



State of New Jersey
2015-2016

Grade Span 09-12

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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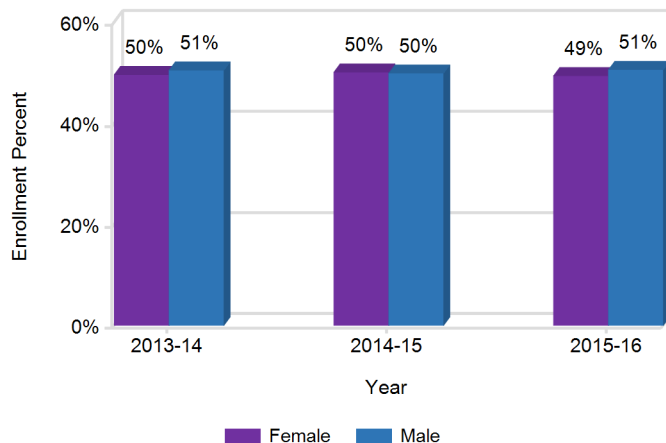
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

| | 2013-14 | 2014-15 | 2015-16 |
|--------------|-------------|-------------|-------------|
| Grade 09 | 322 | 337 | 338 |
| Grade 10 | 383 | 328 | 352 |
| Grade 11 | 368 | 378 | 333 |
| Grade 12 | 372 | 360 | 380 |
| UG | 48 | 62 | 45 |
| Total | 1493 | 1464 | 1448 |

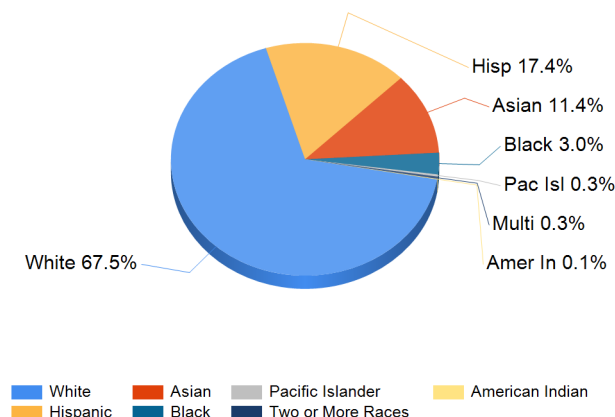
Enrollment by Gender

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



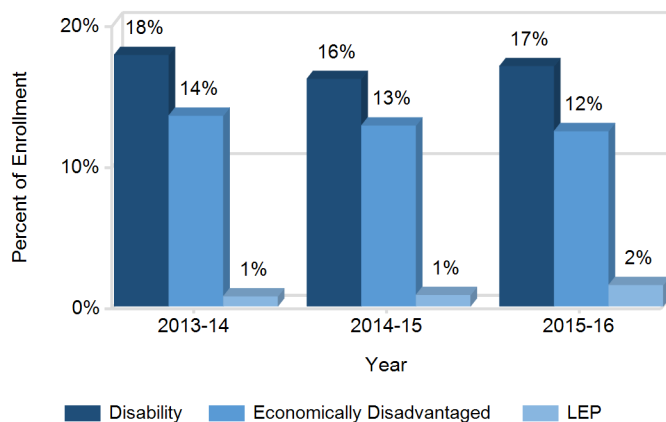
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

| 2015-2016 | Percent |
|-----------|---------|
| English | 67.0% |
| Russian | 8.9% |
| Spanish | 7.9% |
| Hebrew | 4.1% |
| Korean | 1.6% |
| Other | 10.4% |

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

| Academic Achievement | Schoolwide Performance | District Percentile | Statewide Percentile |
|---|------------------------|---------------------|----------------------|
| English Language Arts Literacy Met or Exceeded Expectations | 73% | S | 92 |
| Mathematics Met or Exceeded Expectations | 57% | S | 88 |

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

| SUBGROUP | English Language Arts/Literacy | | | | | Mathematics | | | | |
|-------------------------------------|--------------------------------|---------------------|----------------------|--------------------|-----------|--------------|---------------------|----------------------|--------------------|-----------|
| | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? |
| Schoolwide | 679 | 73% | 92 | 99% | ✓ | 642 | 57% | 88 | 99% | ✓ |
| White | 466 | 75% | 85 | 98% | ✓ | 437 | 60% | 83 | 98% | ✓ |
| African American | S | S | S | S | | S | S | S | S | |
| Hispanic | 126 | 61% | 93 | 100% | ✓ | 122 | 40% | 86 | 100% | ✓ |
| American Indian | S | S | S | S | | S | S | S | S | |
| Asian | 66 | 85% | 73 | 100% | ✓ | 63 | 73% | 63 | 100% | ✓ |
| Two or More Races | S | S | S | S | | S | S | S | S | |
| Students with Disability | 137 | 27% | 90 | 97% | ✓ | 124 | 17% | 86 | 96% | ✓ |
| English Learner Students | S | S | S | S | | S | S | S | S | |
| Economically Disadvantaged Students | 91 | 54% | 94 | 100% | ✓ | 88 | 38% | 89 | 100% | ✓ |



