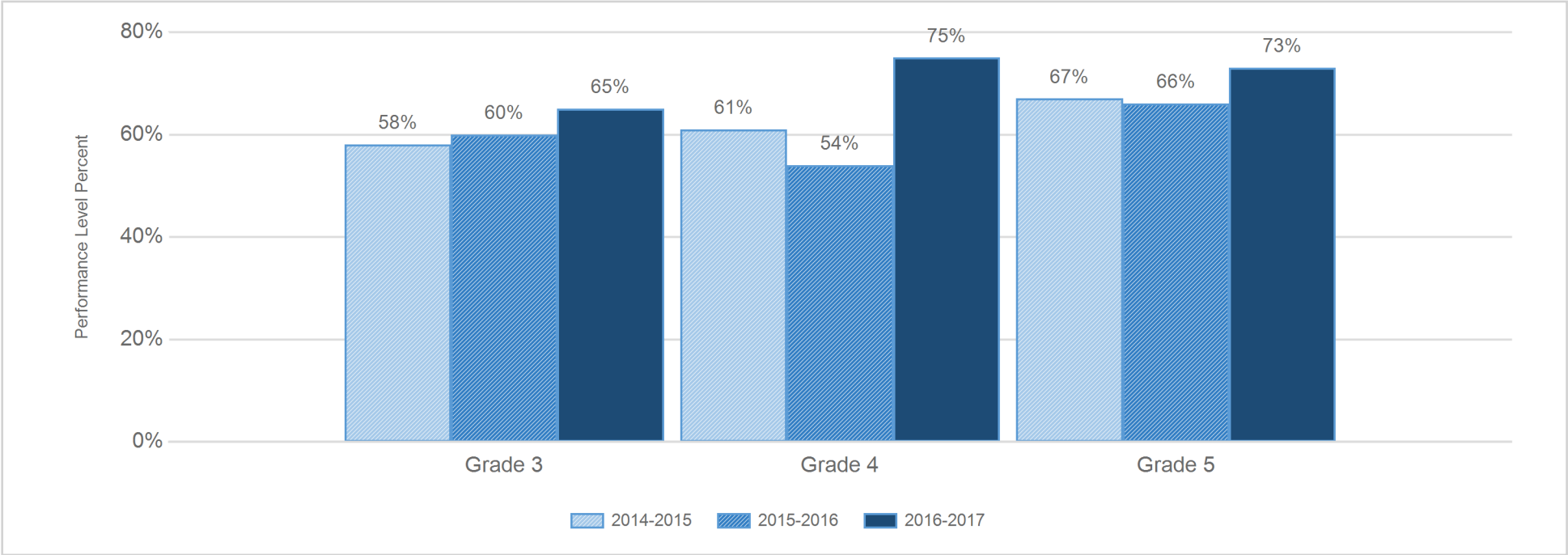


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English Language Arts/Literacy Assessment - Performance Trends

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	163	98.4	62.60	64.50	43.50	62.6	65.9	Met Target†
White	62	97.1	64.50	56.80	52.40	64.5	62.8	Met Target
Hispanic	30	100.0	50.00	45.40	27.60	50	53.3	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	63	98.7	71.40	80.00	75.60	71.4	78.4	Met Target†
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	75	97.7	65.30	65.20	44.10	65.3		
Male	88	99.0	60.30	63.90	42.90	60.3		
Economically Disadvantaged Students	47	96.2	49.00	39.90	25.10	49	57.1	Met Target†
Non-Economically Disadvantaged Students	116	99.3	68.10	68.70	54.30	68.1		
Students with Disabilities	22	100.0	31.80	21.80	16.50	31.8	N	N
Students without Disabilities	141	98.2	67.40	72.80	48.80	67.4		
English Learners	51	98.4	56.80	57.10	23.30	56.8	57.9	Met Target†
Non-English Learners	112	98.4	65.20	65.30	45.20	65.2		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	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	69	759	768	751	*	*	28%	52%	*	64%	53%
White	24	759	763	759	*	*	*	46%	*	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	33	760	778	779	0%	*	*	61%	*	70%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	28	765	770	751	*	*	*	50%	*	64%	52%
Male	41	754	767	751	*	*	*	54%	*	63%	53%
Economically Disadvantaged Students	11	755	745	736	*	*	*	*	*	55%	34%
Non-Economically Disadvantaged Students	58	760	772	761	*	*	*	*	*	66%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	15	747	746	724	*	*	*	*	*	27%	21%
Non-English Learners	54	762	771	753	*	*	*	*	*	74%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	755	769	747	*	*	29%	47%	*	59%	47%
White	18	763	*	755	0%	*	*	61%	*	72%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	21	758	780	774	*	0%	*	52%	*	67%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	22	772	771	747	*	*	*	55%	*	77%	47%
Male	29	743	768	747	*	*	*	41%	*	45%	48%
Economically Disadvantaged Students	17	746	751	732	*	*	*	*	*	41%	27%
Non-Economically Disadvantaged Students	34	760	773	757	*	*	*	*	*	68%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	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	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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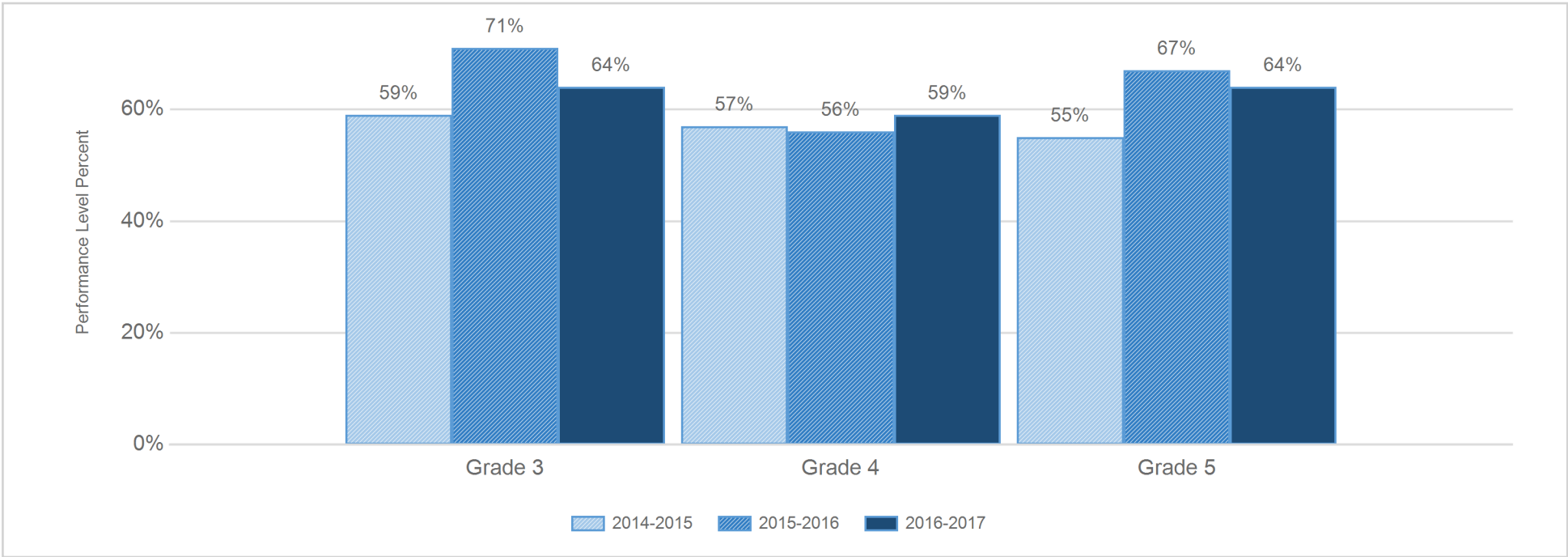
Mathematics Assessment - Performance by Grade: Grade 5

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
Schoolwide	63	761	764	747	*	*	21%	46%	18%	64%	46%
White	25	752	758	754	*	*	*	44%	*	52%	57%
Hispanic	13	758	749	735	0%	*	*	*	*	69%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	21	778	777	774	0%	*	*	48%	*	81%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	34	763	762	747	*	*	*	47%	*	68%	47%
Male	29	758	766	746	*	*	*	45%	*	59%	46%
Economically Disadvantaged Students	21	749	746	732	*	*	*	48%	*	52%	27%
Non-Economically Disadvantaged Students	42	767	767	756	*	*	*	45%	*	69%	59%
Students with Disabilities	10	737	738	725	*	*	*	*	*	40%	19%
Students without Disabilities	53	765	769	751	*	*	*	*	*	68%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	63	761	765	748	*	*	21%	46%	18%	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%

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	39	71.8%	28.2%
2	28	78.6%	21.4%
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.

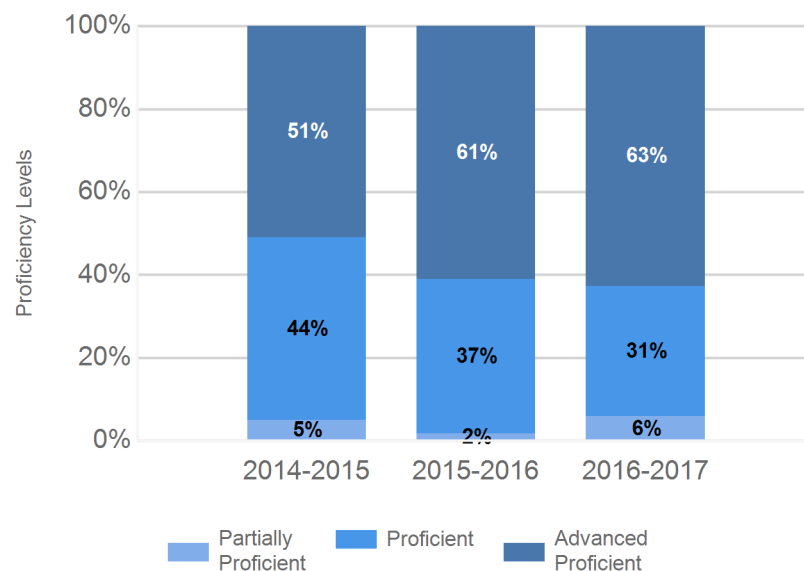
NJASK Science Assessment Performance: Grade 4

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	63%	31%	6%
White	78%	*	N
Hispanic	*	*	*
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	48%	43%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	59%	35%	6%
Students with Disabilities	*	*	*
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	61	50	Met Target	56.5	59	50	Met Target
White	60	56.5	50	Exceeds Target	56	55	52	Met Target
Hispanic	52	56	49	**	34	49	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	61	67	60	Exceeds Target	72	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	58	58	47	Met Target	55	54.5	46	Met Target
Students with Disabilities	54	*	41	**	77	*	43	**
English Learners	61	64	53	Exceeds Target	69	67	51	Exceeds Target

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



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

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

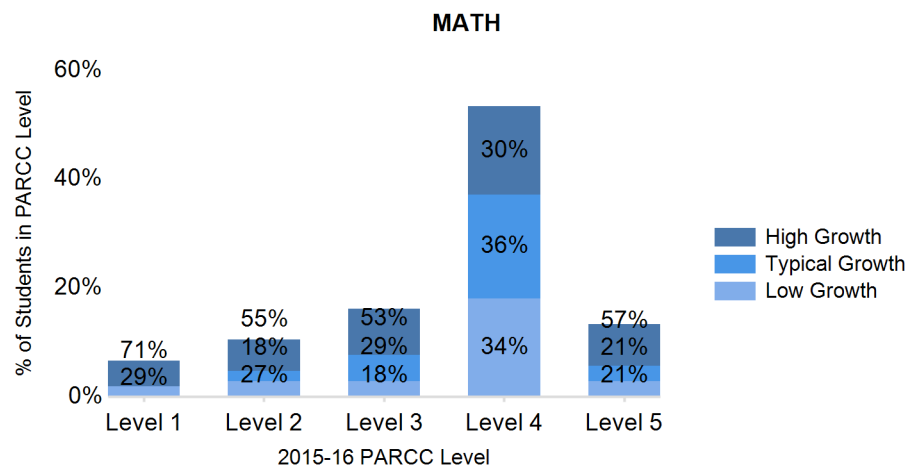
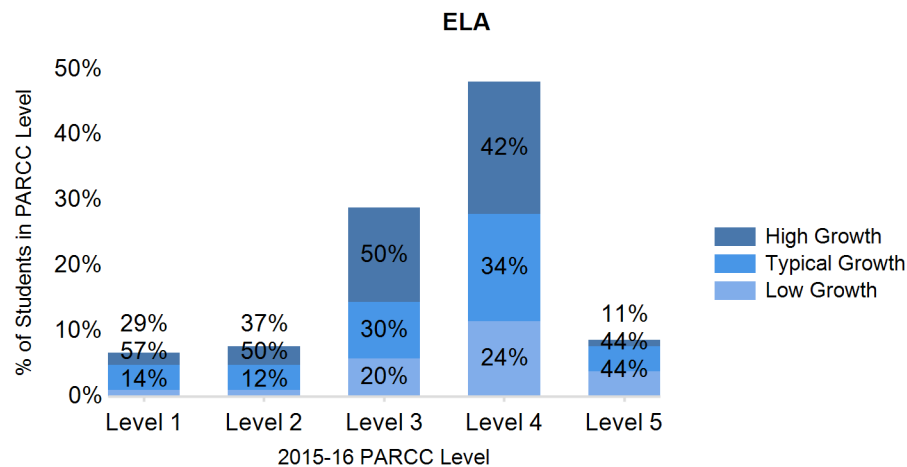
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

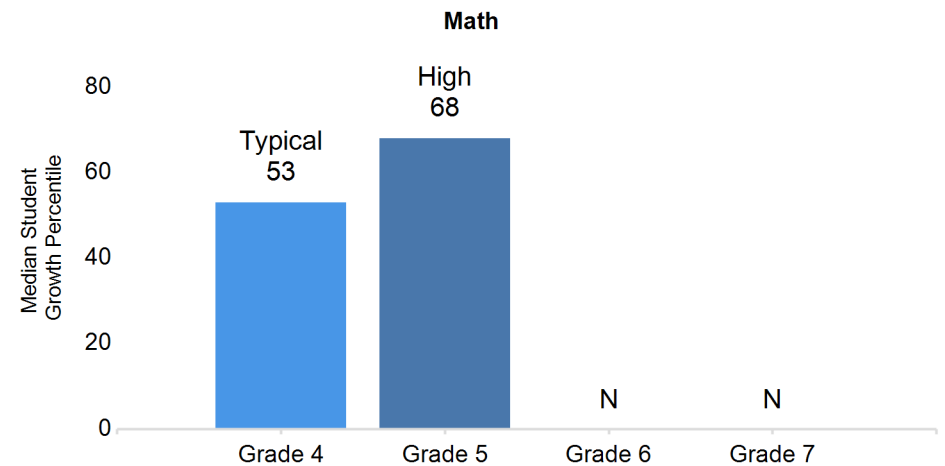
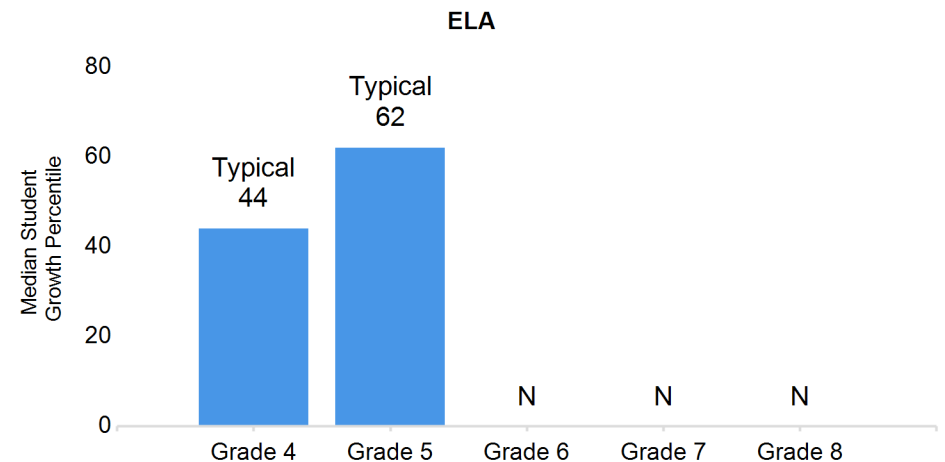
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

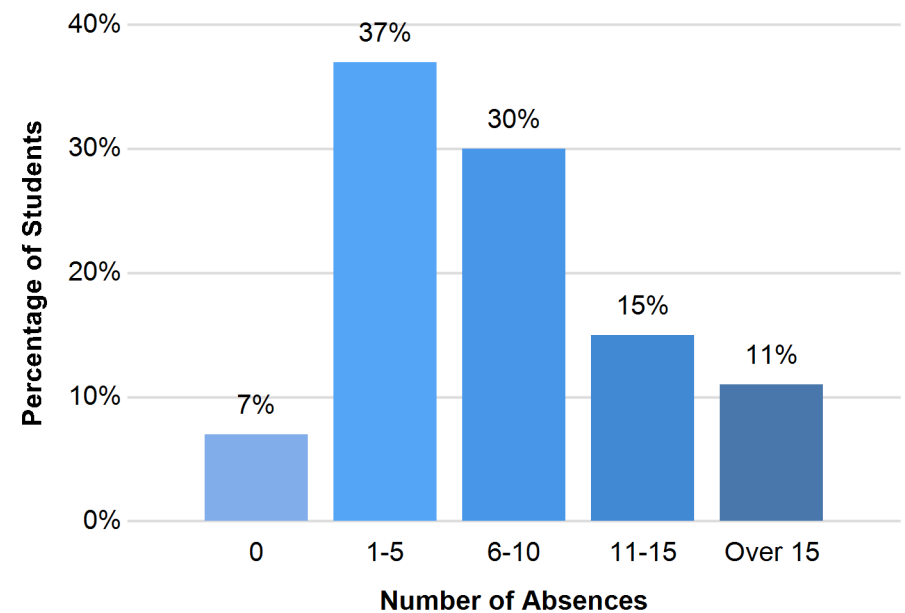
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.90	8.40	Met Target
White	5.80	8.40	Met Target
Hispanic	13.80	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	8.40	Not Met
Students with Disabilities	10.80	8.40	Not Met
English Learners	8.60	8.40	Not Met

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

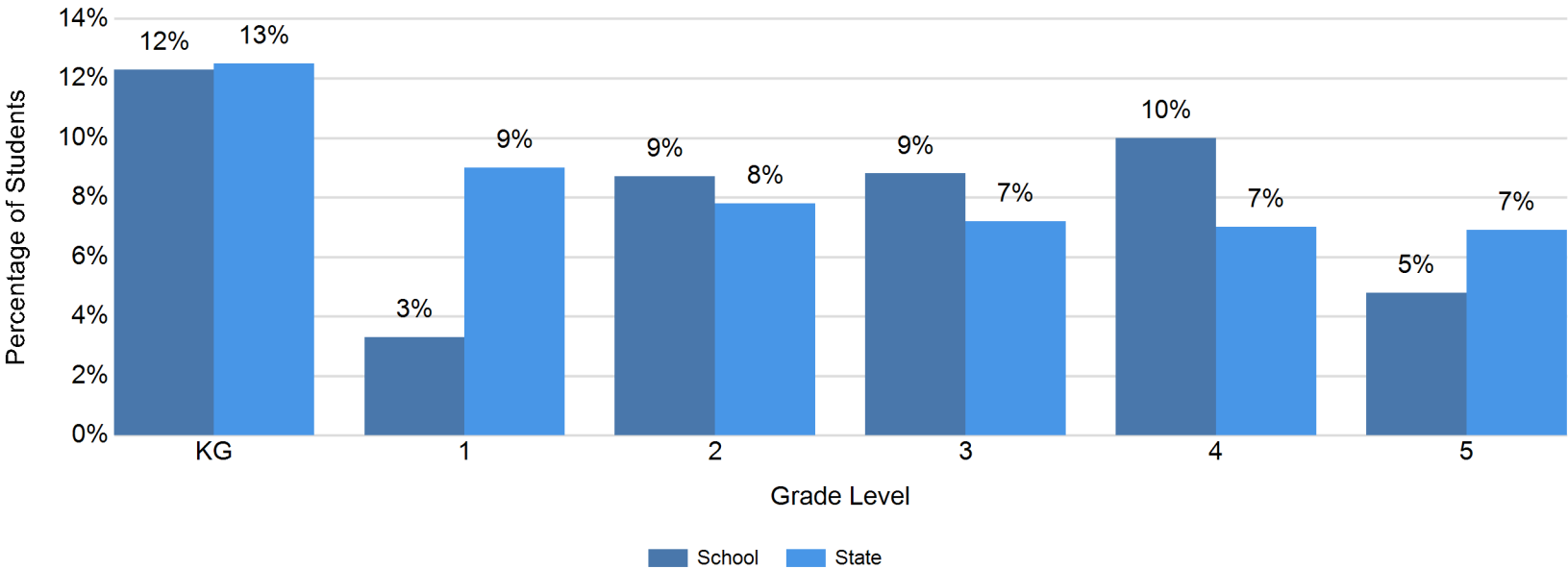
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 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	4
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.09

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	1.1:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	81%	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	368:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	73.4	17.5%
Mathematics Proficiency	75.8	17.5%
English Language Arts Growth	76.9	25.0%
Mathematics Growth	77.1	25.0%
Chronic Absenteeism	33.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.7
Summative Rating: Percentile rank of Summative Score		79.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	69.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	68.2	11.9	No	Met Target	Met Target	Met Target	Exceeds 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	42.7	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	81.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	79.3	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Rosa	Email Address:	marosa@pthsd.net
Address:	445 KNOLL ROAD LAKE HIAWATHA, NJ 07034	Website:	http://kns.pthsd.k12.nj.us
Phone:	(973)263-7060	Twitter:	https://twitter.com/KnollwoodSchool

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 celebrate the diversity of our community with International Day! • Grade 4 & 5 students participate in a school musical annually. • We offer over 10 clubs for our elementary students.
 Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
 Awards, Recognition, Accomplishments:	Building character remains a central theme of the Knollwood School philosophy and is supported by schoolwide character education programs. These programs involve the collaborative effort of our school counselor, staff, and parent community.



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 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	Knollwood School participates in a comprehensive physical education program that develops and refines foundational skills to provide students with the knowledge, skills, and attitudes necessary to lead a healthy and happy lifestyle.
 Clubs and Activities:	Our school offers a variety of clubs and activities that encompass the many interests of our learners. These clubs and activities include Student Council, Safety Patrol, Peace Makers, K-Kids, Chess Club, Drama Club, Recycling Club, Expressive Reading Club, a school band and chorus, Art Enrichment, and our Student Advisory Committee.



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School Narrative

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 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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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:	A comprehensive educational program ensures that all students at Knollwood School have the opportunity to experience a wide variety of academic challenges. Technology is infused throughout the curriculum as our students utilize interactive white boards, our computer lab and portable laptop carts. In addition, our language arts program encompasses a broad spectrum of skills which provides students with integrated experiences in the areas of reading, writing, listening and speaking. Writing across the curriculum continues to be emphasized at all grade levels. In addition, our mathematics program expands the mathematical knowledge and skills of our students in order to help them to develop a deeper understanding of mathematical concepts. The science program emphasizes hands-on experiences, and our social studies program includes instruction in geography, history, and social sciences. Knollwood School is also serviced by specialists in physical education, art, vocal and instrumental music, library/media, and world language. Furthermore, Knollwood School has a developmental guidance program with a full-time school counselor. Other services to students include special education, a gifted program, speech/language, basic skills, reading, and ESL. Our Child Study Team assists in providing appropriate services to our children.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	65	73	70
KG	49	48	47
1	46	56	51
2	60	53	57
3	56	58	56
4	64	56	59
5	45	64	51
Ungraded	17	25	25
Total	402	433	416

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	44%	44%
Male	55%	56%	56%
Economically Disadvantaged Students	17%	15%	18%
Students with Disabilities	20%	25%	24%
English Learners	8%	8%	8%
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
Asian	54.1%
White	27.2%
Hispanic	15.4%
Black or African American	1.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	37	40	42
PK - Full Day	32	33	28
KG - Half Day	0	0	0
KG - Full Day	47	48	47

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	46.2%
Spanish	10.6%
Gujarati	7.9%
Telugu	7.2%
Tamil	5.8%
Other	22.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	154	99.4	74.70	73.00	54.90	74.7	59.3	Met Target
White	47	100.0	70.20	68.60	63.90	70.2	47.3	Met Target
Hispanic	25	100.0	60.00	60.30	39.80	60	38.2	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	75	98.8	84.00	81.90	80.70	84	75.5	Met Goal
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	73	98.7	83.60	80.60	62.20	83.6		
Male	81	100.0	66.70	65.90	48.10	66.7		
Economically Disadvantaged Students	28	100.0	42.80	53.50	36.20	42.8	29.6	Met Target
Non-Economically Disadvantaged Students	126	99.3	81.70	76.30	65.80	81.7		
Students with Disabilities	31	100.0	35.50	25.50	20.50	35.5	25.8	Met Target
Students without Disabilities	123	99.3	84.50	82.10	61.90	84.5		
English Learners	22	100.0	63.60	52.10	25.20	63.6	N	N
Non-English Learners	132	99.3	76.50	75.20	57.40	76.5		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	773	767	749	*	*	*	54%	18%	71%	50%
White	12	774	766	759	*	0%	*	*	*	75%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	32	785	772	775	*	*	*	50%	*	78%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	28	778	772	754	*	*	*	61%	*	79%	55%
Male	28	768	762	745	*	*	*	46%	*	64%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	11	733	734	720	*	*	*	*	0%	36%	24%
Students without Disabilities	45	783	772	755	*	*	*	*	22%	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	59	769	775	753	*	*	*	49%	27%	76%	56%
White	17	756	*	762	*	*	*	*	*	59%	67%
Hispanic	12	753	759	740	*	0%	*	*	*	67%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	28	784	782	777	*	*	*	50%	43%	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	28	766	780	758	*	*	*	50%	*	79%	61%
Male	31	772	770	749	*	*	*	48%	*	74%	51%
Economically Disadvantaged Students	12	744	756	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	47	775	778	764	*	*	*	*	*	83%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	59	769	776	755	*	*	*	49%	27%	76%	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	51	764	770	756	*	*	*	61%	*	73%	59%
White	20	763	767	763	0%	*	*	55%	*	65%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	20	767	776	779	*	*	*	60%	*	80%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	23	773	774	761	*	*	*	57%	*	78%	66%
Male	28	757	766	750	*	*	*	64%	*	68%	53%
Economically Disadvantaged Students	11	748	755	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	40	769	773	765	*	*	*	*	*	78%	71%
Students with Disabilities	11	726	736	725	*	*	*	*	*	27%	22%
Students without Disabilities	40	775	777	762	*	*	*	*	*	85%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	51	764	770	757	*	*	*	61%	*	73%	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%

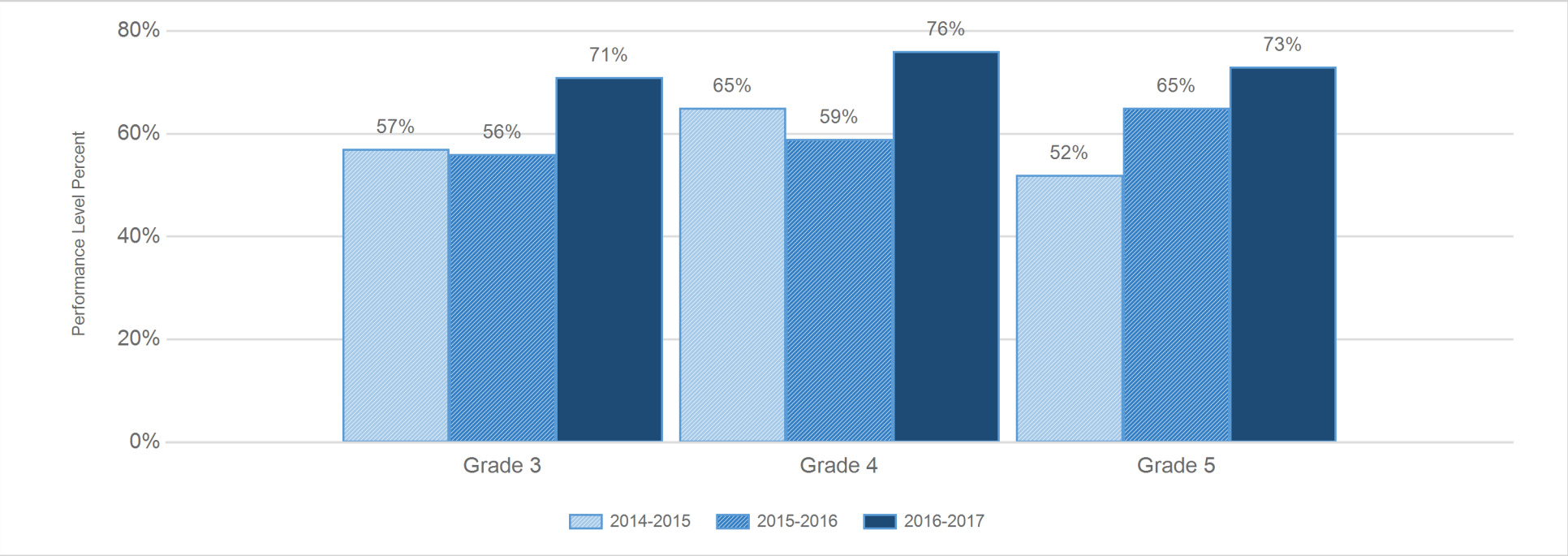


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English Language Arts/Literacy Assessment - Performance Trends

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	154	99.4	75.30	64.50	43.50	75.3	65	Met Target
White	47	100.0	70.20	56.80	52.40	70.2	50.6	Met Target
Hispanic	25	100.0	72.00	45.40	27.60	72	61	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	75	98.8	82.70	80.00	75.60	82.7	80	Met Goal
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	73	98.7	75.30	65.20	44.10	75.3		
Male	81	100.0	75.30	63.90	42.90	75.3		
Economically Disadvantaged Students	28	100.0	50.00	39.90	25.10	50	44.2	Met Target
Non-Economically Disadvantaged Students	126	99.3	81.00	68.70	54.30	81		
Students with Disabilities	31	100.0	41.90	21.80	16.50	41.9	31.2	Met Target
Students without Disabilities	123	99.3	83.80	72.80	48.80	83.8		
English Learners	22	100.0	77.20	57.10	23.30	77.2	N	N
Non-English Learners	132	99.3	75.00	65.30	45.20	75		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	773	768	751	*	*	19%	37%	37%	74%	53%
White	12	770	763	759	0%	*	*	*	*	67%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	32	789	778	779	*	*	*	34%	53%	88%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	28	769	770	751	*	*	*	39%	*	71%	52%
Male	29	777	767	751	*	*	*	35%	*	76%	53%
Economically Disadvantaged Students	10	750	745	736	*	*	*	*	*	60%	34%
Non-Economically Disadvantaged Students	47	778	772	761	*	*	*	*	*	77%	65%
Students with Disabilities	11	744	741	729	*	*	*	*	*	55%	29%
Students without Disabilities	46	780	773	755	*	*	*	*	*	78%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	763	769	747	*	*	17%	63%	*	75%	47%
White	17	746	*	755	*	*	*	*	0%	53%	59%
Hispanic	12	748	750	734	*	*	*	*	0%	75%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	28	780	780	774	0%	0%	*	64%	*	89%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	28	756	771	747	*	*	*	64%	*	68%	47%
Male	31	770	768	747	*	*	*	61%	*	81%	48%
Economically Disadvantaged Students	12	737	751	732	*	*	*	*	*	42%	27%
Non-Economically Disadvantaged Students	47	770	773	757	*	*	*	*	*	83%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	59	763	770	749	*	*	17%	63%	*	75%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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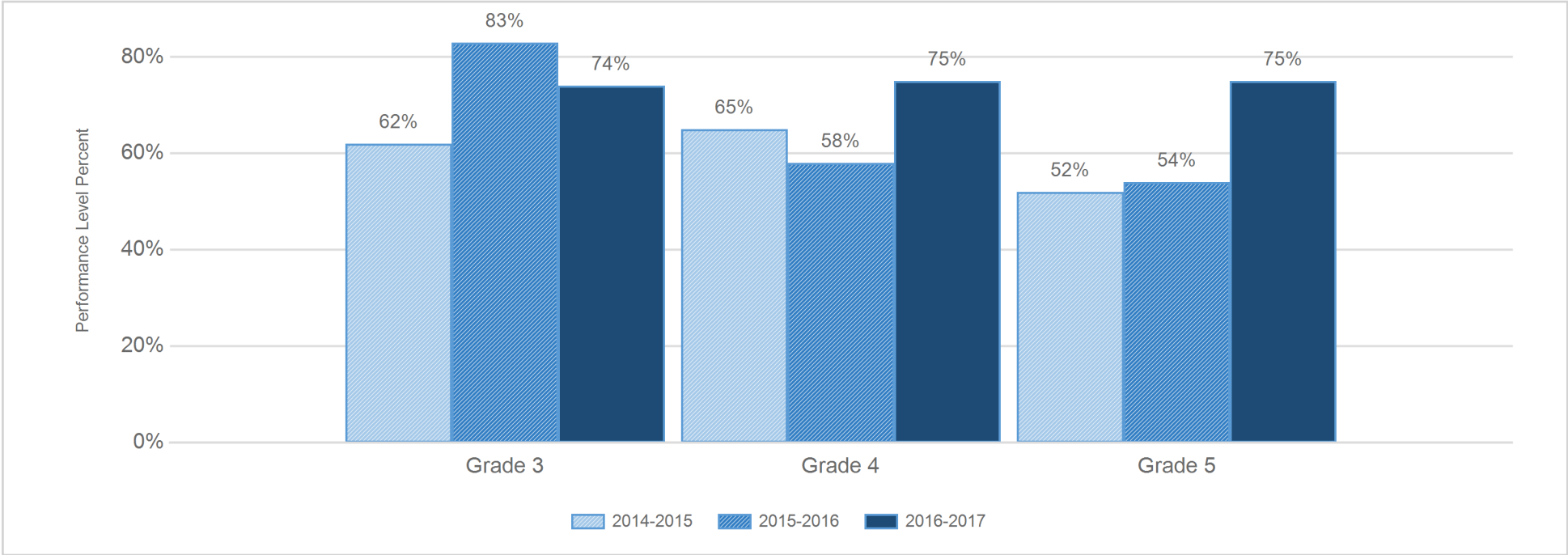
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	763	764	747	*	*	*	55%	20%	75%	46%
White	20	758	758	754	0%	0%	*	75%	*	80%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	20	771	777	774	*	*	*	*	*	70%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	23	766	762	747	*	*	*	57%	*	78%	47%
Male	28	760	766	746	*	*	*	54%	*	71%	46%
Economically Disadvantaged Students	11	746	746	732	*	*	*	*	*	55%	27%
Non-Economically Disadvantaged Students	40	767	767	756	*	*	*	*	*	80%	59%
Students with Disabilities	11	731	738	725	*	*	*	*	0%	36%	19%
Students without Disabilities	40	772	769	751	*	*	*	*	25%	85%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	51	763	765	748	*	*	*	55%	20%	75%	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%

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	16	*	*
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.

