




Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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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LITTLE FALLS TWP
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	107	83	79
6	88	105	86
7	95	91	109
8	91	98	91
Ungraded	34	21	22
Total	415	398	387

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	52%	51%
Male	49%	48%	49%
Economically Disadvantaged Students	24%	24%	23%
Students with Disabilities	19%	19%	21%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	76.5%
Hispanic	15.2%
Asian	3.9%
Black or African American	1.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	2.3%

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	85.0%
Spanish	4.4%
Arabic	1.6%
Turkish	1.0%
Italian	1.0%
Other	7.3%



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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	369	99.2	77.20	76.20	54.90	77.2	71.4	Met Target
White	288	99.0	78.80	76.40	63.90	78.8	70.9	Met Target
Hispanic	50	100.0	72.00	75.00	39.80	72	74.8	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.40	82.20	80.70	73.4	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	10	100.0	90.00	*	54.90	90	**	**
Female	186	99.0	83.80	83.20	62.20	83.8		
Male	183	99.5	70.50	69.00	48.10	70.5		
Economically Disadvantaged Students	78	98.9	60.30	61.20	36.20	60.3	65.4	Met Target†
Non-Economically Disadvantaged Students	291	99.3	81.80	80.00	65.80	81.8		
Students with Disabilities	83	97.7	48.10	46.20	20.50	48.1	45.7	Met Target
Students without Disabilities	286	99.7	85.70	84.40	61.90	85.7		
English Learners	16	100.0	56.30	*	25.20	56.3	**	**
Non-English Learners	353	99.2	78.20	*	57.40	78.2		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	778	778	756	*	*	12%	55%	30%	85%	59%
White	59	782	782	763	*	*	*	53%	36%	88%	69%
Hispanic	16	761	761	743	0%	0%	*	63%	*	69%	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	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	40	789	789	761	*	*	*	40%	*	90%	66%
Male	44	769	769	750	*	*	*	68%	*	80%	53%
Economically Disadvantaged Students	20	769	769	740	*	*	*	65%	*	80%	40%
Non-Economically Disadvantaged Students	64	781	781	765	*	*	*	52%	*	86%	71%
Students with Disabilities	20	751	751	725	*	*	*	*	*	50%	22%
Students without Disabilities	64	787	787	762	*	*	*	*	*	95%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	84	778	778	757	*	*	12%	55%	30%	85%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance 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	89	775	775	752	*	*	14%	46%	36%	82%	54%
White	67	777	777	758	*	*	*	48%	37%	85%	63%
Hispanic	14	765	765	740	0%	*	*	*	*	64%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	52	778	778	758	*	*	*	35%	*	79%	61%
Male	37	772	772	746	*	*	*	62%	*	87%	46%
Economically Disadvantaged Students	21	765	765	737	*	*	*	*	*	71%	34%
Non-Economically Disadvantaged Students	68	778	778	761	*	*	*	*	*	85%	65%
Students with Disabilities	17	752	752	722	*	*	*	*	*	53%	17%
Students without Disabilities	72	781	781	758	*	*	*	*	*	89%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	89	775	775	753	*	*	14%	46%	36%	82%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	770	770	756	*	*	18%	38%	38%	76%	59%
White	91	771	771	764	*	*	15%	40%	40%	79%	69%
Hispanic	15	763	763	742	*	*	*	*	*	67%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	60	776	776	764	*	*	17%	30%	48%	78%	68%
Male	53	763	763	749	*	*	19%	47%	26%	74%	51%
Economically Disadvantaged Students	22	751	751	739	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	91	774	774	766	*	*	*	*	*	81%	70%
Students with Disabilities	18	752	752	719	*	*	*	*	*	56%	19%
Students without Disabilities	95	773	773	763	*	*	*	*	*	80%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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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2016-2017

Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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	94	768	768	757	*	*	25%	46%	25%	70%	59%
White	74	770	770	764	*	*	24%	47%	24%	72%	68%
Hispanic	14	761	761	742	*	0%	*	*	*	64%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	43	780	780	766	*	*	*	51%	*	88%	68%
Male	51	758	758	749	*	*	*	41%	*	55%	50%
Economically Disadvantaged Students	21	750	750	739	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	73	774	774	766	*	*	*	*	*	75%	69%
Students with Disabilities	22	744	744	718	*	*	*	*	*	50%	18%
Students without Disabilities	72	776	776	764	*	*	*	*	*	76%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	94	768	768	759	*	*	25%	46%	25%	70%	*
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%

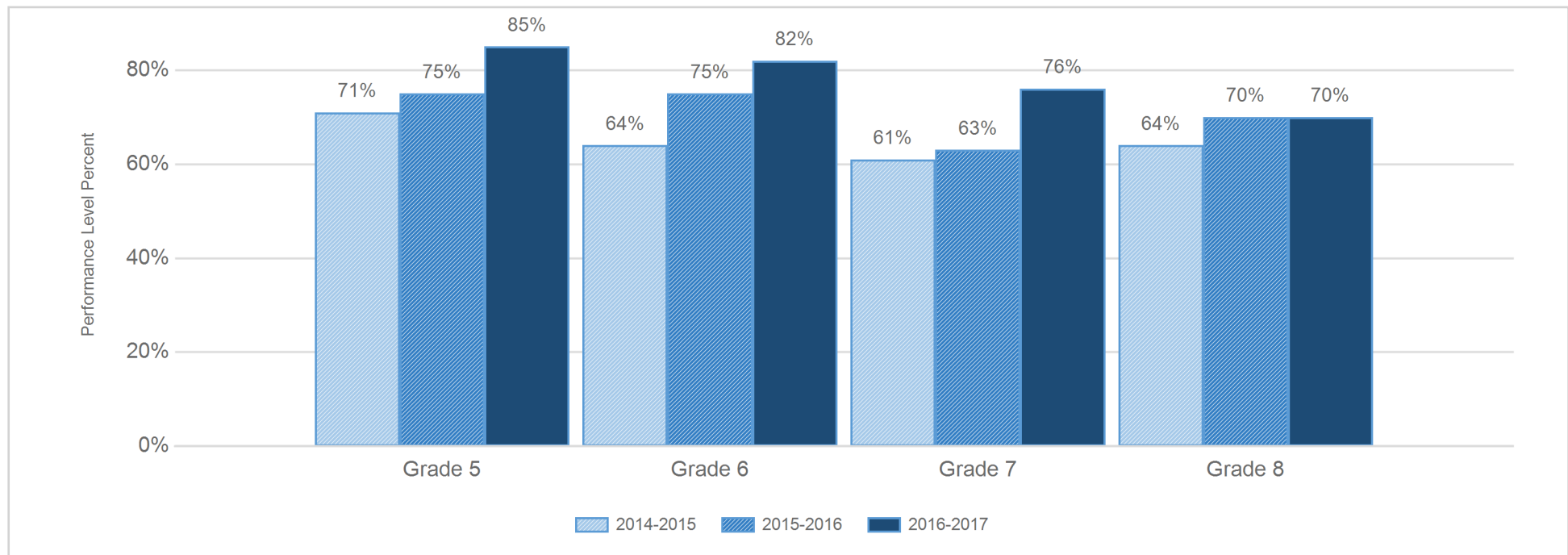


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LITTLE FALLS, NJ 07424-1082

English Language Arts/Literacy Assessment - Performance Trends

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





Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 1
 32 STEVENS AVENUE
 LITTLE FALLS, NJ 07424-1082

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	369	99.2	59.60	64.60	43.50	59.6	57.8	Met Target
White	287	99.0	60.60	64.50	52.40	60.6	56.5	Met Target
Hispanic	50	100.0	46.00	57.90	27.60	46	58.5	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	87.60	86.20	75.60	87.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	10	100.0	70.00	*	44.90	70	**	**
Female	187	99.0	59.90	66.10	44.10	59.9		
Male	182	99.5	59.30	63.00	42.90	59.3		
Economically Disadvantaged Students	77	98.9	49.40	52.70	25.10	49.4	46.8	Met Target
Non-Economically Disadvantaged Students	292	99.3	62.30	67.50	54.30	62.3		
Students with Disabilities	82	97.7	30.50	36.50	16.50	30.5	24.1	Met Target
Students without Disabilities	287	99.7	67.90	72.30	48.80	67.9		
English Learners	17	100.0	52.90	*	23.30	52.9	**	**
Non-English Learners	352	99.2	59.90	*	45.20	59.9		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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	85	752	752	747	*	12%	32%	47%	*	53%	46%
White	59	752	752	754	*	*	32%	49%	*	54%	57%
Hispanic	16	738	738	735	0%	*	*	*	0%	25%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	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	41	755	755	747	*	*	32%	56%	*	59%	47%
Male	44	749	749	746	*	*	32%	39%	*	48%	46%
Economically Disadvantaged Students	20	747	747	732	*	*	*	50%	*	55%	27%
Non-Economically Disadvantaged Students	65	754	754	756	*	*	*	46%	*	52%	59%
Students with Disabilities	20	732	732	725	*	*	*	*	*	35%	19%
Students without Disabilities	65	758	758	751	*	*	*	*	*	59%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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2016-2017
Grade Span 05-08