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Schoolwide | 348 | 770 | 770 | 746 | 2% | 8% | 17% | 44% | 29% | 73% | 49% |
| White | 222 | 773 | 773 | 754 | 2% | 5% | 18% | 41% | 33% | 74% | 58% |
| African American | S | S | S | 729 | S | S | S | S | S | S | 30% |
| Hispanic | 74 | 758 | 758 | 730 | 3% | 12% | 23% | 46% | 16% | 62% | 34% |
| Asian | 39 | 777 | 777 | 774 | N | 13% | 3% | 49% | 36% | 85% | 78% |
| American Indian | S | S | S | 734 | S | S | S | S | S | S | 40% |
| Two or More Races | S | S | S | 748 | S | S | S | S | S | S | 53% |
| Students with Disability | 74 | 735 | 735 | 713 | 8% | 28% | 37% | 26% | 1% | 27% | 12% |
| English Language Learners | S | S | S | 693 | S | S | S | S | S | S | 4% |
| Economically Disadvantaged Students | 57 | 749 | 749 | 729 | 5% | 21% | 23% | 42% | 9% | 51% | 31% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|------------|------------|------------|----------------------------|----------------------------------|
| Schoolwide | 357 | 773 | 773 | 740 | 6% | 5% | 16% | 42% | 31% | 73% | 44% |
| White | 255 | 774 | 774 | 747 | 6% | 5% | 15% | 43% | 31% | 74% | 50% |
| African American | S | S | S | 722 | S | S | S | S | S | S | 28% |
| Hispanic | 62 | 762 | 762 | 726 | 10% | 8% | 19% | 40% | 23% | 63% | 33% |
| Asian | 30 | 794 | 794 | 767 | N | N | 13% | 33% | 53% | 87% | 69% |
| American Indian | N | N | N | 729 | N | N | N | N | N | N | 35% |
| Two or More Races | S | S | S | 741 | S | S | S | S | S | S | 45% |
| Students with Disability | 60 | 725 | 725 | 702 | 30% | 20% | 23% | 22% | 5% | 27% | 11% |
| English Language Learners | S | S | S | 685 | S | S | S | S | S | S | 4% |
| Economically Disadvantaged Students | 38 | 759 | 759 | 723 | 11% | 5% | 26% | 40% | 18% | 58% | 30% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Schoolwide | 291 | 755 | 755 | 736 | 7% | 12% | 22% | 44% | 14% | 59% | 40% |
| White | 184 | 757 | 757 | 739 | 7% | 11% | 19% | 46% | 16% | 63% | 42% |
| African American | S | S | S | 728 | S | S | S | S | S | S | 30% |
| Hispanic | 63 | 746 | 746 | 732 | 5% | 16% | 32% | 43% | 5% | 48% | 37% |
| Asian | 32 | 759 | 759 | 753 | 9% | 6% | 25% | 41% | 19% | 59% | 58% |
| American Indian | N | N | N | 735 | N | N | N | N | N | N | 34% |
| Two or More Races | S | S | S | 736 | S | S | S | S | S | S | 39% |
| Students with Disability | 53 | 722 | 722 | 710 | 23% | 28% | 32% | 15% | 2% | 17% | 13% |
| English Language Learners | S | S | S | 702 | S | S | S | S | S | S | 8% |
| Economically Disadvantaged Students | 36 | 756 | 756 | 730 | 6% | 14% | 17% | 50% | 14% | 64% | 33% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations

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



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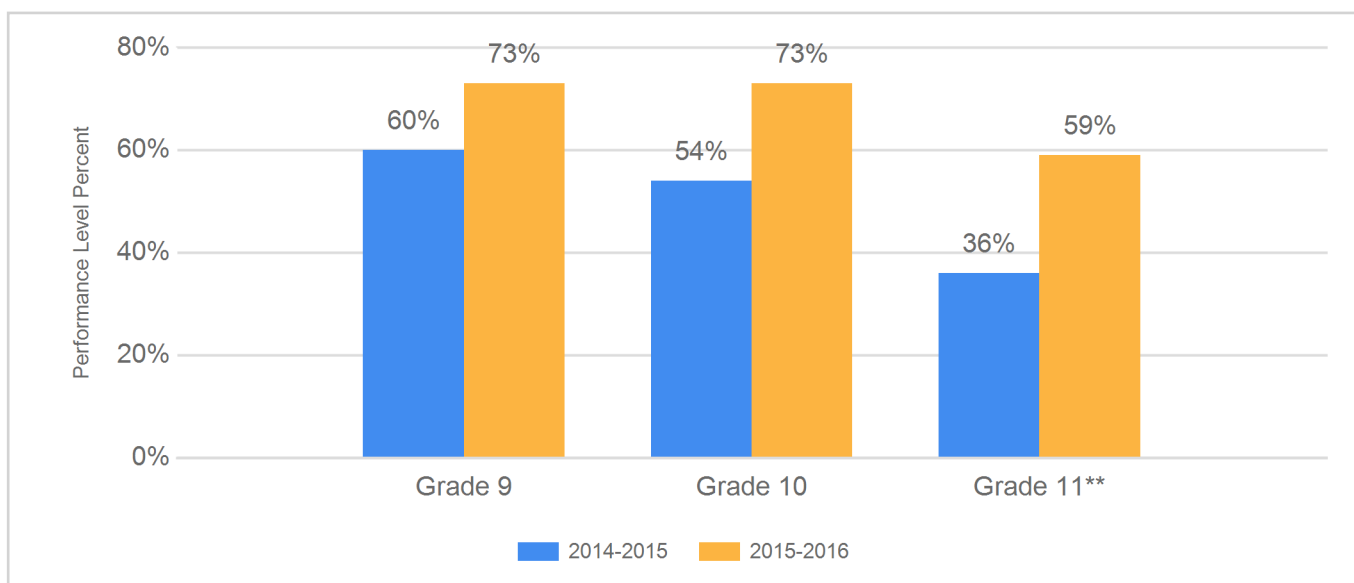
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|------------|------------|------------|-----------|----------------------------|----------------------------------|
| Schoolwide | 207 | 745 | 745 | 727 | 6% | 15% | 35% | 43% | 1% | 44% | 42% |
| White | 122 | 748 | 748 | 734 | 3% | 19% | 29% | 48% | 1% | 49% | 51% |
| African American | S | S | S | 717 | S | S | S | S | S | S | 20% |
| Hispanic | 62 | 739 | 739 | 720 | 13% | 5% | 50% | 32% | N | 32% | 25% |
| Asian | 14 | 746 | 746 | 746 | N | 21% | 21% | 57% | N | 57% | 76% |
| American Indian | S | S | S | 726 | S | S | S | S | S | S | 40% |
| Two or More Races | N | N | N | 727 | N | N | N | N | N | N | 47% |
| Students with Disability | 68 | 726 | 726 | 708 | 15% | 28% | 41% | 16% | N | 16% | 10% |
| English Language Learners | S | S | S | 707 | S | S | S | S | S | S | 9% |
| Economically Disadvantaged Students | 42 | 728 | 728 | 719 | 17% | 29% | 31% | 24% | N | 24% | 23% |