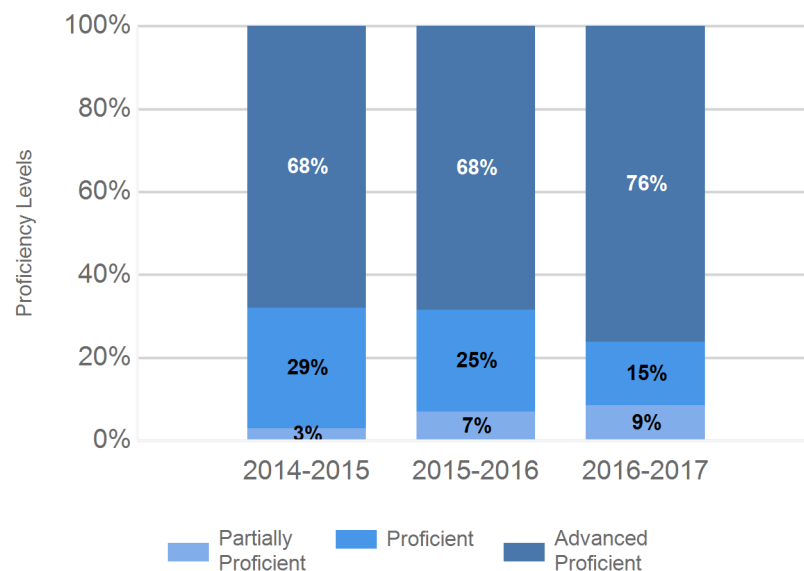
NJASK Science Assessment Performance: Grade 4

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	76%	15%	9%
White	69%	19%	13%
Hispanic	*	*	25%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	89%	11%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	42%	33%	25%
Students with Disabilities	*	*	*
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	65	61	50	Exceeds Target	58	59	50	Met Target
White	59	56.5	50	Met Target	57	55	52	Met Target
Hispanic	65	56	49	**	64	49	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	67	67	60	Exceeds Target	65	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	65	58	47	**	46	54.5	46	**
Students with Disabilities	50	*	41	**	40	*	43	**
English Learners	58	64	53	**	50	67	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:

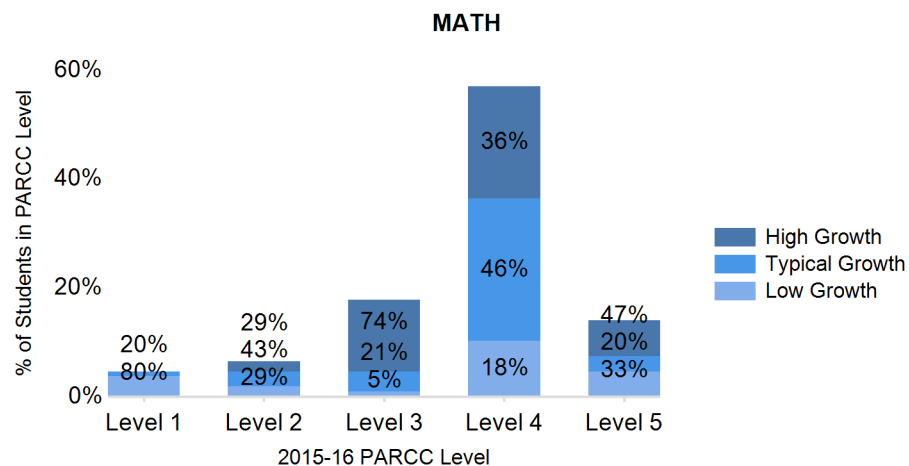
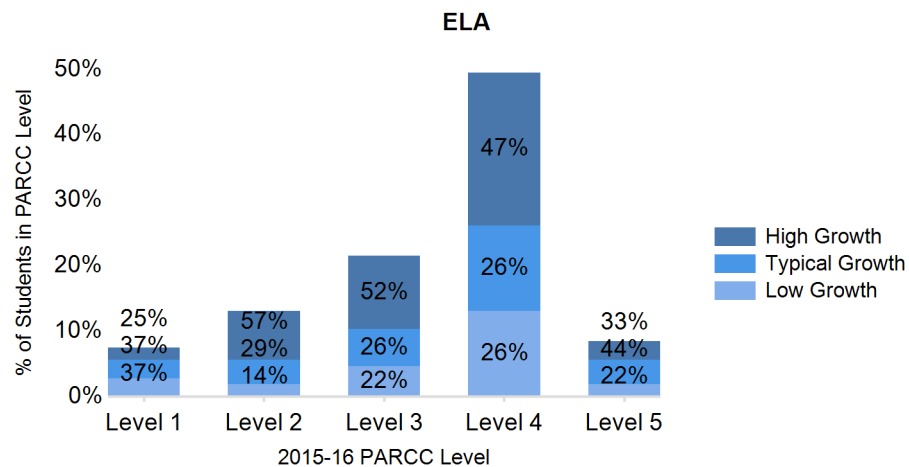
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

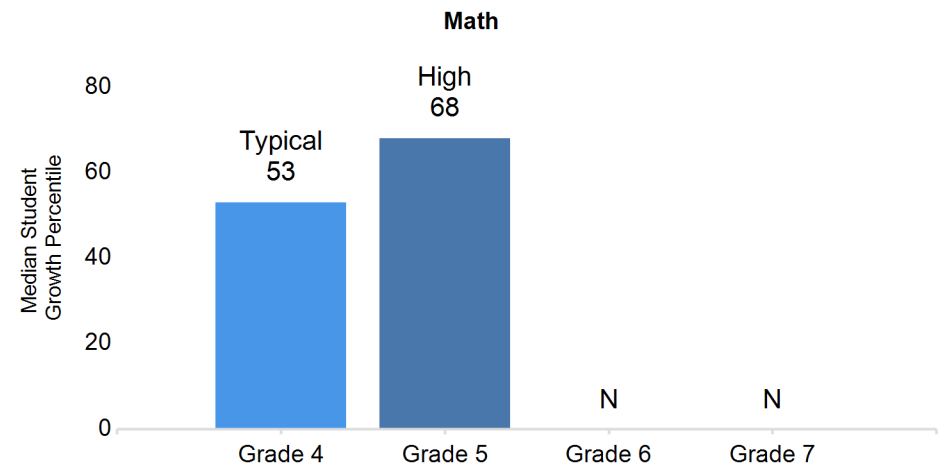
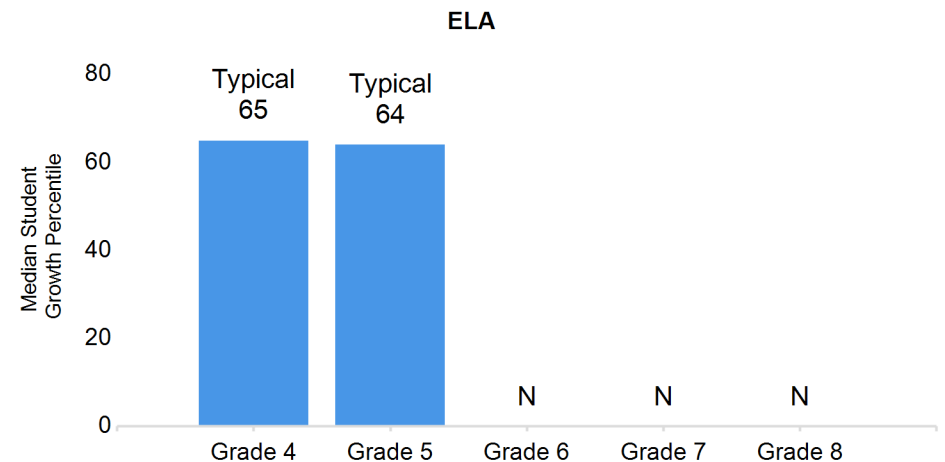
Student Growth by Performance Level

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

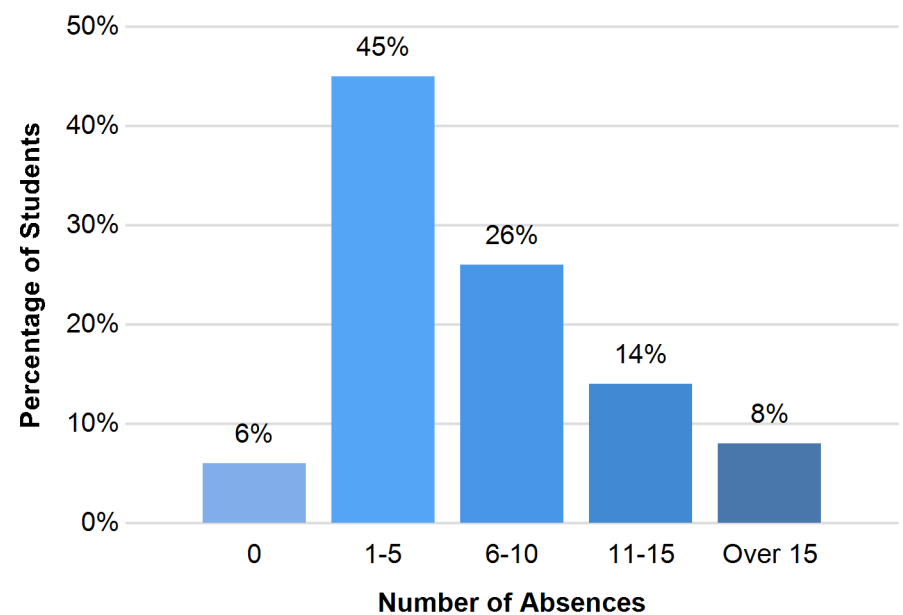
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.90	8.40	Met Target
White	5.50	8.40	Met Target
Hispanic	5.60	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	6.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.90	8.40	Met Target
Students with Disabilities	9.40	8.40	Not Met
English Learners	9.70	8.40	Not Met

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

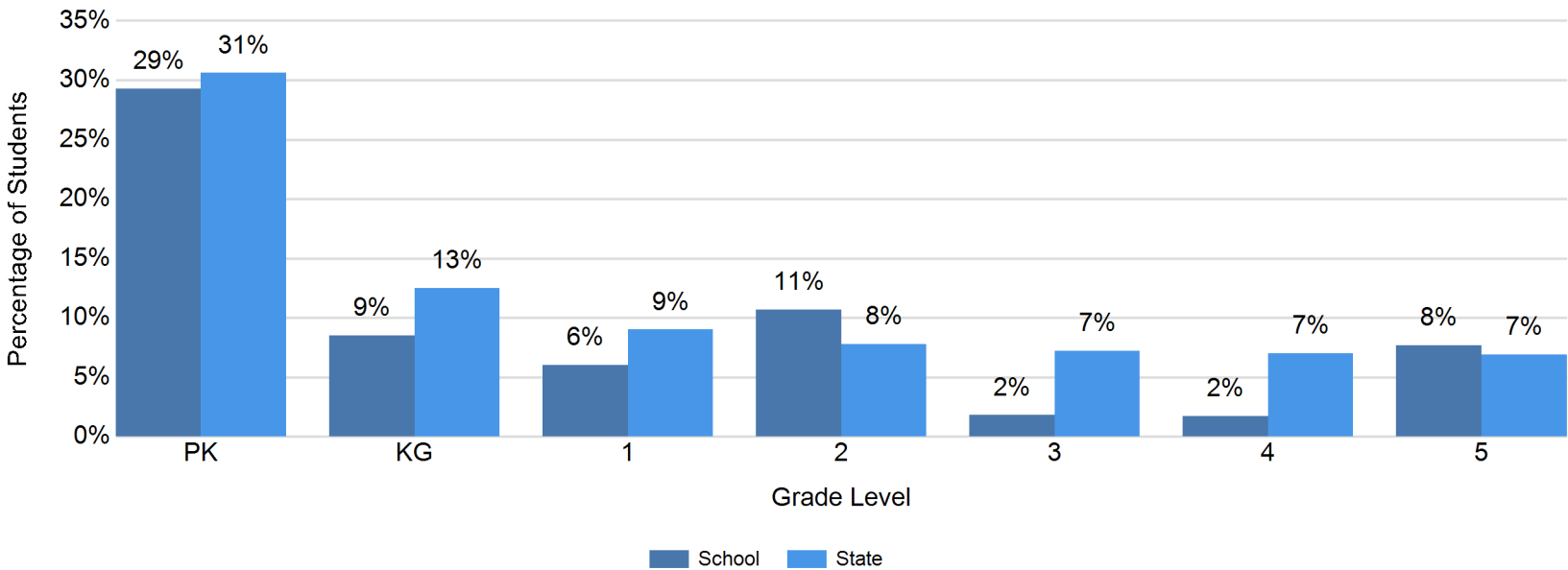
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 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	1.2:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	36	120,724
Average years experience in public schools	9.8	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	86%	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	416:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	77.8	17.5%
Mathematics Proficiency	93.4	17.5%
English Language Arts Growth	86.6	25.0%
Mathematics Growth	71.9	25.0%
Chronic Absenteeism	54.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		77.7
Summative Rating: Percentile rank of Summative Score		87.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	77.7	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
White	69.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	57.0	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	Met Target	Met Target	Met Target	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Martino Finnegan	Email Address:	amartino@pthsd.net
Address:	1 LINCOLN AVENUE LAKE HIAWATHA, NJ 07034	Website:	http://lhs.pthsd.k12.nj.us/
Phone:	(973)263-4344		

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:	• Lake Hiawatha School offers programs that are tailored to meet the needs of children in preschool through grade five. • On the K-5 level, technology is infused across the curriculum to address students' diverse learning needs. • Our preschool program utilizes the Creative Curriculum where students learn through exploring their environment.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	Our school has been recognized for our participation in altruistic and philanthropic efforts that benefit the community. We sponsor several drives each year that emphasize the importance of "giving back" and caring for others. Our staff members are active learners who engage in a variety of professional learning activities to refine and enhance their skills. Many staff members have been recognized by the community and awarded grants for their creative instructional ideas.



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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.

 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	Students participate in our Physical Education program to develop their skills. Through their PE classes, they are exposed to a variety of sports. The essential value of good sportsmanship is emphasized in all classes.
 Clubs and Activities:	Preparing our students to be productive citizens is a priority at Lake Hiawatha School. Our students have opportunities to participate in numerous activities that enhance the curriculum and foster social-emotional growth. Programs and activities include: Student Council, Safety Patrol, K-Kids, Peacemakers, Expressive Reading, cultural arts assemblies, altruistic efforts to benefit the community, lunch-time clubs, and recreational reading programs.



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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.

 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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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:	Lake Hiawatha School promotes a nurturing learning environment that focuses on high expectations for student achievement. We foster a caring atmosphere where students, staff, parents, and the community work together to create an optimal learning environment. We stress the importance of mutual respect through our school mantra - SOS - Show Respect for Self-Others-School. Our character education program and daily efforts help us appreciate all of our differences and similarities. Parental involvement is a vital component of Lake Hiawatha School's educational program. Parents are actively involved in all aspects of their children's education. They generously offer their time and energy to serve as school volunteers. Our active PTA funds an enriching cultural arts program, class trips, and other activities that enhance our instructional program. We strive to foster open communication and strong home-school connection and partnership.



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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	44	42	48
1	42	45	44
2	46	41	49
3	54	42	45
4	60	50	47
5	50	61	61
Ungraded	23	22	0
Total	319	303	294

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	47%	46%
Male	56%	54%	54%
Economically Disadvantaged Students	15%	14%	12%
Students with Disabilities	21%	22%	16%
English Learners	20%	14%	11%
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
Asian	46.3%
White	35.7%
Hispanic	11.6%
Black or African American	1.7%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	4.4%

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
KG - Half Day	0	0	0
KG - Full Day	44	42	48

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	59.9%
Gujarati	17.0%
Spanish	4.8%
Chinese	3.7%
Panjabi	2.0%
Other	12.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	143	97.4	66.50	73.00	54.90	66.5	59.5	Met Target
White	50	94.6	64.00	68.60	63.90	63.5	56.4	Met Target
Hispanic	18	100.0	61.10	60.30	39.80	61.1	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	67	98.5	70.10	81.90	80.70	70.1	62.5	Met Target
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	62	100.0	75.80	80.60	62.20	75.8		
Male	81	95.4	59.30	65.90	48.10	59.3		
Economically Disadvantaged Students	13	100.0	61.60	53.50	36.20	61.6	**	**
Non-Economically Disadvantaged Students	130	97.1	66.90	76.30	65.80	66.9		
Students with Disabilities	32	100.0	31.30	25.50	20.50	31.3	26.7	Met Target
Students without Disabilities	111	96.6	76.60	82.10	61.90	76.6		
English Learners	33	97.1	54.50	52.10	25.20	54.5	42	Met Target
Non-English Learners	110	97.5	70.00	75.20	57.40	70		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	752	767	749	*	*	26%	50%	*	55%	50%
White	16	742	766	759	*	*	*	*	*	44%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	762	772	775	*	*	*	69%	0%	69%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	18	755	772	754	*	*	*	*	*	61%	55%
Male	24	750	762	745	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	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	47	773	775	753	0%	*	*	49%	26%	75%	56%
White	17	773	*	762	0%	*	*	59%	*	77%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	20	778	782	777	0%	*	*	*	*	80%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	21	781	780	758	0%	*	*	62%	*	91%	61%
Male	26	767	770	749	0%	*	*	39%	*	62%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	10	739	740	725	*	*	*	*	0%	30%	25%
Students without Disabilities	37	783	780	759	*	*	*	*	32%	87%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	47	773	776	755	0%	*	*	49%	26%	75%	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	59	763	770	756	*	*	25%	49%	17%	66%	59%
White	20	764	767	763	*	*	*	*	*	65%	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	31	763	776	779	*	*	36%	52%	*	65%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	26	768	774	761	*	*	*	39%	*	69%	66%
Male	33	759	766	750	*	*	*	58%	*	64%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	17	736	736	725	*	*	*	*	0%	29%	22%
Students without Disabilities	42	774	777	762	*	*	*	*	24%	81%	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%

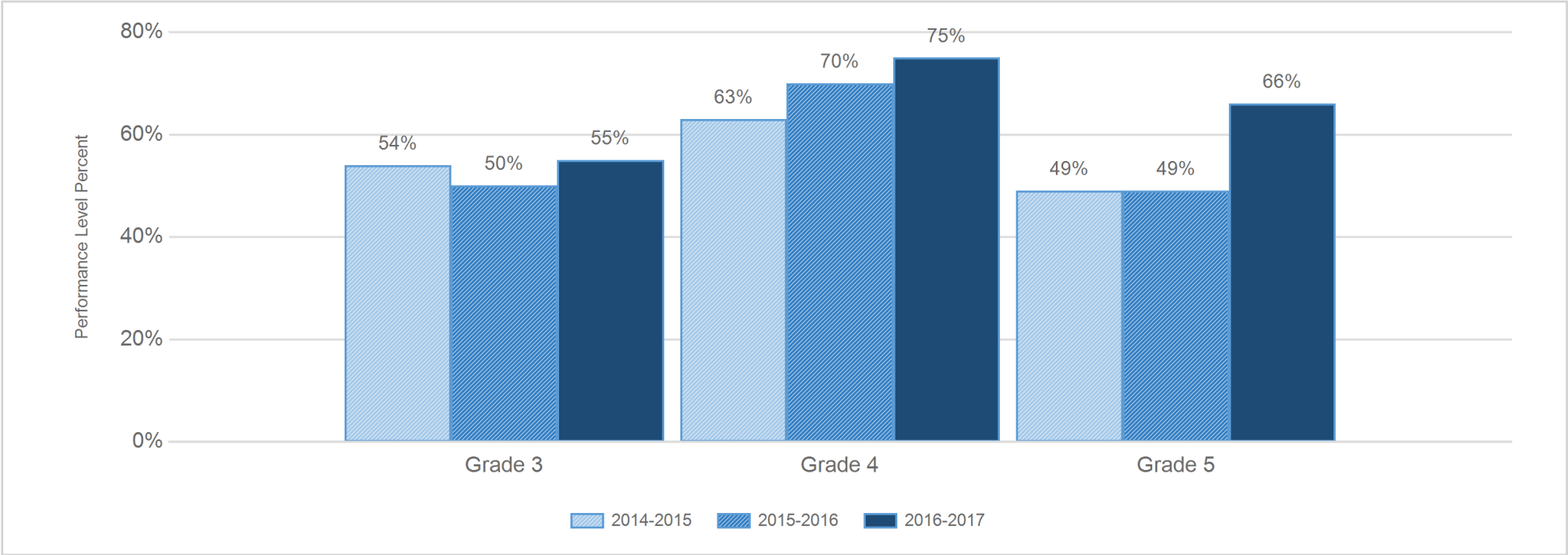


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English Language Arts/Literacy Assessment - Performance Trends

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	143	97.4	70.70	64.50	43.50	70.7	73.1	Met Target†
White	50	94.6	68.00	56.80	52.40	67.5	67.9	Met Target†
Hispanic	18	100.0	44.50	45.40	27.60	44.5	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	67	98.5	80.60	80.00	75.60	80.6	79.5	Met Goal
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	62	100.0	71.00	65.20	44.10	71		
Male	81	95.5	70.40	63.90	42.90	70.4		
Economically Disadvantaged Students	13	100.0	61.60	39.90	25.10	61.6	**	**
Non-Economically Disadvantaged Students	130	97.1	71.50	68.70	54.30	71.5		
Students with Disabilities	32	100.0	37.60	21.80	16.50	37.6	43.2	Met Target†
Students without Disabilities	111	96.7	80.20	72.80	48.80	80.2		
English Learners	33	97.2	75.70	57.10	23.30	75.7	69.2	Met Target
Non-English Learners	110	97.5	69.10	65.30	45.20	69.1		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	761	768	751	*	*	*	56%	*	74%	53%
White	16	751	763	759	*	0%	*	63%	*	69%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	779	778	779	0%	0%	*	63%	*	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	18	763	770	751	*	*	*	56%	*	78%	52%
Male	25	760	767	751	*	*	*	56%	*	72%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	770	769	747	*	*	*	51%	23%	75%	47%
White	17	772	*	755	0%	*	*	*	*	77%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	20	778	780	774	0%	0%	*	60%	*	85%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	21	771	771	747	*	*	*	52%	*	71%	47%
Male	26	770	768	747	*	*	*	50%	*	77%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	10	737	738	724	*	*	*	*	0%	40%	22%
Students without Disabilities	37	779	774	751	*	*	*	*	30%	84%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	47	770	770	749	*	*	*	51%	23%	75%	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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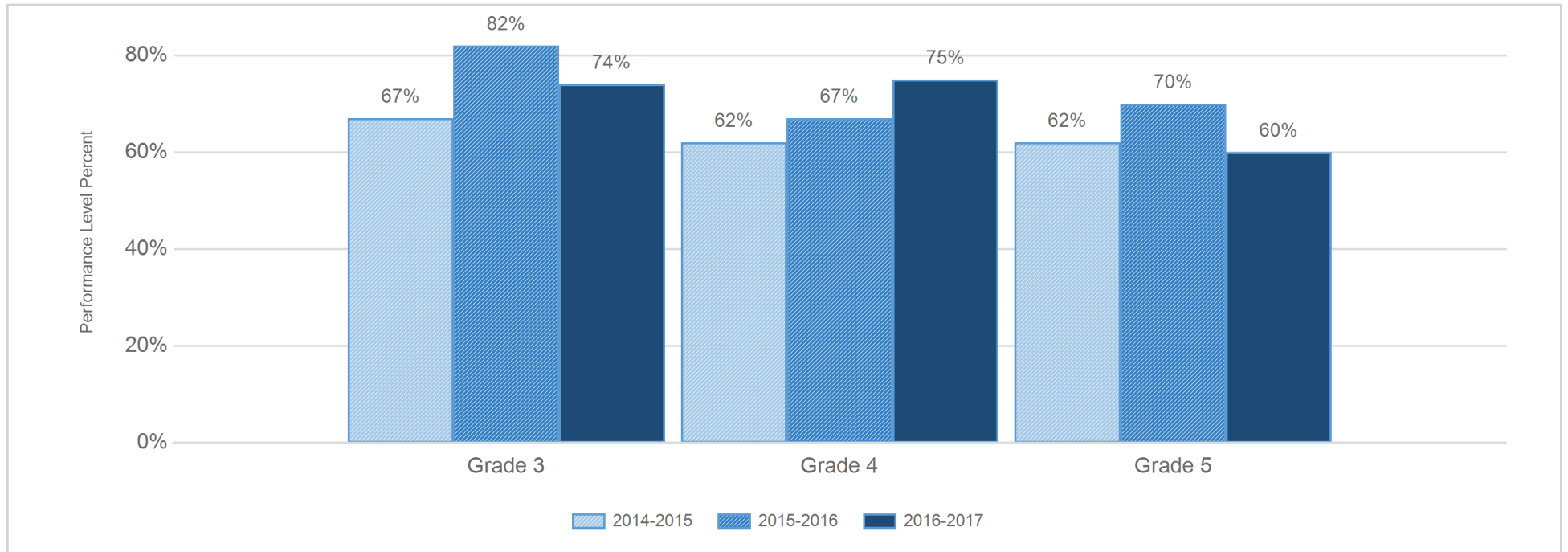
Mathematics Assessment - Performance by Grade: Grade 5

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
Schoolwide	60	759	764	747	*	*	25%	42%	18%	60%	46%
White	20	752	758	754	*	*	*	*	*	55%	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	31	768	777	774	0%	*	*	48%	*	71%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	26	761	762	747	*	*	*	39%	*	62%	47%
Male	34	758	766	746	*	*	*	44%	*	59%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	17	736	738	725	*	*	*	*	*	35%	19%
Students without Disabilities	43	768	769	751	*	*	*	*	*	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

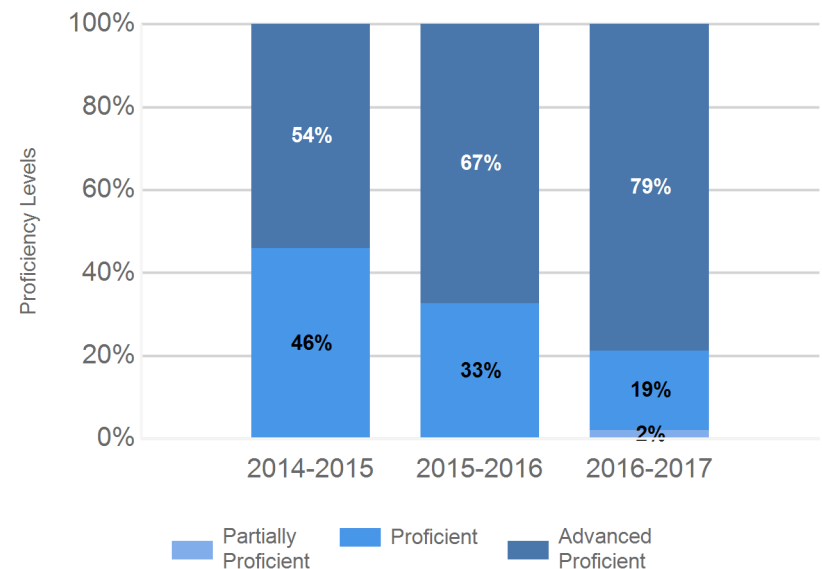
NJASK Science Assessment Performance: Grade 4

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	79%	19%	2%
White	88%	12%	N
Hispanic	*	*	N
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	85%	15%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	60%	40%	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	58	61	50	Met Target	52	59	50	Met Target
White	57.5	56.5	50	Met Target	38.5	55	52	Not Met
Hispanic	*	56	49	**	*	49	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	59.5	67	60	Met Target	62	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	*	58	47	**	*	54.5	46	**
Students with Disabilities	46	*	41	Met Target	49	*	43	Met Target
English Learners	50	64	53	**	64	67	51	**

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



Lake Parsippany Elementary School
2016-2017

Grade Span KG-05

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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

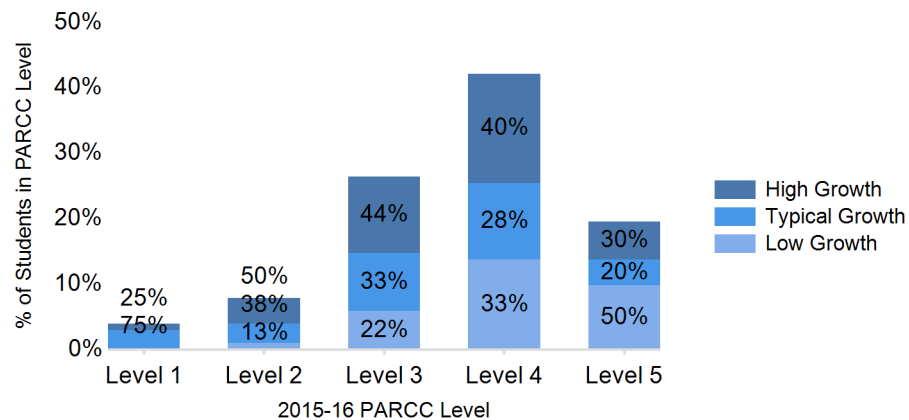
Typical Growth: Between 35 and 65

High Growth: Greater than 65

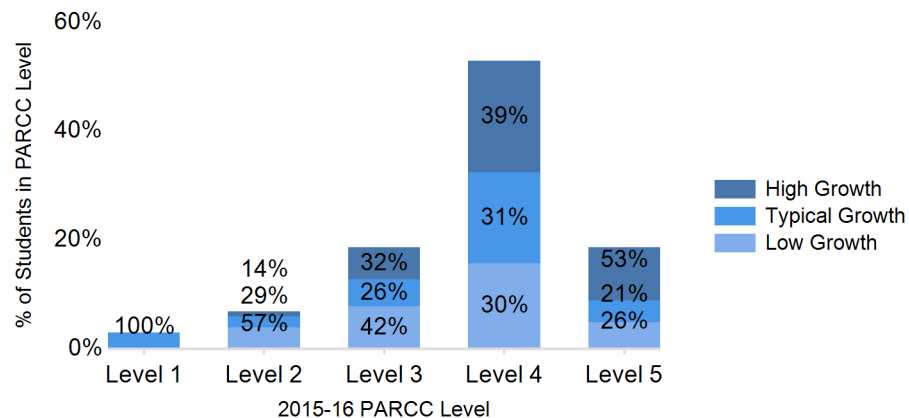
Student Growth by Performance Level

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.