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PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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	89	751	751	743	*	12%	27%	54%	*	57%	44%
White	67	753	753	751	*	*	28%	54%	*	58%	54%
Hispanic	14	741	741	731	0%	*	*	*	0%	43%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	52	747	747	745	*	*	*	48%	*	48%	45%
Male	37	758	758	742	*	*	*	62%	*	70%	43%
Economically Disadvantaged Students	21	744	744	728	*	*	*	48%	*	48%	24%
Non-Economically Disadvantaged Students	68	754	754	752	*	*	*	56%	*	60%	56%
Students with Disabilities	17	739	739	717	*	*	*	*	*	29%	13%
Students without Disabilities	72	754	754	748	*	*	*	*	*	64%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	89	751	751	745	*	12%	27%	54%	*	57%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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	113	749	749	741	*	13%	32%	44%	*	52%	40%
White	91	750	750	748	*	11%	33%	47%	*	54%	49%
Hispanic	15	741	741	730	*	*	*	*	*	40%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	60	750	750	743	*	*	33%	43%	*	53%	41%
Male	53	747	747	740	*	*	30%	45%	*	51%	38%
Economically Disadvantaged Students	22	735	735	729	*	*	*	*	*	32%	22%
Non-Economically Disadvantaged Students	91	752	752	749	*	*	*	*	*	57%	50%
Students with Disabilities	18	730	730	716	*	*	*	*	*	17%	11%
Students without Disabilities	95	752	752	746	*	*	*	*	*	59%	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	*	*	*	718	*	*	*	*	*	*	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.



Little Falls Township Public School # 1
2016-2017

Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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	76	760	760	728	*	*	17%	59%	*	68%	28%
White	60	762	762	736	*	*	*	62%	*	72%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	35	765	765	730	*	*	*	57%	*	71%	30%
Male	41	756	756	725	*	*	*	61%	*	66%	26%
Economically Disadvantaged Students	20	747	747	719	*	*	*	*	*	55%	19%
Non-Economically Disadvantaged Students	56	765	765	734	*	*	*	*	*	73%	34%
Students with Disabilities	21	728	728	705	*	*	*	*	*	38%	*
Students without Disabilities	55	773	773	734	*	*	*	*	*	80%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	76	760	760	729	*	*	17%	59%	*	68%	*
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.



Little Falls Township Public School # 1
2016-2017

Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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	18	797	797	743	0%	0%	*	61%	*	94%	42%
White	14	797	797	751	0%	0%	*	*	*	93%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	18	797	797	745	0%	0%	*	61%	*	94%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



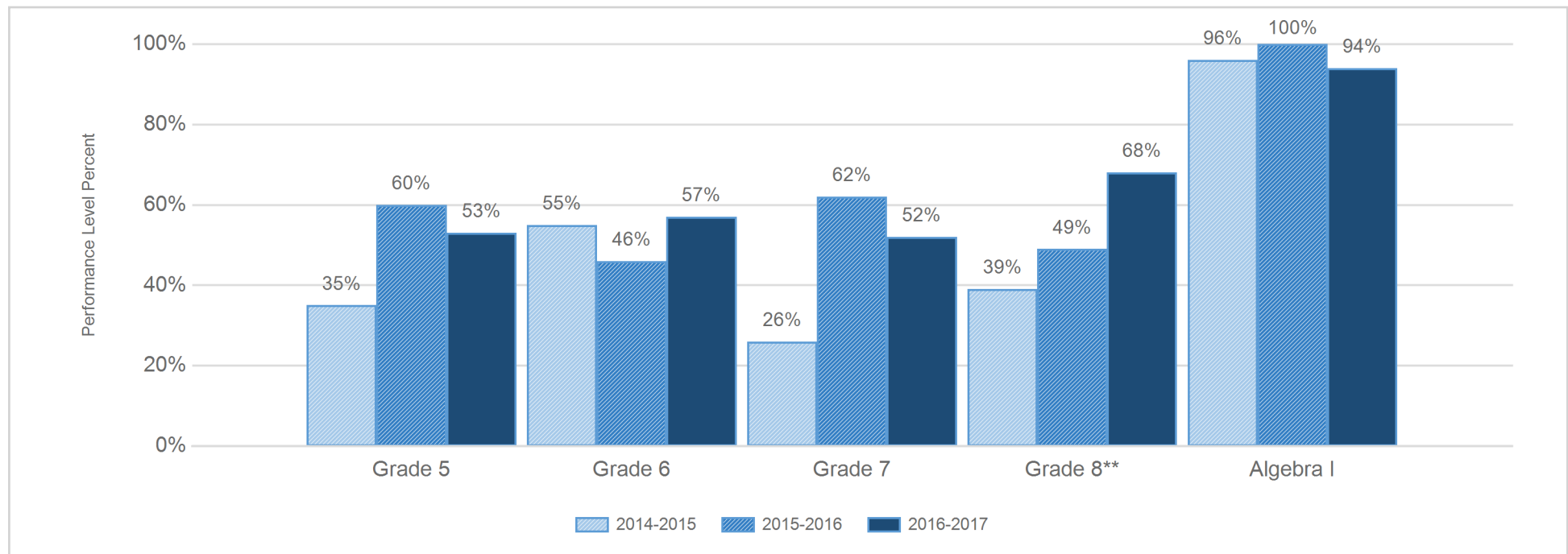
Little Falls Township Public School # 1
2016-2017

Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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.



Little Falls Township Public School # 1
2016-2017

Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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.

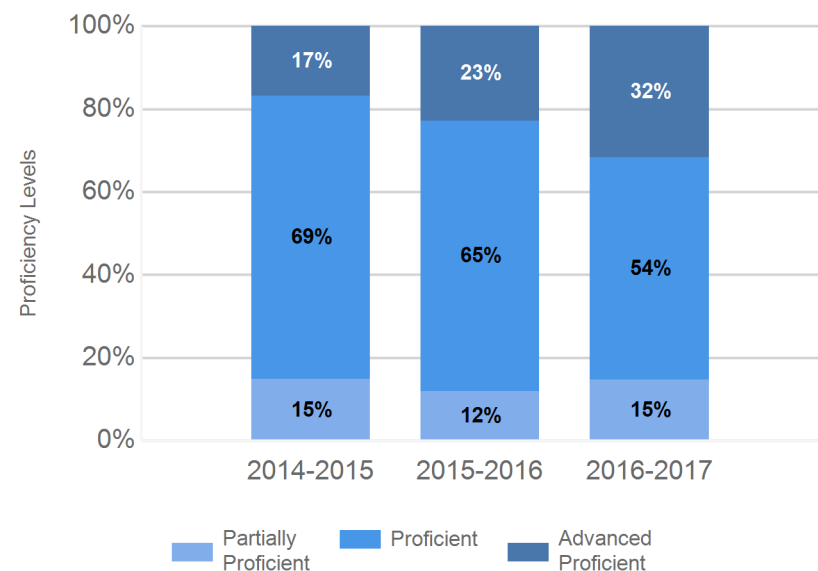
NJASK Science Assessment Performance: Grade 8

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	32%	54%	15%
White	32%	55%	13%
Hispanic	29%	*	*
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	N
Economically Disadvantaged Students	10%	52%	38%
Students with Disabilities	22%	44%	35%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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	60.5	59	50	Exceeds Target	51	51	50	Met Target
White	62.5	58.5	50	Exceeds Target	51	50.5	52	Met Target
Hispanic	57	61	49	Met Target	61	68.5	47	Exceeds Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	60.5	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	54.5	55	47	Met Target	49.5	49.5	46	Met Target
Students with Disabilities	59	57.5	41	Met Target	50	50	43	Met Target
English Learners	55	*	53	**	49	*	51	**

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



Little Falls Township Public School # 1
2016-2017

Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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:

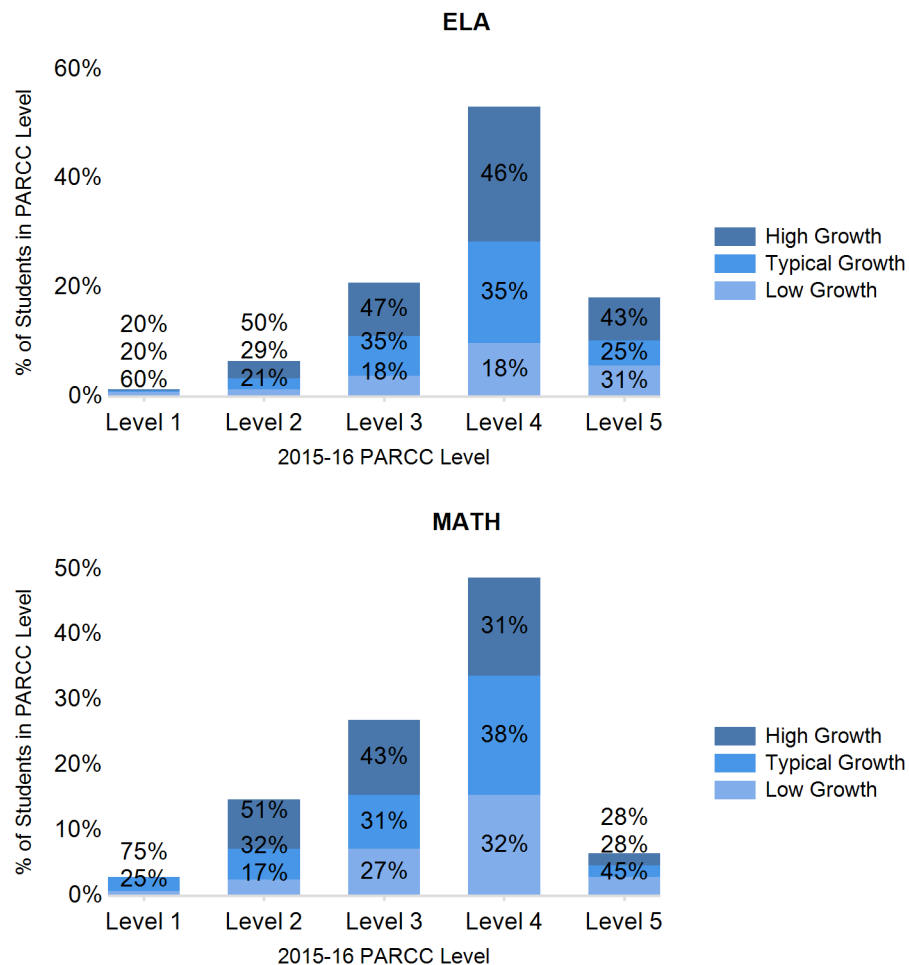
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