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|------------|------------|------------|------------|----------------------------|----------------------------------|
| Schoolwide | 345 | 752 | 752 | 730 | 4% | 15% | 25% | 41% | 15% | 57% | 27% |
| White | 246 | 754 | 754 | 736 | 5% | 12% | 23% | 44% | 17% | 60% | 34% |
| African American | S | S | S | 717 | S | S | S | S | S | S | 9% |
| Hispanic | 60 | 742 | 742 | 720 | N | 30% | 32% | 33% | 5% | 38% | 13% |
| Asian | S | S | S | 750 | S | S | S | S | S | S | 61% |
| American Indian | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Two or More Races | N | N | N | 730 | N | N | N | N | N | N | 28% |
| Students with Disability | 58 | 722 | 722 | 709 | 16% | 50% | 19% | 16% | N | 16% | 5% |
| English Language Learners | S | S | S | 710 | S | S | S | S | S | S | 6% |
| Economically Disadvantaged Students | 39 | 740 | 740 | 719 | 8% | 31% | 21% | 33% | 8% | 41% | 12% |

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|------------|------------|------------|------------|-----------|----------------------------|----------------------------------|
| Schoolwide | 301 | 730 | 730 | 722 | 22% | 21% | 22% | 35% | 0% | 35% | 27% |
| White | 187 | 733 | 733 | 728 | 20% | 19% | 24% | 37% | N | 37% | 31% |
| African American | S | S | S | 700 | S | S | S | S | S | S | 9% |
| Hispanic | 59 | 717 | 717 | 707 | 31% | 34% | 14% | 22% | N | 22% | 12% |
| Asian | 43 | 738 | 738 | 755 | 16% | 14% | 23% | 44% | 2% | 47% | 60% |
| American Indian | N | N | N | 714 | N | N | N | N | N | N | 16% |
| Two or More Races | S | S | S | 727 | S | S | S | S | S | S | 35% |
| Students with Disability | S | S | S | 690 | S | S | S | S | S | S | 5% |
| English Language Learners | S | S | S | 692 | S | S | S | S | S | S | 7% |
| Economically Disadvantaged Students | 37 | 729 | 729 | 705 | 22% | 22% | 27% | 30% | N | 30% | 11% |

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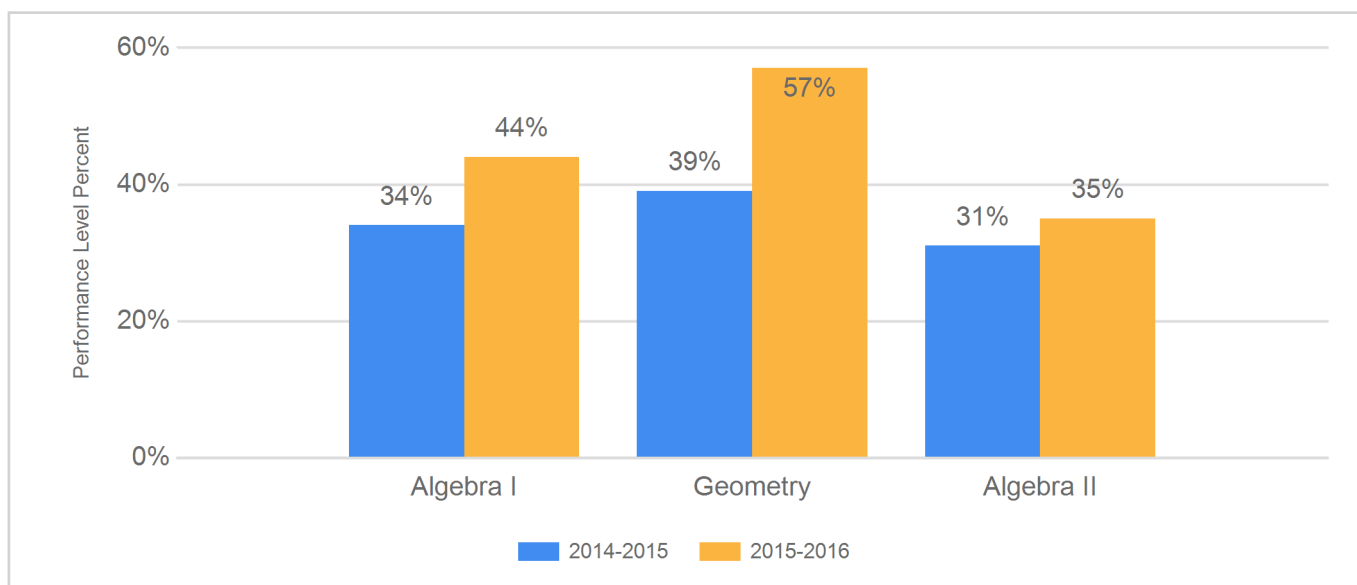
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