ELA



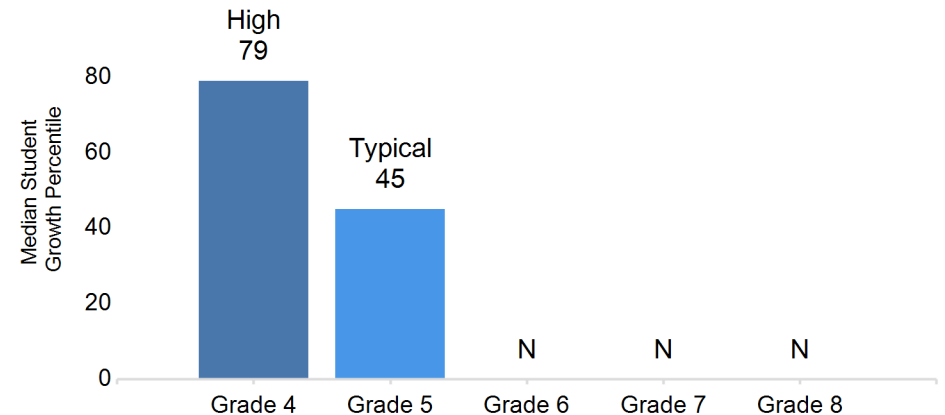
MATH



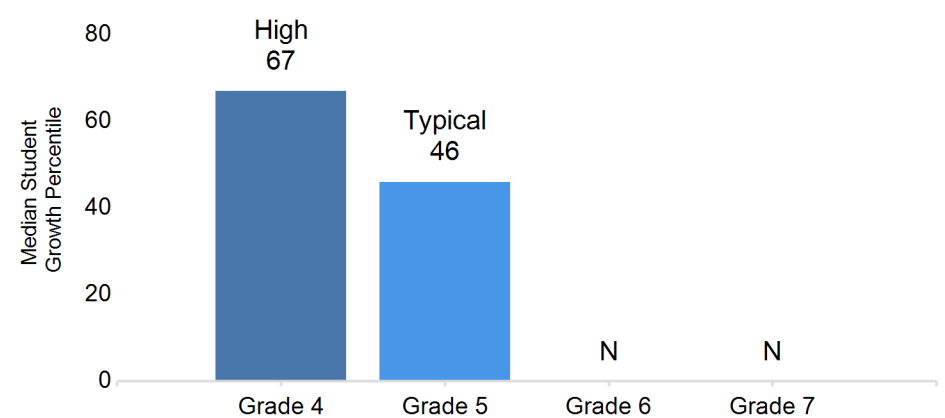
Student Growth by Grade

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

ELA



Math





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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

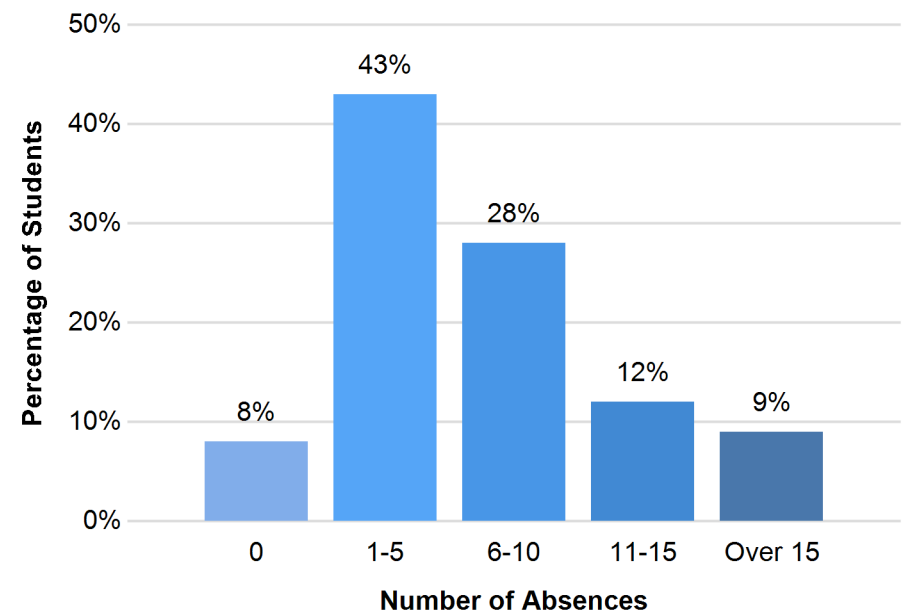
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	8.40	Met Target
White	6.50	8.40	Met Target
Hispanic	9.10	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.10	8.40	Not Met
Students with Disabilities	12.00	8.40	Not Met
English Learners	3.60	8.40	Met Target

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

Days Absent

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



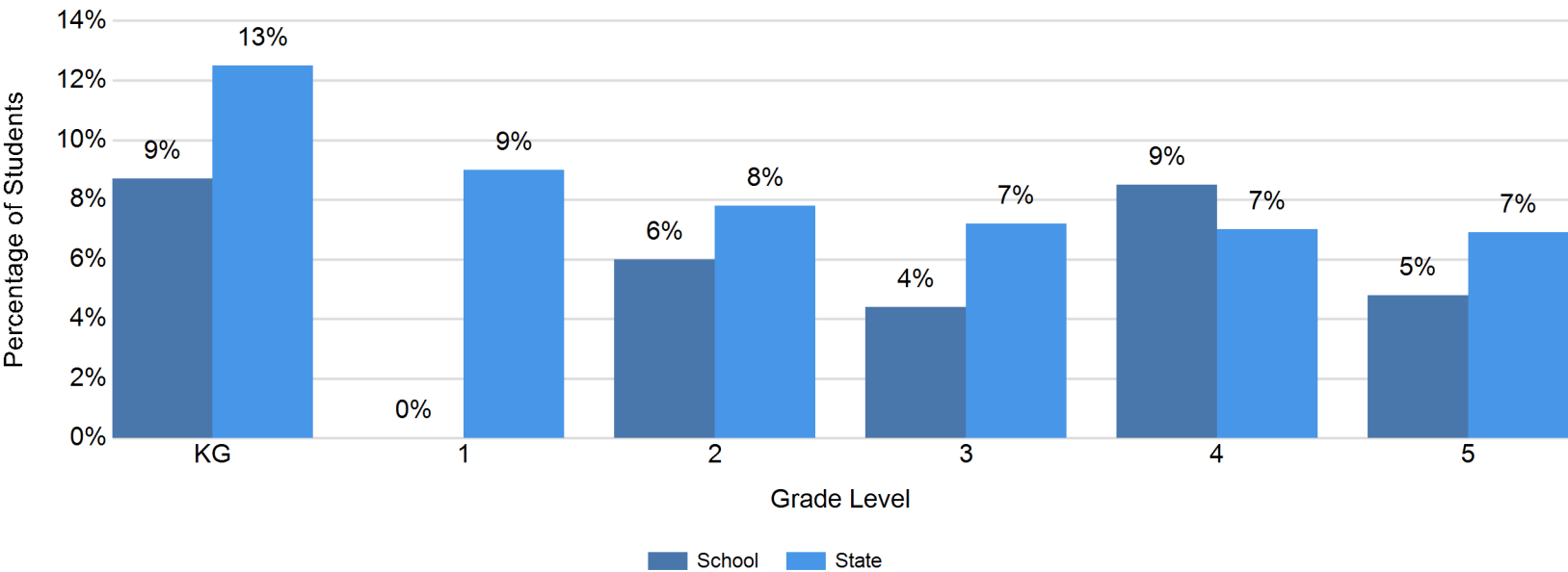


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 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	1:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	29	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	294:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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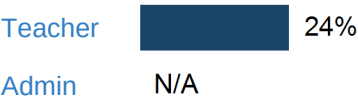
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Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	61.4	17.5%
Mathematics Proficiency	86.2	17.5%
English Language Arts Growth	69.7	25.0%
Mathematics Growth	48.3	25.0%
Chronic Absenteeism	59.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		64.3
Summative Rating: Percentile rank of Summative Score		72.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	64.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	48.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	**	N	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	47.6	11.9	No	Met Target	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	68.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	Met Target	Met Target	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Linzenbold	Email Address:	sglinzenbold@pthsd.net
Address:	225 KINGSTON ROAD PARSIPPANY, NJ 07054	Website:	http://lps.pthsd.k12.nj.us/
Phone:	(973)428-7572	Twitter:	https://twitter.com/sglinzenbold

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:	• Character Education is highlighted through the "Penguin of the Month" program. • Student leadership is established throughout through the implementation and function of the Student Council. • Curriculum programs include GoMath!, Balanced Literacy, and Science Dimensions.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	Lake Parsippany School implements its character education program where each month has a specific character trait theme. At the end of each month, selected students are recognized at our school wide assembly as the "Penguins of the month". This is always a great opportunity to recognize strong school spirit and student achievement in "taking care of each other". The overall theme of the program is RESPECT and it has been a great way to promote positivity and good character!



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2016-2017
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School Narrative

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 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	Lake Parsippany does provide a physical education program for all students spanning from kindergarten through through fifth grade. Students have the opportunity to engage in instruction/activities that promote physical fitness, health, and overall well being. The physical education curriculum and objectives support the development and growth of well rounded students.
 Clubs and Activities:	Lake Parsippany School students participate in numerous educational, community and cultural activities. Fortunate to have an active and involved Parent Teacher Association, the PTA annually hosts a book fair, a fun fair, and assembly performances. Our students demonstrate leadership skills through participation in programs such as Safety Patrol, Student Council, Peacemakers, K-Kids Club, Expressive Reading, and Junior Achievement.



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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.

 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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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:

A neighborhood K-5 elementary school, Lake Parsippany School offers an instructional program that addresses a diverse student population. Striving for excellence, program offerings are widely varied to address student needs. The instructional math program includes the use of manipulatives and technology. The language arts program strives to provide students with balanced literacy, integrated experiences in reading, writing, listening and public speaking. Social studies instruction includes geography, history and social sciences, while science emphasizes hands-on experiences. Specialists in physical education, art, vocal and instrumental music promote the acquisition of a broad scope of skills, complementing academic work. Media Center staff focuses on instructional technology, and classrooms are outfitted with interactive white boards and have access to laptops and iPads. Lake Parsippany School offers a special education program, speech, basic skills, ESL, and a gifted and talented program (GRO). The school further offers academic intervention through the services of a Reading Specialist and a Basic Skills Math teacher. A full-time guidance counselor uses a comprehensive developmental approach, focusing on character education, conflict resolution and the prevention of bullying. A full-time school nurse provides first aid and physical assessment, as well as family life education. With an eye towards continuous improvement of student performance and staff efficacy, there are a myriad of opportunities aimed at the professional development of all who serve Lake Parsippany School.



Littleton Elementary School
2016-2017
Grade Span PK-05

27-3950-090
MORRIS
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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2016-2017
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Footnotes

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

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



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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	22	28	22
KG	51	49	48
1	51	62	54
2	57	53	58
3	67	57	56
4	57	67	62
5	54	62	78
Ungraded	8	11	12
Total	367	389	390

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	49%
Male	54%	53%	51%
Economically Disadvantaged Students	4%	6%	6%
Students with Disabilities	11%	12%	11%
English Learners	10%	10%	9%
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
Asian	41.8%
White	40.5%
Hispanic	11.0%
Black or African American	2.1%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	4.4%

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	19	28	22
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	49	49	48

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	62.3%
Hindi	6.9%
Telugu	5.1%
Spanish	4.4%
Gujarati	3.1%
Other	18.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	177	97.5	80.20	73.00	54.90	80.2	68.6	Met Goal
White	79	98.8	79.80	68.60	63.90	79.8	60.7	Met Target
Hispanic	21	100.0	71.40	60.30	39.80	71.4	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	64	96.2	84.40	81.90	80.70	84.4	80	Met Goal
American Indian or Alaska Native	*	*	*	75.00	53.70	N	**	**
Two or More Races	10	100.0	90.00	81.70	54.90	90	**	**
Female	88	98.0	88.70	80.60	62.20	88.7		
Male	89	96.9	72.00	65.90	48.10	72		
Economically Disadvantaged Students	10	100.0	50.00	53.50	36.20	50	**	**
Non-Economically Disadvantaged Students	167	97.3	82.10	76.30	65.80	82.1		
Students with Disabilities	19	100.0	42.10	25.50	20.50	42.1	**	**
Students without Disabilities	158	97.2	84.90	82.10	61.90	84.9		
English Learners	32	94.3	78.20	52.10	25.20	78.2	N	N
Non-English Learners	145	98.2	80.70	75.20	57.40	80.7		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	771	767	749	*	*	26%	66%	*	75%	50%
White	24	768	766	759	0%	0%	*	63%	*	71%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	21	776	772	775	0%	0%	*	71%	*	81%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	29	776	772	754	0%	0%	*	69%	*	83%	55%
Male	26	766	762	745	0%	0%	*	62%	*	65%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	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	60	782	775	753	*	*	*	53%	35%	88%	56%
White	26	778	*	762	0%	0%	*	73%	*	89%	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	27	788	782	777	0%	0%	*	*	56%	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	30	791	780	758	0%	0%	*	57%	*	100%	61%
Male	30	774	770	749	0%	0%	*	50%	*	77%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	60	782	776	755	*	*	*	53%	35%	88%	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	77	768	770	756	0%	*	18%	66%	*	78%	59%
White	30	762	767	763	0%	*	*	63%	*	77%	69%
Hispanic	12	761	760	743	0%	0%	*	*	0%	75%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	29	776	776	779	0%	0%	*	72%	*	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	39	769	774	761	0%	*	*	67%	*	82%	66%
Male	38	767	766	750	0%	*	*	66%	*	74%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	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%

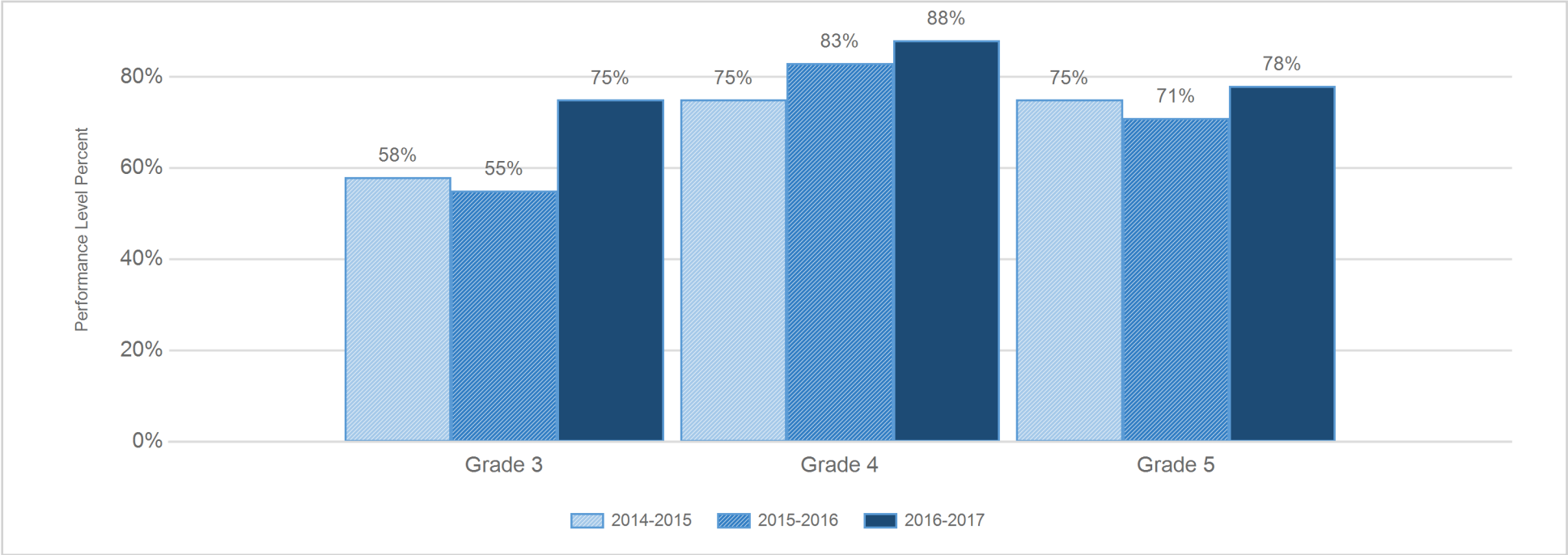


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English Language Arts/Literacy Assessment - Performance Trends

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	177	98.5	73.50	64.50	43.50	73.5	71.4	Met Target
White	79	98.8	65.80	56.80	52.40	65.8	63.2	Met Target
Hispanic	21	100.0	66.60	45.40	27.60	66.6	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	64	98.7	87.50	80.00	75.60	87.5	80	Met Goal
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	10	100.0	70.00	69.20	44.90	70	**	**
Female	88	100.0	70.40	65.20	44.10	70.4		
Male	89	96.9	76.40	63.90	42.90	76.4		
Economically Disadvantaged Students	10	100.0	60.00	39.90	25.10	60	**	**
Non-Economically Disadvantaged Students	167	98.4	74.30	68.70	54.30	74.3		
Students with Disabilities	19	100.0	42.10	21.80	16.50	42.1	**	**
Students without Disabilities	158	98.4	77.20	72.80	48.80	77.2		
English Learners	32	100.0	78.20	57.10	23.30	78.2	N	N
Non-English Learners	145	98.2	72.40	65.30	45.20	72.4		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	775	768	751	0%	*	*	52%	33%	85%	53%
White	24	770	763	759	0%	*	*	63%	*	83%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	23	782	778	779	*	*	*	44%	44%	87%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	32	771	770	751	0%	*	*	59%	*	84%	52%
Male	26	780	767	751	0%	*	*	42%	*	85%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	774	769	747	*	*	18%	56%	23%	79%	47%
White	26	767	*	755	0%	0%	*	69%	*	77%	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	27	788	780	774	*	*	*	44%	41%	85%	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	775	771	747	0%	*	*	58%	*	84%	47%
Male	30	773	768	747	0%	*	*	53%	*	73%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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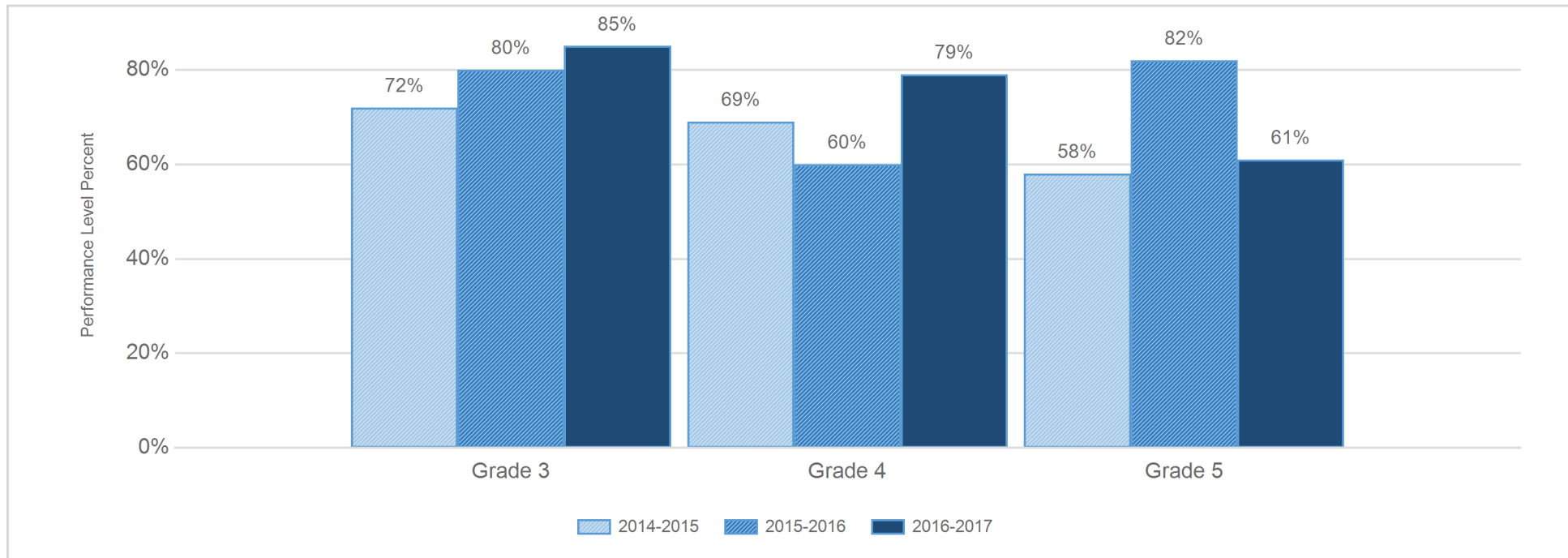
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	759	764	747	*	*	27%	44%	17%	61%	46%
White	30	747	758	754	*	*	40%	33%	*	40%	57%
Hispanic	14	746	749	735	0%	*	*	*	0%	57%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	29	777	777	774	0%	*	*	52%	35%	86%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	41	752	762	747	*	*	*	44%	*	49%	47%
Male	38	766	766	746	*	*	*	45%	*	74%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	16	87.5%	12.5%
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.

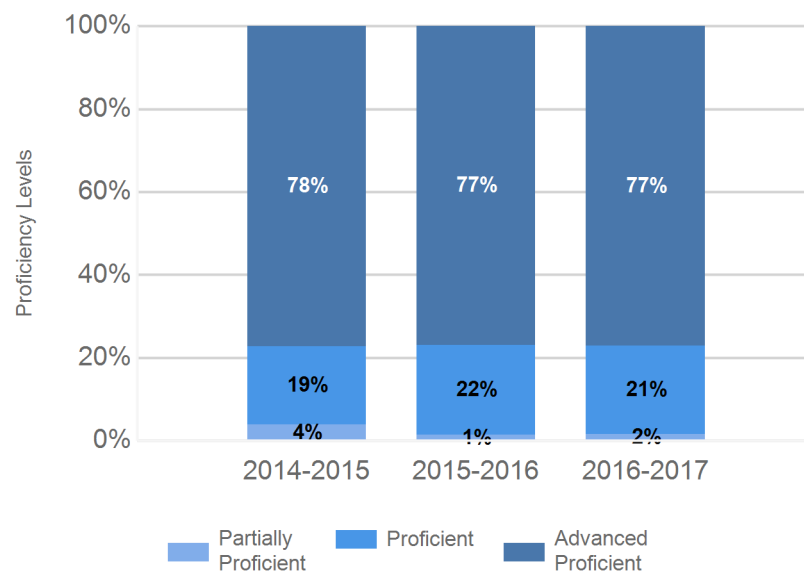
NJASK Science Assessment Performance: Grade 4

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	77%	21%	2%
White	72%	28%	N
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	85%	11%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	N
English Learners	N	*	N

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	61	61	50	Exceeds Target	55	59	50	Met Target
White	65	56.5	50	Exceeds Target	55	55	52	Met Target
Hispanic	42	56	49	**	24	49	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	60	67	60	Exceeds Target	61.5	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	*	58	47	**	*	54.5	46	**
Students with Disabilities	52.5	*	41	**	36	*	43	**
English Learners	70	64	53	Exceeds Target	76	67	51	Exceeds Target

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



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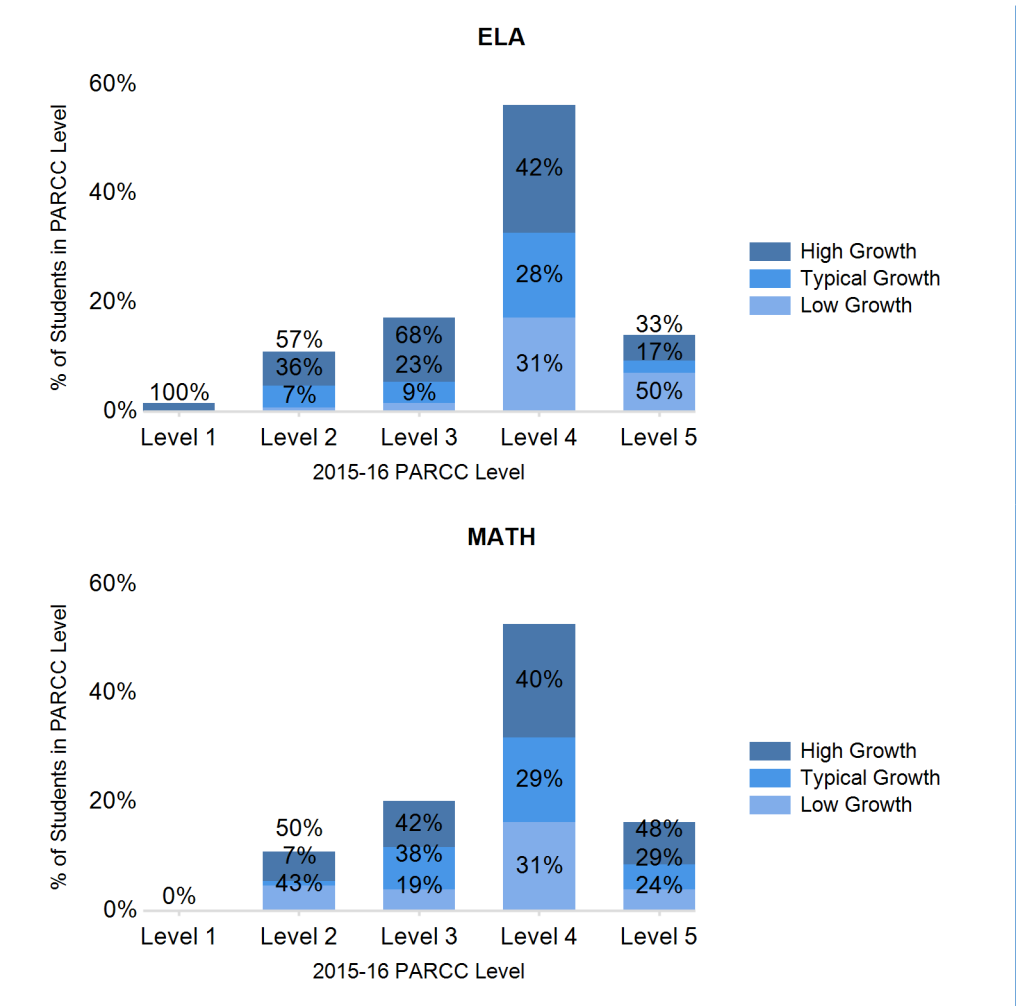
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

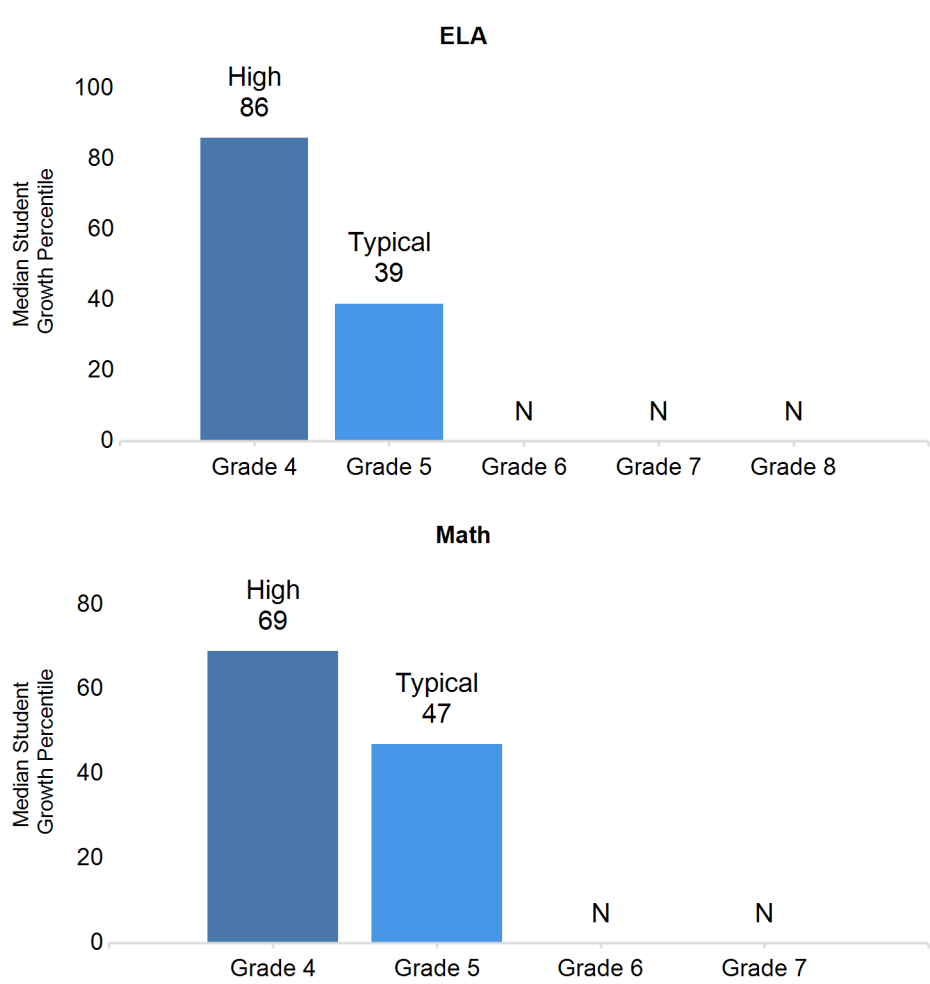
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

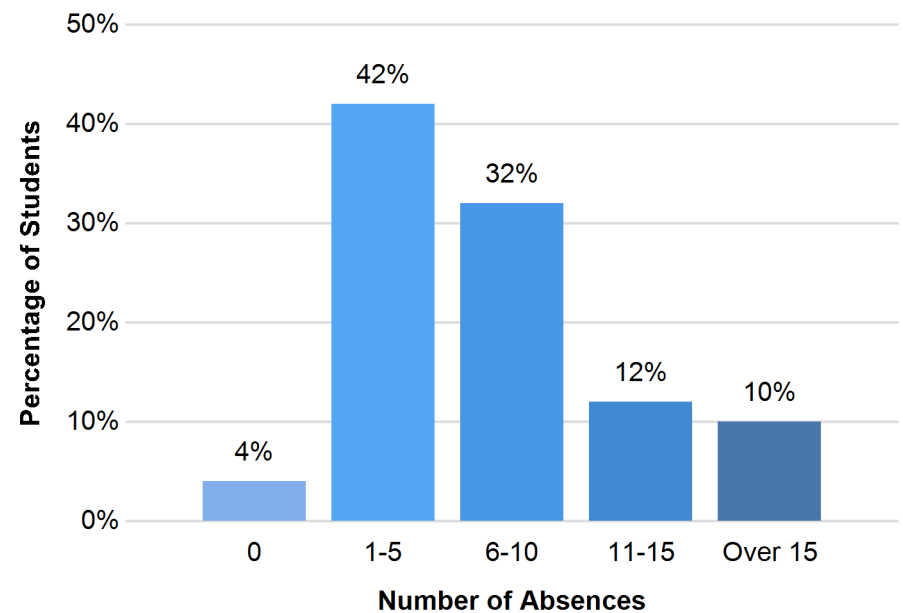
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	8.40	Met Target
White	3.40	8.40	Met Target
Hispanic	2.60	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	11.00	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.70	8.40	Not Met
Students with Disabilities	9.10	8.40	Not Met
English Learners	18.80	8.40	Not Met

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

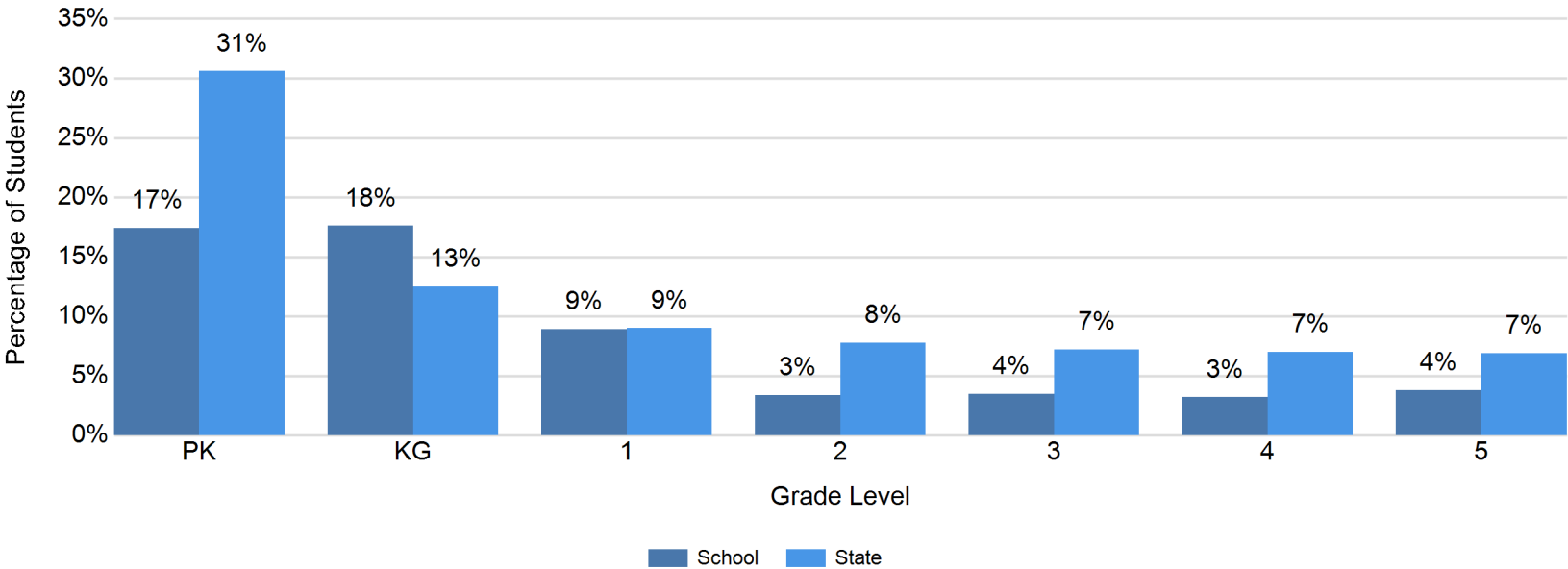
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.51

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	1.3:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	91%	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	390:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	91.3	17.5%
Mathematics Proficiency	92.7	17.5%
English Language Arts Growth	84.6	25.0%
Mathematics Growth	72.4	25.0%
Chronic Absenteeism	40.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		77.6
Summative Rating: Percentile rank of Summative Score		87.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	77.6	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
White	76.8	11.9	No	Met Target	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	49.7	11.9	No	Met Goal	Met Goal	Not Met	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	**	**	No	**	**	Not Met	**	**	No
English Learners	82.7	11.9	No	N	N	Not Met	Exceeds Target	Exceeds Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Hoffman	Email Address:	mhoffman@pthsd.net
Address:	250 BROOKLAWN DRIVE MORRIS PLAINS, NJ 07950	Website:	http://lis.pthsd.k12.nj.us/
Phone:	(973)682-2847	Twitter:	https://twitter.com/LittletonSch1

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:	• Our curriculum includes Go Math, Balanced Literacy, and Next Generation Science Standards. • Leadership opportunities are fostered through Student Council, Safety Patrol, and Kindergarten Helpers. • School Assemblies included a Read-a-thon and interactive performances through song, dance, and a range of instruments.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	Littleton continues to be involved with The New Jersey Network for Educational Renewal, which strives to ultimately provide all students the opportunity 'to make good judgments and become contributing citizens in a social and political democracy.' Citizenship Awards are distributed and encourage good citizenship and character skills. Our reading specialist, Melanie Dully received the Littleton Teacher of the Year Award for the 2016-2017 school year.



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 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	At Littleton School, we provide a comprehensive K-5 Health and Physical Education Curriculum which supports wellness. It is inclusive of all children and helps students develop lifetime fitness activities. The Parsippany Police Athletic League hosts a wide variety of recreational programs, including Basketball, Cheerleading, Football, and Ice Hockey.
 Clubs and Activities:	School Education programs and clubs include Expressive Reading, Spelling Bee Club, Choreography Club, Jr. Great Books, K-Kids, Coding Club, Computer Club, and various programs that showcase music and the arts. With the support of the guidance counselor, students participate in a Pals program with Parsippany Hills High School students. Anti-Bullying programs take place throughout the year.



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School Narrative

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 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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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:

Littleton Elementary School is an educational community with approximately 390 students. Our school houses Kindergarten through Fifth grade students. Littleton staff includes specialists in art, physical education, vocal and instrumental music, media, and world language. Other services offered to students include special education, an academically gifted program, speech, basic skills, and a developmental guidance program. Littleton School has a Limited English Proficiency program and a Child Study Team. We work in conjunction with the Parsippany Police Department for our Drug Abuse Resistance Education program. Students receive a wide variety of learning, guidance, and educational experiences designed to motivate, challenge, and support each child. Students are encouraged to develop interpersonal skills, personal and social responsibility, a sense of self-worth, respect for others and for learning, and pride in their efforts and accomplishments. Parent involvement at Littleton School is organized by the ongoing efforts of the Parent Teacher Association (PTA). Grade level field trips support and enhance district curriculum. Littleton School participates in parent education programs and lectures, in addition to Back to School Night, and Parent/Teacher Conferences. Littleton School truly provides an environment that focuses on motivating, challenging, and supporting each child.