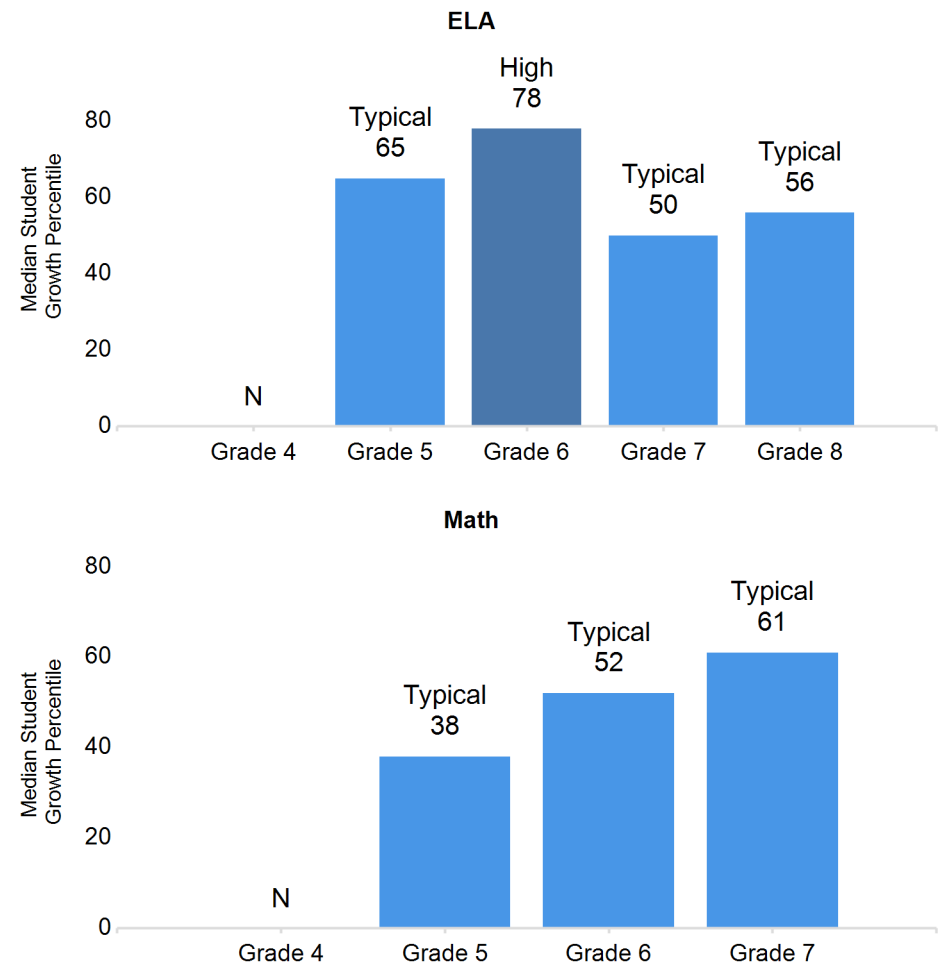
Student Growth by Performance Level

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.





Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 1
 32 STEVENS AVENUE
 LITTLE FALLS, NJ 07424-1082

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	89
7	0	0	114
8	20	0	75
Schoolwide	20	0	278

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	88	0	0	0	0	0	0
7	54	0	0	0	0	0	0
8	26	0	0	0	0	0	0
Schoolwide	168	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Little Falls Township Public School # 1
2016-2017

Grade Span 05-08

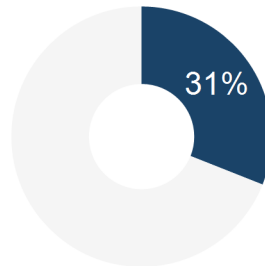
31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

Visual and Performing Arts – Course Participation

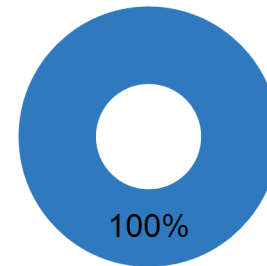
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

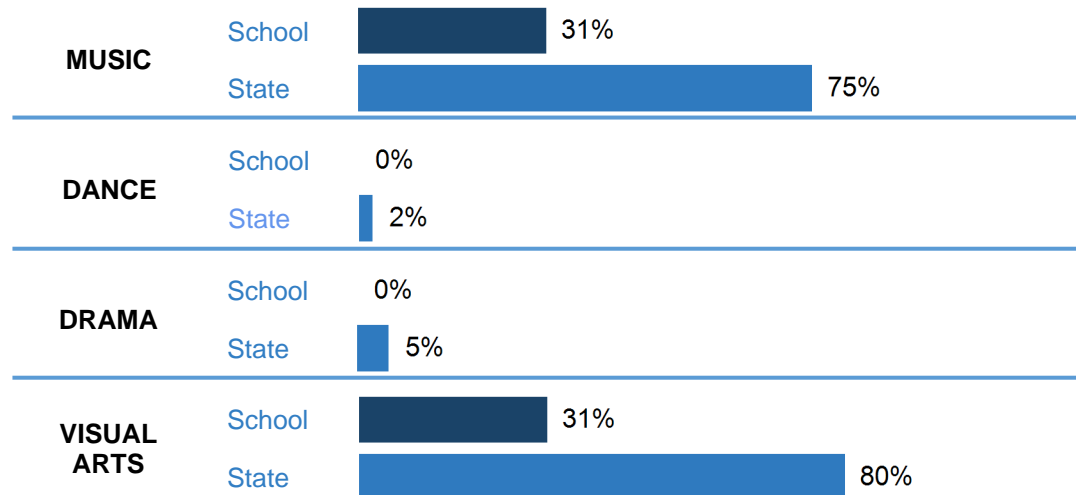


School



State

Students enrolled in one or more classes by discipline:





Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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

Chronic Absenteeism

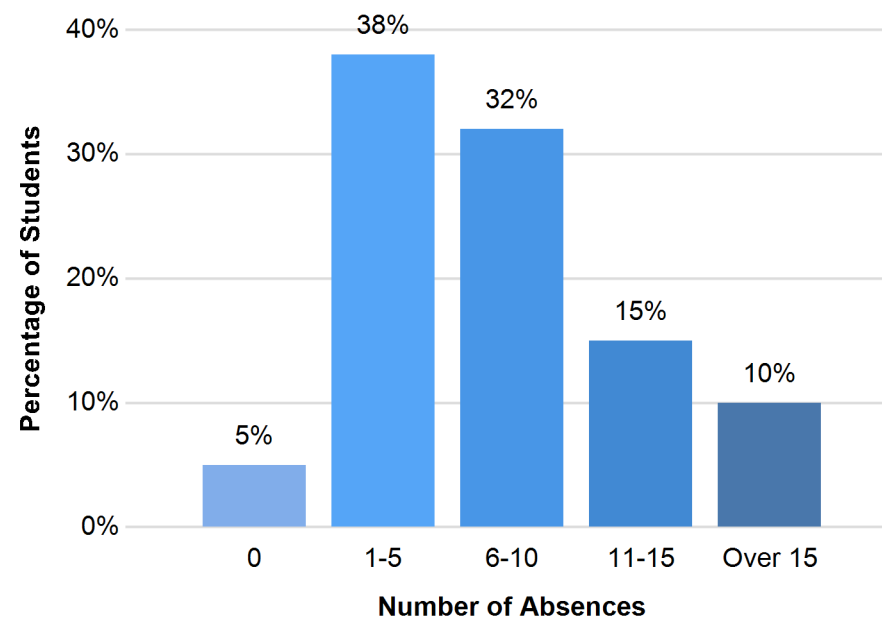
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.50	8.30	Met Target
White	6.40	8.30	Met Target
Hispanic	6.90	8.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.30	8.30	Not Met
Students with Disabilities	12.90	8.30	Not Met
English Learners	N	**	**