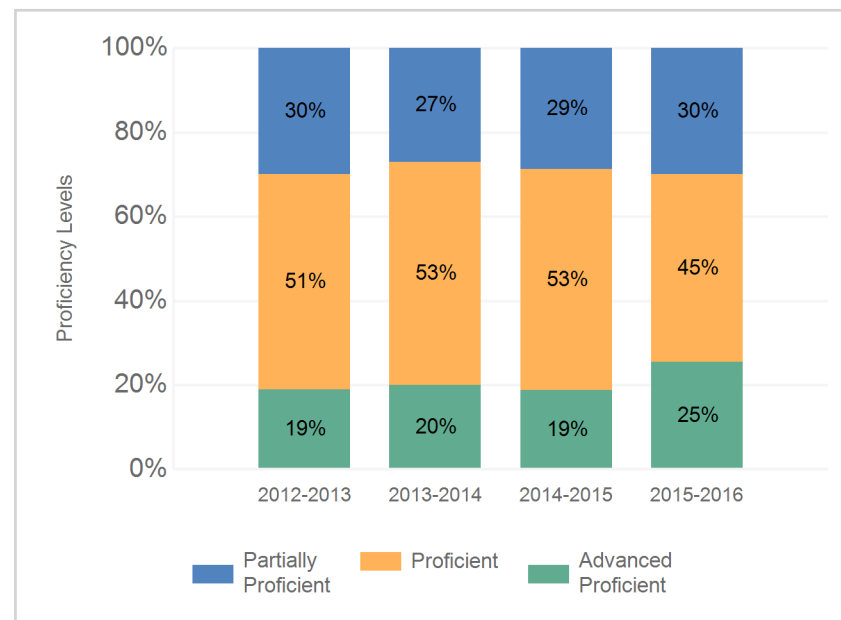
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

| | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Statewide | 16% | 41% | 43% |
| Schoolwide | 25% | 45% | 30% |
| White | 27% | 45% | 29% |
| African American | S | S | S |
| Hispanic | 14% | 40% | 46% |
| American Indian | N | N | N |
| Asian | 38% | 49% | 14% |
| Two or More Races | S | S | S |
| Students with Disability | 9% | 22% | 69% |
| English Language Learners | S | S | S |
| Economically Disadvantaged Students | 20% | 51% | 29% |

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

| College and Career Readiness Indicators | Schoolwide Participation | Statewide Participation |
|---|--------------------------|-------------------------|
| Percent of Students Participating in PSAT | 80.1% | 95.5% |
| Percent of Students Participating in SAT | 56.8% | 58.0% |
| Percent of Students Participating in ACT | 29.2% | 27.6% |

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

| 2015-16 | School Mean | State Mean |
|---------------------|-------------|------------|
| PSAT | 1029 | 950 |
| SAT | - | - |
| Reading and Writing | 573 | 537 |
| Math | 578 | 538 |
| ACT | - | - |
| Reading | 24 | 23 |
| English | 24 | 22 |
| Math | 25 | 23 |
| Science | 23 | 22 |

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

| 2015-16 | Benchmark | Schoolwide | Statewide |
|---------------------|-----------|------------|-----------|
| PSAT | N | N | N |
| SAT | - | - | - |
| Reading and Writing | 480 | 86% | 71% |
| Math | 530 | 63% | 53% |
| ACT | - | - | - |
| Reading | 22 | 61% | 58% |
| English | 18 | 85% | 74% |
| Math | 22 | 72% | 61% |
| Science | 23 | 54% | 49% |

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

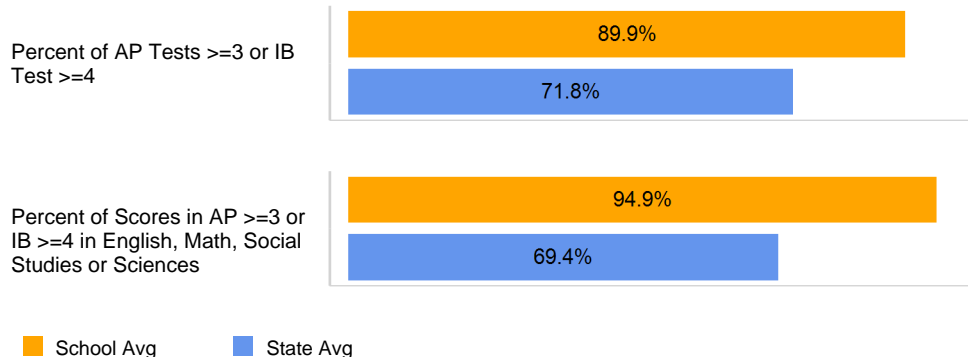
| 2015-16 | 75 Percentile | 50 Percentile | 25 Percentile |
|---------------------|---------------|---------------|---------------|
| PSAT | 1140 | 1020 | 910 |
| SAT | - | - | - |
| Reading and Writing | 640 | 570 | 510 |
| Math | 650 | 570 | 500 |
| ACT | - | - | - |
| Reading | 30 | 23 | 20 |
| English | 28 | 23 | 20 |
| Math | 28 | 25 | 20 |
| Science | 26 | 23 | 20 |