Mount Tabor Elementary 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



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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
KG	61	61	55
1	61	62	61
2	58	70	76
3	57	66	74
4	76	58	65
5	84	75	67
Ungraded	15	18	0
Total	412	410	398

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	44%	44%
Male	54%	56%	56%
Economically Disadvantaged Students	8%	8%	10%
Students with Disabilities	14%	14%	12%
English Learners	4%	7%	9%
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
Asian	40.5%
White	39.4%
Hispanic	9.5%
Black or African American	3.5%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	6.5%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	62	61	55

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	78.1%
Gujarati	3.3%
Spanish	3.0%
Telugu	2.0%
Tamil	2.0%
Other	12.2%



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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	191	97.7	76.50	73.00	54.90	76.5	73	Met Target
White	72	96.2	75.00	68.60	63.90	75	65.1	Met Target
Hispanic	16	94.7	50.10	60.30	39.80	50.1	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	86	99.0	86.00	81.90	80.70	86	80	Met Goal
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	85	97.9	87.10	80.60	62.20	87.1		
Male	106	97.4	67.90	65.90	48.10	67.9		
Economically Disadvantaged Students	22	96.3	45.50	53.50	36.20	45.5	N	N
Non-Economically Disadvantaged Students	169	97.8	80.50	76.30	65.80	80.5		
Students with Disabilities	31	97.0	25.90	25.50	20.50	25.9	35.6	Met Target†
Students without Disabilities	160	97.8	86.30	82.10	61.90	86.3		
English Learners	20	100.0	50.00	52.10	25.20	50	N	N
Non-English Learners	171	97.4	79.60	75.20	57.40	79.6		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	762	767	749	*	*	22%	55%	*	64%	50%
White	24	763	766	759	*	*	*	54%	*	58%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	42	770	772	775	*	*	*	64%	*	76%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	32	778	772	754	*	*	*	66%	*	81%	55%
Male	42	750	762	745	*	*	*	48%	*	50%	46%
Economically Disadvantaged Students	13	738	745	731	*	*	*	*	*	46%	31%
Non-Economically Disadvantaged Students	61	767	770	762	*	*	*	*	*	67%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	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	65	785	775	753	*	*	*	49%	43%	92%	56%
White	18	784	*	762	0%	0%	*	*	*	89%	67%
Hispanic	10	770	759	740	0%	*	*	*	*	80%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	31	791	782	777	0%	0%	0%	52%	48%	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	28	786	780	758	*	*	*	50%	46%	96%	61%
Male	37	784	770	749	*	*	*	49%	41%	89%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	772	770	756	*	*	15%	59%	20%	79%	59%
White	33	772	767	763	0%	*	*	67%	*	82%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	20	785	776	779	0%	0%	*	60%	*	90%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	35	773	774	761	*	*	*	60%	*	80%	66%
Male	30	772	766	750	*	*	*	57%	*	77%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	12	746	736	725	*	*	*	*	*	42%	22%
Students without Disabilities	53	778	777	762	*	*	*	*	*	87%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

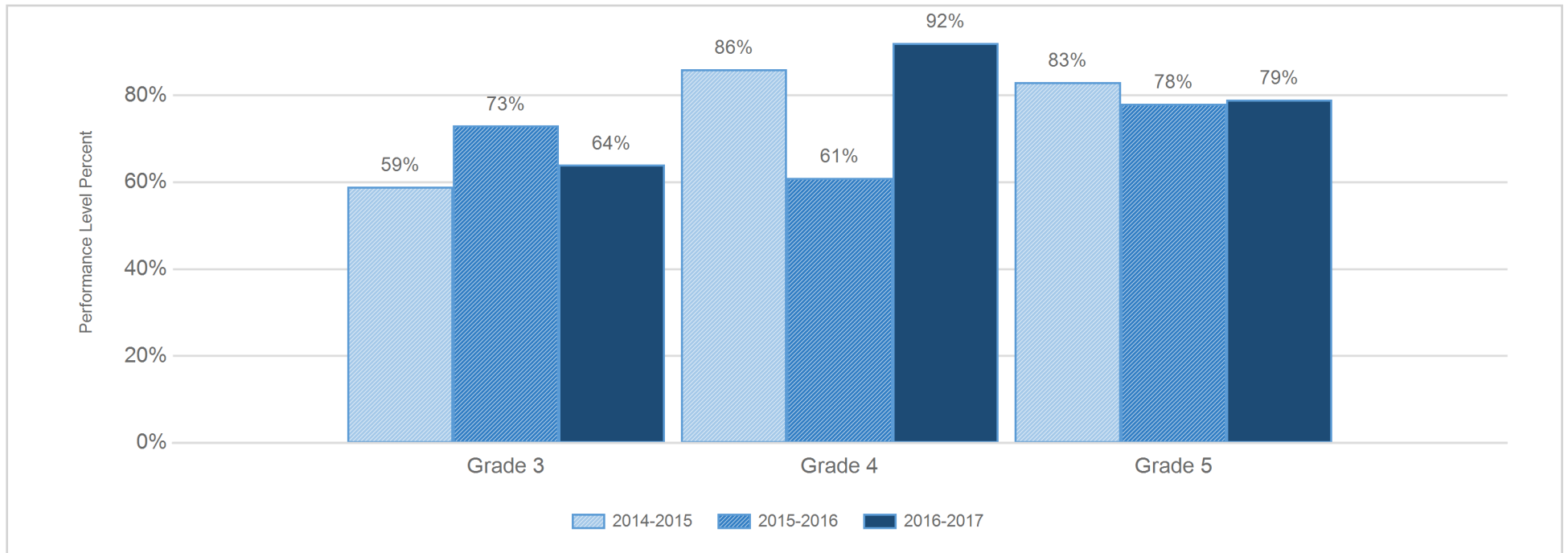


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	191	97.7	75.40	64.50	43.50	75.4	75.5	Met Target†
White	72	96.2	73.60	56.80	52.40	73.6	62.9	Met Target
Hispanic	16	94.7	50.00	45.40	27.60	50	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	86	99.0	86.10	80.00	75.60	86.1	80	Met Goal
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	85	97.9	78.80	65.20	44.10	78.8		
Male	106	97.4	72.70	63.90	42.90	72.7		
Economically Disadvantaged Students	22	96.3	40.90	39.90	25.10	40.9	N	N
Non-Economically Disadvantaged Students	169	97.8	79.90	68.70	54.30	79.9		
Students with Disabilities	31	97.0	38.70	21.80	16.50	38.7	38.9	Met Target†
Students without Disabilities	160	97.8	82.50	72.80	48.80	82.5		
English Learners	20	100.0	50.00	57.10	23.30	50	N	N
Non-English Learners	171	97.4	78.40	65.30	45.20	78.4		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	761	768	751	*	*	19%	45%	19%	64%	53%
White	24	760	763	759	0%	*	*	50%	*	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	42	769	778	779	*	*	*	50%	26%	76%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	32	771	770	751	*	*	*	50%	*	75%	52%
Male	42	753	767	751	*	*	*	41%	*	55%	53%
Economically Disadvantaged Students	13	734	745	736	*	*	*	*	0%	31%	34%
Non-Economically Disadvantaged Students	61	766	772	761	*	*	*	*	23%	71%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	780	769	747	*	*	*	60%	28%	88%	47%
White	18	769	*	755	0%	0%	*	72%	*	83%	59%
Hispanic	10	766	750	734	0%	*	*	*	*	70%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	31	792	780	774	*	*	*	52%	45%	97%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	28	774	771	747	*	*	*	71%	*	89%	47%
Male	37	784	768	747	*	*	*	51%	*	87%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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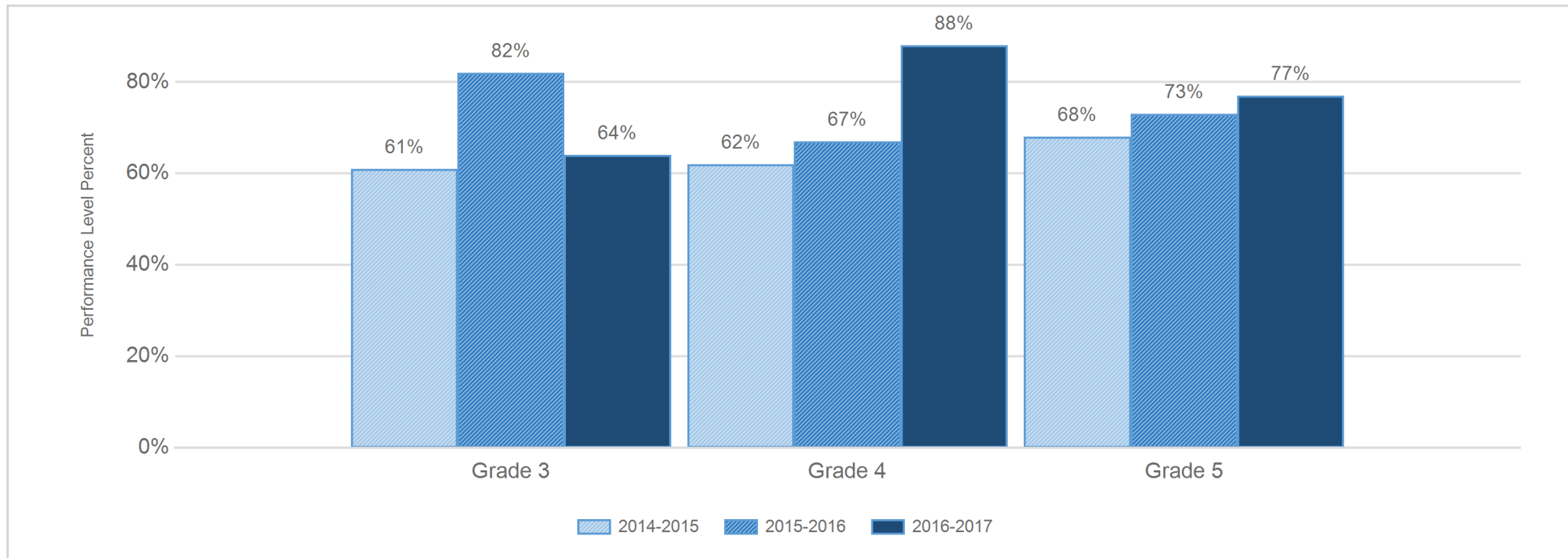
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	766	764	747	*	*	15%	57%	20%	77%	46%
White	33	765	758	754	0%	*	*	61%	*	76%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	20	775	777	774	0%	0%	*	60%	*	90%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	35	758	762	747	*	*	*	57%	*	69%	47%
Male	30	776	766	746	*	*	*	57%	*	87%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	12	754	738	725	*	*	*	*	*	67%	19%
Students without Disabilities	53	769	769	751	*	*	*	*	*	79%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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	16	81.3%	18.8%
2	10	60%	40%
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.

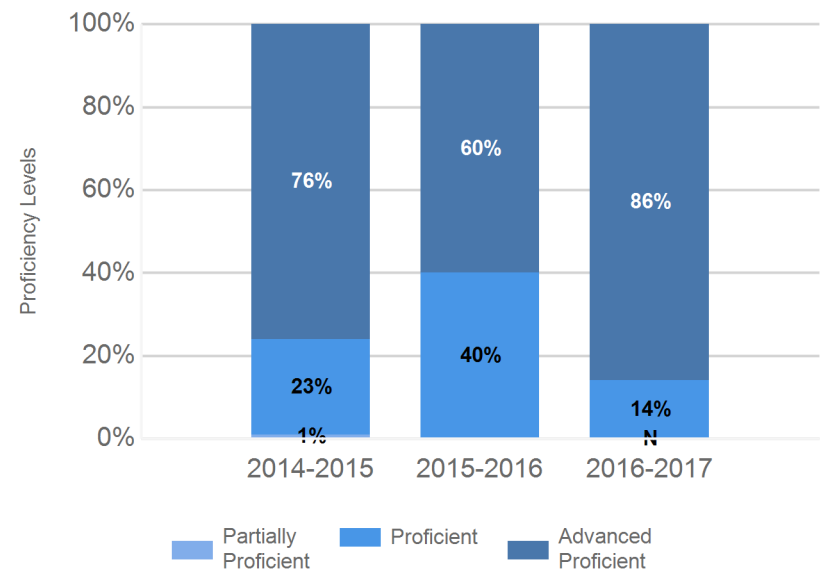
NJASK Science Assessment Performance: Grade 4

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	86%	14%	N
White	94%	6%	N
Hispanic	60%	40%	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	97%	3%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	N
English Learners	*	N	N

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	68	61	50	Exceeds Target	81	59	50	Exceeds Target
White	68	56.5	50	Exceeds Target	77.5	55	52	Exceeds Target
Hispanic	63	56	49	**	62	49	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	73	67	60	Exceeds Target	84	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	*	58	47	**	*	54.5	46	**
Students with Disabilities	33	*	41	**	51	*	43	**
English Learners	*	64	53	**	*	67	51	**

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



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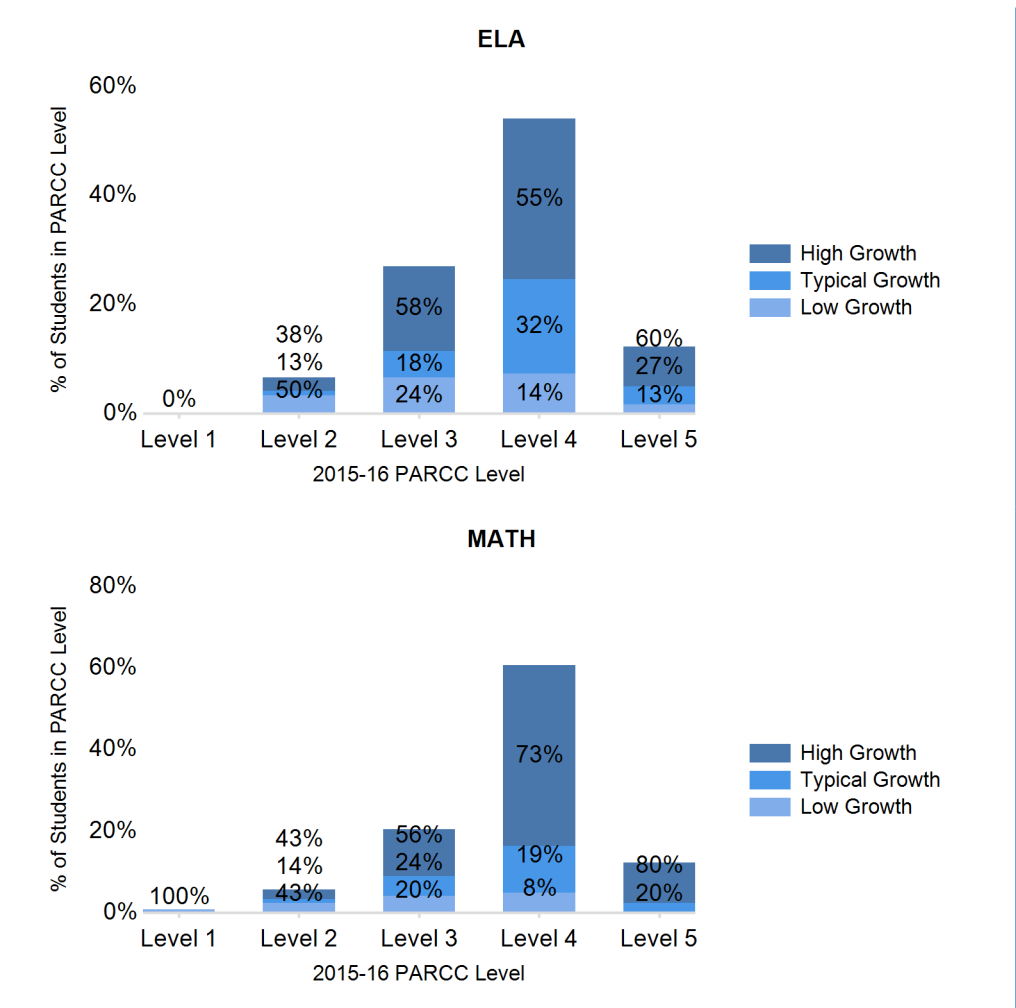
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

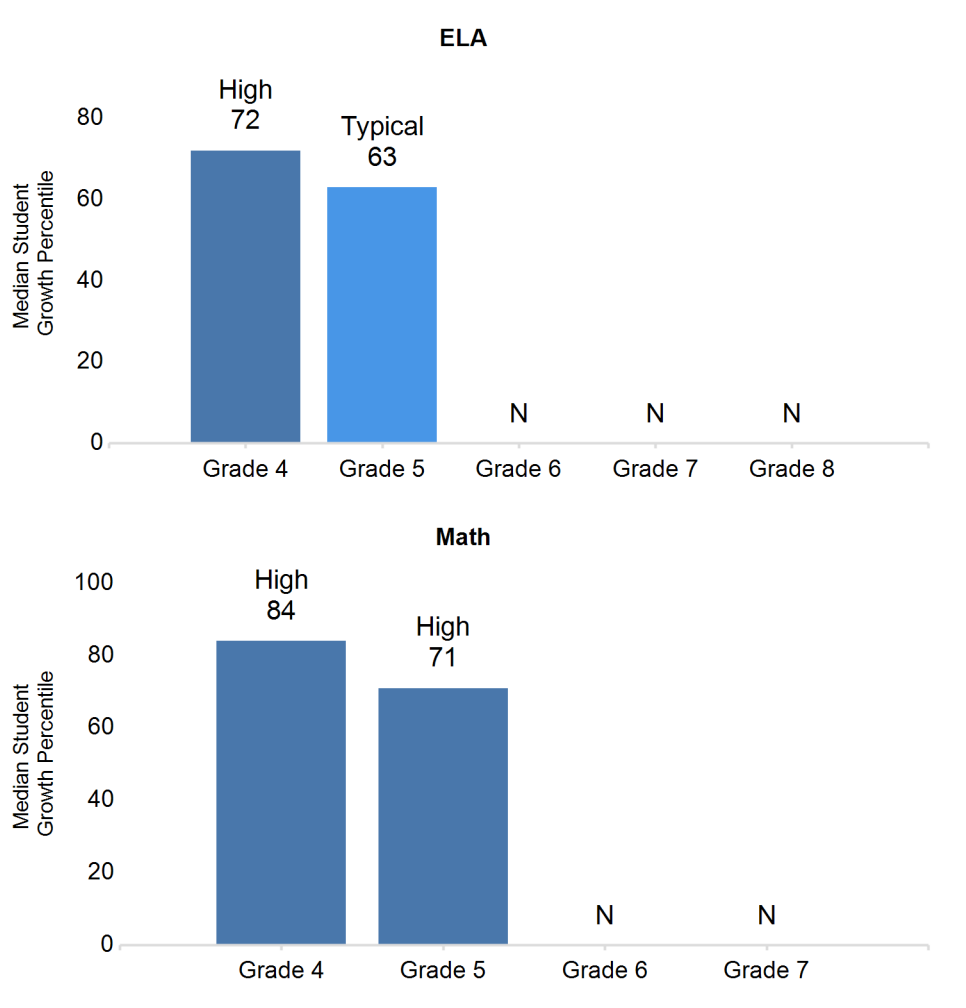
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

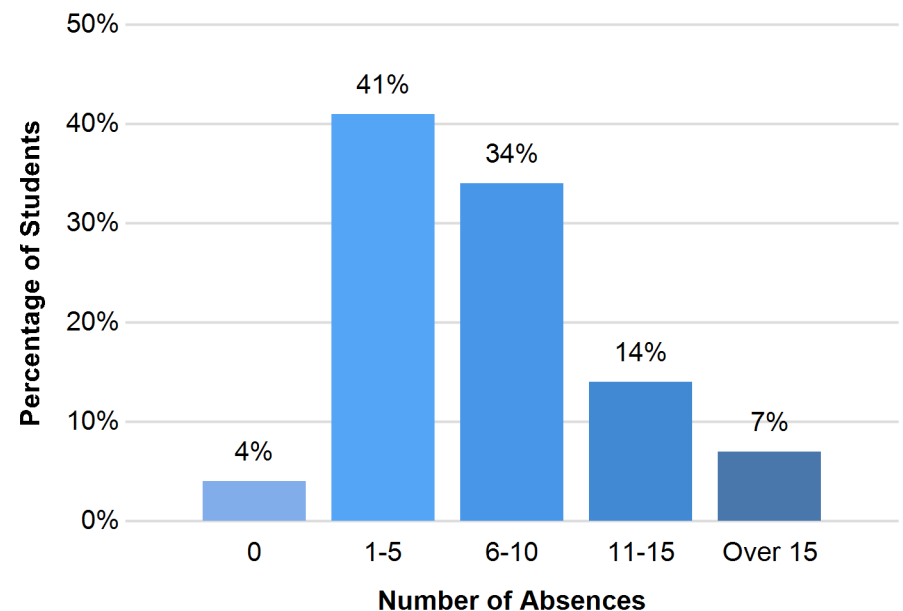
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	8.40	Met Target
White	4.40	8.40	Met Target
Hispanic	7.90	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	5.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.80	8.40	Met Target
Economically Disadvantaged Students	2.60	8.40	Met Target
Students with Disabilities	9.60	8.40	Not Met
English Learners	11.40	8.40	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.



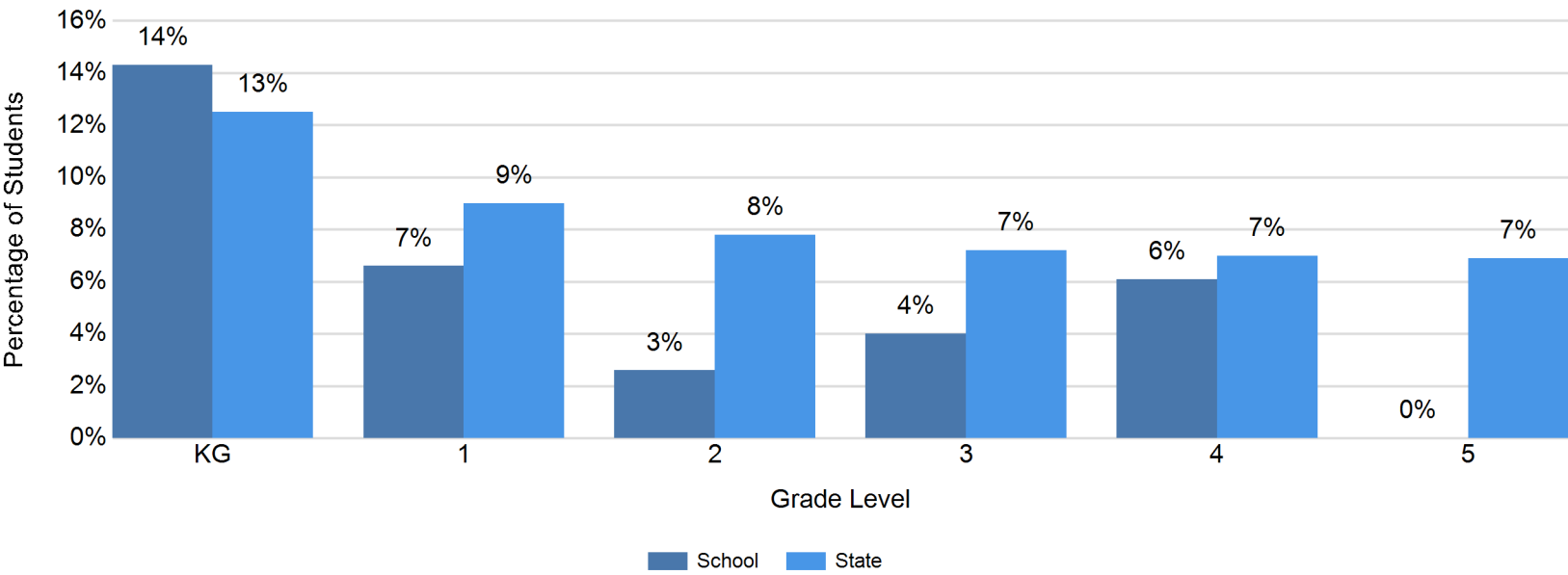


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Chronic Absenteeism by Grade

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	8:55AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 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	1.1:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	33	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	13.1	10.5
Teachers in district for 4 or more years	100%	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	398:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	76.8	17.5%
Mathematics Proficiency	88.9	17.5%
English Language Arts Growth	94.1	25.0%
Mathematics Growth	99.2	25.0%
Chronic Absenteeism	61.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		86.6
Summative Rating: Percentile rank of Summative Score		96.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	86.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	86.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	72.2	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	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Met Target	**	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Toomey	Email Address:	matoomey@pthsd.net
Address:	900 PARK RD & ROUTE 53 PO BOX 509 MOUNT TABOR, NJ 07878	Website:	http://mts.pthsd.k12.nj.us/
Phone:	(973)889-3361	Twitter:	https://twitter.com/@MtTaborSchool

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 focuses on all domains of learning : social-emotional, physical, cognitive, and communication. • Students participate in cultural arts programs and field trips to enrich the curriculum. • Activities such as reading incentive programs and Book Bistro are conducted to promote a love for reading.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	Mt. Tabor School has been the recipient of a grant for the past fifteen years sponsored by the NJ Clean Communities. Funds are used to provide educational programs to our students addressing recycling and the benefits of protecting the earth and the environment. This year we also had an opportunity to participate in a STEM Partnership Initiative created by the New Jersey Department of Education to improve STEM teaching and learning in schools. Grant funds were used to purchase materials.



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 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	Physical education should contribute to the development of the whole student, including the areas of physical abilities, intellectual development, and a sense of fair play and good sportsmanship. Our physical education program at Mt. Tabor School aims to improve this development. We aim to increase a child's physical skills, health related fitness levels, self-esteem, and enjoyment of physical activity so that they can be physically active for a lifetime.
 Clubs and Activities:	Our students are offered many opportunities to get involved outside the classroom, allowing them a chance to grow not just academically but socially as well. They can participate in Art Club, Band, Book Club, Chess Club, Chorus, Drama Club, Expressive Reading Club, Garden Club, Music Club and Yearbook Club. Leadership is fostered through K-Kids, Peace Makers, Safety Patrol and Student Council. We also host a talent show showcasing our students' many talents.



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 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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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:	Mt. Tabor School insures student success by utilizing a variety of excellent approaches and programs. Differentiated approaches include peer collaboration, authentic tasks, learning centers, guided reading groups and the use of instructional technology in both the classroom and computer lab. Math instruction is based on the rigorous and challenging Common Core Standards and includes the use of manipulatives and web-based technology. Language Arts instruction provides integrated experiences in reading, writing, listening, and speaking using a workshop approach. Science instruction emphasizes the New Generation Science Standards with engaging STEAM activities. We also have specialists in physical education, art, vocal and instrumental music, guidance, and library/media. Other available services include special education, a program for the academically gifted, speech, basic skills, and ESL. In addition, our Child Study Team insures that students in need are placed in appropriate programs. Parent involvement is a vital component of Mt. Tabor's education program. Our PTA sponsors cultural arts programs that support our instructional goals and numerous parent volunteers assist with classroom activities, lend a helping hand in the media center, and serve on decision-making committees. Working in close partnership with parents, Mt. Tabor provides an environment that focuses on high expectations achieved within a supportive and collegial atmosphere.



Northvail Elementary 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



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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
KG	50	49	49
1	58	71	58
2	69	64	76
3	57	64	64
4	59	63	68
5	71	64	59
Ungraded	0	0	0
Total	364	375	374

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	52%	50%
Male	50%	48%	50%
Economically Disadvantaged Students	10%	8%	8%
Students with Disabilities	9%	8%	9%
English Learners	10%	10%	12%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	65.0%
White	16.8%
Hispanic	11.2%
Black or African American	3.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	50	49	49

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	37.4%
Telugu	13.9%
Gujarati	9.6%
Hindi	8.6%
Tamil	8.3%
Other	22.3%



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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	178	100.0	82.00	73.00	54.90	82	80	Met Goal
White	31	100.0	80.70	68.60	63.90	80.7	80	Met Goal
Hispanic	23	100.0	65.20	60.30	39.80	65.2	67.4	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	111	100.0	91.90	81.90	80.70	91.9	80	Met Goal
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	91	100.0	86.90	80.60	62.20	86.9		
Male	87	100.0	77.00	65.90	48.10	77		
Economically Disadvantaged Students	16	100.0	43.80	53.50	36.20	43.8	**	**
Non-Economically Disadvantaged Students	162	100.0	85.80	76.30	65.80	85.8		
Students with Disabilities	21	100.0	28.50	25.50	20.50	28.5	49.4	Not Met
Students without Disabilities	157	100.0	89.20	82.10	61.90	89.2		
English Learners	25	100.0	56.00	52.10	25.20	56	N	N
Non-English Learners	153	100.0	86.30	75.20	57.40	86.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	775	767	749	*	*	*	62%	15%	77%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	10	751	752	734	*	*	*	*	*	40%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	47	782	772	775	0%	*	*	66%	*	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	35	774	772	754	*	*	*	63%	*	77%	55%
Male	30	777	762	745	*	*	*	60%	*	77%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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	68	781	775	753	0%	*	*	43%	40%	82%	56%
White	16	773	*	762	0%	*	*	*	*	81%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	42	793	782	777	0%	*	*	38%	55%	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	37	783	780	758	0%	*	*	46%	41%	87%	61%
Male	31	780	770	749	0%	*	*	39%	39%	77%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	68	781	776	755	0%	*	*	43%	40%	82%	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	57	788	770	756	0%	*	*	53%	39%	91%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	32	796	776	779	0%	0%	0%	59%	41%	100%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	27	798	774	761	0%	*	*	44%	*	100%	66%
Male	30	779	766	750	0%	*	*	60%	*	83%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	57	788	770	757	0%	*	*	53%	39%	91%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

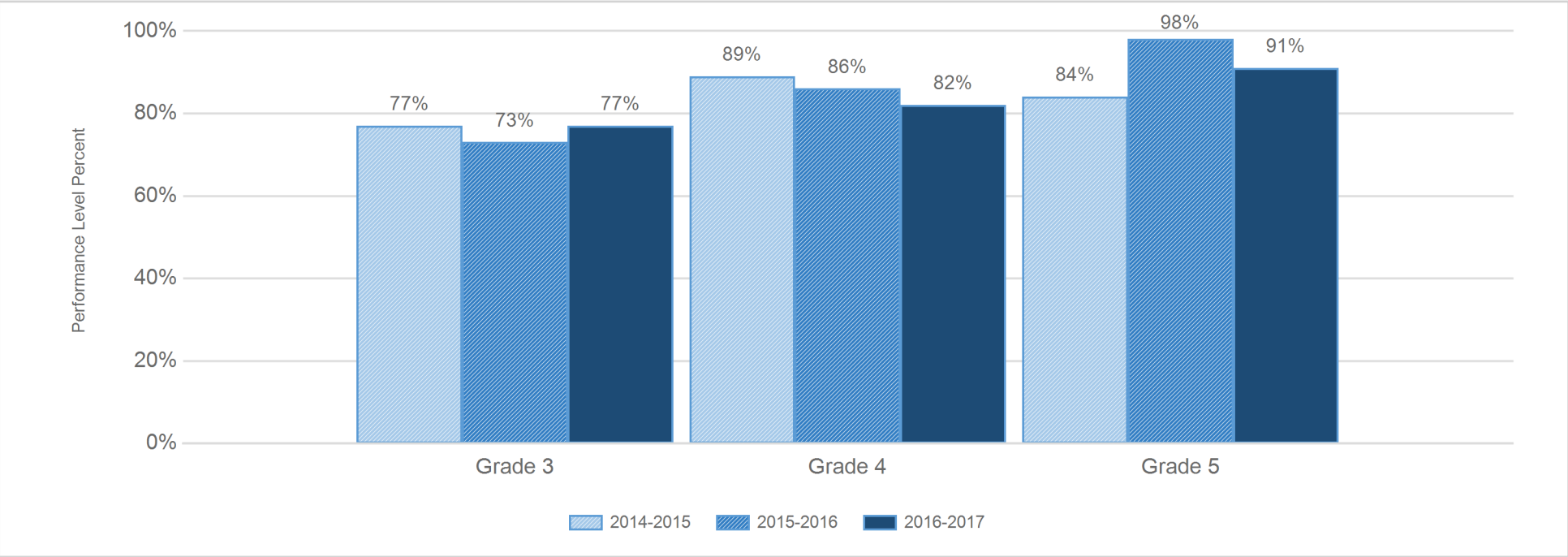


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	178	100.0	84.90	64.50	43.50	84.9	80	Met Goal
White	31	100.0	90.30	56.80	52.40	90.3	73.5	Met Goal
Hispanic	23	100.0	60.90	45.40	27.60	60.9	76.4	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	111	100.0	92.80	80.00	75.60	92.8	80	Met Goal
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	91	100.0	88.00	65.20	44.10	88		
Male	87	100.0	81.60	63.90	42.90	81.6		
Economically Disadvantaged Students	16	100.0	50.10	39.90	25.10	50.1	N	N
Non-Economically Disadvantaged Students	162	100.0	88.20	68.70	54.30	88.2		
Students with Disabilities	21	100.0	38.10	21.80	16.50	38.1	49.4	Met Target†
Students without Disabilities	157	100.0	91.10	72.80	48.80	91.1		
English Learners	25	100.0	68.00	57.10	23.30	68	N	N
Non-English Learners	153	100.0	87.60	65.30	45.20	87.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	783	768	751	0%	*	*	45%	43%	88%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	47	793	778	779	*	*	*	40%	55%	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	35	784	770	751	*	*	*	37%	49%	86%	52%
Male	30	782	767	751	*	*	*	53%	37%	90%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	776	769	747	*	*	16%	52%	28%	80%	47%
White	16	763	*	755	0%	0%	*	63%	*	75%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	42	789	780	774	0%	*	*	50%	41%	91%	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	777	771	747	*	*	*	54%	*	84%	47%
Male	32	774	768	747	*	*	*	50%	*	75%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	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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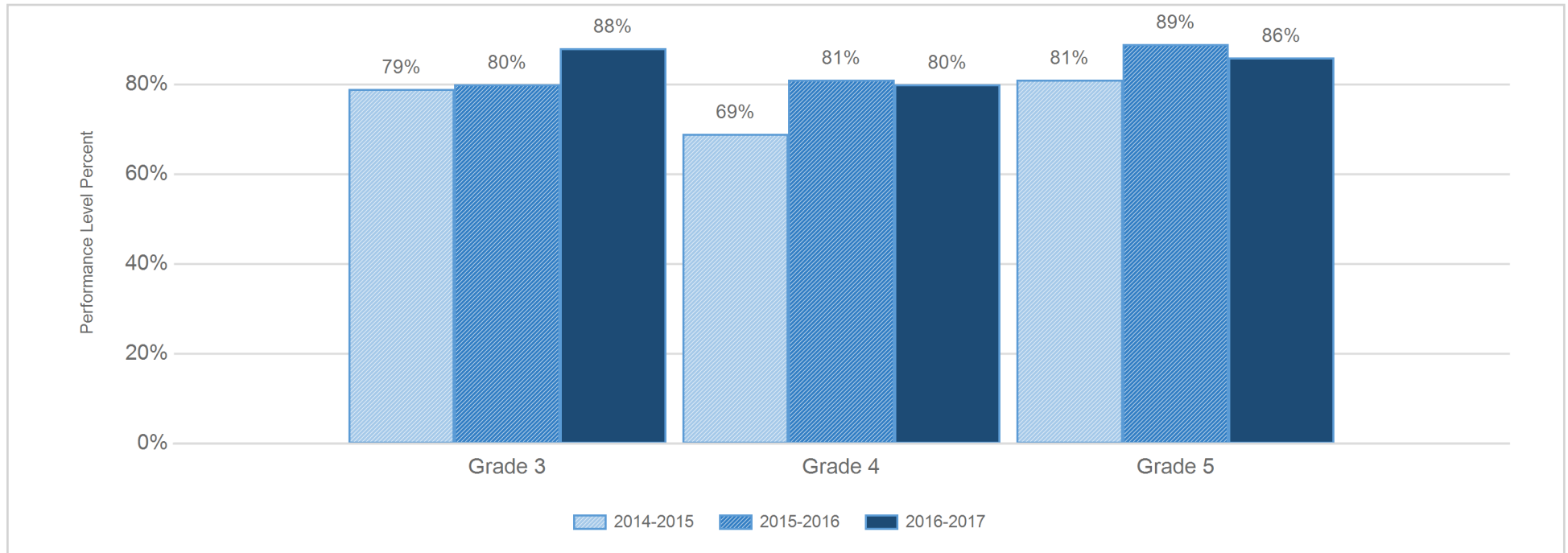
Mathematics Assessment - Performance by Grade: Grade 5

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
Schoolwide	58	780	764	747	*	*	*	47%	40%	86%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	32	795	777	774	*	*	*	38%	56%	94%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	27	783	762	747	*	*	*	48%	44%	93%	47%
Male	31	777	766	746	*	*	*	45%	36%	81%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	19	52.6%	47.4%
2	16	75%	25%
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.