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

Days Absent

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



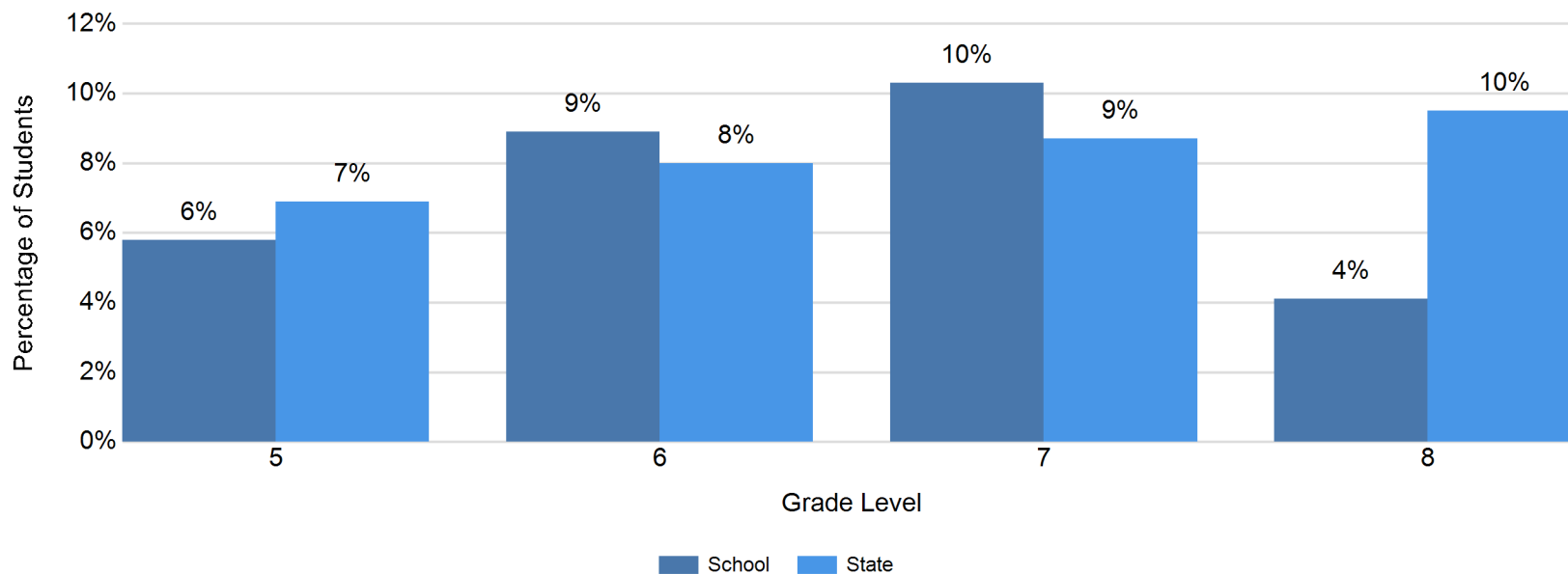


Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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.





Little Falls Township Public School # 1
2016-2017

Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.29

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	1.8%
Out-of-School Suspensions	2.1%
Any Suspension	3.9%

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



Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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	338.6 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)	\$440	\$14,768	\$15,208



Little Falls Township Public School # 1
2016-2017

Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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	44	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,506
Average years experience in public schools	1.3	15.9
Average years experience in district	1.3	11.6
Administrators in district for 4 or more years	17%	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	10:1
Administrators	194:1	148:1
Librarian/Media Specialists		N
Nurses		295:1
Counselors		443:1
Child Study Team		295:1



Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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)

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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	88%	89%
2015-16 Administrators: Same district 2016-17	80%	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%



Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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	90.1	17.5%
Mathematics Proficiency	73.5	17.5%
English Language Arts Growth	84.9	25.0%
Mathematics Growth	59.1	25.0%
Chronic Absenteeism	42.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		71.0
Summative Rating: Percentile rank of Summative Score		81.3
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.



Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 1
 32 STEVENS AVENUE
 LITTLE FALLS, NJ 07424-1082

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	71.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
White	64.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	81.5	11.9	No	Met Target†	Not Met	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	72.3	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	77.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Little Falls Township Public School # 1
2016-2017
Grade Span 05-08



31-2700-050
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 1
 32 STEVENS AVENUE
 LITTLE FALLS, NJ 07424-1082

School General Info

Principal:	Mr. Ligus	Email Address:	pligus@lfschools.org
Address:	LITTLE FALLS SCHOOL # 1 32 STEVENS AVENUE LITTLE FALLS, NJ 07424-1082	Website:	https://www.lfschools.org
Phone:	(973)256-1033	Twitter:	https://twitter.com/LFSchool1

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology will be part of every school day in every classroom with student use of 1:1 personal Chromebooks. • Student achievement will now be tracked from grade level to grade level through the use of Linkit. • Teachers will utilize the Atlas Program to make available the scope and sequence of curriculum material.
 Mission, Vision, Theme:	<p>The mission of the Little Falls School District is to work collaboratively with the community and caregivers to motivate each student to reach his/her individual potential through meaningful programs, outstanding teaching, and 21st Century experiences in order to lead us responsibly into the future.</p>



Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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Courses, Curriculum,
Instruction:

The 1:1 Chromebook Initiative was established to support student achievement in both the Core Subjects as well as the Elective Courses. Student schedules include 10 ELA, 7 Math and 6 Science instructional periods per week. Elective Courses include Public Speaking, Creative Writing, Book Club, Fitness for Life, Studio Art, Photography, Personal Finance, Makerspace, STEAM, Current Topics and Math and Language Arts Labs.




Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

School Narrative

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 <div>Parent and Community Involvement:</div>	To promote a paperless environment, student schedules, progress reports and report cards will be available in the Parent Portal. School No. 1 is supported by both a PTSA and an Educational Foundation in fundraising that promotes academic initiatives. The PTSA sponsors Spirit Day which promotes teamwork and school spirit.
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Little Falls Township Public School # 1
2016-2017
Grade Span 05-08

31-2700-050
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 1
32 STEVENS AVENUE
LITTLE FALLS, NJ 07424-1082

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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>New signage, shrubbery and flowers have been provided to upgrade the exterior of School 1. The interior has received a new paint job in the hallways and doorways. An industrial sized fan has been installed in the All Purpose Room to improve the air quality and circulation.</p>
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Little Falls Township Public School # 2
2016-2017


Grade Span PK-02

31-2700-060
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 2
78 LONG HILL ROAD
LITTLE FALLS, NJ 07424-1082

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



**Little Falls Township Public School # 2
2016-2017**

Grade Span PK-02

31-2700-060
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 2
78 LONG HILL ROAD
LITTLE FALLS, NJ 07424-1082

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.



**Little Falls Township Public School # 2
2016-2017**

Grade Span PK-02

31-2700-060
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 2
78 LONG HILL ROAD
LITTLE FALLS, NJ 07424-1082

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	21	23
KG	79	86	81
1	88	79	89
2	91	86	80
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	33	42	37
Total	291	314	310

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	11	20	23
PK - Full Day	1	1	0
KG - Half Day	0	0	0
KG - Full Day	82	86	81

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	43%	44%	42%
Male	57%	56%	58%
Economically Disadvantaged Students	13%	24%	24%
Students with Disabilities	20%	22%	23%
English Learners	2%	2%	1%
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	69.4%
Hispanic	22.3%
Asian	3.5%
American Indian or Alaska Native	0.6%
Black or African American	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.5%

Enrollment by Home Language

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

Home Language	% of Students
English	91.9%
Spanish	4.8%
Arabic	1.0%
Other	2.1%



Little Falls Township Public School # 2
2016-2017

Grade Span PK-02

31-2700-060
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 2
78 LONG HILL ROAD
LITTLE FALLS, NJ 07424-1082

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

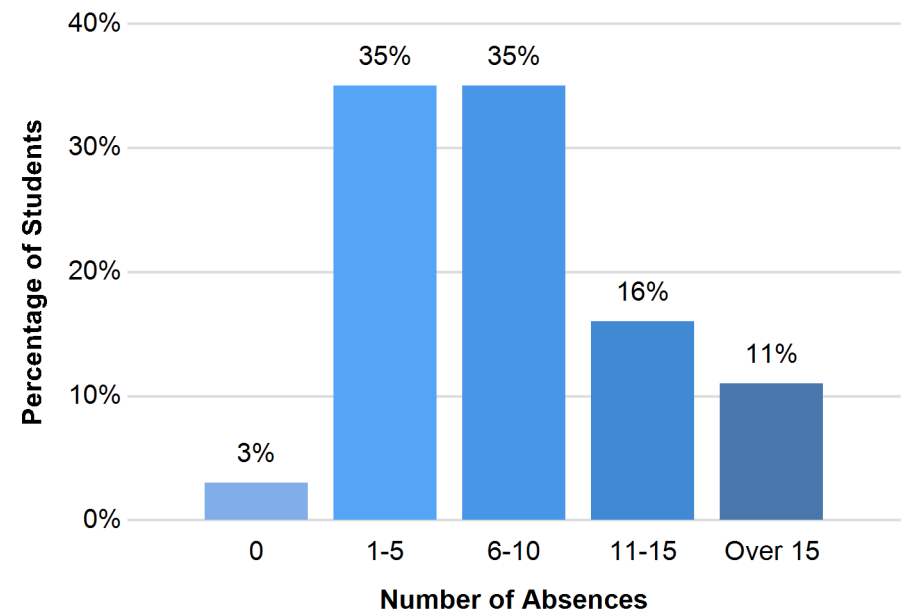
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	9.80	Met Target
White	5.80	9.80	Met Target
Hispanic	8.20	9.80	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	9.80	Not Met
Students with Disabilities	13.20	9.80	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.