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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

| 2015-2016 Percent of Student Taking | School Participation | State Participation |
|---|----------------------|---------------------|
| One or More Course | 37.4% | 39.1% |
| One of More Test | 34.8% | 32.3% |
| At least One AP or IB Test in English, Math, Social Studies, or Science | 22.2% | 26.6% |
| Participating in Dual Enrollment | 82.5% | 15.4% |

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

| AP/IB Course | Students Enrolled | Students Tested |
|---|-------------------|-----------------|
| AP Art—History of Art | 18 | 17 |
| AP Biology | 52 | 51 |
| AP Calculus AB | 55 | 54 |
| AP Calculus BC | 18 | 18 |
| AP Chemistry | 16 | 16 |
| AP Chinese Language and Culture | 11 | 9 |
| AP Computer Science A | 25 | 23 |
| AP English Language and Composition | 47 | 46 |
| AP English Literature and Composition | 39 | 37 |
| AP French Language | 14 | 14 |
| AP German Language | 0 | 1 |
| AP Macroeconomics | 21 | 21 |
| AP Microeconomics | 0 | 21 |
| AP Music Theory | 7 | 5 |
| AP Physics 1 | 24 | 24 |
| AP Physics C: Electricity and Magnetism | 5 | 5 |
| AP Physics C: Mechanics | 0 | 5 |
| AP Psychology | 78 | 77 |
| AP Spanish Language | 13 | 15 |
| AP Statistics | 84 | 83 |
| AP Studio Art—Drawing Portfolio | 14 | 0 |
| AP Studio Art—General Portfolio | 0 | 14 |
| AP Studio Art—Three-Dimensional | 1 | 2 |
| AP Studio Art—Two-Dimensional | 10 | 9 |
| AP U.S. History | 51 | 35 |



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| AP/IB Course | Students Enrolled | Students Tested |
|---|-------------------|-----------------|
| AP World History | 17 | 17 |
| Student AP Tests ≥ 3 and IB Tests ≥ 4 | | 223 |



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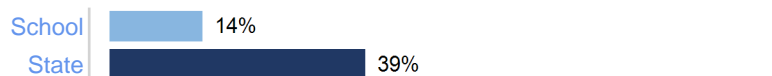
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



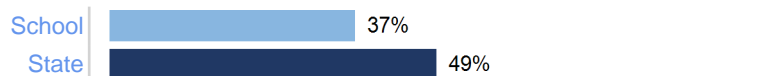
DRAMA



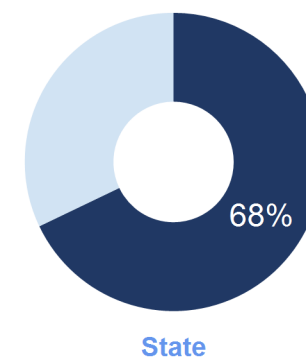
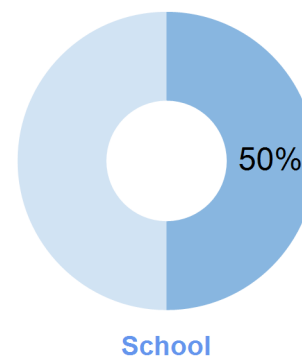
DANCE



VISUAL ARTS

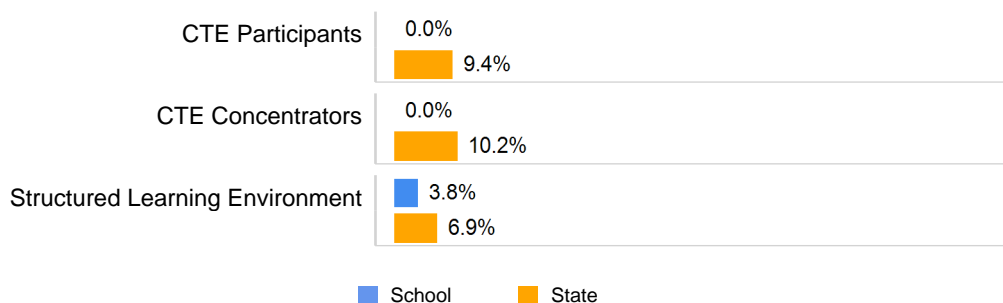


Any Visual and Performing Arts



Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



State of New Jersey
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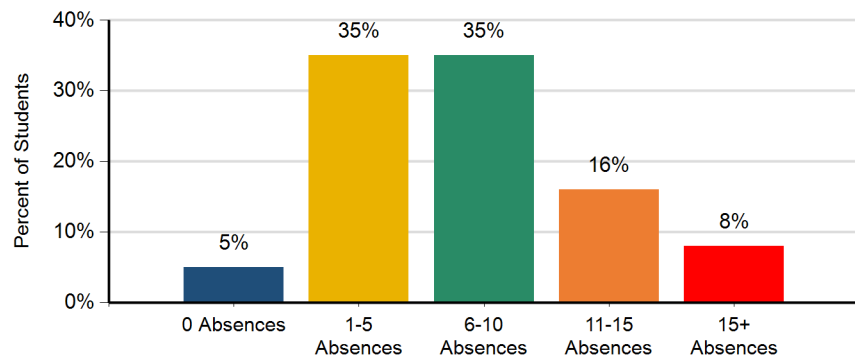
FAIR LAWN HIGH SCHOOL