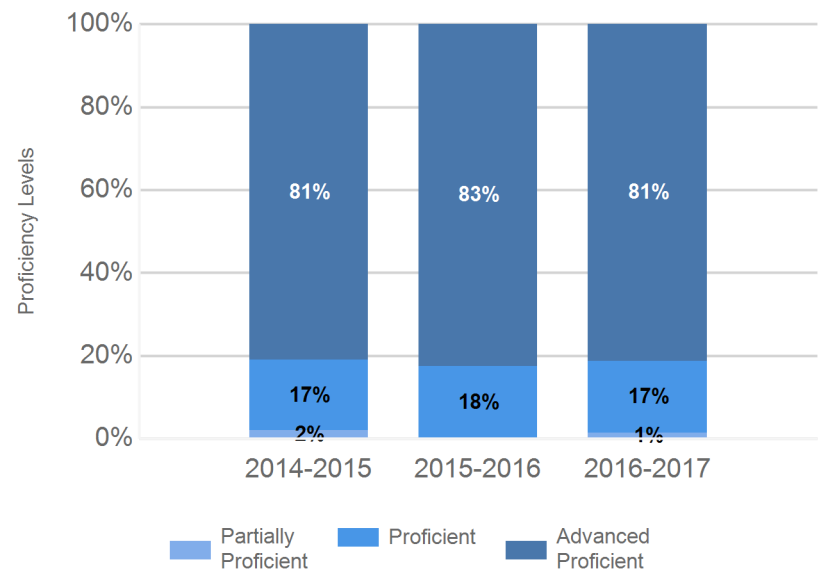
NJASK Science Assessment Performance: Grade 4

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	81%	17%	1%
White	75%	*	N
Hispanic	*	*	N
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	91%	10%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	*
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	70	61	50	Exceeds Target	74	59	50	Exceeds Target
White	71	56.5	50	Exceeds Target	66	55	52	Exceeds Target
Hispanic	70	56	49	**	69	49	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	68	67	60	Exceeds Target	79	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	60	58	47	**	64.5	54.5	46	**
Students with Disabilities	69	*	41	**	65	*	43	**
English Learners	58	64	53	**	77	67	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:

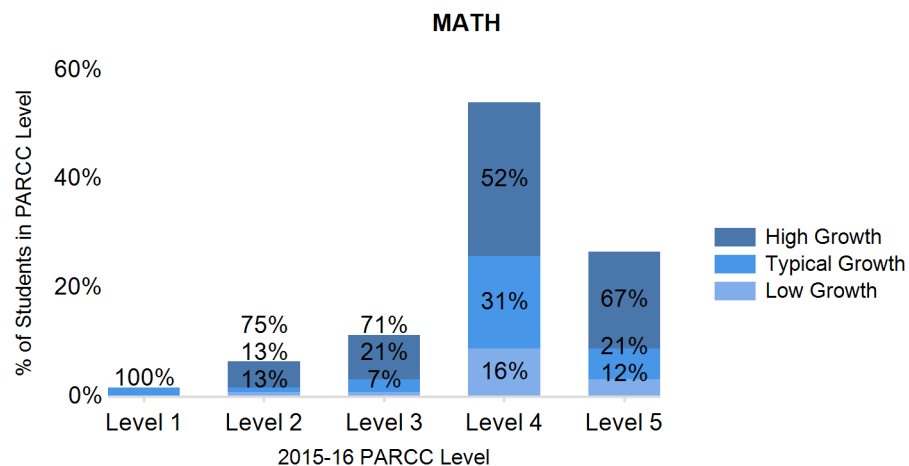
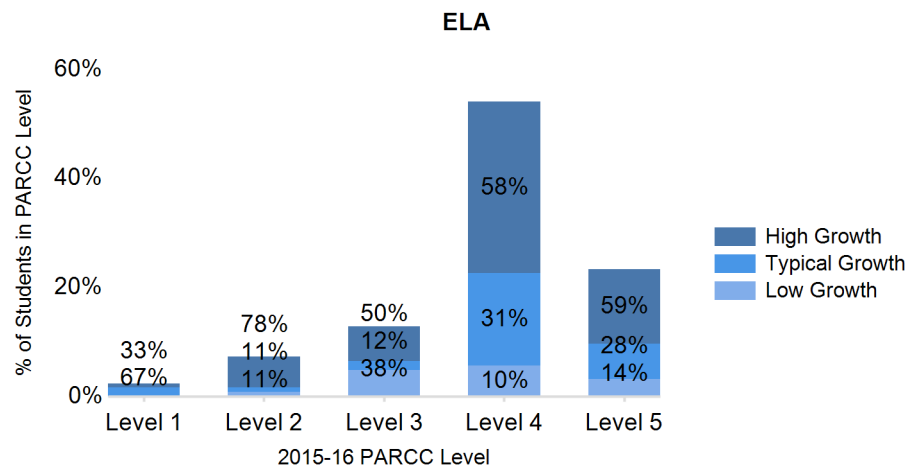
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

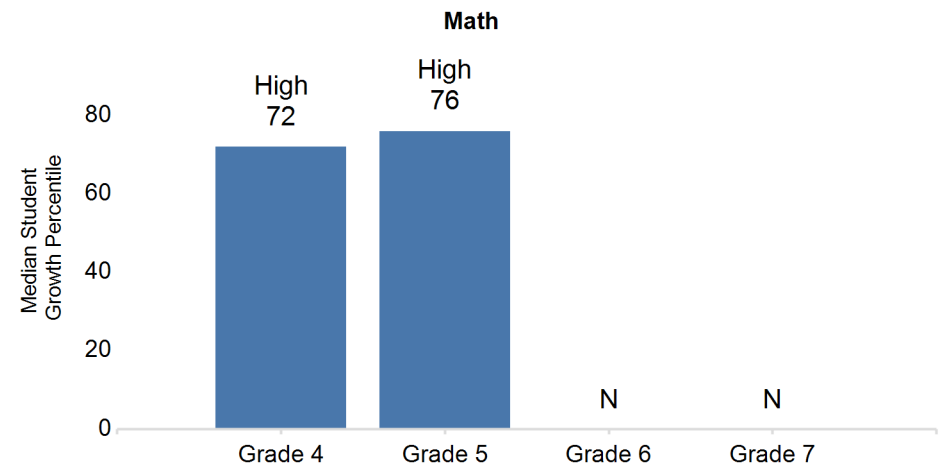
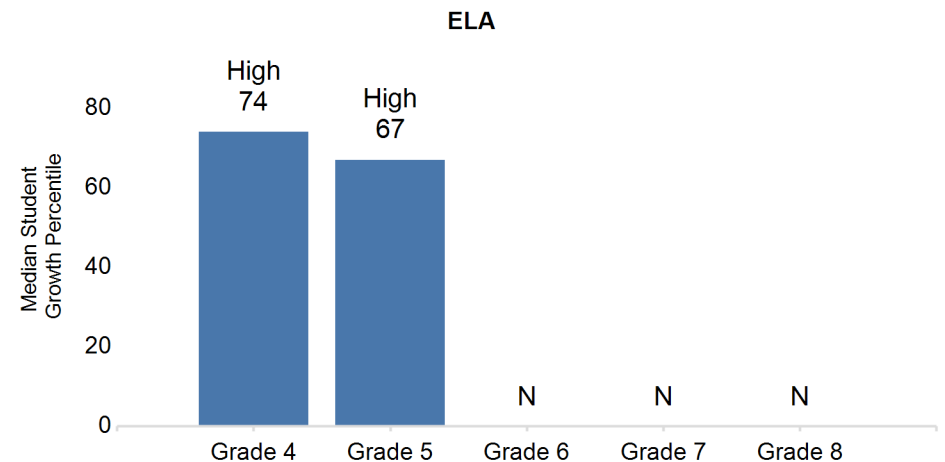
Student Growth by Performance Level

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

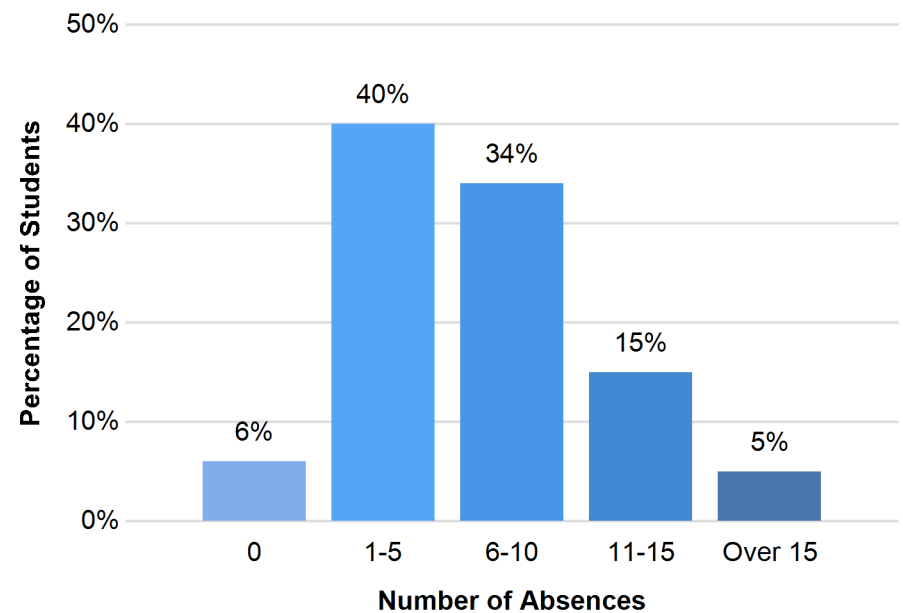
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.20	8.40	Met Target
White	6.30	8.40	Met Target
Hispanic	0	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	0	8.40	Met Target
Students with Disabilities	0	8.40	Met Target
English Learners	9.50	8.40	Not Met

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

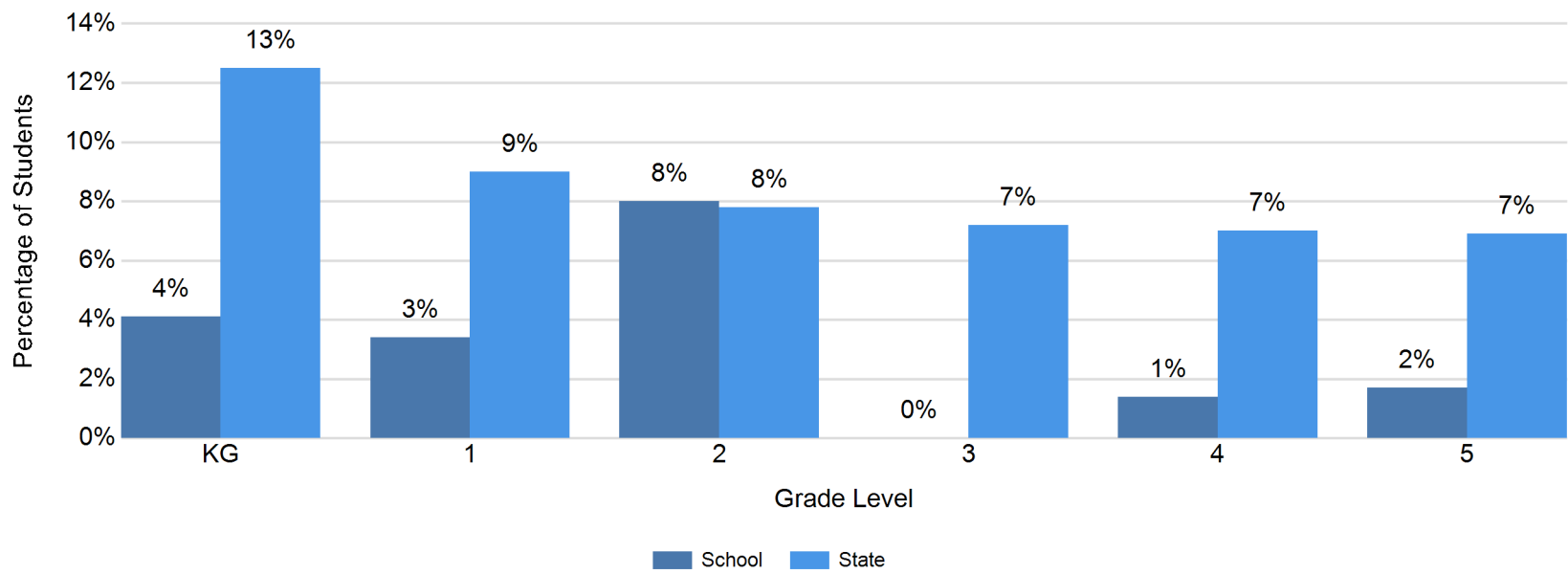
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.27

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	0.3%
Any Suspension	0.3%

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	1.1:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	9.2	11.8
Average years experience in district	9.2	10.5
Teachers in district for 4 or more years	81%	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	374:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	88.0	17.5%
Mathematics Proficiency	97.6	17.5%
English Language Arts Growth	94.4	25.0%
Mathematics Growth	96.3	25.0%
Chronic Absenteeism	87.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		93.3
Summative Rating: Percentile rank of Summative Score		99.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	93.3	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
White	85.5	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	81.2	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	**	N	Met Target	**	**	No
Students with Disabilities	**	**	No	Not Met	Met Target†	Met Target	**	**	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Martens	Email Address:	jmartens@pthsd.net
Address:	10 EILEEN COURT PARSIPPANY, NJ 07054-1430	Website:	http://nvs.pthsd.k12.nj.us
Phone:	(973)263-7070	Twitter:	https://twitter.com/NO_OWL_PRIN

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:	• Northvail partners with Jr. Achievement and NJ Manufacturer's Insurance to provide K-5 children with economic lessons. • We offer a musical every spring in which all fifth grade children may participate. • Students are able to join various clubs that are offered by Northvail Staff.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	The Northvail community sets high expectations for staff and student growth. Members of the staff have been recognized by the community for their outstanding dedication to the teaching profession. Parents play an integral part in supporting their child's growth. As a result, staff and school accomplishments have been recognized by the State and local community.



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 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	The goal of Physical Education is to ensure that all students acquire the knowledge, skills and attitudes to lead healthy active lives. Physical Education also teaches students to respect self and others, build team building skills and be critical and creative thinkers which leads to a more inclusive and respectful learning environment.
 Clubs and Activities:	Students have the opportunity to participate in numerous experiences, which enhance their education. Activities include but are not limited to: Peacemakers, Safety Patrol, the LEAD program, Student Council, Spanish Club, Garden Club, Expressive Reading, Junior Great Books, two chorus and band concerts as well as other noon time clubs provided by staff members. Additionally, the PTA arranges a Walkathon and Family Fun Nights to enhance a sense of school community.



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 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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



Other Information:

Northvail continues to be a school proud of the high expectations it has for student achievement. Programs are offered which meet the needs and diverse learning styles of all our students in kindergarten through fifth grade. Students learn in small and large group settings. Our challenging math program includes the use of manipulatives and interactive technology to teach mathematical concepts. The role of the student of mathematics is one in which she/he is expected to explore, investigate, validate, discuss, represent and construct using mathematical concepts. The language arts program provides integrated experiences in the skills of reading, writing, listening and speaking. Students work mainly in small reading and writing groups that provide one on one student interaction with the teacher. Our science program emphasizes skill development, problem solving and scientific inquiry in each of the three major Science disciplines: Life, Physical, and Earth Science. The students employ a hands on multisensory approach, incorporating kinesthetic, visual, and technology-based elements. The social studies program includes focuses on the four disciplines of history, geography, civics and economics and, as recommended by the NJDOE, includes interdisciplinary connections among these four disciplines. Technology is infused throughout the various subject area curricula reinforcing 21st century skills. Furthermore, students receive weekly instruction by certified specialists in physical education, vocal and instrumental music, library/media, world language/cultures and art. Other services offered to students include: a guidance program with a full-time guidance counselor, a full-time nurse, a Child Study Team, special education, speech, OT and PT services, reading and mathematics basic skills instruction as well as Gifted Reach Out (GRO) and English as a Second Language (ESL) programs.



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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	212	221	227
10	235	215	227
11	249	231	210
12	217	241	237
Ungraded	17	17	16
Total	930	925	917

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	22%	19%	22%
Students with Disabilities	16%	15%	15%
English Learners	3%	4%	3%
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	46.9%
Asian	33.8%
Hispanic	12.4%
Black or African American	4.7%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	2.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	909
Shared Time Students	14
Full Time Equivalent	916

Enrollment by Home Language

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

Home Language	% of Students
English	65.6%
Gujarati	7.5%
Spanish	6.4%
Chinese	4.0%
Persian	1.5%
Other	14.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	425	98.7	70.10	73.00	54.90	70.1	56.6	Met Target
White	204	98.6	70.00	68.60	63.90	70	53.4	Met Target
Hispanic	49	98.3	55.10	60.30	39.80	55.1	38.4	Met Target
Black or African American	17	95.2	29.40	52.20	35.20	29.4	N	N
Asian, Native Hawaiian, or Pacific Islander	143	99.3	79.10	81.90	80.70	79.1	69.6	Met Target
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	12	100.0	83.30	81.70	54.90	83.3	**	**
Female	206	98.2	76.70	80.60	62.20	76.7		
Male	219	99.1	64.00	65.90	48.10	64		
Economically Disadvantaged Students	78	97.8	47.40	53.50	36.20	47.4	36.5	Met Target
Non-Economically Disadvantaged Students	347	98.9	75.20	76.30	65.80	75.2		
Students with Disabilities	64	98.5	15.70	25.50	20.50	15.7	21.2	Met Target†
Students without Disabilities	361	98.7	79.70	82.10	61.90	79.7		
English Learners	14	100.0	21.40	52.10	25.20	21.4	N	N
Non-English Learners	411	98.6	71.80	75.20	57.40	71.8		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	225	764	760	749	6%	5%	21%	47%	21%	68%	52%
White	109	760	756	757	*	*	23%	51%	15%	65%	62%
Hispanic	26	742	742	733	*	*	*	39%	*	54%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	71	777	769	777	*	*	14%	47%	34%	80%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	108	770	766	756	*	*	19%	45%	29%	74%	60%
Male	117	758	754	741	*	*	24%	49%	14%	62%	43%
Economically Disadvantaged Students	42	741	737	731	*	*	38%	38%	*	41%	32%
Non-Economically Disadvantaged Students	183	769	764	758	*	*	18%	49%	*	74%	62%
Students with Disabilities	26	728	725	714	*	*	54%	*	0%	12%	13%
Students without Disabilities	199	769	765	754	*	*	17%	*	24%	75%	58%
English Learners	11	692	*	690	*	*	*	*	*	*	*
Non-English Learners	214	768	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	225	766	753	743	8%	9%	14%	40%	28%	68%	46%
White	100	769	753	749	*	*	11%	43%	31%	74%	52%
Hispanic	32	737	728	728	*	*	*	34%	*	41%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	80	778	765	774	*	*	15%	41%	36%	78%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	115	774	762	752	*	*	*	37%	39%	76%	54%
Male	110	757	745	734	*	*	*	45%	16%	61%	39%
Economically Disadvantaged Students	43	741	735	726	*	*	*	42%	*	47%	32%
Non-Economically Disadvantaged Students	182	772	756	751	*	*	*	40%	*	74%	54%
Students with Disabilities	34	723	716	704	*	*	29%	*	*	18%	12%
Students without Disabilities	191	773	760	749	*	*	12%	*	*	78%	52%
English Learners	10	698	*	681	*	*	*	*	0%	10%	*
Non-English Learners	215	769	*	745	*	*	*	*	29%	71%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	746	738	736	12%	18%	27%	32%	11%	44%	38%
White	78	745	731	738	*	18%	32%	32%	*	41%	40%
Hispanic	19	728	722	731	*	*	*	*	*	26%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	56	755	751	756	*	*	18%	38%	18%	55%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	74	753	744	744	*	*	23%	43%	*	55%	46%
Male	94	741	733	729	*	*	30%	23%	*	34%	31%
Economically Disadvantaged Students	41	729	718	729	*	27%	29%	*	*	22%	32%
Non-Economically Disadvantaged Students	127	751	743	740	*	15%	26%	*	*	50%	42%
Students with Disabilities	34	718	711	709	*	35%	*	*	0%	12%	12%
Students without Disabilities	134	753	743	741	*	13%	*	*	14%	52%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

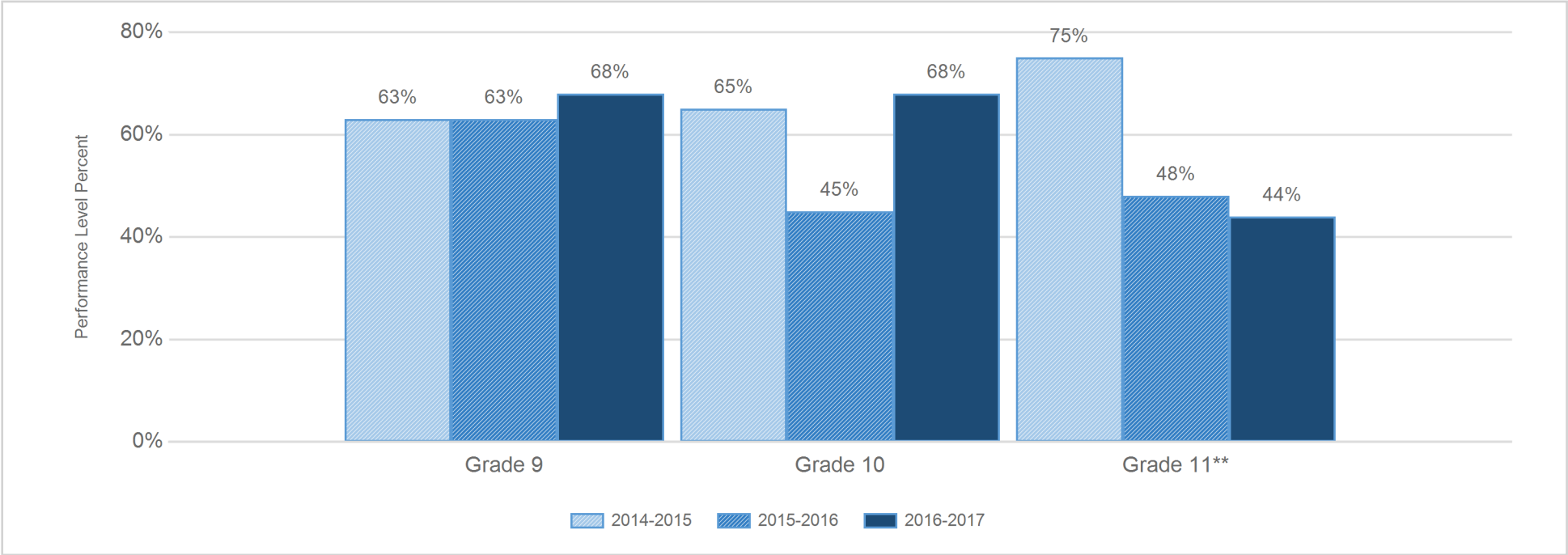


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	420	98.6	55.00	64.50	43.50	55	48	Met Target
White	203	98.6	46.80	56.80	52.40	46.8	45.7	Met Target
Hispanic	48	98.0	39.60	45.40	27.60	39.6	25.1	Met Target
Black or African American	16	95.0	37.50	32.20	21.70	37.5	N	N
Asian, Native Hawaiian, or Pacific Islander	141	99.3	73.80	80.00	75.60	73.8	59.8	Met Target
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	12	100.0	58.30	69.20	44.90	58.3	**	**
Female	204	98.2	52.90	65.20	44.10	52.9		
Male	216	99.1	56.90	63.90	42.90	56.9		
Economically Disadvantaged Students	76	97.5	34.20	39.90	25.10	34.2	32.6	Met Target
Non-Economically Disadvantaged Students	344	98.9	59.60	68.70	54.30	59.6		
Students with Disabilities	63	98.5	*	21.80	16.50	*	15.6	Met Target†
Students without Disabilities	357	98.7	*	72.80	48.80	*		
English Learners	11	100.0	27.30	57.10	23.30	27.3	**	**
Non-English Learners	409	98.6	55.80	65.30	45.20	55.8		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	746	761	743	*	16%	29%	50%	*	50%	42%
White	97	743	752	751	*	18%	31%	44%	*	44%	52%
Hispanic	20	745	743	728	*	*	*	*	*	50%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	36	755	777	774	0%	*	*	69%	0%	69%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	86	744	760	744	*	19%	37%	42%	*	42%	43%
Male	83	749	762	741	*	13%	21%	58%	*	59%	40%
Economically Disadvantaged Students	41	737	*	727	*	24%	27%	42%	*	42%	23%
Non-Economically Disadvantaged Students	128	749	*	751	*	13%	30%	52%	*	53%	52%
Students with Disabilities	27	717	*	714	*	*	*	*	*	*	10%
Students without Disabilities	142	752	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	185	748	746	734	*	18%	30%	43%	*	50%	30%
White	82	744	741	740	*	16%	40%	40%	*	43%	38%
Hispanic	27	736	735	722	*	*	*	*	0%	33%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	63	759	759	758	*	*	16%	49%	19%	68%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	86	751	747	735	*	13%	31%	48%	*	55%	31%
Male	99	746	744	733	*	23%	28%	38%	*	47%	30%
Economically Disadvantaged Students	33	729	729	721	*	39%	36%	*	*	18%	13%
Non-Economically Disadvantaged Students	152	752	749	740	*	14%	28%	*	*	57%	39%
Students with Disabilities	31	720	719	711	*	55%	*	*	0%	13%	*
Students without Disabilities	154	754	752	738	*	11%	*	*	9%	58%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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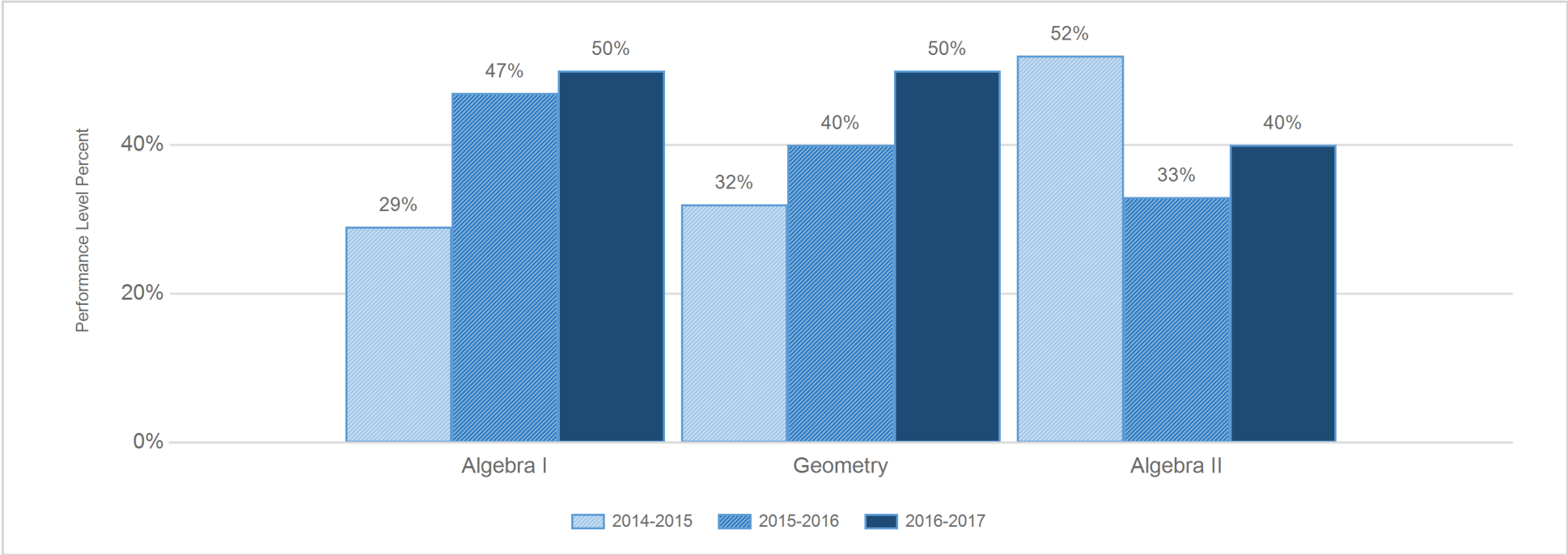
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	739	736	725	20%	17%	23%	34%	6%	40%	28%
White	84	730	726	731	26%	*	25%	29%	*	31%	33%
Hispanic	19	715	713	710	*	*	*	*	0%	16%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	70	762	756	761	*	*	17%	51%	*	64%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	91	741	734	725	*	*	26%	41%	*	43%	27%
Male	96	737	738	725	*	*	20%	28%	*	38%	29%
Economically Disadvantaged Students	35	721	715	708	34%	*	*	*	*	26%	13%
Non-Economically Disadvantaged Students	152	743	740	733	17%	*	*	*	*	43%	35%
Students with Disabilities	33	694	690	692	*	*	*	*	*	*	*
Students without Disabilities	154	749	745	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	17	82.4%	17.6%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

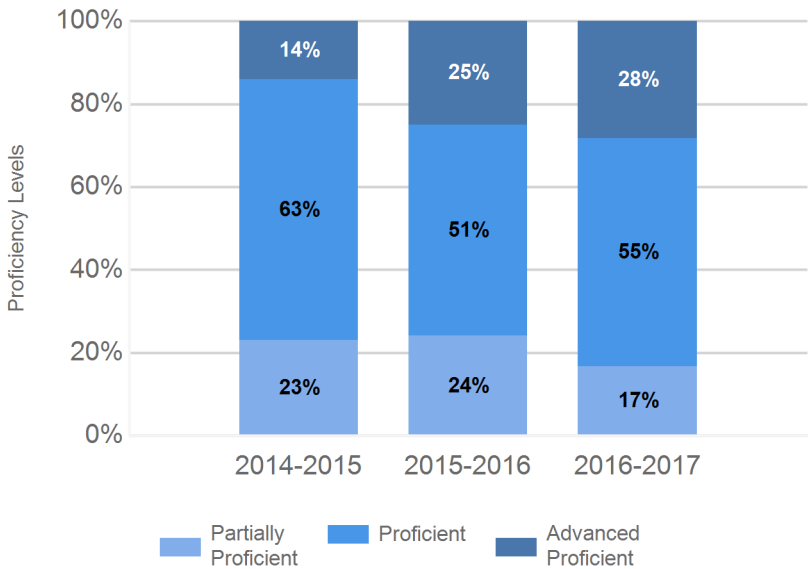
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	28%	55%	17%
White	25%	58%	17%
Hispanic	13%	61%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	39%	47%	15%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	13%	56%	31%
Students with Disabilities	3%	46%	51%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	51.9%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	27.1%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	543	481	Varies By Grade	87%	67%
PSAT - Math	541	483	Varies By Grade	70%	49%
SAT - Reading and Writing	574	551	480	85%	77%
SAT - Math	576	552	530	70%	58%
ACT - Reading	26	24	22	77%	65%
ACT - English	26	24	18	88%	79%
ACT - Math	26	24	22	78%	65%
ACT - Science	25	23	23	61%	54%