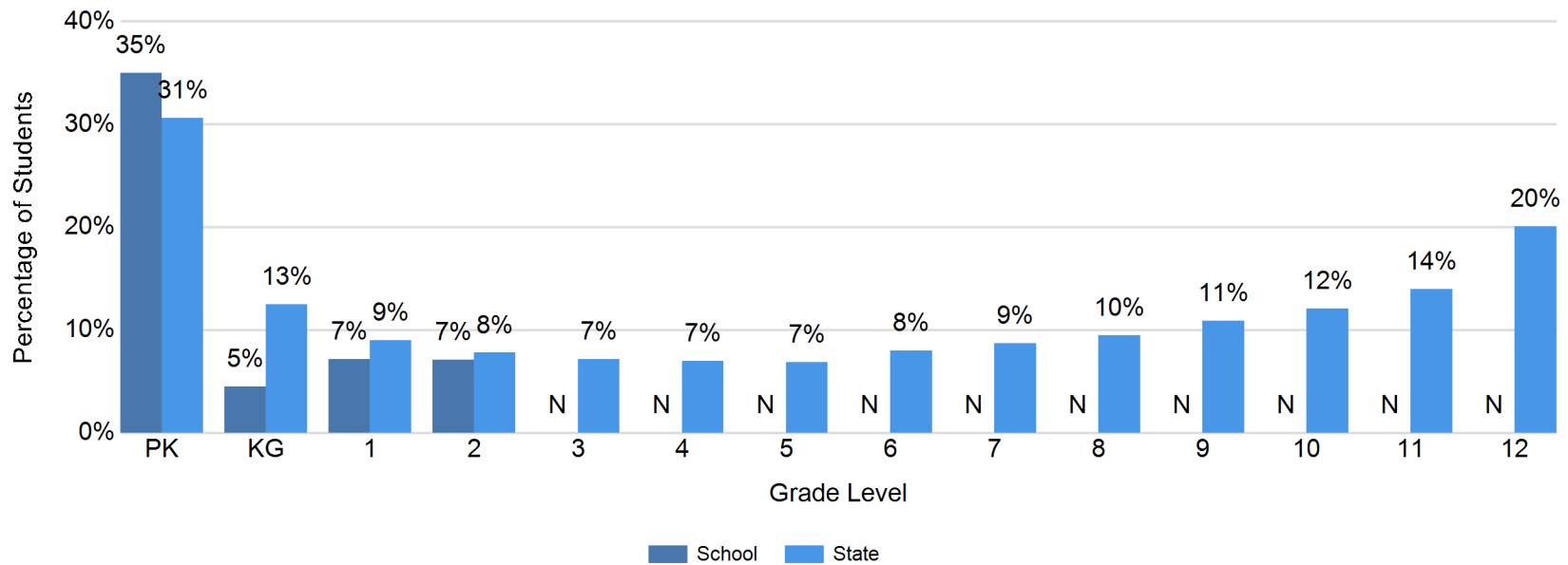
**Little Falls Township Public School # 2
2016-2017**

Grade Span PK-02

31-2700-060
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 2
78 LONG HILL ROAD
LITTLE FALLS, NJ 07424-1082

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.





Little Falls Township Public School # 2
2016-2017

Grade Span PK-02

31-2700-060
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 2
 78 LONG HILL ROAD
 LITTLE FALLS, NJ 07424-1082

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. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	2
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.29

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	0.0%
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



Little Falls Township Public School # 2
2016-2017

Grade Span PK-02

31-2700-060
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 2
 78 LONG HILL ROAD
 LITTLE FALLS, NJ 07424-1082

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)	\$440	\$14,768	\$15,208



Little Falls Township Public School # 2
2016-2017

Grade Span PK-02

31-2700-060
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 2
 78 LONG HILL ROAD
 LITTLE FALLS, NJ 07424-1082

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	9.0	11.8
Average years experience in district	9.0	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	6	9,506
Average years experience in public schools	1.3	15.9
Average years experience in district	1.3	11.6
Administrators in district for 4 or more years	17%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	10:1
Administrators	310:1	148:1
Librarian/Media Specialists		N
Nurses		295:1
Counselors		443:1
Child Study Team		295:1



Little Falls Township Public School # 2
2016-2017

Grade Span PK-02

31-2700-060
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 2
78 LONG HILL ROAD
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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	88%	89%
2015-16 Administrators: Same district 2016-17	80%	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%



Little Falls Township Public School # 2
2016-2017

Grade Span PK-02



31-2700-060
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 2
 78 LONG HILL ROAD
 LITTLE FALLS, NJ 07424-1082

School General Info

Principal:	Mrs. Castaldo	Email Address:	jcastaldo@lfschools.org
Address:	LITTLE FALLS SCHOOL # 2 78 LONG HILL ROAD LITTLE FALLS, NJ 07424-1082	Website:	https://www.lfschools.org
Phone:	(973)256-1386	Twitter:	https://twitter.com/LFSchool2

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • 1:1 Ipad initiative, implementation of STEAM program , Grade 2 Genius Hour, Link It Data Locker to analyze data • Outdoor Classroom and a virtual science program- Mystery Science that is aligned to NGSS/NJSLS has been implemented • Addition of Literacy Coach/ Reading Specialist, addition of a part-time school counselor
 Mission, Vision, Theme:	<p>The mission of the Little Falls School District is to work collaboratively with the community and caregivers to motivate each student to reach his/her individual potential through meaningful programs, outstanding teaching, and 21st Century experiences in order to lead us responsibly into the future.</p>



Little Falls Township Public School # 2
2016-2017

Grade Span PK-02

31-2700-060
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 2
78 LONG HILL ROAD
LITTLE FALLS, NJ 07424-1082

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:

Atlas, a virtual database is being used to house curriculum. An Orton-Gillingham based program, Phonics first, is being implemented in grades K-2. This multi-sensory program is being used with the MONDO Literacy Program to create a balanced approach. Mystery Science, a virtual program that is aligned to the NGSS/NJSLS has been instituted in all grades. Math in Focus is being used in grades K-2.



Little Falls Township Public School # 2
2016-2017

Grade Span PK-02

31-2700-060
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 2
78 LONG HILL ROAD
LITTLE FALLS, NJ 07424-1082

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.



Parent and Community Involvement:

School No. 2 PTA is active in fundraising and supporting educational initiatives of the schools. The Little Education Foundation supports our district and students with innovative projects and grants. Little Falls utilizes a virtual monthly newsletter, SMORES. The newsletter provides district highlights as well as individual school highlights. Each teacher/department has their own website. Many of our teachers utilize virtual apps to communicate throughout the school day with parents.



Little Falls Township Public School # 2
2016-2017

Grade Span PK-02

31-2700-060
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 2
78 LONG HILL ROAD
LITTLE FALLS, NJ 07424-1082

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.



Facilities:

Our school has instituted a secure entrance for visitors. All visitors must have their license swiped before entering the building. Our hallways have been freshly painted and our exterior has been powerwashed. We have installed a new industrial size fan in our all purpose room. A beautiful garden/classroom adds to our outdoor decor. A rock garden that symbolizes individuality as well as student artwork is placed at our front entrance.




Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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.



Little Falls Township Public School # 3
2016-2017

Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAIN STREET
LITTLE FALLS, NJ 07424-1082

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
3	80	97	85
4	85	81	100
Ungraded	9	6	4
Total	174	184	189

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	53%	51%	51%
Male	47%	49%	49%
Economically Disadvantaged Students	20%	24%	22%
Students with Disabilities	18%	23%	21%
English Learners	2%	3%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	73.5%
Hispanic	15.9%
Asian	3.7%
Native Hawaiian or Pacific Islander	3.2%
Black or African American	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	3.2%

Enrollment by Home Language

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

Home Language	% of Students
English	93.7%
Arabic	2.1%
Chinese	1.6%
Spanish	1.1%
Other	1.5%



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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	181	100.0	74.10	76.20	54.90	74.1	77.6	Met Target†
White	135	100.0	71.10	76.40	63.90	71.1	80	Not Met
Hispanic	26	100.0	80.70	75.00	39.80	80.7	62.4	Met Goal
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	92.30	82.20	80.70	92.3	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	93	100.0	81.70	83.20	62.20	81.7		
Male	88	100.0	65.90	69.00	48.10	65.9		
Economically Disadvantaged Students	33	100.0	63.60	61.20	36.20	63.6	64	Met Target†
Non-Economically Disadvantaged Students	148	100.0	76.40	80.00	65.80	76.4		
Students with Disabilities	36	100.0	41.60	46.20	20.50	41.6	55.1	Met Target†
Students without Disabilities	145	100.0	82.00	84.40	61.90	82		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 3
 560 MAIN STREET
 LITTLE FALLS, NJ 07424-1082