14 00 BERDAN AVENUE

FAIR LAWN, NJ 07410

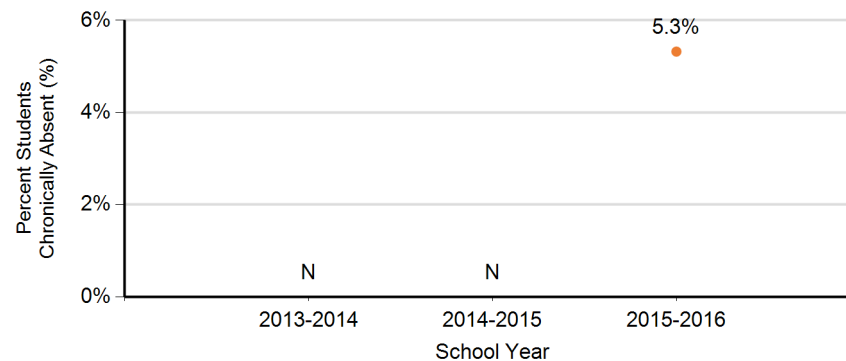
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

| | School Rate | Statewide Percentile | State Target |
|-------------------------------------|-------------|----------------------|--------------|
| Schoolwide | 96.7% | 81 | 81% |
| White | 97.5% | 73 | |
| African American | S | S | |
| Hispanic | 92% | 61 | |
| American Indian | N | N | |
| Asian | 98.2% | 33 | |
| Native Hawaiian | S | S | |
| Two or More Races | S | S | |
| Students with Disability | 91.7% | 78 | |
| English Language Learners | S | S | |
| Economically Disadvantaged Students | S | S | |

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

| | School Rate | State Rate |
|-------------------------------------|-------------|------------|
| Schoolwide | 0.6% | 1.2% |
| White | 0.4% | 0.6% |
| African American | 2.4% | 2.6% |
| Hispanic | 1.2% | 2.2% |
| American Indian | N | 3.4% |
| Asian | N | 0.2% |
| Native Hawaiian | N | 0.3% |
| Two or More Races | N | 1.0% |
| Students with Disability | 2.5% | 1.7% |
| English Language Learners | N | 0.1% |
| Economically Disadvantaged Students | 0.6% | 1.7% |



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2013 | 96% | 97% |
| 2014 | 95% | 96% |
| 2015 | 95% | 96% |
| 2016 | 97% | |

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

| | Percent Enrolled | Percent in 2 Years | Percent in 4 Years |
|-------------------------------------|------------------|--------------------|--------------------|
| Statewide | 76.8% | 33.9% | 66.1% |
| Schoolwide | 86.5% | 24.4% | 75.6% |
| White | 86.3% | 24.7% | 75.3% |
| African American | S | S | S |
| Hispanic | 85.0% | 35.3% | 64.7% |
| American Indian | 0.0% | 0.0% | 0.0% |
| Asian | 90.2% | 8.1% | 91.9% |
| Native Hawaiian | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.0% | 0.0% | 0.0% |
| Students with Disability | 74.4% | 53.1% | 46.9% |
| English Language Learners | 0.0% | 0.0% | 0.0% |
| Economically Disadvantaged Students | 84.2% | 40.6% | 59.4% |



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|----------------|
| 2015-16 | 8 Hrs. 0 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

| 2015-16 | School |
|-------------|-----------------|
| Full Time | 7 Hrs. 20 Mins. |
| Shared Time | 3 Hrs. 0 Mins. |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2015-16 | School |
|---------------|--------|
| Faculty | 12:1 |
| Administrator | 153:1 |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2015-16 | 4.8% |

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

| | School |
|---------|--------|
| 2015-16 | 0 |

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

| | School |
|---------|--------|
| 2015-16 | 99% |



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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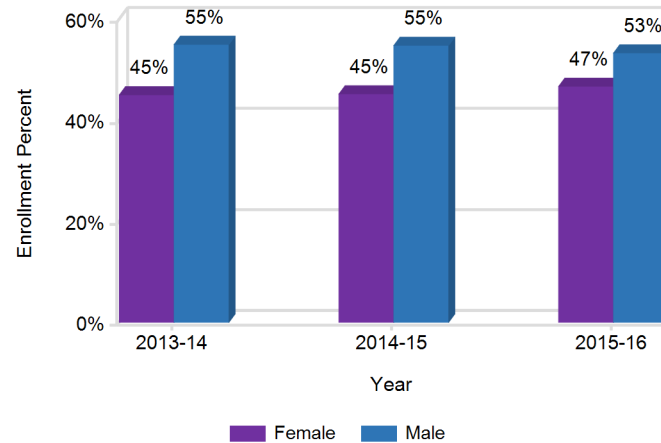
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

| | 2013-14 | 2014-15 | 2015-16 |
|--------------|------------|------------|------------|
| Grade KG | 35 | 44 | 57 |
| Grade 01 | 55 | 62 | 74 |
| Grade 02 | 74 | 62 | 65 |
| Grade 03 | 71 | 85 | 63 |
| Grade 04 | 59 | 73 | 88 |
| Grade 05 | 85 | 63 | 76 |
| UG | 21 | 27 | 31 |
| Total | 400 | 416 | 454 |