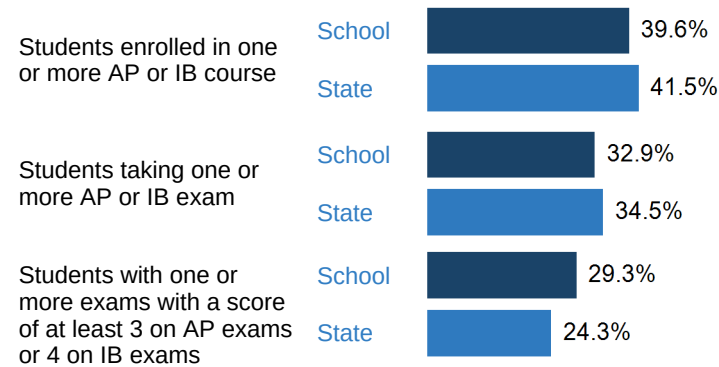
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

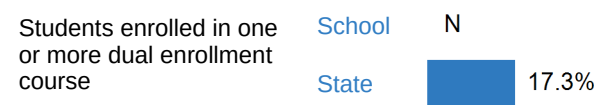
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	30	26
AP Calculus AB	0	4
AP Calculus BC	39	35
AP Chemistry	11	10
AP Chinese Language and Culture	0	6
AP Computer Science A	37	8
AP Computer Science Principles	0	16
AP English Language and Composition	0	2
AP English Literature and Composition	51	45
AP European History	8	7
AP French Language and Culture	12	6
AP Human Geography	0	1
AP Italian Language and Culture	11	7
AP Physics C	24	0
AP Physics C: Electricity and Magnetism	0	17
AP Physics C: Mechanics	0	22
AP Spanish Language	26	18
AP Statistics	46	33
AP Studio Art—Drawing Portfolio	11	0
AP Studio Art—Three-Demensional	0	1



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	0	5
AP U.S. Government and Politics	14	13
AP U.S. History	41	36
Total Exams Taken		318
Exams with scores of at least 3 on AP exams or 4 on IB exams		280



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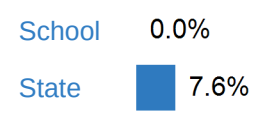
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

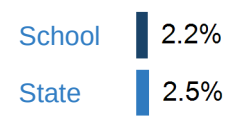
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	164	59	0	0	0	0	37
10	6	140	95	0	0	1	42
11	5	7	130	0	2	18	99
12	1	1	13	0	78	64	104
Schoolwide	176	207	238	0	80	83	282
Enrolled in AP/IB Course					39	46	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	73	0	0	0	0	163
10	144	77	0	0	0	16
11	8	142	0	0	42	30
12	30	12	0	0	70	120
Schoolwide	255	231	0	0	112	329
Enrolled in AP/IB Course	30	11		0	24	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	218	13	0	0	0	4
10	7	227	0	0	0	5
11	2	202	0	6	0	19
12	2	31	0	63	0	66
Schoolwide	229	473	0	69	0	94
Enrolled in AP/IB Course	0	41	0	0	0	16

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	125	32	60	0	0	0	0
10	114	34	69	0	0	0	0
11	76	21	60	0	0	0	0
12	55	16	12	0	0	0	0
Schoolwide	370	103	201	0	0	0	0
Enrolled in AP/IB Course	26	12	11	0	0	0	0
Enrolled in Level 3 or Higher	163	55	112	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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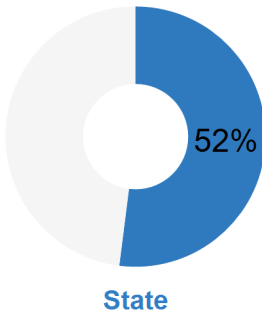
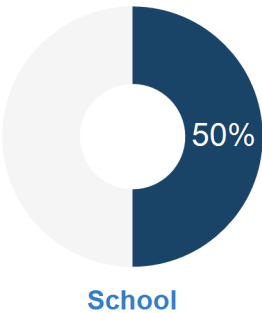
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Visual and Performing Arts – Course Participation

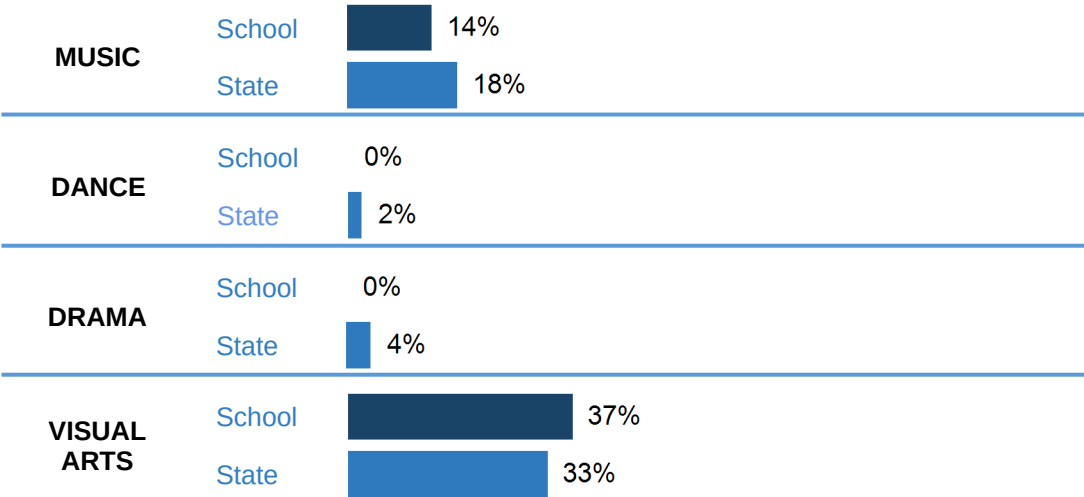
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	92.7%	90.5%	96.9%	91.8%	95.7%	N	Met Goal	97.0%	N	Met Goal
White	95.8%	94.5%	*	95.1%	*	95.0%	Not Met	95.4%	N	Met Goal
Hispanic	*	84.3%	100.0%	86.3%	96.0%	N	Met Goal	91.7%	88.4%	Met Target
Black or African American	100.0%	83.4%	100.0%	85.3%	100.0%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	91.9%	96.6%	97.3%	97.5%	96.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	90.9%	83.9%	96.7%	85.6%	96.7%	N	Met Goal	93.8%	82.5%	Met Target
Students with Disabilities	78.3%	78.8%	86.1%	82.1%	78.4%	89.5%	Not Met	88.9%	91.2%	Not Met
English Learners	58.3%	76.1%	*	79.7%	*	**	**	93.8%	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	*		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	92.7%	-
2016	95.7%	96.9%
2015	95.8%	97.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.1%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	85.4%	24.6%	75.4%
White	81.7%	21.4%	78.7%
Hispanic	80%	45.8%	54.2%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.8%	18.7%	81.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	76.5%	41%	59%
Students with Disabilities	64.5%	60%	40%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	89%	23.2%	76.8%	76.8%	23.2%	69.2%	30.8%
White	89.6%	23.2%	76.8%	76.8%	23.2%	66.1%	33.9%
Hispanic	87%	30%	70%	65%	35%	75%	25%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	17.5%	82.5%	79.4%	20.6%	73%	27%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	86.7%	57.7%	42.3%	84.6%	15.4%	84.6%	15.4%
Students with Disabilities	88.2%	73.3%	26.7%	80%	20%	100%	0%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

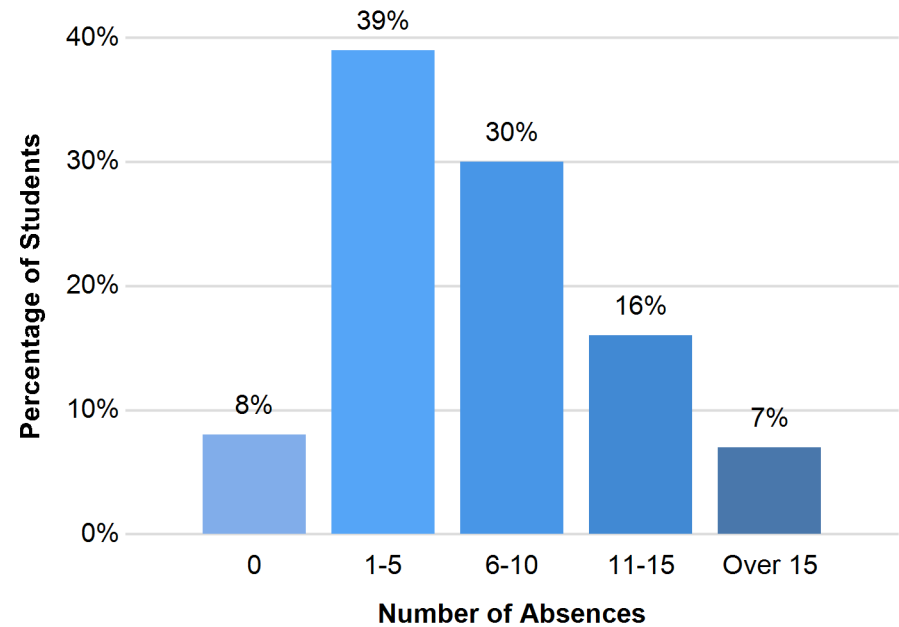
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	14.30	Met Target
White	6.50	14.30	Met Target
Hispanic	7.30	14.30	Met Target
Black or African American	4.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.20	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.30	14.30	Met Target
Students with Disabilities	14.00	14.30	Met Target
English Learners	17.20	14.30	Not Met

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

Days Absent

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



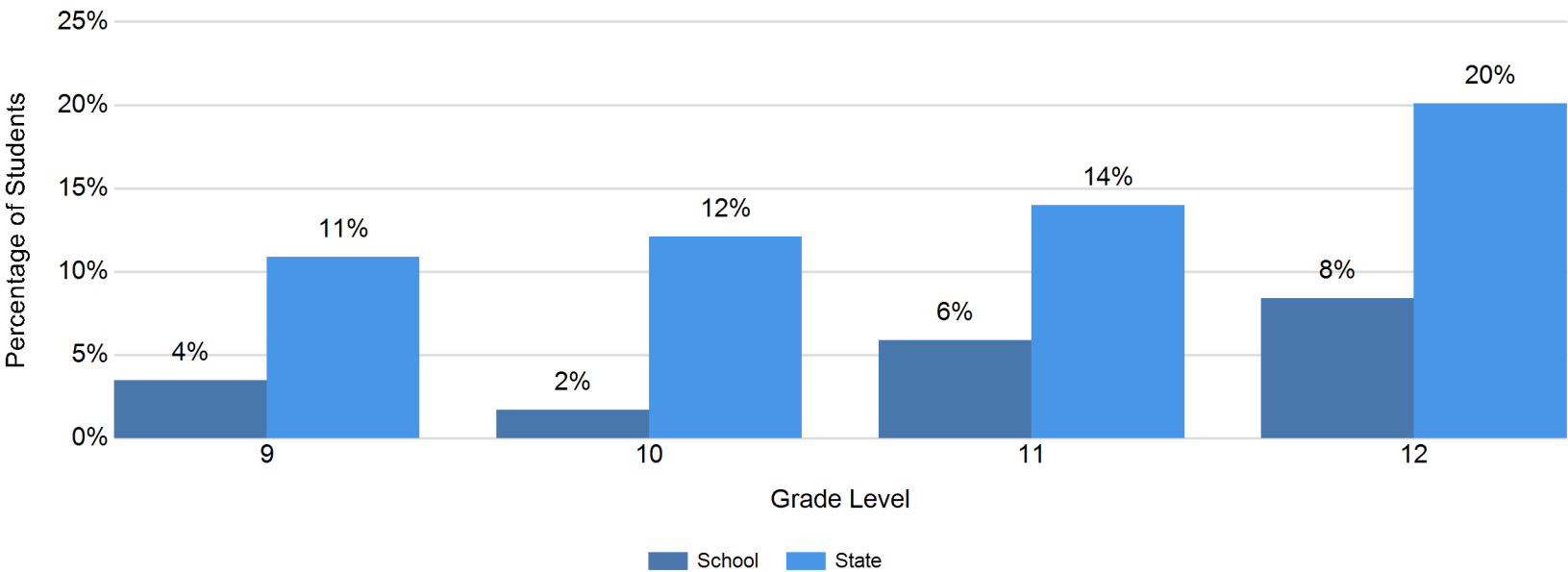


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 23 Mins.
Shared Time - Instructional Time	2 Hrs. 56 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Vandalism	1
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	2.51

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	5.9%
Out-of-School Suspensions	2.6%
Any Suspension	7.9%

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	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	92	120,724
Average years experience in public schools	8.8	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	79%	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	183:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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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.

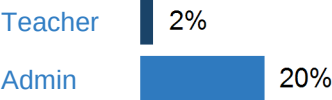
Bachelor's Degree



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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	79.6	17.5%
Mathematics Proficiency	87.0	17.5%
Graduation - 4-Year	61.1	25.0%
Graduation - 5-Year	69.2	25.0%
Chronic Absenteeism	80.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		73.8
Summative Rating: Percentile rank of Summative Score		79.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	73.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	62.2	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	79.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	62.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	87.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Target	No
Students with Disabilities	61.2	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	N	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Mulroony	Email Address:	dmulroony@pthsd.net
Address:	309 BALDWIN RD PARSIPPANY, NJ 07054	Website:	http://parsippanyhs.ss9.sharpschool.com/
Phone:	(973)263-7001	Twitter:	https://twitter.com/ParHighMulroony

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:	• Our Academic Decathlon has won the New Jersey State Championship four years-in-a-row. • Our students completed approximately hours of community service during the 2016-17. • We offer 16 AP courses in Math, Science, English, Social Studies, World Language, Music & Art.
 Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
 Awards, Recognition, Accomplishments:	We are proud of our Student Body and celebrate their accomplishments. Over the past few years we have had students earn National Merit Scholar Finalist and Semifinalist Honors, Boys and Girls State delegate positions, State Student Council Offices, New Jersey Scholars invites, Governor's School designations, HOBY Leaderships positions, National Band and Music accolades, etc. Our students compete academically through Academic Decathlon, Science Olympiad, New Jersey Math League, etc.



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 Courses, Curriculum, Instruction:	A full college prep program is offered. We run honors and AP courses in math, science, language, social studies, business, music and art. Electives are rich and varied; offering programs in culinary arts, auto repair, CAD and IA technology. We implement an one-on-one IPAD program that houses our core and supplemental texts. Homework is approximately 40 min per major subject. We have Math and ELA Strategies classes that support the learner as well as a peer tutorial program.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Co-ed) Over the past few school years we have won State Sectional Titles in the following sports: Softball (2x), Baseball, Girls Cross Country, and Girls Winter Track. We have also won County Titles (Softball), District Titles (Wrestling), and Conference Titles (Volleyball, Ice Hockey, Track and Field, Field Hockey). We have had multiple athletes qualify for state competitions in various sports including Wrestling, Track and Field, Bowling and Swimming.
 Clubs and Activities:	Our Student Council (over 150 members) has been yearly recognized at the state convention with the Service Award. We hold a monthly Student-Principal Summit and have over thirty clubs and organizations; highlights include: the Redstock Festival; Volleyball & Dodgeball Tournaments; the Senior Glammies Awards Night; and multiple Spirit Weeks and Pep Rallies. We also have strong music & drama departments, highlighted by an award-winning, National Champion Marching Band and Fall Drama & Spring Musical.



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School Narrative

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 Staff and Professional Learning:	DBQ in Social Studies and Strategic Inquiry in ELA are major PD endeavors for which we hire external experts and internally turn key. LinkIT provides an assessment platform to track student growth by standards in math and English. Teachers who attend outside workshops throughout the district are invited to teach colleagues in our PD sessions. Efforts are focused in Google Classroom this year. We have an artist-in-residence program for our talented art and music students.
 Postsecondary Information:	During the 2016-17 school year PHS achieved the following academic accolades: 106 Presidential Education Award Winners, 2 National Merit Scholars, 11 National Merit Commended Students, 3 National AP Scholars, 23 AP Scholars with Distinction, 10 AP Scholars with Honor, and 24 AP Scholars. 79% of our AP students scored a 3, 4 or 5 on their AP Exams. In addition, 91 % of graduates went on to attend college and 5.4% attended technical or business school.
 Student Supports and Services:	Special Education programs; Multiple Disabled, Resource Room, Co-Teaching, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE and health every day for 42 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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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:	At PHS we pride ourselves on our extensive service-learning program, led by our Key Club and Interact Club. We teach our students that “there is no greatness without goodness” and that we have an obligation to make a difference in our world. To this end, we provide several opportunities for students to get involved in positive activities. These include: Monthly Service Nights where students complete hands-on service activities and listen to guest speakers; Service Trips to the Community Food Bank of NJ and America’s Grow-A-Row; Halloween at the High, where we host younger children for safe trick-or-treating; 4 Hours 4 Change, a service night where students rotate through service stations; the Making Strides for Breast Cancer Walk and Beards for Breast Cancer Awareness in October; and multiple food drives and charitable collections. The culminating event is Redstock, our all-day service festival where each club facilitates an activity for elementary children (games, face-painting, bounce house) and local businesses and organizations host booths as well. The day ends with our annual Powder Puff Football Game. We have an 8-period schedule with 44-minute periods. We have a one-to-one device initiative, providing Chrome Books for our 9th graders and iPads for students in grade 9-12.



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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	256	258	267
10	258	266	257
11	244	246	266
12	277	236	252
Ungraded	16	26	23
Total	1051	1032	1065

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	50%
Male	52%	50%	50%
Economically Disadvantaged Students	15%	12%	13%
Students with Disabilities	16%	15%	15%
English Learners	2%	2%	2%
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	46.0%
Asian	38.2%
Hispanic	11.0%
Black or African American	2.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.7%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1056
Shared Time Students	17
Full Time Equivalent	1065

Enrollment by Home Language

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

Home Language	% of Students
English	65.3%
Gujarati	11.4%
Spanish	6.0%
Chinese	3.6%
Haitian	1.2%
Other	12.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	476	93.6	54.80	73.00	54.90	54	64.4	Not Met
White	218	90.2	49.50	68.60	63.90	47.2	56.6	Not Met
Hispanic	51	96.6	31.40	60.30	39.80	31.4	44.7	Not Met
Black or African American	13	89.5	46.20	52.20	35.20	42	**	**
Asian, Native Hawaiian, or Pacific Islander	183	97.0	67.20	81.90	80.70	67.2	79	Not Met
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	219	90.0	64.00	80.60	62.20	60.2		
Male	257	97.1	47.10	65.90	48.10	47.1		
Economically Disadvantaged Students	60	95.7	38.40	53.50	36.20	*	44	Met Target†
Non-Economically Disadvantaged Students	416	93.3	57.20	76.30	65.80	*		
Students with Disabilities	86	100.0	13.90	25.50	20.50	13.9	16.6	Met Target†
Students without Disabilities	390	92.3	63.90	82.10	61.90	62		
English Learners	23	100.0	30.40	52.10	25.20	30.4	36.9	Met Target†
Non-English Learners	453	93.3	56.10	75.20	57.40	55		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	267	756	760	749	7%	12%	21%	45%	16%	61%	52%
White	113	752	756	757	*	14%	22%	45%	*	58%	62%
Hispanic	27	741	742	733	*	*	*	*	*	37%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	112	764	769	777	*	*	18%	48%	22%	71%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	127	762	766	756	*	*	21%	49%	20%	69%	60%
Male	140	750	754	741	*	*	21%	41%	12%	54%	43%
Economically Disadvantaged Students	31	731	737	731	*	*	*	*	*	32%	32%
Non-Economically Disadvantaged Students	236	759	764	758	*	*	*	*	*	64%	62%
Students with Disabilities	41	722	725	714	*	*	*	*	*	*	13%
Students without Disabilities	226	762	765	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	740	753	743	23%	15%	17%	32%	13%	46%	46%
White	102	736	753	749	22%	19%	22%	27%	12%	38%	52%
Hispanic	28	718	728	728	*	*	*	*	0%	29%	34%
Black or African American	10	728	*	725	*	0%	*	*	0%	50%	31%
Asian, Native Hawaiian, or Pacific Islander	81	752	765	774	20%	*	*	38%	21%	59%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	103	748	762	752	18%	10%	19%	39%	15%	53%	54%
Male	121	734	745	734	27%	19%	15%	26%	12%	39%	39%
Economically Disadvantaged Students	27	726	735	726	*	*	*	*	*	37%	32%
Non-Economically Disadvantaged Students	197	742	756	751	*	*	*	*	*	47%	54%
Students with Disabilities	40	710	716	704	*	*	*	*	*	*	12%
Students without Disabilities	184	747	760	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	197	731	738	736	29%	16%	19%	29%	7%	36%	38%
White	70	717	731	738	43%	*	21%	21%	*	24%	40%
Hispanic	24	718	722	731	*	*	*	*	0%	25%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	96	748	751	756	13%	19%	20%	37%	13%	49%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	96	737	744	744	*	*	*	29%	*	38%	46%
Male	101	727	733	729	*	*	*	29%	*	35%	31%
Economically Disadvantaged Students	27	700	718	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	170	736	743	740	*	*	*	*	*	*	42%
Students with Disabilities	21	701	711	709	*	*	*	*	*	*	12%
Students without Disabilities	176	735	743	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

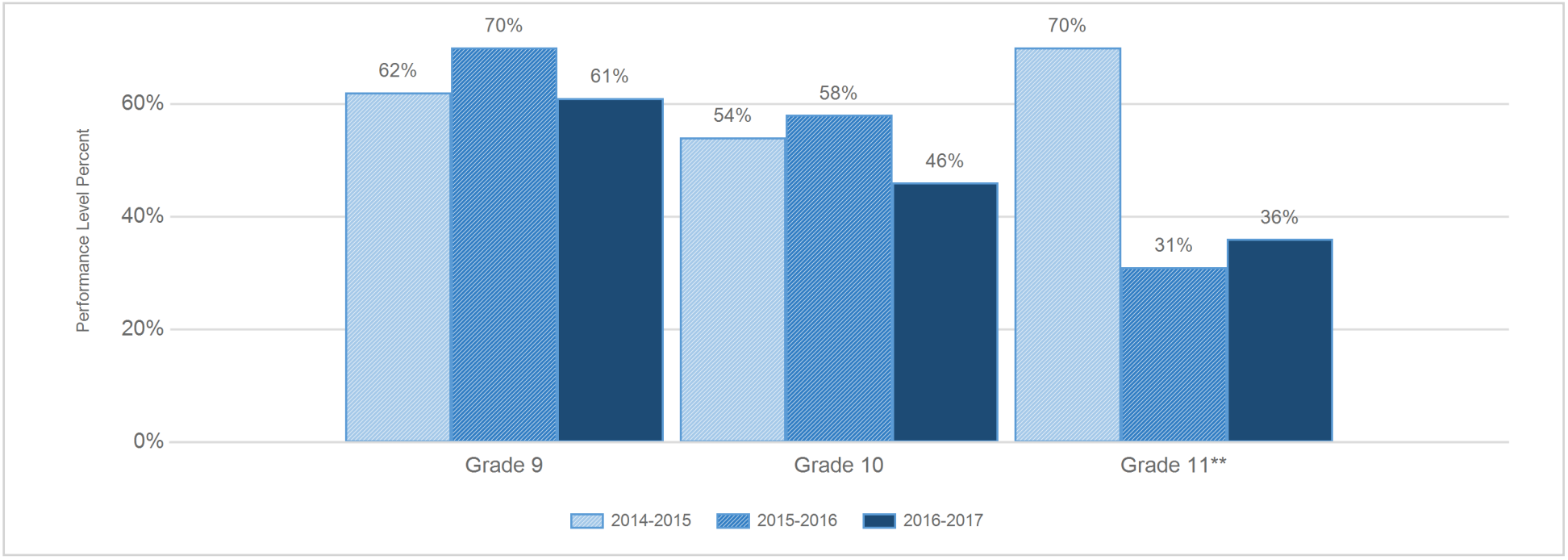


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	469	94.1	49.60	64.50	43.50	49.1	45.6	Met Target
White	218	90.9	42.70	56.80	52.40	40.9	35.8	Met Target
Hispanic	51	98.2	19.60	45.40	27.60	19.6	16.5	Met Target
Black or African American	13	89.5	23.10	32.20	21.70	21	**	**
Asian, Native Hawaiian, or Pacific Islander	176	96.9	68.20	80.00	75.60	68.2	67.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	217	90.6	47.40	65.20	44.10	44.9		
Male	252	97.4	51.60	63.90	42.90	51.6		
Economically Disadvantaged Students	60	97.1	16.70	39.90	25.10	*	24.7	Met Target†
Non-Economically Disadvantaged Students	409	93.6	54.50	68.70	54.30	*		
Students with Disabilities	84	100.0	*	21.80	16.50	*	11.5	Met Target†
Students without Disabilities	385	92.9	*	72.80	48.80	*		
English Learners	19	100.0	47.40	57.10	23.30	47.4	N	N
Non-English Learners	450	93.8	49.80	65.30	45.20	49.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	744	761	743	5%	16%	35%	44%	0%	44%	42%
White	95	742	752	751	*	21%	30%	43%	*	43%	52%
Hispanic	28	733	743	728	*	*	57%	*	0%	18%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	73	753	777	774	*	*	33%	59%	0%	59%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	100	746	760	744	*	16%	36%	45%	*	45%	43%
Male	108	742	762	741	*	17%	34%	43%	*	43%	40%
Economically Disadvantaged Students	35	728	*	727	*	*	49%	*	*	14%	23%
Non-Economically Disadvantaged Students	173	747	*	751	*	*	32%	*	*	50%	52%
Students with Disabilities	40	725	*	714	*	40%	35%	*	*	15%	10%
Students without Disabilities	168	748	*	747	*	11%	35%	*	*	51%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	190	744	746	734	*	20%	36%	35%	*	41%	30%
White	96	739	741	740	*	23%	41%	28%	*	32%	38%
Hispanic	26	734	735	722	*	*	46%	*	0%	19%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	53	759	759	758	0%	*	28%	51%	*	64%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	90	744	747	735	*	17%	39%	38%	*	42%	31%
Male	100	743	744	733	*	23%	34%	32%	*	39%	30%
Economically Disadvantaged Students	25	729	729	721	*	*	40%	*	*	16%	13%
Non-Economically Disadvantaged Students	165	746	749	740	*	*	36%	*	*	44%	39%
Students with Disabilities	37	718	719	711	*	*	*	*	*	*	*
Students without Disabilities	153	750	752	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	190	744	*	735	*	20%	36%	35%	*	41%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	734	736	725	27%	16%	*	38%	*	42%	28%
White	84	722	726	731	39%	16%	*	29%	*	31%	33%
Hispanic	20	711	713	710	*	*	*	*	0%	10%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	85	752	756	761	*	13%	15%	55%	*	61%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	94	728	734	725	25%	20%	*	32%	*	32%	27%
Male	102	739	738	725	29%	12%	*	44%	*	51%	29%
Economically Disadvantaged Students	21	705	715	708	48%	*	*	*	*	14%	13%
Non-Economically Disadvantaged Students	175	737	740	733	25%	*	*	*	*	45%	35%
Students with Disabilities	25	686	690	692	*	*	*	*	*	*	*
Students without Disabilities	171	741	745	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	196	734	*	726	27%	16%	*	38%	*	42%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



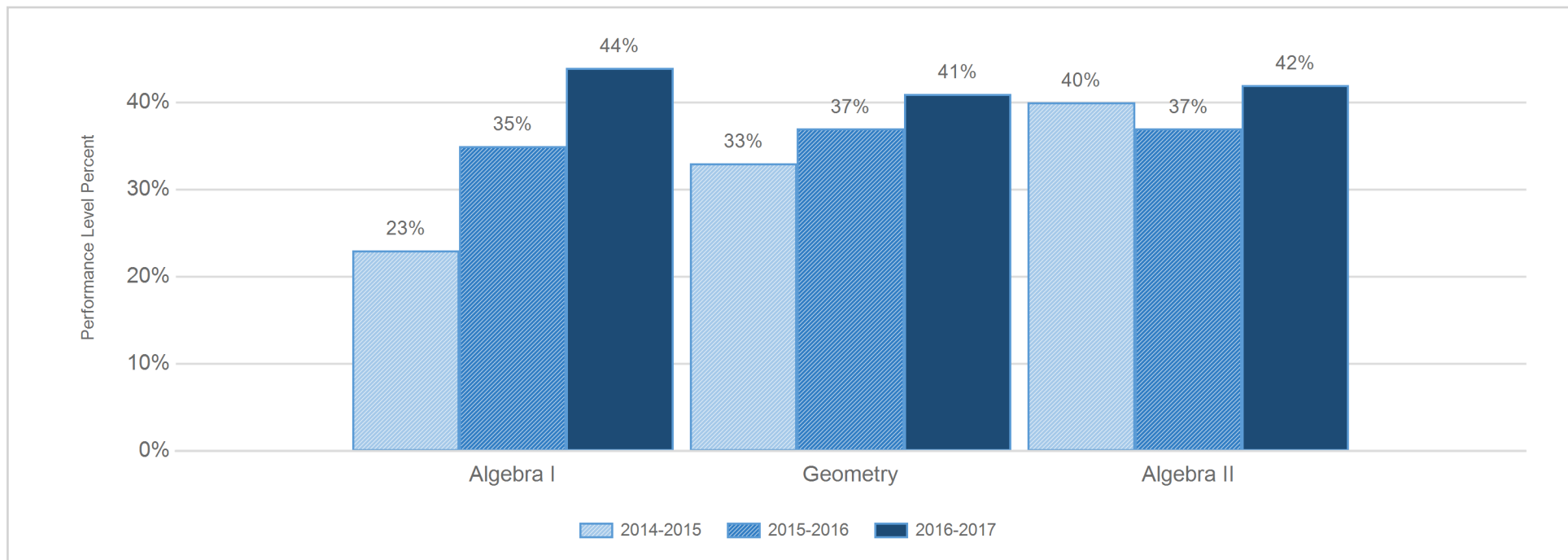
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	11	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	*	*	*



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

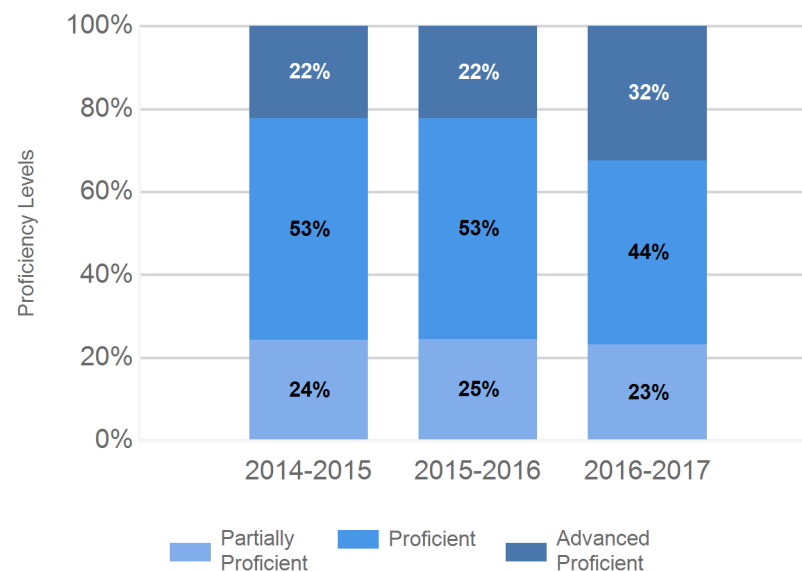
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	32%	44%	23%
White	24%	48%	27%
Hispanic	7%	45%	48%
Black or African American	*	36%	*
Asian, Native Hawaiian, or Pacific Islander	56%	38%	6%
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	*
Economically Disadvantaged Students	16%	47%	38%
Students with Disabilities	N	25%	75%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	58.7%	89.4%
Percentage of students taking the SAT	91.8%	70.0%
Percentage of students taking the ACT	44.1%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	548	481	Varies By Grade	88%	67%
PSAT - Math	557	483	Varies By Grade	75%	49%
SAT - Reading and Writing	593	551	480	94%	77%
SAT - Math	599	552	530	78%	58%
ACT - Reading	24	24	22	68%	65%
ACT - English	24	24	18	83%	79%
ACT - Math	24	24	22	71%	65%
ACT - Science	23	23	23	55%	54%



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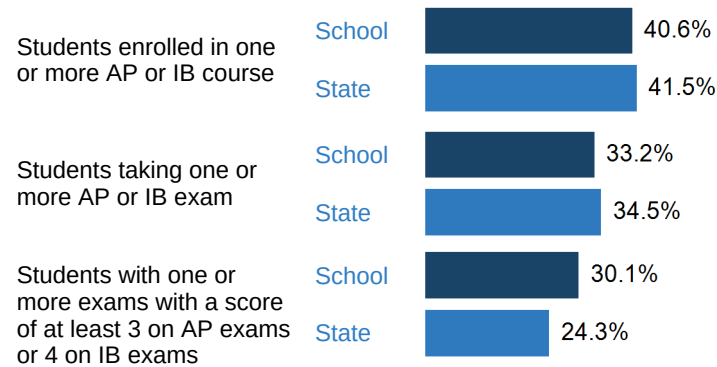
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

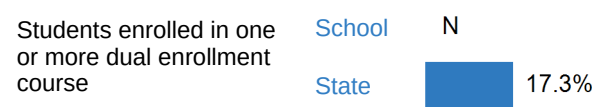
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	47	26
AP Calculus AB	0	3
AP Calculus BC	33	32
AP Chemistry	29	21
AP Chinese Language and Culture	0	10
AP Computer Science A	20	14
AP English Literature and Composition	38	29
AP Environmental Science	21	2
AP European History	15	7
AP French Language and Culture	7	5
AP Italian Language and Culture	13	9
AP Macroeconomics	50	35
AP Microeconomics	0	39
AP Physics C	22	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	24
AP Psychology	0	4
AP Spanish Language	37	31
AP Statistics	18	15
AP U.S. Government and Politics	7	5



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	44	41
Total Exams Taken		363
Exams with scores of at least 3 on AP exams or 4 on IB exams		320



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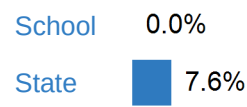
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