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	88	772	772	749	*	*	22%	49%	19%	68%	50%
White	66	769	769	759	*	*	23%	50%	15%	65%	61%
Hispanic	14	776	776	734	0%	0%	*	71%	*	86%	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	43	783	783	754	*	*	*	49%	*	79%	55%
Male	45	761	761	745	*	*	*	49%	*	58%	46%
Economically Disadvantaged Students	17	764	764	731	*	*	*	*	*	59%	31%
Non-Economically Disadvantaged Students	71	774	774	762	*	*	*	*	*	70%	63%
Students with Disabilities	17	737	737	720	*	*	*	*	0%	24%	24%
Students without Disabilities	71	780	780	755	*	*	*	*	24%	79%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	88	772	772	752	*	*	22%	49%	19%	68%	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%



Little Falls Township Public School # 3
2016-2017

Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAIN STREET
LITTLE FALLS, NJ 07424-1082

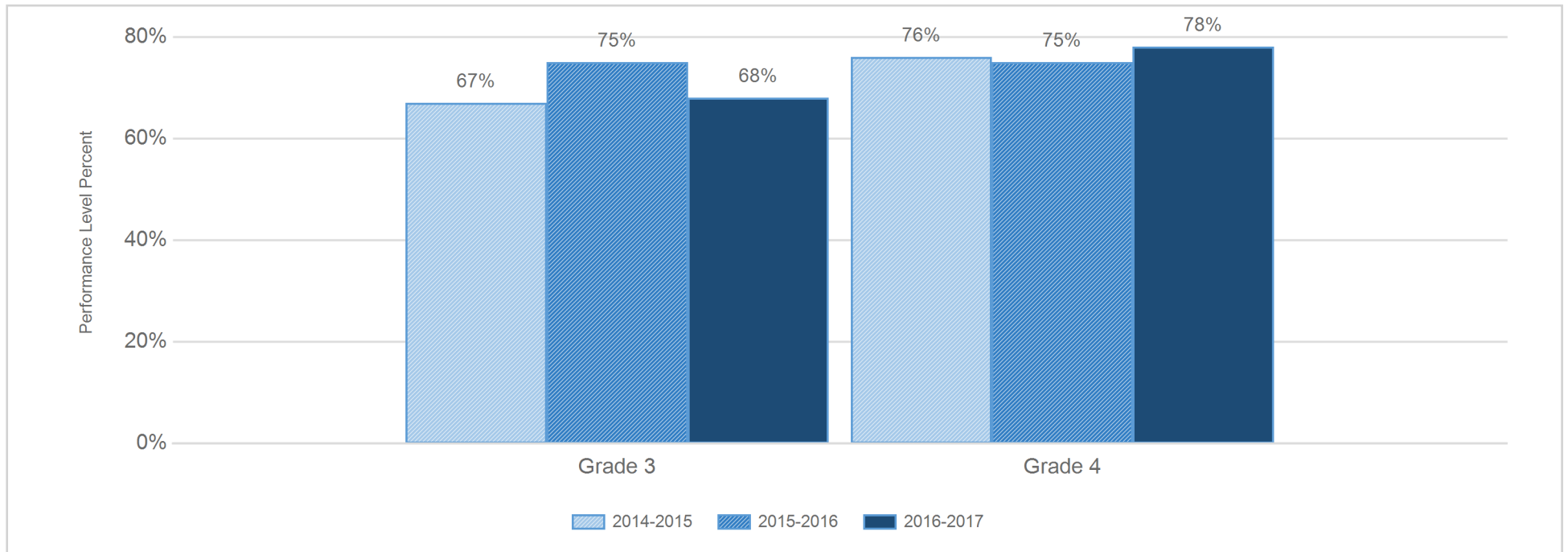
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	100	772	772	753	*	*	16%	46%	32%	78%	56%
White	73	770	770	762	*	*	16%	44%	32%	75%	67%
Hispanic	15	772	772	740	0%	0%	*	*	*	73%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	52	779	779	758	*	*	*	46%	37%	83%	61%
Male	48	764	764	749	*	*	*	46%	27%	73%	51%
Economically Disadvantaged Students	20	758	758	737	*	*	*	50%	*	65%	36%
Non-Economically Disadvantaged Students	80	776	776	764	*	*	*	45%	*	81%	69%
Students with Disabilities	21	751	751	725	*	*	*	*	*	57%	25%
Students without Disabilities	79	778	778	759	*	*	*	*	*	84%	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%

English Language Arts/Literacy Assessment - Performance Trends

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





Little Falls Township Public School # 3
2016-2017

Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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	181	100.0	74.50	64.60	43.50	74.5	70.9	Met Target
White	135	100.0	72.60	64.50	52.40	72.6	72.2	Met Target
Hispanic	26	100.0	80.80	57.90	27.60	80.8	51.5	Met Goal
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	84.60	86.20	75.60	84.6	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	93	100.0	78.50	66.10	44.10	78.5		
Male	88	100.0	70.50	63.00	42.90	70.5		
Economically Disadvantaged Students	33	100.0	60.60	52.70	25.10	60.6	59	Met Target
Non-Economically Disadvantaged Students	148	100.0	77.70	67.50	54.30	77.7		
Students with Disabilities	36	100.0	50.00	36.50	16.50	50	50.3	Met Target†
Students without Disabilities	145	100.0	80.70	72.30	48.80	80.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Little Falls Township Public School # 3
2016-2017

Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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	88	771	771	751	*	*	22%	47%	27%	74%	53%
White	66	769	769	759	*	*	24%	47%	24%	71%	63%
Hispanic	14	769	769	738	0%	*	*	*	*	86%	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	43	771	771	751	*	*	*	42%	33%	74%	52%
Male	45	770	770	751	*	*	*	51%	22%	73%	53%
Economically Disadvantaged Students	17	765	765	736	*	*	*	*	*	59%	34%
Non-Economically Disadvantaged Students	71	772	772	761	*	*	*	*	*	78%	65%
Students with Disabilities	17	756	756	729	*	*	*	*	*	53%	29%
Students without Disabilities	71	774	774	755	*	*	*	*	*	79%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	88	771	771	753	*	*	22%	47%	27%	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%



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAIN STREET
LITTLE FALLS, NJ 07424-1082

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	101	766	766	747	*	*	21%	59%	14%	73%	47%
White	73	767	767	755	*	*	22%	60%	14%	74%	59%
Hispanic	16	754	754	734	*	*	*	*	*	63%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	52	771	771	747	*	*	*	65%	*	81%	47%
Male	49	761	761	747	*	*	*	53%	*	65%	48%
Economically Disadvantaged Students	20	754	754	732	*	*	*	55%	*	60%	27%
Non-Economically Disadvantaged Students	81	769	769	757	*	*	*	61%	*	77%	61%
Students with Disabilities	21	753	753	724	*	*	*	*	*	52%	22%
Students without Disabilities	80	769	769	751	*	*	*	*	*	79%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

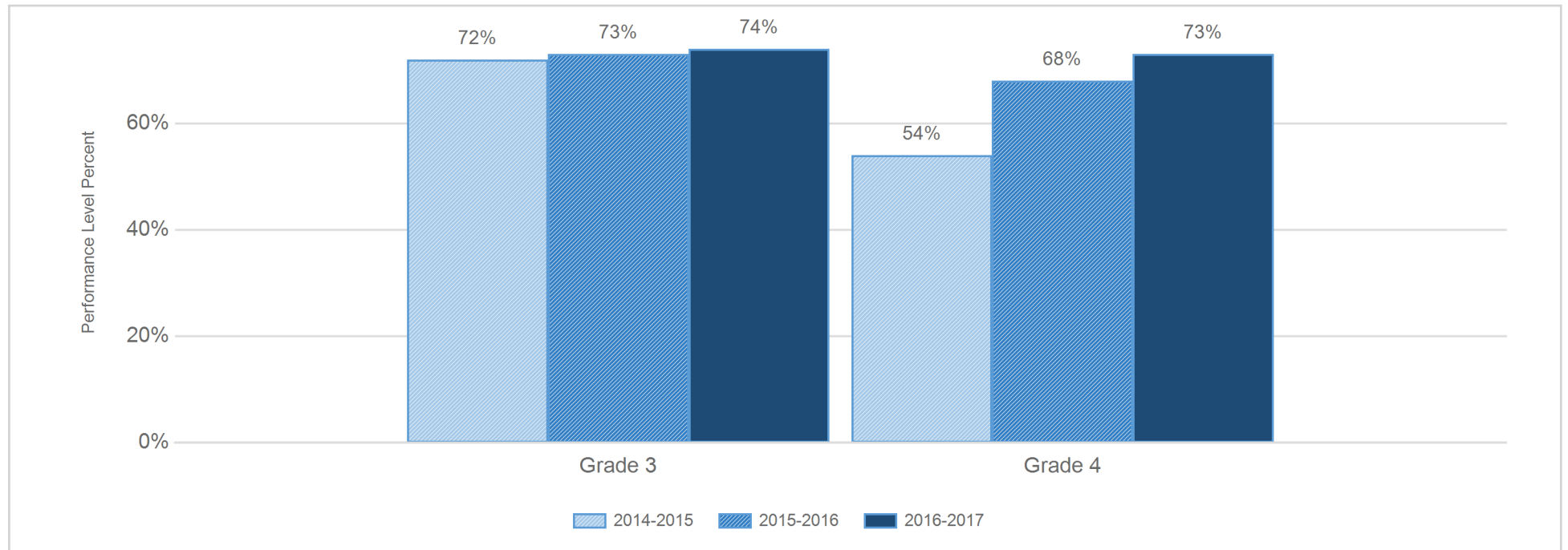


Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

Mathematics Assessment – Performance Trends

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





Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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

English Language Proficiency Test - Participation and Performance

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

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



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 3
 560 MAINSTREET
 LITTLE FALLS, NJ 07424-1082

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.