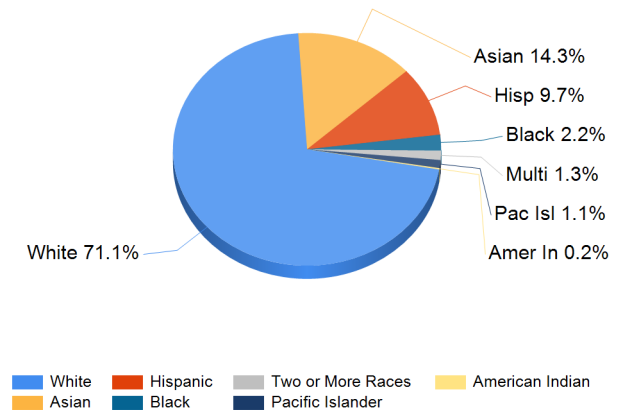
Enrollment by Gender

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



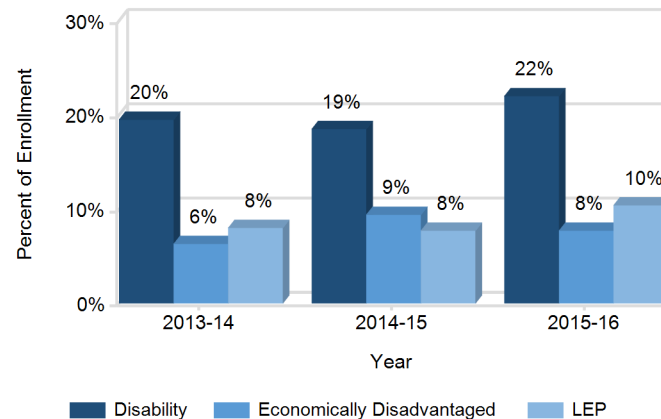
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

| 2015-2016 | Percent |
|-----------|---------|
| English | 49.1% |
| Russian | 20.9% |
| Spanish | 6.8% |
| Hebrew | 6.2% |
| Malayalam | 1.8% |
| Other | 14.7% |

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

| Academic Achievement | Schoolwide Performance | District Percentile | Statewide Percentile |
|---|------------------------|---------------------|----------------------|
| English Language Arts Literacy Met or Exceeded Expectations | 83% | 100 | 97 |
| Mathematics Met or Exceeded Expectations | 81% | 100 | 98 |

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

| SUBGROUP | English Language Arts/Literacy | | | | | Mathematics | | | | |
|-------------------------------------|--------------------------------|---------------------|----------------------|--------------------|-----------|--------------|---------------------|----------------------|--------------------|-----------|
| | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? |
| Schoolwide | 230 | 83% | 97 | 100% | ✓ | 230 | 81% | 98 | 100% | ✓ |
| White | 163 | 84% | 91 | 100% | ✓ | 163 | 86% | 94 | 100% | ✓ |
| African American | S | S | S | S | | S | S | S | S | |
| Hispanic | S | S | S | S | | S | S | S | S | |
| American Indian | N | N | N | N | | N | N | N | N | |
| Asian | S | S | S | S | | S | S | S | S | |
| Two or More Races | S | S | S | S | | S | S | S | S | |
| Students with Disability | 41 | 49% | 94 | 98% | ✓ | 41 | 42% | 93 | 98% | ✓ |
| English Learner Students | S | S | S | S | | S | S | S | S | |
| Economically Disadvantaged Students | S | S | S | S | | S | S | S | S | |