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



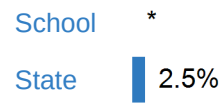
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Human Services	*	*
Manufacturing	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	202	64	4	0	0	0	20
10	8	166	106	0	0	0	44
11	2	11	144	0	13	7	148
12	0	1	12	0	89	36	121
Schoolwide	212	242	266	0	102	43	333
Enrolled in AP/IB Course					33	18	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	102	0	0	0	0	176
10	154	99	0	0	5	13
11	25	174	0	5	76	34
12	27	38	0	28	68	94
Schoolwide	308	311	0	33	149	317
Enrolled in AP/IB Course	47	29		21	22	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	270	1	0	0	0	4
10	9	254	0	0	0	4
11	8	270	13	75	0	42
12	5	41	37	44	0	112
Schoolwide	292	566	50	119	0	162
Enrolled in AP/IB Course	0	44	50	0	0	19

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	167	35	55	0	0	0	0
10	154	33	56	0	0	0	0
11	106	23	59	0	0	0	0
12	59	6	15	0	0	0	0
Schoolwide	486	97	185	0	0	0	0
Enrolled in AP/IB Course	37	7	13	0	0	0	0
Enrolled in Level 3 or Higher	219	43	100	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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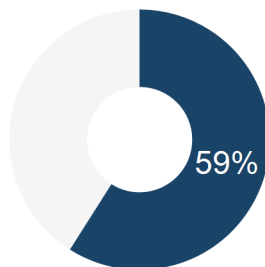
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Visual and Performing Arts – Course Participation

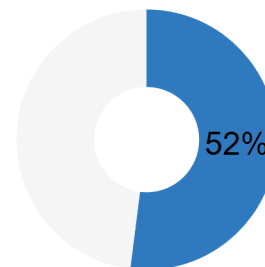
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

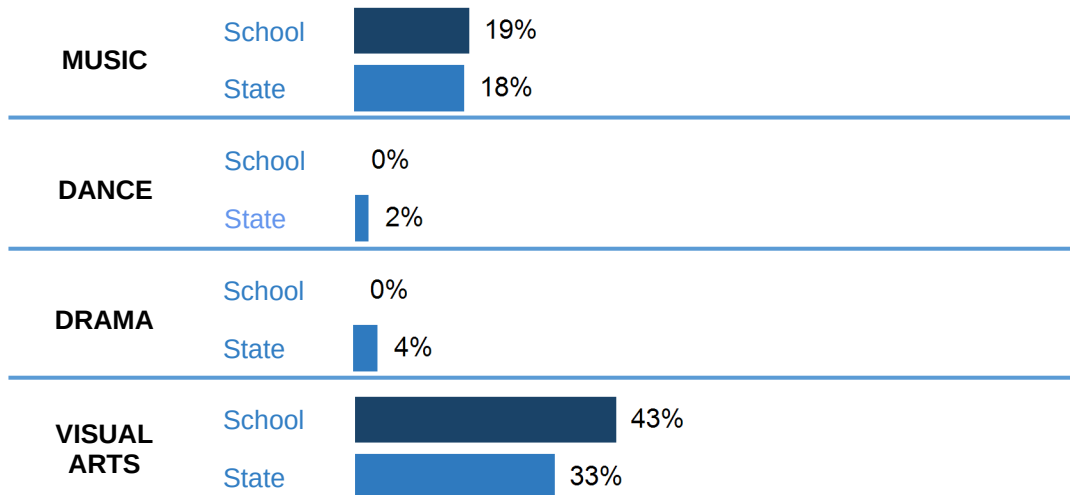


School



State

Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.3%	90.5%	95.8%	91.8%	96.2%	N	Met Goal	96.2%	N	Met Goal
White	95.2%	94.5%	96.0%	95.1%	96.0%	N	Met Goal	96.8%	N	Met Goal
Hispanic	90.0%	84.3%	94.3%	86.3%	94.3%	94.1%	Met Target	88.6%	96.0%	Not Met
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	98.9%	96.6%	97.8%	97.5%	98.9%	N	Met Goal	97.8%	N	Met Goal
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	96.2%	83.9%	94.1%	85.6%	94.1%	91.9%	Met Target	91.7%	96.0%	Not Met
Students with Disabilities	88.4%	78.8%	88.6%	82.1%	90.7%	95.0%	Not Met	92.7%	96.0%	Not Met
English Learners	92.3%	76.1%	*	79.7%	*	**	**	81.8%	**	**
Homeless Students	N	73.2%	*	74.4%	*	*	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.3%	-
2016	96.2%	95.8%
2015	97.6%	96.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.4%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	87.5%	22.2%	77.8%
White	86.7%	28.8%	71.2%
Hispanic	72.2%	38.5%	61.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.3%	9.5%	90.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	68%	41.2%	58.8%
Students with Disabilities	82.1%	60.9%	39.1%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	93.3%	21.5%	78.5%	73.1%	26.9%	63.2%	36.8%
White	93.7%	29.8%	70.2%	73.1%	26.9%	52.9%	47.1%
Hispanic	90.6%	37.9%	62.1%	69%	31%	75.9%	24.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	94.2%	6.2%	93.8%	79%	21%	75.3%	24.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	82.1%	30.4%	69.6%	78.3%	21.7%	87%	13%
Students with Disabilities	82.1%	56.5%	43.5%	91.3%	8.7%	87%	13%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

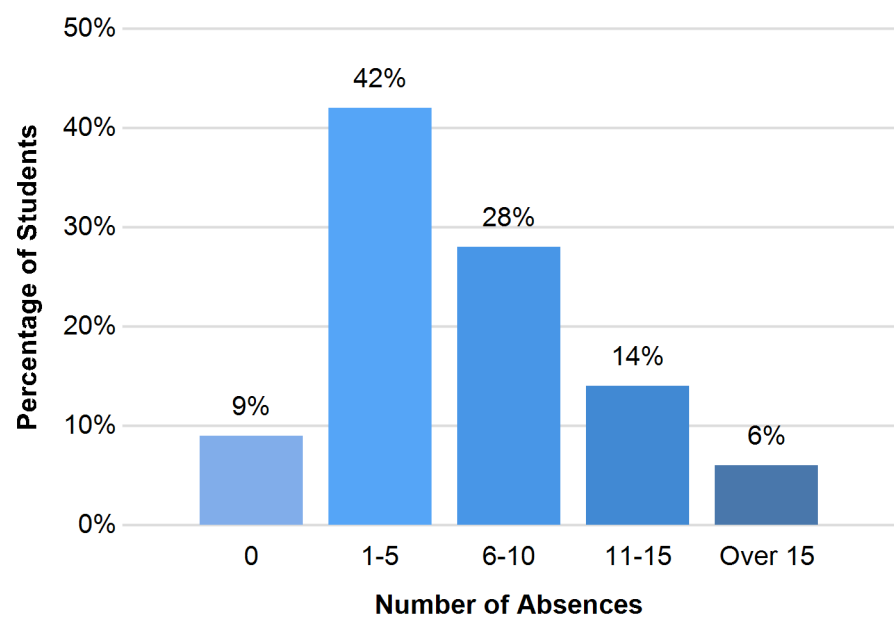
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.00	14.30	Met Target
White	3.70	14.30	Met Target
Hispanic	6.80	14.30	Met Target
Black or African American	6.70	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.40	14.30	Met Target
Students with Disabilities	6.60	14.30	Met Target
English Learners	5.00	14.30	Met Target

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

Days Absent

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





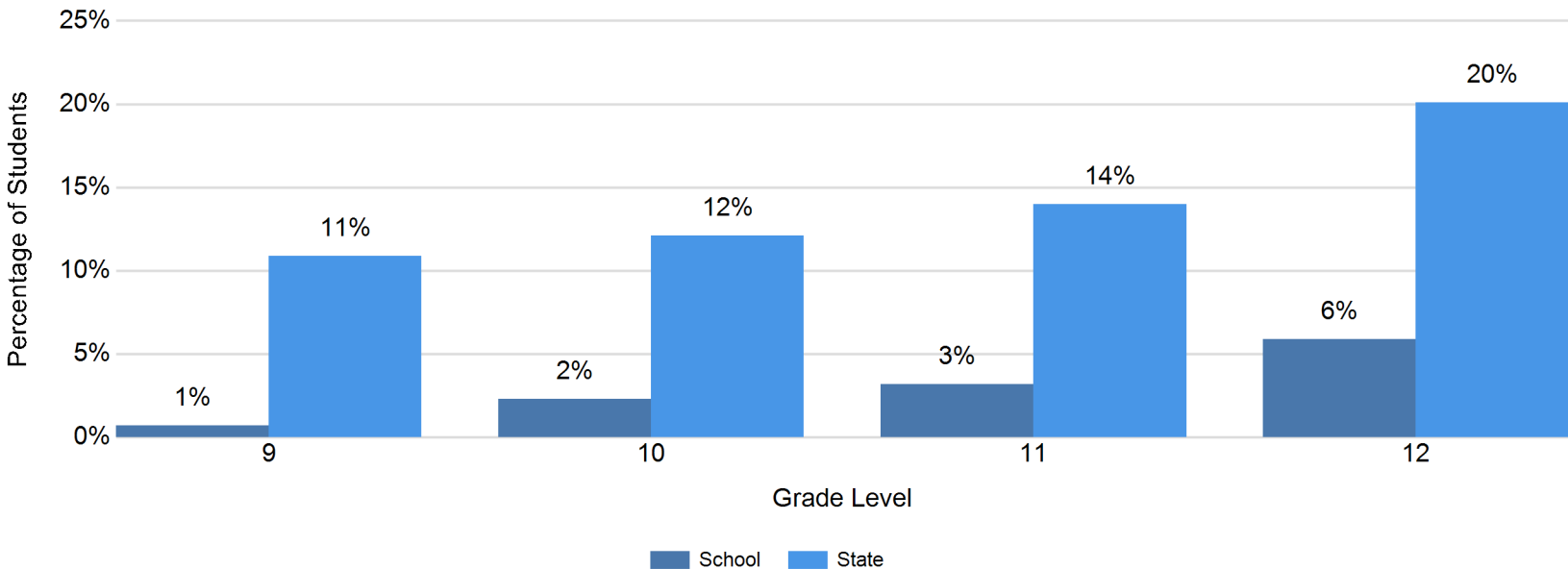
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 23 Mins.
Shared Time - Instructional Time	2 Hrs. 56 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Vandalism	3
Weapons	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	2.07

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	6.6%
Out-of-School Suspensions	1.7%
Any Suspension	8.3%

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	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	105	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	9.9	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	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	213:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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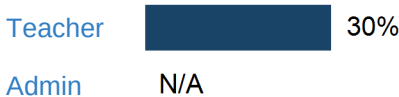
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Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	58.6	17.5%
Mathematics Proficiency	79.4	17.5%
Graduation - 4-Year	72.1	25.0%
Graduation - 5-Year	61.3	25.0%
Chronic Absenteeism	91.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		71.2
Summative Rating: Percentile rank of Summative Score		74.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Parsippany Hills High School

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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	71.2	6.2	No	Not Met	Met Target	Met Target	Met Goal	Met Goal	No
White	60.1	6.2	No	Not Met	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	59.9	6.2	No	Not Met	Met Target	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	56.3	6.2	No	Not Met	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	72.7	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	76.6	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	Met Target†	N	Met Target	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. DiSanto	Email Address:	mdisanto@pthsd.net
Address:	20 RITA DRIVE MORRIS PLAINS, NJ 07950	Website:	http://phhs.pthsd.k12.nj.us
Phone:	(973)682-2815	Twitter:	https://twitter.com/ParHillsHS

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 team model for all incoming 9th graders. • We support significant technology infusion including 1-1 iPad & Chromebook program. • We provide an inclusive educational model to both support and promote all types of academic achievement.
 Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
 Awards, Recognition, Accomplishments:	Parsippany Hills High School has remained in the top 50 high schools for several consecutive years according to NJ Monthly Magazine, currently ranked #35 in 2016. Consistently places students on the state Student Council leadership positions, and in 2017-2018, placed one student on the State Board of Education.



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School Narrative

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Courses, Curriculum, Instruction:

A full college prep program is offered. We run honors and AP courses in math, science, language, social studies, business, music and art. Electives are rich and varied; offering programs in culinary arts, auto repair, CAD and IA technology. We implement an one-on-one IPAD program that houses our core and supplemental texts. Homework is approximately 40 min per major subject. We have Math and ELA Strategies classes that support the learner as well as a peer tutorial program.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

2010-2016 football teams have advanced to the state sectional semi-finals, every year, including a championship in 2014. Girls Tennis has won 3 conference titles in the past 5 years. Girls Soccer was Group 2 State Champs in 2016. Marching Band took 2nd place in the regional conference competition in 2016. Boys and girls lacrosse was added to our varsity sports program in 2016. Fencing is offered as a club activity.



Clubs and Activities:

PHHS offers over 70 student based clubs ranging from Academic Decathlon to Yearbook. The Ac Dec team placed 2nd overall in the Regional Competition and the Key Club placed top 2 at the NJ District Convention in 4 areas. Our Math Team inducted members into the Mu Alpha Theta National Math Honor Society and our FBLA hosted the NJ Northern Region Summit. The clubs at PHHS regularly donate to the American Red Cross, UNICEF, and the NJ State Student Council State Charity.



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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.

 Staff and Professional Learning:	DBQ in Social Studies and Strategic Inquiry in ELA are major PD endeavors for which we hire external experts and internally turn key. LinkIT provides an assessment platform to track student growth by standards in math and English. Teachers who attend outside workshops throughout the district are invited to teach colleagues in our PD sessions. Efforts are focused in Google Classroom this year. We have an artist-in-residence program for our talented art and music students.
 Postsecondary Information:	70% of students go on to four year colleges/universities. 24% go on to a two year college. The majority of academic programs offered at PHHS are college preparatory, with a strong counseling department focused on preparing students for higher education through individual counseling, student workshops and parent presentations.
 Student Supports and Services:	Special Education programs; Multiple Disabled, Resource Room, Co-Teaching, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE and health every day for 42 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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School Narrative

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Other Information:	PHHS has a standard school day, consisting of eight 44 minute periods, plus a 15 minute homeroom. The school district empowers our students through a 1-1 technology model with iPads and Chromebooks, along with a robust wireless infrastructure, and classrooms outfitted with wireless interactive projectors. We are especially proud of the climate and atmosphere at Parsippany Hills High School, consisting of Viking pride which embodies kindness, respect, and high academic standards.



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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	43	39	35
1	37	42	35
2	39	40	44
3	29	38	36
4	40	32	37
5	44	41	35
Ungraded	18	17	19
Total	250	249	241

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	50%	48%
Male	54%	50%	52%
Economically Disadvantaged Students	22%	22%	23%
Students with Disabilities	18%	17%	21%
English Learners	7%	7%	8%
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	44.0%
Asian	32.8%
Hispanic	16.2%
Black or African American	2.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	45	39	35

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	72.2%
Spanish	6.2%
Gujarati	5.4%
Chinese	2.9%
Telugu	1.7%
Other	11.3%



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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	103	93.7	71.90	73.00	54.90	71.5	72.1	Met Target†
White	43	88.0	69.80	68.60	63.90	64.4	70.5	Met Target†
Hispanic	13	92.9	61.60	60.30	39.80	61.6	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	72.20	81.90	80.70	72.2	77.5	Met Target†
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	55	98.3	72.80	80.60	62.20	72.8		
Male	48	88.9	70.80	65.90	48.10	67.5		
Economically Disadvantaged Students	27	90.3	51.80	53.50	36.20	50.8	63	Met Target†
Non-Economically Disadvantaged Students	76	95.1	79.00	76.30	65.80	79		
Students with Disabilities	17	81.0	23.50	25.50	20.50	21.1	N	N
Students without Disabilities	86	96.7	81.40	82.10	61.90	81.4		
English Learners	11	91.7	72.70	52.10	25.20	70.2	**	**
Non-English Learners	92	94.0	71.70	75.20	57.40	71.7		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	764	767	749	0%	*	30%	54%	*	62%	50%
White	15	772	766	759	0%	*	*	67%	*	73%	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	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	22	758	772	754	0%	*	*	46%	*	55%	55%
Male	15	773	762	745	0%	*	*	67%	*	73%	46%
Economically Disadvantaged Students	11	747	745	731	0%	*	*	*	*	46%	31%
Non-Economically Disadvantaged Students	26	771	770	762	0%	*	*	*	*	69%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	37	764	770	752	0%	*	30%	54%	*	62%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	781	775	753	*	*	*	52%	33%	85%	56%
White	14	780	*	762	0%	0%	*	*	*	86%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	14	784	782	777	0%	0%	*	*	*	86%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	17	783	780	758	0%	0%	*	*	*	88%	61%
Male	16	778	770	749	0%	0%	*	*	*	81%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	33	781	776	755	*	*	*	52%	33%	85%	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	34	768	770	756	0%	*	*	53%	*	74%	59%
White	14	756	767	763	0%	*	*	*	*	57%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	17	781	774	761	0%	*	*	*	*	88%	66%
Male	17	755	766	750	0%	*	*	*	*	59%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	34	768	770	757	0%	*	*	53%	*	74%	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%

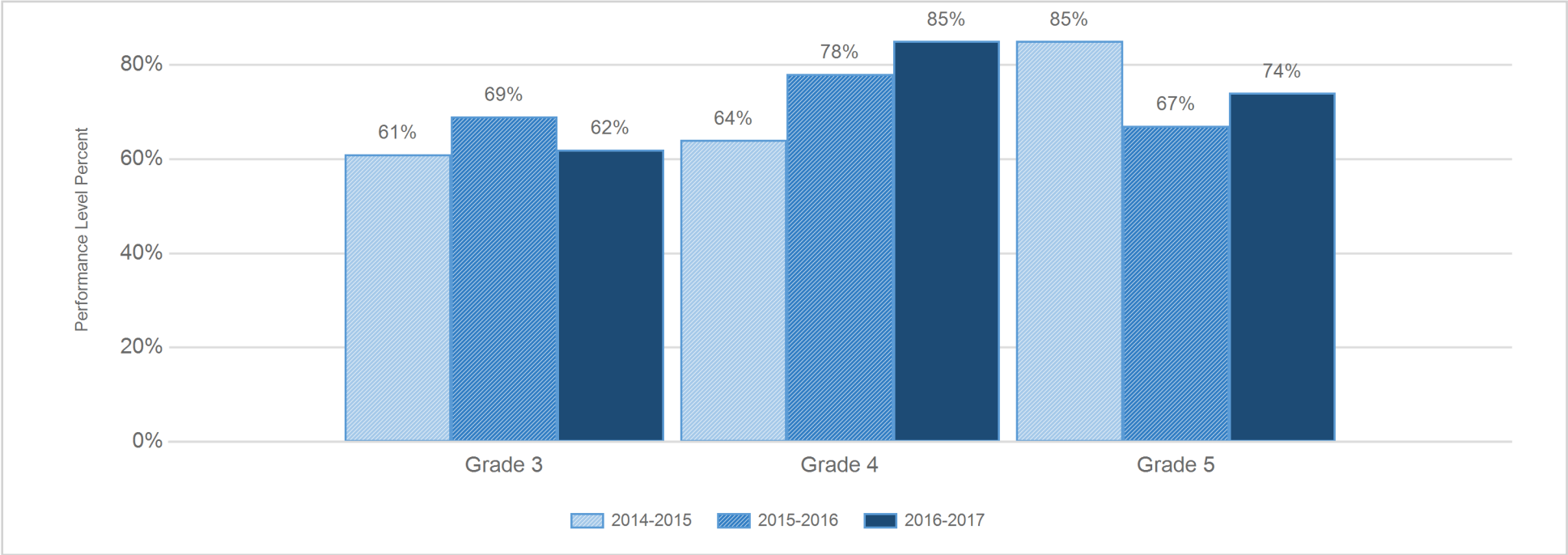


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English Language Arts/Literacy Assessment - Performance Trends

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	103	93.7	75.80	64.50	43.50	75.3	65.6	Met Target
White	43	88.0	72.10	56.80	52.40	66.5	56	Met Target
Hispanic	13	92.9	69.20	45.40	27.60	69.2	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	80.60	80.00	75.60	80.6	77.5	Met Goal
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	55	98.3	80.00	65.20	44.10	80		
Male	48	88.9	70.90	63.90	42.90	67.5		
Economically Disadvantaged Students	27	90.3	44.40	39.90	25.10	43.5	43.3	Met Target
Non-Economically Disadvantaged Students	76	95.1	86.90	68.70	54.30	86.9		
Students with Disabilities	17	81.0	29.40	21.80	16.50	26.4	N	N
Students without Disabilities	86	96.7	84.90	72.80	48.80	84.9		
English Learners	11	91.7	72.70	57.10	23.30	70.1	**	**
Non-English Learners	92	94.0	76.10	65.30	45.20	76.1		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	769	768	751	0%	*	*	57%	*	76%	53%
White	15	768	763	759	0%	*	*	*	*	80%	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	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	22	762	770	751	0%	*	*	*	*	68%	52%
Male	15	779	767	751	0%	*	*	*	*	87%	53%
Economically Disadvantaged Students	11	749	745	736	0%	*	*	*	*	55%	34%
Non-Economically Disadvantaged Students	26	778	772	761	0%	*	*	*	*	85%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	37	769	771	753	0%	*	*	57%	*	76%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	776	769	747	0%	0%	*	61%	*	85%	47%
White	14	772	*	755	0%	0%	*	79%	*	86%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	14	782	780	774	0%	0%	*	*	*	86%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	17	787	771	747	*	*	*	*	*	100%	47%
Male	16	765	768	747	*	*	*	*	*	69%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	33	776	770	749	0%	0%	*	61%	*	85%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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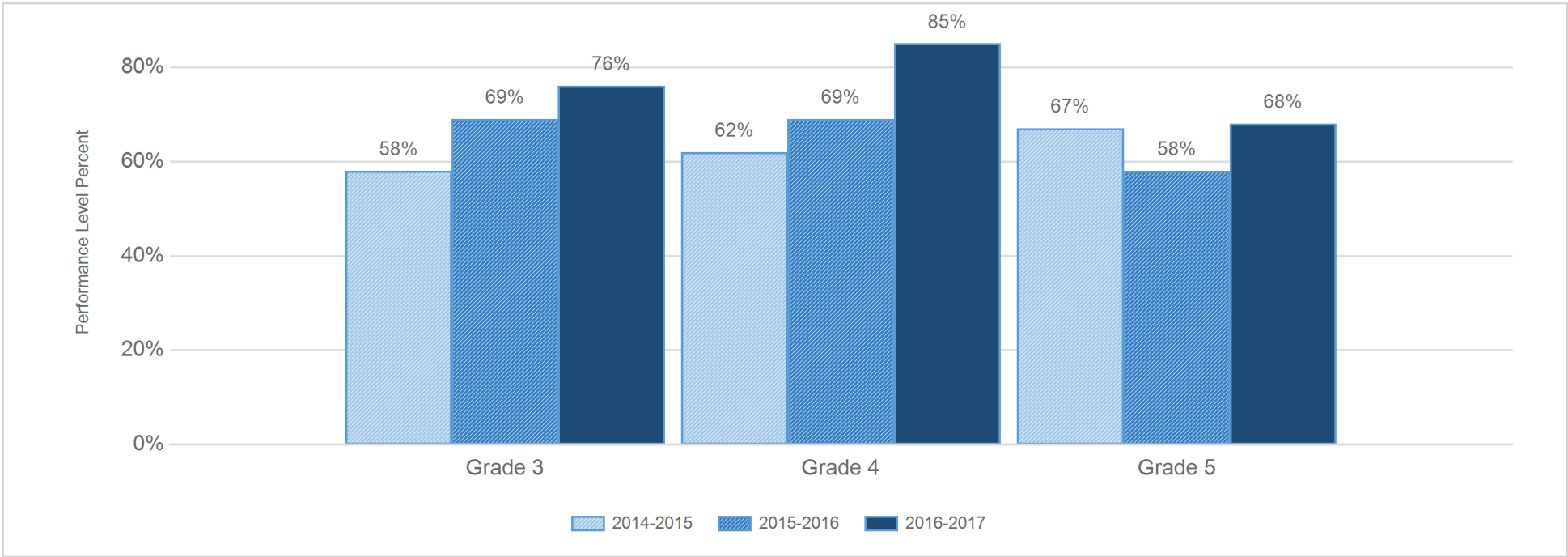
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	763	764	747	0%	*	29%	56%	*	68%	46%
White	14	750	758	754	0%	*	*	*	*	50%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	17	763	762	747	0%	*	*	*	*	77%	47%
Male	17	762	766	746	0%	*	*	*	*	59%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	34	763	765	748	0%	*	29%	56%	*	68%	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

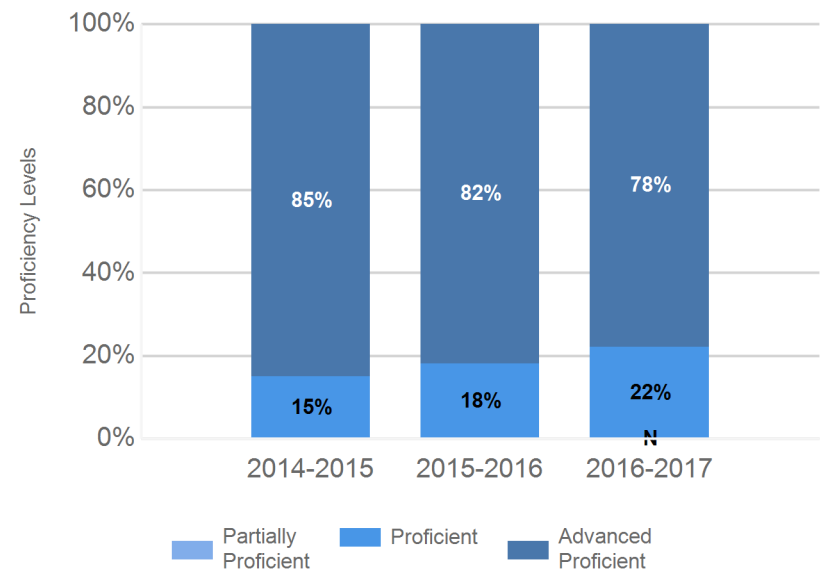
NJASK Science Assessment Performance: Grade 4

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	78%	22%	N
White	77%	24%	N
Hispanic	N	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	86%	14%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	61	50	Met Target	69	59	50	Exceeds Target
White	28	56.5	50	Not Met	59	55	52	Met Target
Hispanic	*	56	49	**	*	49	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	69	67	60	Exceeds Target	77	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	48.5	58	47	**	70	54.5	46	**
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	*	64	53	**	*	67	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:

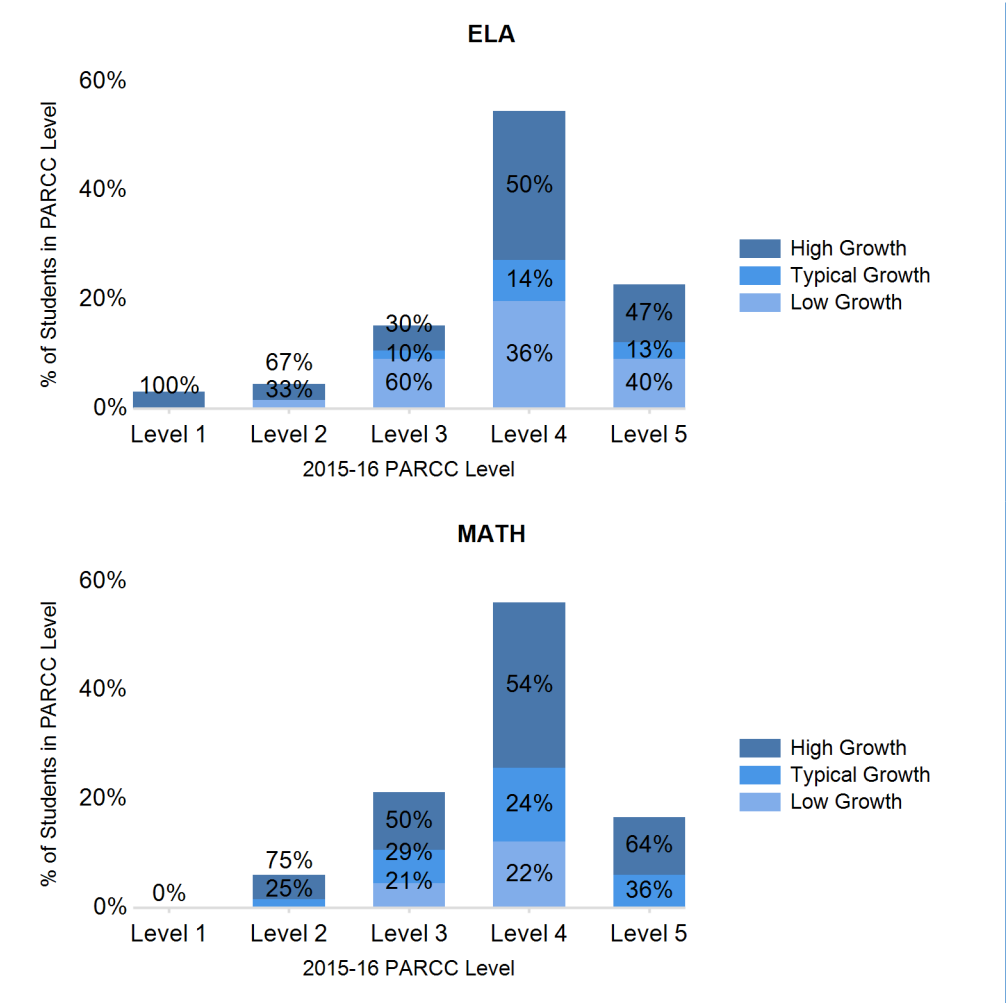
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

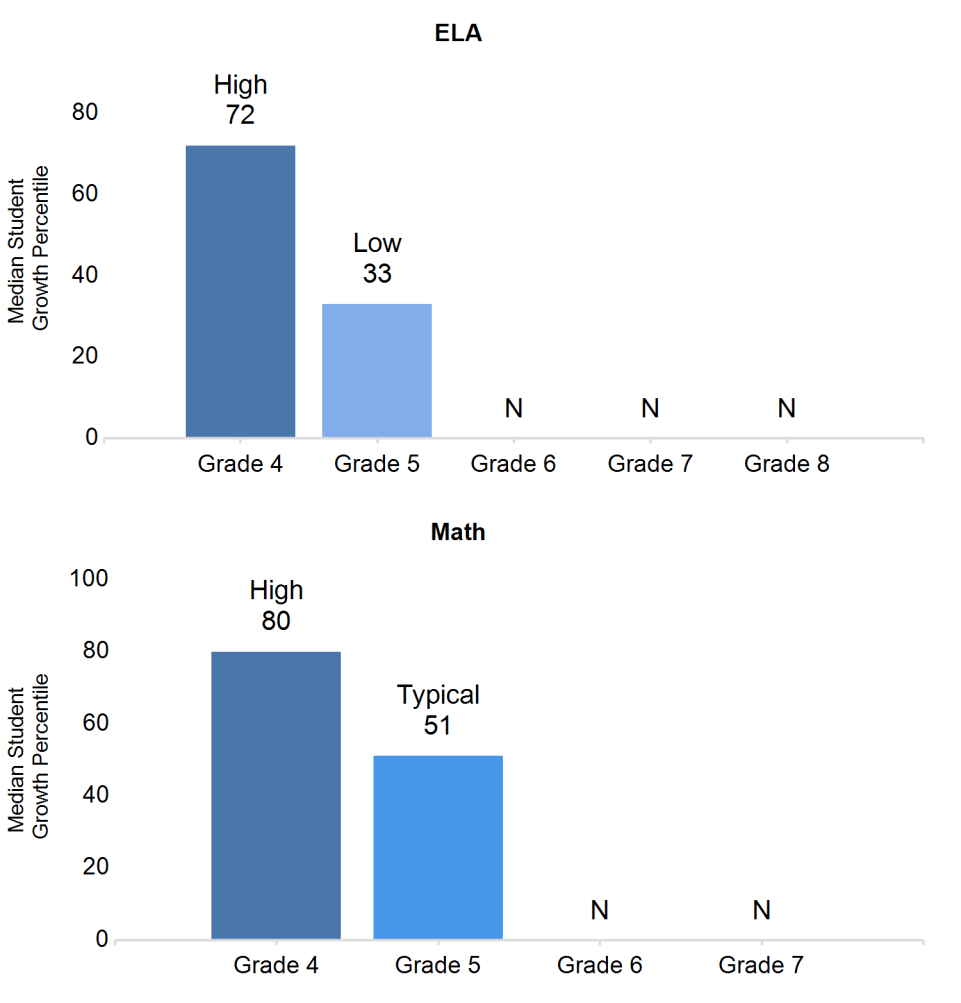
Student Growth by Performance Level

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

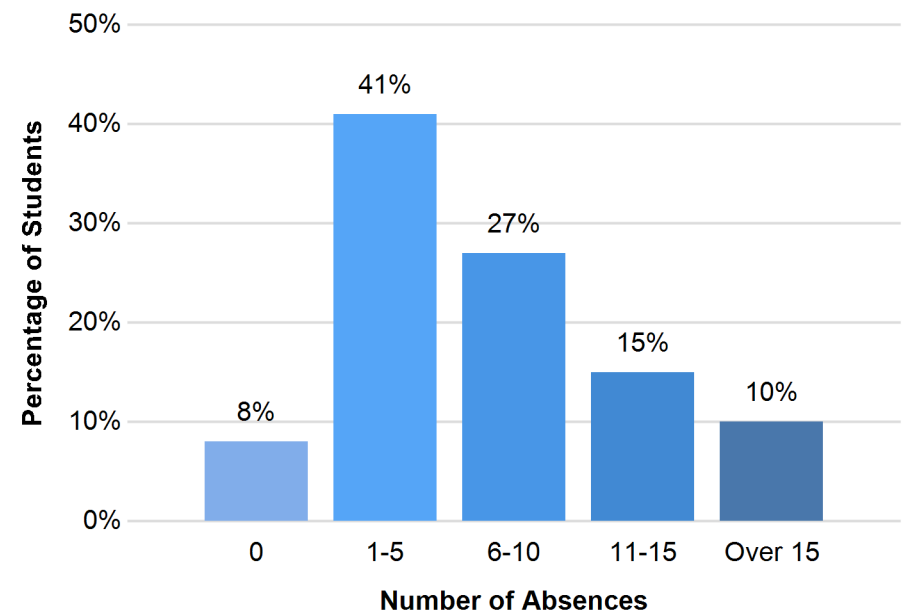
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.40	Met Target
White	4.50	8.40	Met Target
Hispanic	7.70	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	5.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.50	8.40	Not Met
Students with Disabilities	10.50	8.40	Not Met
English Learners	N	**	**

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

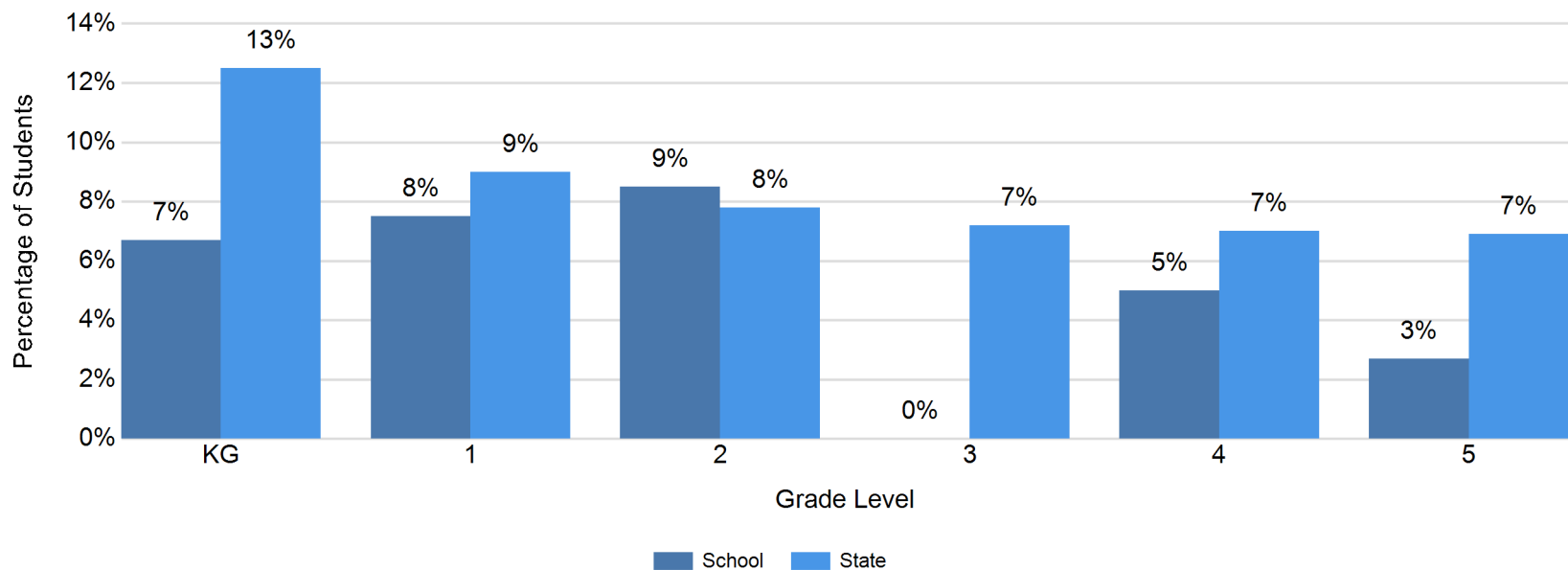
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.41

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	0.4%
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	1.0:1	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	28	120,724
Average years experience in public schools	9.7	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	241:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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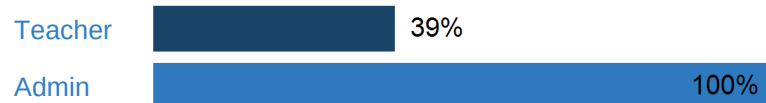
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	62.1	17.5%
Mathematics Proficiency	83.5	17.5%
English Language Arts Growth	50.8	25.0%
Mathematics Growth	91.4	25.0%
Chronic Absenteeism	60.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		70.0
Summative Rating: Percentile rank of Summative Score		80.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	70.0	11.9	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
White	49.3	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	59.7	11.9	No	Met Target†	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	Met Target†	Met Target	Not Met	**	**	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Cortright	Email Address:	kcortright@pthsd.net
Address:	160 EDWARDS ROAD PARSIPPANY, NJ 07054-2205	Website:	http://rms.pthsd.k12.nj.us
Phone:	(973)263-7308	Twitter:	https://twitter.com/@KCortrightRMS

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:	• Academic and Social/Emotional support is provided to the students through an Intervention Support & Extension period. • Teachers inform parents of current programs/initiatives by presenting at PTA Meetings throughout the school year. • Our teachers integrate technology into their instruction in order to enhance student learning.
 Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
 Awards, Recognition, Accomplishments:	Rockaway Meadow School acknowledges the academic gains as well as social emotional growth made by the students over the course of each school year; even the smallest accomplishments are valued. In addition, the school highlights students and staff members whose achievements are more notable. During the 2016-2017 school year, individuals were recognized for their philanthropic efforts within the community as well as success attained in academics, athletics, and the performing arts.