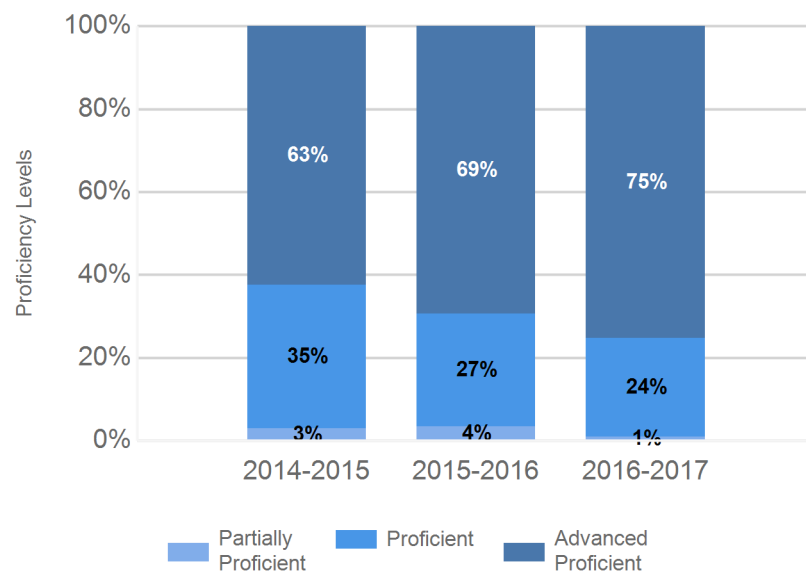
NJASK Science Assessment Performance: Grade 4

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	75%	24%	1%
White	77%	22%	1%
Hispanic	56%	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	60%	40%	N
Students with Disabilities	67%	29%	5%
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.





Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAIN STREET
LITTLE FALLS, NJ 07424-1082

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	59	50	Met Target	55.5	51	50	Met Target
White	35	58.5	50	Not Met	46	50.5	52	Met Target
Hispanic	70.5	61	49	**	73.5	68.5	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	76.5	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	62	55	47	**	47.5	49.5	46	**
Students with Disabilities	39	57.5	41	Not Met	48.5	50	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



Little Falls Township Public School # 3
2016-2017

Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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

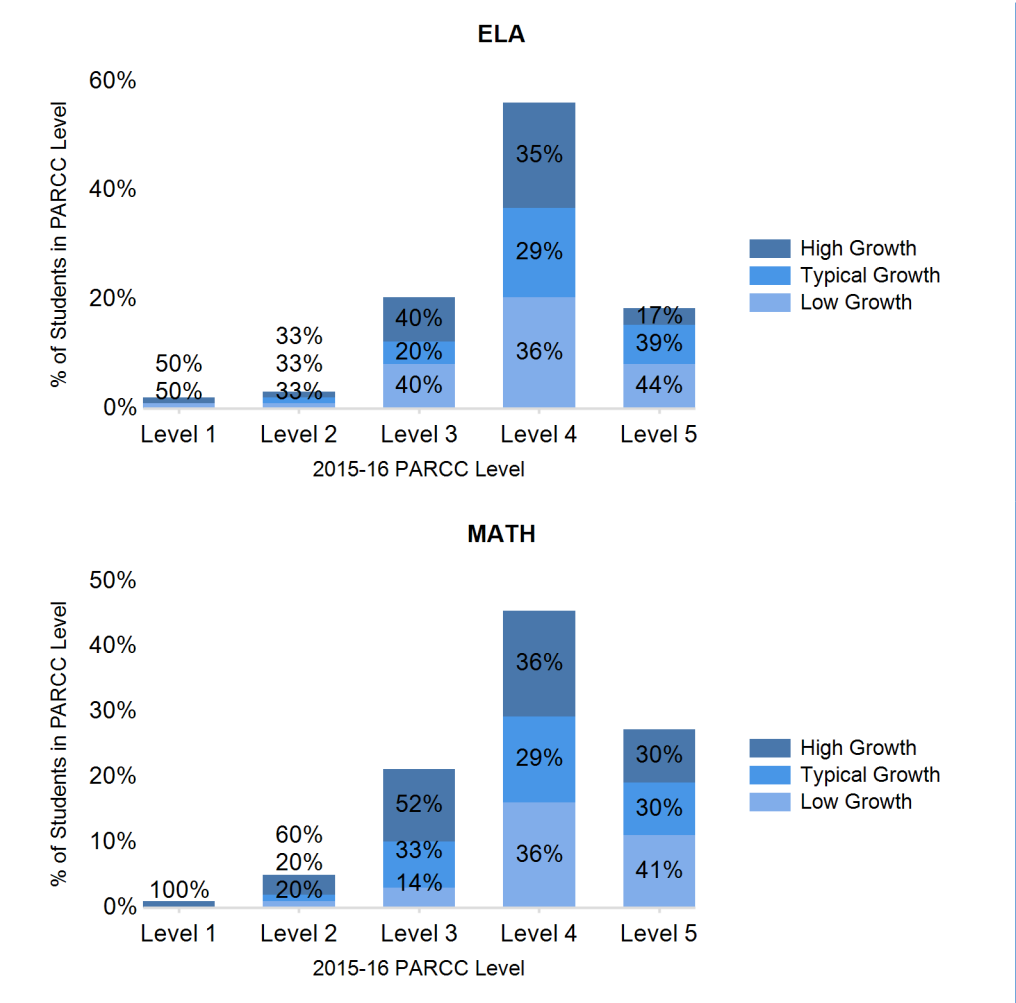
Low Growth: Less than 35

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High Growth: Greater than 65

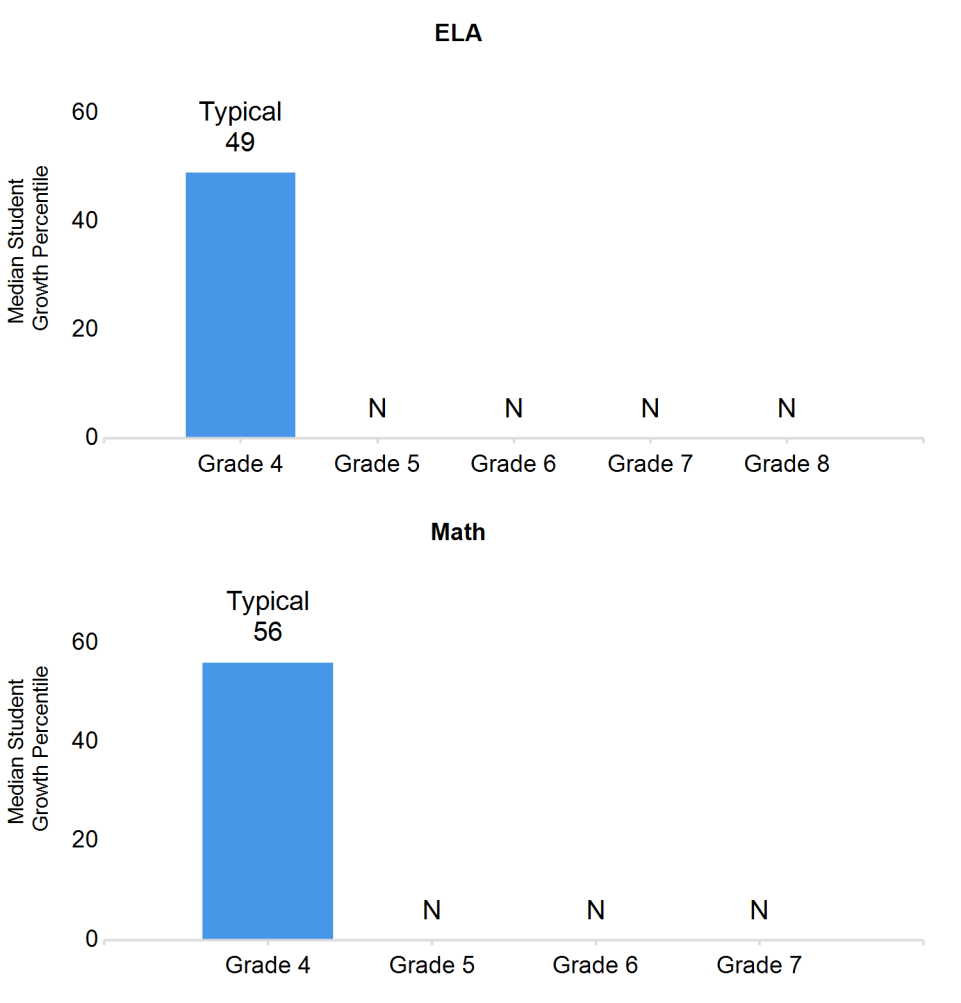
Student Growth by Performance Level

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.





Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAIN STREET
LITTLE FALLS, NJ 07424-1082

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

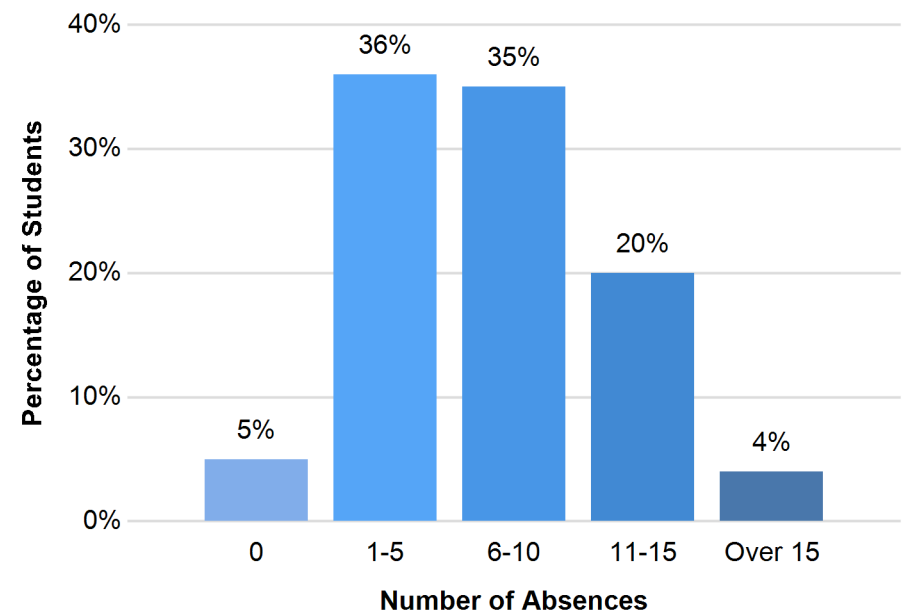
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.10	7.10	Met Target
White	1.40	7.10	Met Target
Hispanic	0	7.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	0	7.10	Met Target
Students with Disabilities	2.50	7.10	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.



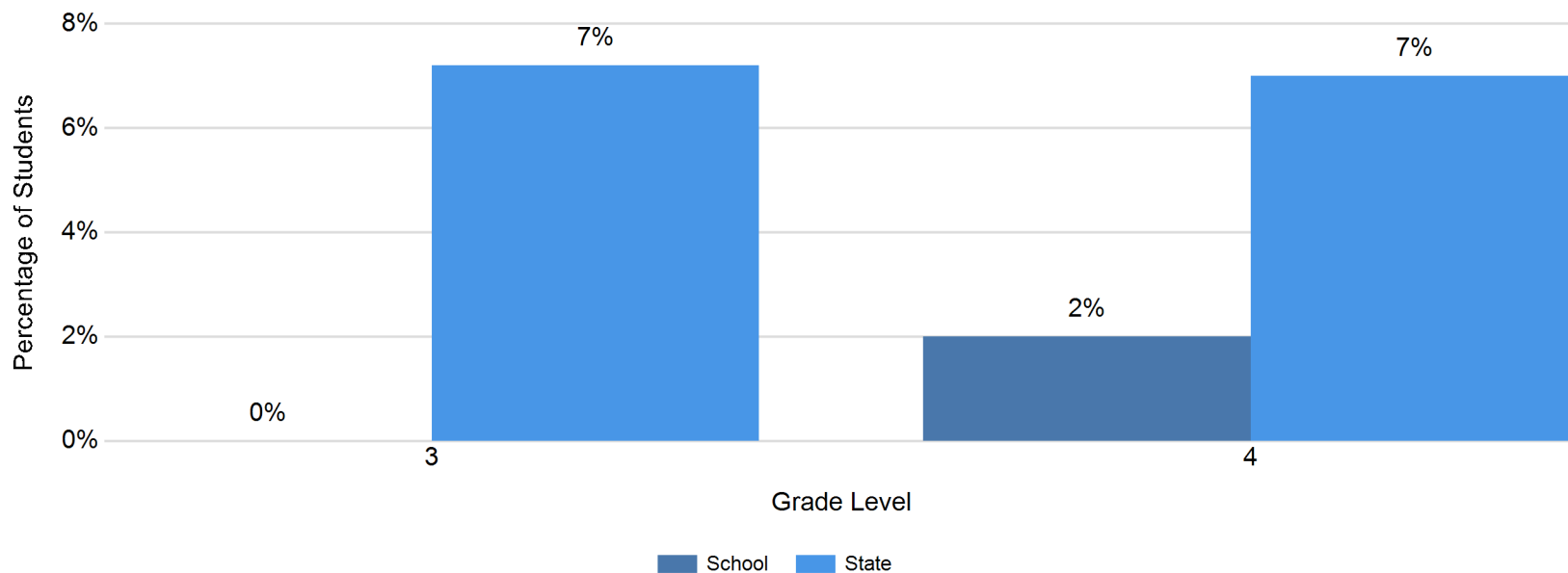


Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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.





Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAIN STREET
LITTLE FALLS, NJ 07424-1082

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. 51 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	1.06

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



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 3
 560 MAINSTREET
 LITTLE FALLS, NJ 07424-1082

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	338.6 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)	\$440	\$14,768	\$15,208



Little Falls Township Public School # 3
2016-2017

Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAIN STREET
LITTLE FALLS, NJ 07424-1082

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	17	120,724
Average years experience in public schools	6.2	11.8
Average years experience in district	6.2	10.5
Teachers in district for 4 or more years	65%	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	6	9,506
Average years experience in public schools	1.3	15.9
Average years experience in district	1.3	11.6
Administrators in district for 4 or more years	17%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	10:1
Administrators	63:1	148:1
Librarian/Media Specialists		N
Nurses		295:1
Counselors		443:1
Child Study Team		295:1



Little Falls Township Public School # 3

2016-2017

Grade Span 03-04

31-2700-070

PASSAIC

LITTLE FALLS TWP

LITTLE FALLS SCHOOL # 3

560 MAIN STREET

LITTLE FALLS, NJ 07424-1082

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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.

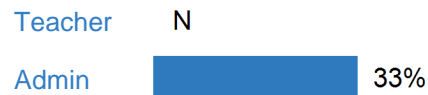
Bachelor's Degree



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	88%	89%
2015-16 Administrators: Same district 2016-17	80%	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%



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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	87.5	17.5%
Mathematics Proficiency	97.5	17.5%
English Language Arts Growth	22.9	25.0%
Mathematics Growth	56.2	25.0%
Chronic Absenteeism	99.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.1
Summative Rating: Percentile rank of Summative Score		76.2
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.



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 3
 560 MAINSTREET
 LITTLE FALLS, NJ 07424-1082

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	67.1	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
White	50.0	11.9	No	Not Met	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Students with Disabilities	73.5	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04



31-2700-070
 PASSAIC
 LITTLE FALLS TWP
 LITTLE FALLS SCHOOL # 3
 560 MAINSTREET
 LITTLE FALLS, NJ 07424-1082

School General Info

Principal:	Mrs. Dilkes	Email Address:	ndilkes@lfschools.org
Address:	LITTLE FALLS SCHOOL # 3 560 MAINSTREET LITTLE FALLS, NJ 07424-1082	Website:	http://lfschools.us/lfs/School3/
Phone:	(973)256-1034	Twitter:	https://twitter.com/LFSchool3

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Departmentalized teachers utilizing technology to track achievement data through LinkIt and online benchmarks. • Full STEAM, Maker Space, Garden, and Outdoor classroom • Enrichment clubs featuring Fitness, Coding, Maker Space, and Art.
 Mission, Vision, Theme:	<p>The mission of the Little Falls School District is to work collaboratively with the community and caregivers to motivate each student to reach his/her individual potential through meaningful programs, outstanding teaching, and 21st Century experiences in order to lead us responsibly into the future.</p>




Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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 Courses, Curriculum, Instruction:	Curriculum maps & pacing guides are uploaded onto Atlas by Rubicon. Our balanced literacy program blends the use of novel studies with Mondo Literacy Program and includes Social Studies concepts woven into rich reading and writing. We support the use of Orton Gillingham phonics strategies. Math in Focus is utilized in all grades. Our Science instruction is supported by TCI and is aligned to the NJSLS. We utilize a Standards Based Report Card that is viewable online to parents.
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Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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Parent and Community Involvement:

School 2/3 PTA is active in fundraising and supporting programming and educational initiatives of the schools. The Little Falls Education Foundation supports our district and students with innovative projects and grants to further enrich our academic program. Little Falls uses a monthly virtual newsletter that is published numerous times a year that highlights school events. Teachers/departments maintain websites that are linked to our main site.



Little Falls Township Public School # 3
2016-2017
Grade Span 03-04

31-2700-070
PASSAIC
LITTLE FALLS TWP
LITTLE FALLS SCHOOL # 3
560 MAINSTREET
LITTLE FALLS, NJ 07424-1082

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Our school has a secure entryway for visitors, and we utilize a license swipe before anyone can gain access to our building. This summer, our gym, hallways and stairwells were freshly painted to reflect our school colors and pride. This year, we are celebrating the addition of a new garden and outdoor classroom as well as an industrial sized fan in our gym to cool down our large number crowds.</p>
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