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 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	Students at Rockaway Meadow School are introduced to several individual and team sports during physical education class. Specific skills, associated with many of these sports, serve as the focal point for the lessons. In addition, many students who attend Rockaway Meadow School also participate in sports outside of the school setting.
 Clubs and Activities:	A variety of clubs are offered to the students at Rockaway Meadow School; including but not limited to: Crochet Club, Karaoke, Board Games, Junior Great Books, Yard Games, Foreign Language Club, and Dance Team. In addition, peer leaders are selected and trained to serve as mentors for other students at Rockaway Meadow. These students, also known as "RAMbassadors", play an integral part in creating an inclusive and safe school community.



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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.

 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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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 Rockaway Meadow School community is strongly committed to the goals of academic excellence, positive social interactions, and responsible behavior. We foster a caring atmosphere where staff, students, parents, and the community work in harmony to create an enriching educational program. We stress the importance of mutual respect, acceptance, and appreciation of all our differences. Preparing students to be productive citizens is a priority at Rockaway Meadow. Our students have the opportunity to participate in numerous activities that enhance the curriculum and foster the development of social/emotional growth. Over the years, we have found ways to extend the learning beyond the four walls of our classrooms. Rockaway Meadow School has partnered up with local community agencies to provide a more authentic and enriching learning experience for our students. In addition, our students have found ways to "give back" to the community. It is a mutually beneficial relationship that continues to grow stronger. Parental involvement is a vital component of Rockaway Meadow's educational program. It is the expectation that all parents become actively involved in evert aspect of their child's education. They are regularly updated on their child's progress and provided with an array of tools and strategies to provide support at home. In addition, they generously offer their time and energy to serve as school volunteers. Our active PTA provides funds for enriching cultural arts programs, class trips, and other activities, that enhance our instructional program.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	39	43	33
1	29	34	46
2	41	32	37
3	51	40	33
4	36	48	39
5	45	37	54
Ungraded	7	12	13
Total	248	246	255

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	52%	50%	55%
Male	48%	50%	45%
Economically Disadvantaged Students	12%	13%	20%
Students with Disabilities	16%	23%	25%
English Learners	7%	7%	9%
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	44.3%
Asian	27.8%
Hispanic	17.6%
Black or African American	5.1%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	4.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	42	43	33

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	70.6%
Spanish	5.9%
Gujarati	3.5%
Turkish	3.5%
Hindi	3.1%
Other	13.6%



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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	114	96.9	80.70	73.00	54.90	80.7	64.6	Met Goal
White	53	93.3	92.40	68.60	63.90	90.4	62.2	Met Goal
Hispanic	18	100.0	61.10	60.30	39.80	61.1	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	78.20	81.90	80.70	78.2	77.2	Met Target
American Indian or Alaska Native	N	N	N	75.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	66	98.6	86.40	80.60	62.20	86.4		
Male	48	94.5	72.90	65.90	48.10	72.2		
Economically Disadvantaged Students	18	100.0	61.20	53.50	36.20	61.2	N	N
Non-Economically Disadvantaged Students	96	96.2	84.40	76.30	65.80	84.4		
Students with Disabilities	25	92.9	52.00	25.50	20.50	50.6	22.5	Met Target
Students without Disabilities	89	98.0	88.80	82.10	61.90	88.8		
English Learners	13	93.3	53.90	52.10	25.20	52.6	**	**
Non-English Learners	101	97.3	84.10	75.20	57.40	84.1		
Homeless Students	N	N	N	66.70	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	774	767	749	*	*	*	56%	*	75%	50%
White	15	783	766	759	0%	*	*	*	*	80%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	19	778	772	754	*	*	*	*	*	74%	55%
Male	13	768	762	745	*	*	*	*	*	77%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	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	37	768	775	753	*	*	*	54%	27%	81%	56%
White	17	771	*	762	*	0%	*	59%	*	88%	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	14	770	782	777	0%	0%	*	*	*	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	20	773	780	758	*	*	*	*	*	95%	61%
Male	17	761	770	749	*	*	*	*	*	65%	51%
Economically Disadvantaged Students	10	743	756	737	*	*	*	*	*	60%	36%
Non-Economically Disadvantaged Students	27	777	778	764	*	*	*	*	*	89%	69%
Students with Disabilities	11	748	740	725	*	*	*	*	0%	73%	25%
Students without Disabilities	26	776	780	759	*	*	*	*	39%	85%	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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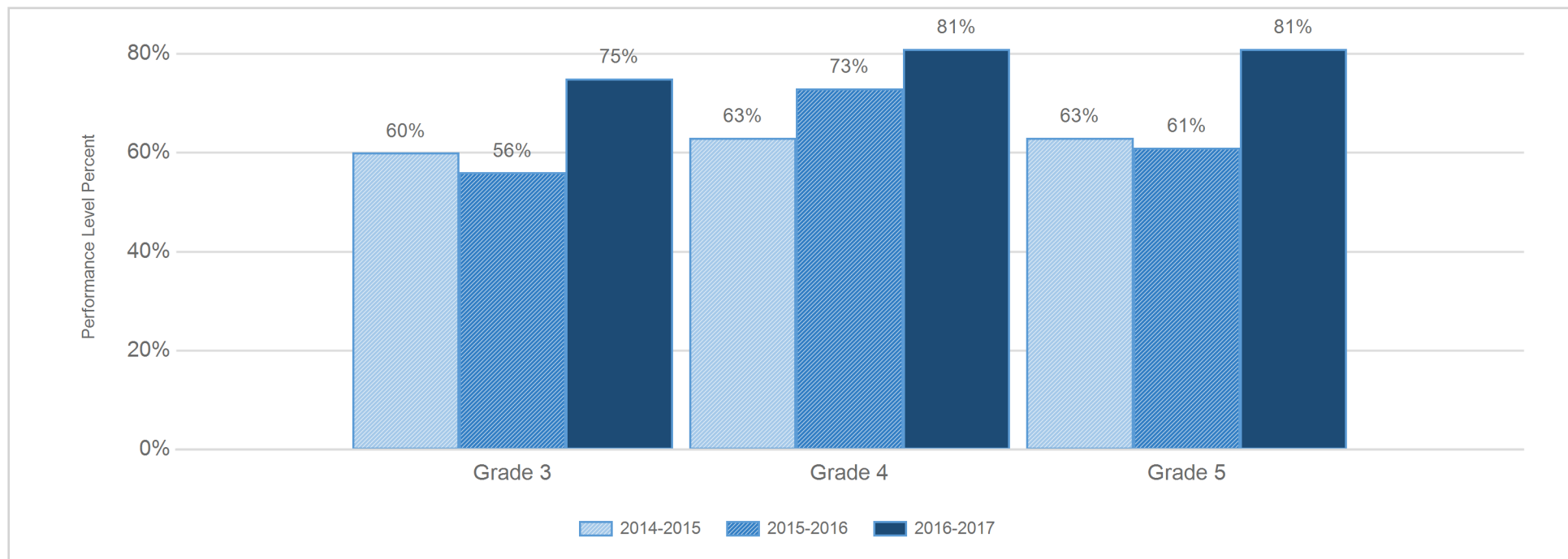
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	52	773	770	756	*	*	*	58%	23%	81%	59%
White	23	780	767	763	*	*	*	83%	*	100%	69%
Hispanic	10	752	760	743	*	*	0%	*	*	50%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	31	773	774	761	*	*	*	58%	*	84%	66%
Male	21	771	766	750	*	*	*	57%	*	76%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	52	773	770	757	*	*	*	58%	23%	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%

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	114	96.9	82.50	64.50	43.50	82.5	67.1	Met Goal
White	53	93.3	92.40	56.80	52.40	90.4	60.7	Met Goal
Hispanic	18	100.0	72.20	45.40	27.60	72.2	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	84.40	80.00	75.60	84.4	80	Met Goal
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	66	98.6	84.80	65.20	44.10	84.8		
Male	48	94.5	79.20	63.90	42.90	78.4		
Economically Disadvantaged Students	18	100.0	72.30	39.90	25.10	72.3	N	N
Non-Economically Disadvantaged Students	96	96.2	84.40	68.70	54.30	84.4		
Students with Disabilities	25	92.9	60.00	21.80	16.50	58.4	37.3	Met Target
Students without Disabilities	89	98.0	88.70	72.80	48.80	88.7		
English Learners	13	93.7	76.90	57.10	23.30	75.2	**	**
Non-English Learners	101	97.3	83.20	65.30	45.20	83.2		
Homeless Students	N	N	N	66.70	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	25.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	769	768	751	*	0%	*	53%	*	78%	53%
White	15	771	763	759	0%	0%	*	*	*	80%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	19	771	770	751	*	0%	*	*	*	74%	52%
Male	13	766	767	751	*	0%	*	*	*	85%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	763	769	747	0%	*	*	78%	*	81%	47%
White	17	766	*	755	*	*	*	94%	*	94%	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	14	768	780	774	0%	0%	*	71%	*	79%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	20	768	771	747	0%	*	*	85%	*	90%	47%
Male	17	758	768	747	0%	*	*	71%	*	71%	48%
Economically Disadvantaged Students	10	748	751	732	0%	*	*	*	*	70%	27%
Non-Economically Disadvantaged Students	27	769	773	757	0%	*	*	*	*	85%	61%
Students with Disabilities	11	758	738	724	0%	*	*	*	*	73%	22%
Students without Disabilities	26	766	774	751	0%	*	*	*	*	85%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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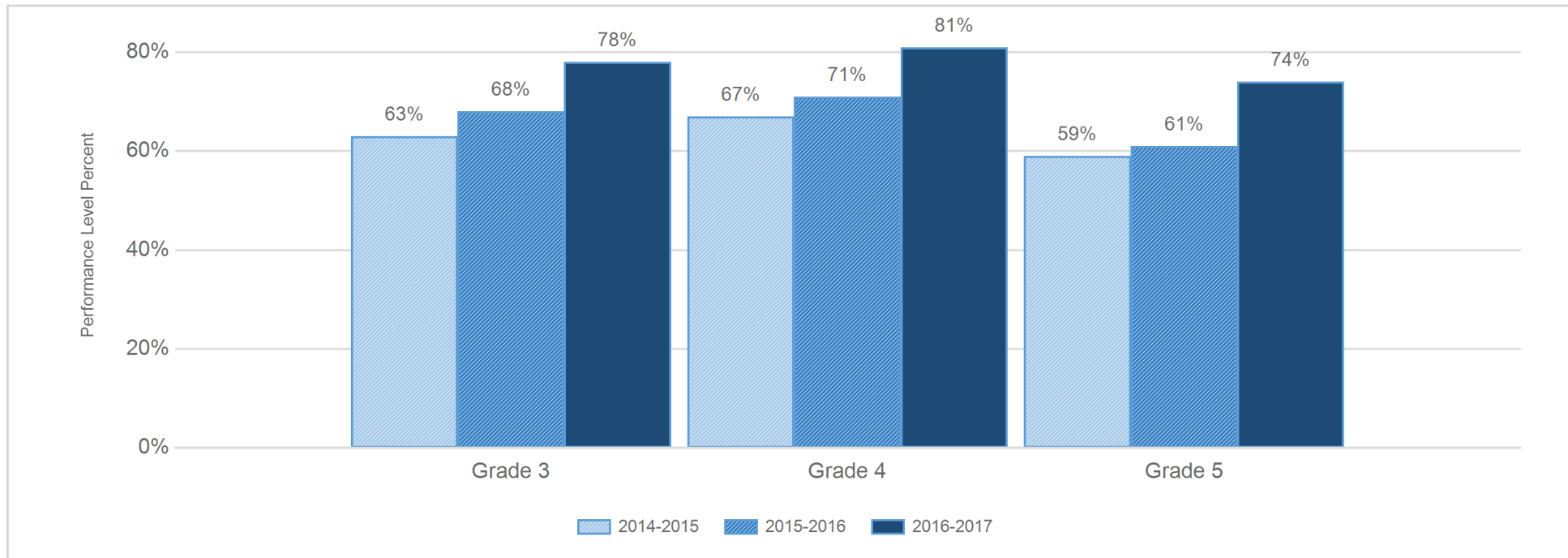
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	759	764	747	*	*	*	62%	*	74%	46%
White	23	765	758	754	0%	0%	*	83%	*	91%	57%
Hispanic	11	735	749	735	*	*	*	*	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	32	756	762	747	*	*	*	66%	*	72%	47%
Male	21	764	766	746	*	*	*	57%	*	76%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	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%

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	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	10	*	*
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.

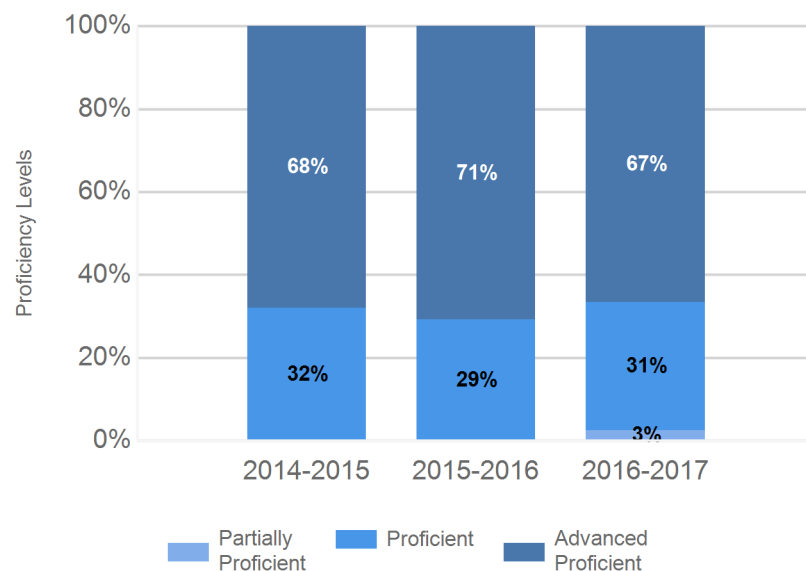
NJASK Science Assessment Performance: Grade 4

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	67%	31%	3%
White	67%	28%	6%
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	29%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	50%	40%	10%
Students with Disabilities	67%	25%	8%
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	69	61	50	Exceeds Target	67	59	50	Exceeds Target
White	69	56.5	50	Exceeds Target	72	55	52	Exceeds Target
Hispanic	66	56	49	**	49	49	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	73	67	60	Exceeds Target	63	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	64	52	**
Economically Disadvantaged	69	58	47	**	68	54.5	46	**
Students with Disabilities	45	*	41	**	66	*	43	**
English Learners	*	64	53	**	*	67	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:

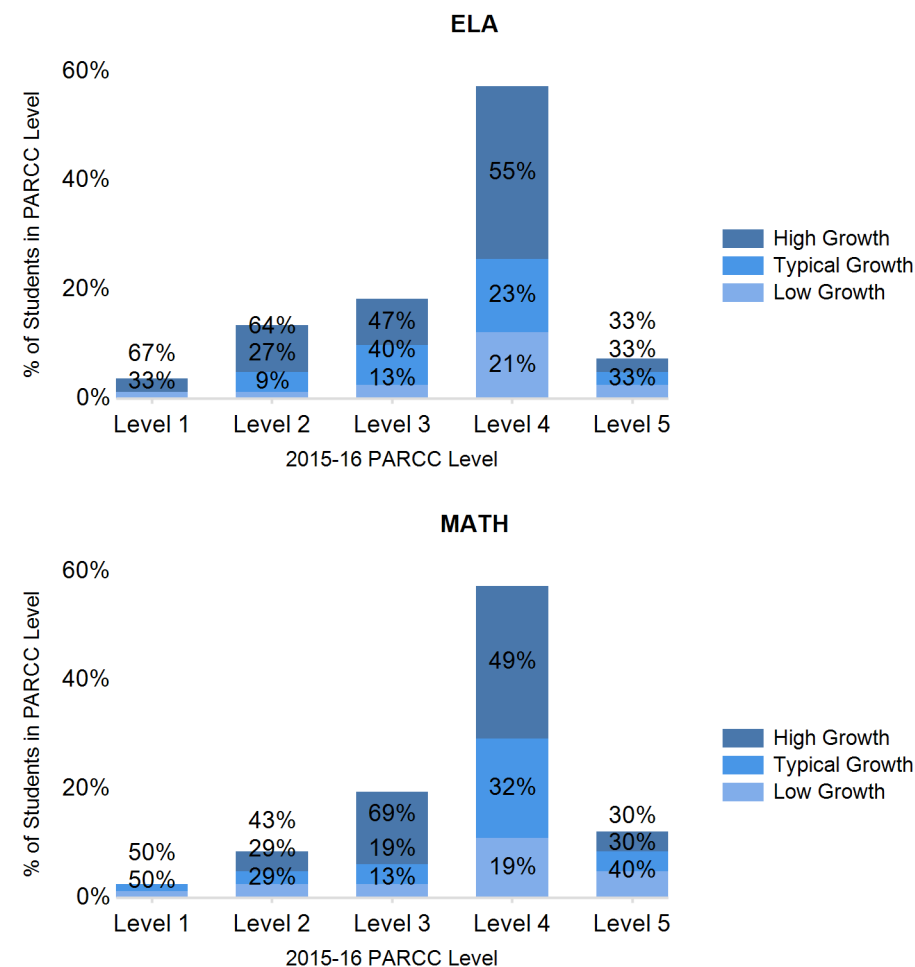
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

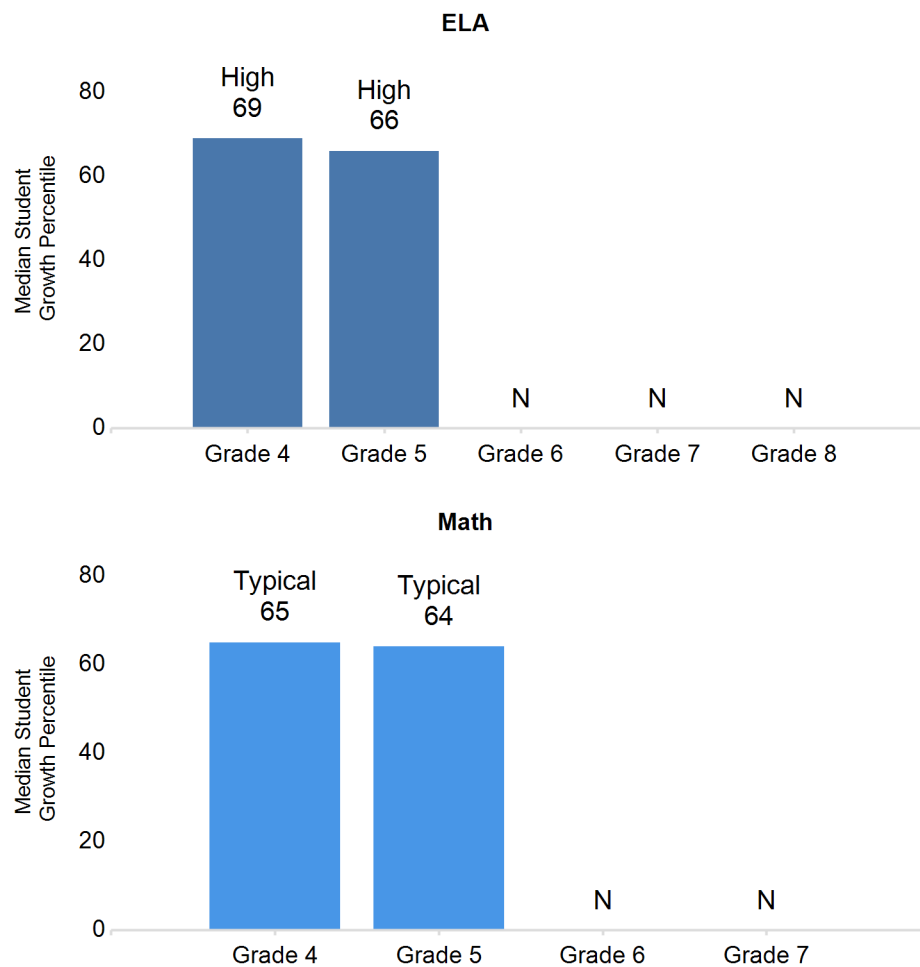
Student Growth by Performance Level

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

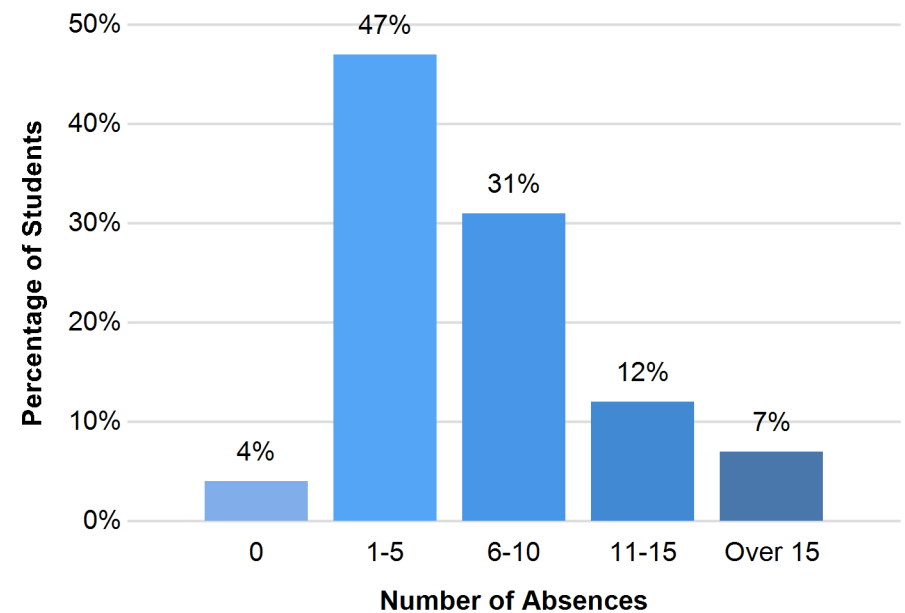
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.00	8.40	Met Target
White	4.50	8.40	Met Target
Hispanic	4.40	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	2.00	8.40	Met Target
Students with Disabilities	7.80	8.40	Met Target
English Learners	4.80	8.40	Met Target

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

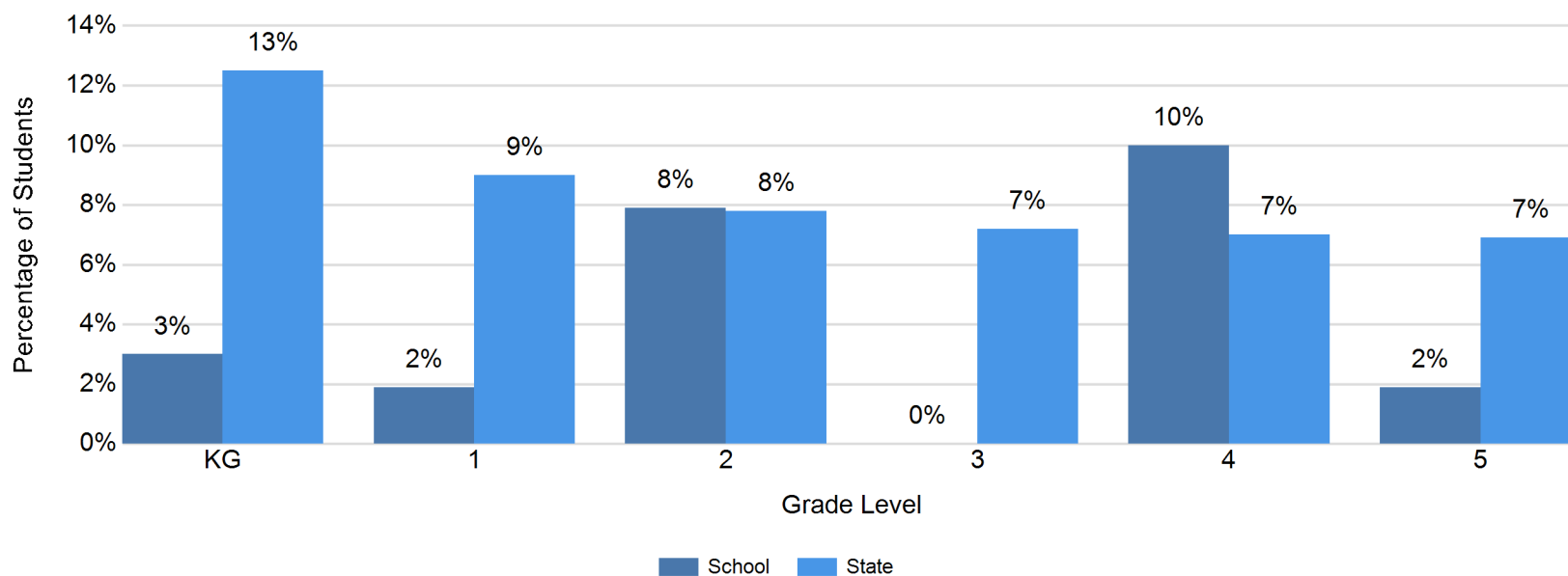
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 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	142.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$381	\$16,110	\$16,491



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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	29	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	67%	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	255:1	163:1
Librarian/Media Specialists		540:1
Nurses		540:1
Counselors		270:1
Child Study Team		234:1



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MORRIS
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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 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.

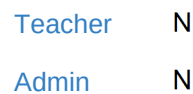
Bachelor's Degree



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	93%	89%
2015-16 Administrators: Same district 2016-17	85%	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	89.3	17.5%
Mathematics Proficiency	98.9	17.5%
English Language Arts Growth	94.7	25.0%
Mathematics Growth	89.8	25.0%
Chronic Absenteeism	79.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		91.0
Summative Rating: Percentile rank of Summative Score		99.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	91.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
White	92.1	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	59.2	11.9	No	Met Target	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	N	N	Met Target	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Brandler	Email Address:	rbrandler@pthsd.net
Address:	509 S BEVERWYCK ROAD PARSIPPANY, NJ 07054-3327	Website:	http://ths.pthsd.k12.nj.us
Phone:	(973)428-7588	Twitter:	https://twitter.com/TroyHillsSchool

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:	• K-Kids Club and Student Council provide opportunities for students to participate in altruistic and charitable projects. • Annual multicultural awareness event, Troy Hills Travels Day, promotes tolerance and celebrates diversity. • Students participated in activities related to a school-wide reading theme, as well as a Character Education theme.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	A Third Grade teacher was named the ARC of NJ Educator of the Year, as well as the Lakeland Hills YMCA Pre-K-8 Educator of the Year. Our Media Specialist was the recipient of a district mini-grant related to Maker Space. Two of our students were awarded scholarships to a local summer music program. Students in grades 4 and 5 participated in a Geography Bee. Students participated in a district-wide Expressive Reading competition. Two students participated in a local Spelling Bee.



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 Courses, Curriculum, Instruction:	We use Reading and Writing Workshop (4 years) for Literacy and GoMath (4 years) for math curriculum which has an on line component in Think Central. This includes an on line homework element available to student and parent. Science Dimensions is our new science program—it is an on line platform and has a virtual field trip component in Google Expeditions. Houghton Mifflin constitutes the social studies curriculum and offers some on line resources. Homework policy is 10 minutes per subject.
 Sports and Athletics:	All students participate in two Physical Education classes per week. In addition, students participate in additional activities such as Field Day, as well as an All-School Walkathon. Our school has received materials and support from the First Tee Golf program, with students participating in physical activities using recreational equipment provided by the program.
 Clubs and Activities:	Student Council, K-Kids, Coding Club, Junior Great Books Club, Beginner Band, Advanced Band, Fourth and Fifth Grade Chorus, Tone Chime Ensemble, Instrumental Ensembles, PTA Talent Show, Pajama Day for the Ronald McDonald Camp, Spring Walkathon, "Jump Rope for Heart" for the American Heart Association, Food Drives, Pajama Collections, "Buddies" program (Fifth Grade/First Grade and Fourth Grade/Kindergarten) Therapy Dog Visits



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 Staff and Professional Learning:	In all Curriculum Days and supervisor meetings there are trainings in implementing Reading/Writing Workshop. GoMath and Science Dimensions features are presented by HMH, the publisher and turn keyed by staff. Teachers are engaged in PLC's as data meeting teams in which student progress is tracked using LinkIT and GoMath! tools. Google Classroom is a recent endeavor.
 Student Supports and Services:	Special Education programs; Pre-School, Autism, Multiple Disabled, Resource Room, Learning Language Disabled, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
 Student Health and Wellness:	School Breakfast program is offered. Students engage in 30 min daily of Recess and have PE twice a week for 30 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
 Parent and Community Involvement:	Involvement is essential to our student's success! In PTH participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Big Brothers/Big Sisters, Barnes & Noble, MAC, PACE just to name a few. The Superintendent and Administration work closely with out PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger.



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Other Information:	Students participated in the Peacemakers Program, with Fifth Graders being trained in conflict resolution, and then helping younger students during the recess periods. All students participated in an annual School Safety Week assembly program. K-4 students participated in a Fire Safety program. Fifth Graders were trained to be student helpers, such as classroom helpers, bus patrols, bus runners, morning announcers and flag patrols. All students participated in Bus Exit Safety Drills. Students enaged in lessons that involved the use of multiple technology resources, such as Link It, Think Central and Reading A-Z/Raz Kids. Students utilized multiple technology devices, such as chrome books, iPads and laptops. All students received instruction in World Languages. Teachers analyzed data from a variety of assessments, planning differentiated instruction based upon the identified needs of each student. Students in grades K-5 participated in the TC model of literacy instruction, including the Reader's Workshop.