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 64 | 778 | 764 | 746 | N | 6% | 9% | 63% | 22% | 84% | 48% |
| White | 41 | 778 | 763 | 756 | N | 5% | 5% | 73% | 17% | 90% | 58% |
| African American | S | S | 762 | 727 | S | S | S | S | S | S | 30% |
| Hispanic | S | S | 760 | 730 | S | S | S | S | S | S | 31% |
| Asian | 12 | 797 | 777 | 772 | N | 8% | 8% | 25% | 58% | 83% | 74% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 47% |
| Two or More Races | S | S | 751 | 753 | S | S | S | S | S | S | 55% |
| Students with Disability | 12 | 764 | 745 | 718 | N | 8% | 25% | 50% | 17% | 67% | 22% |
| English Language Learners | S | S | 734 | 709 | S | S | S | S | S | S | 11% |
| Economically Disadvantaged Students | S | S | 754 | 727 | S | S | S | S | S | S | 28% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 65 | 782 | 772 | 749 | N | 2% | 14% | 42% | 43% | 85% | 52% |
| White | 42 | 782 | 770 | 757 | N | N | 14% | 43% | 43% | 86% | 63% |
| African American | S | S | 774 | 730 | S | S | S | S | S | S | 31% |
| Hispanic | S | S | 765 | 736 | S | S | S | S | S | S | 35% |
| Asian | 12 | 805 | 788 | 777 | N | N | N | 33% | 67% | 100% | 82% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 48% |
| Two or More Races | S | S | 759 | 754 | S | S | S | S | S | S | 57% |
| Students with Disability | 12 | 764 | 757 | 727 | N | 8% | 42% | 25% | 25% | 50% | 28% |
| English Language Learners | S | S | 753 | 724 | S | S | S | S | S | S | 20% |
| Economically Disadvantaged Students | S | S | 763 | 732 | S | S | S | S | S | S | 32% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 92 | 774 | 771 | 750 | 2% | 3% | 12% | 50% | 33% | 83% | 54% |
| White | 66 | 773 | 772 | 759 | 3% | 5% | 14% | 50% | 29% | 79% | 64% |
| African American | N | N | N | 733 | N | N | N | N | N | N | 33% |
| Hispanic | 14 | 763 | 764 | 737 | N | N | 14% | 71% | 14% | 86% | 37% |
| Asian | 12 | 794 | 779 | 773 | N | N | N | 25% | 75% | 100% | 79% |
| American Indian | N | N | N | 748 | N | N | N | N | N | N | 55% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 62% |
| Students with Disability | 13 | 737 | 737 | 723 | 15% | 23% | 23% | 31% | 8% | 39% | 22% |
| English Language Learners | S | S | 749 | 712 | S | S | S | S | S | S | 12% |
| Economically Disadvantaged Students | S | S | 755 | 734 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 92 | 773 | 768 | 745 | 1% | 5% | 15% | 55% | 23% | 78% | 47% |
| White | 66 | 775 | 769 | 752 | 2% | 6% | 12% | 56% | 24% | 80% | 57% |
| African American | N | N | N | 727 | N | N | N | N | N | N | 24% |
| Hispanic | 14 | 754 | 758 | 733 | N | 7% | 43% | 43% | 7% | 50% | 30% |
| Asian | 12 | 786 | 776 | 771 | N | N | N | 67% | 33% | 100% | 78% |
| American Indian | N | N | N | 742 | N | N | N | N | N | N | 44% |
| Two or More Races | N | N | N | 750 | N | N | N | N | N | N | 54% |
| Students with Disability | 13 | 740 | 740 | 724 | 8% | 23% | 46% | 15% | 8% | 23% | 22% |
| English Language Learners | S | S | 761 | 720 | S | S | S | S | S | S | 16% |
| Economically Disadvantaged Students | S | S | 753 | 730 | S | S | S | S | S | S | 27% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 73 | 780 | 771 | 751 | 1% | 1% | 11% | 55% | 32% | 86% | 53% |
| White | 57 | 783 | 773 | 758 | N | N | 11% | 58% | 32% | 90% | 64% |
| African American | S | S | 744 | 733 | S | S | S | S | S | S | 32% |
| Hispanic | S | S | S | 738 | S | S | S | S | S | S | 37% |
| Asian | S | S | 786 | 773 | S | S | S | S | S | S | 80% |
| American Indian | N | N | N | 750 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | N | 759 | N | N | N | N | N | N | 63% |
| Students with Disability | S | S | S | 723 | S | S | S | S | S | S | 20% |
| English Language Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Economically Disadvantaged Students | S | S | 757 | 735 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 74 | 781 | 769 | 747 | N | 1% | 8% | 53% | 38% | 91% | 47% |
| White | 58 | 783 | 770 | 753 | N | N | 3% | 59% | 38% | 97% | 57% |
| African American | S | S | 745 | 728 | S | S | S | S | S | S | 24% |
| Hispanic | S | S | 755 | 735 | S | S | S | S | S | S | 31% |
| Asian | S | S | 782 | 774 | S | S | S | S | S | S | 80% |
| American Indian | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Students with Disability | S | S | 746 | 725 | S | S | S | S | S | S | 19% |
| English Language Learners | S | S | 712 | 721 | S | S | S | S | S | S | 16% |
| Economically Disadvantaged Students | S | S | 755 | 732 | S | S | S | S | S | S | 28% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations



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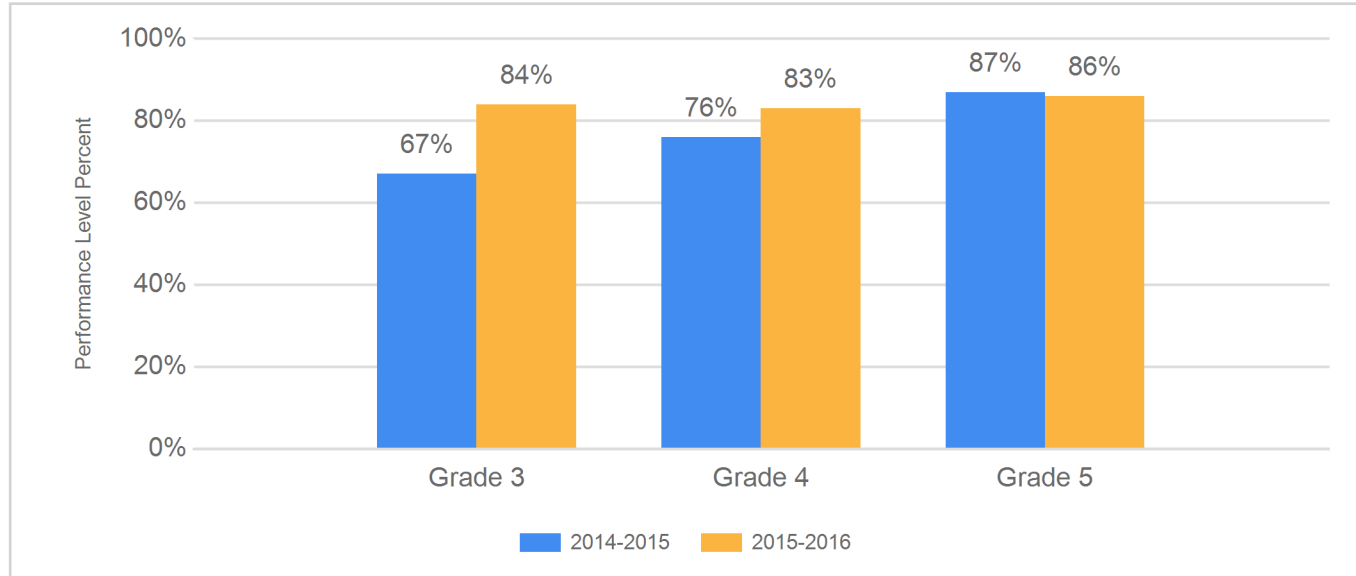
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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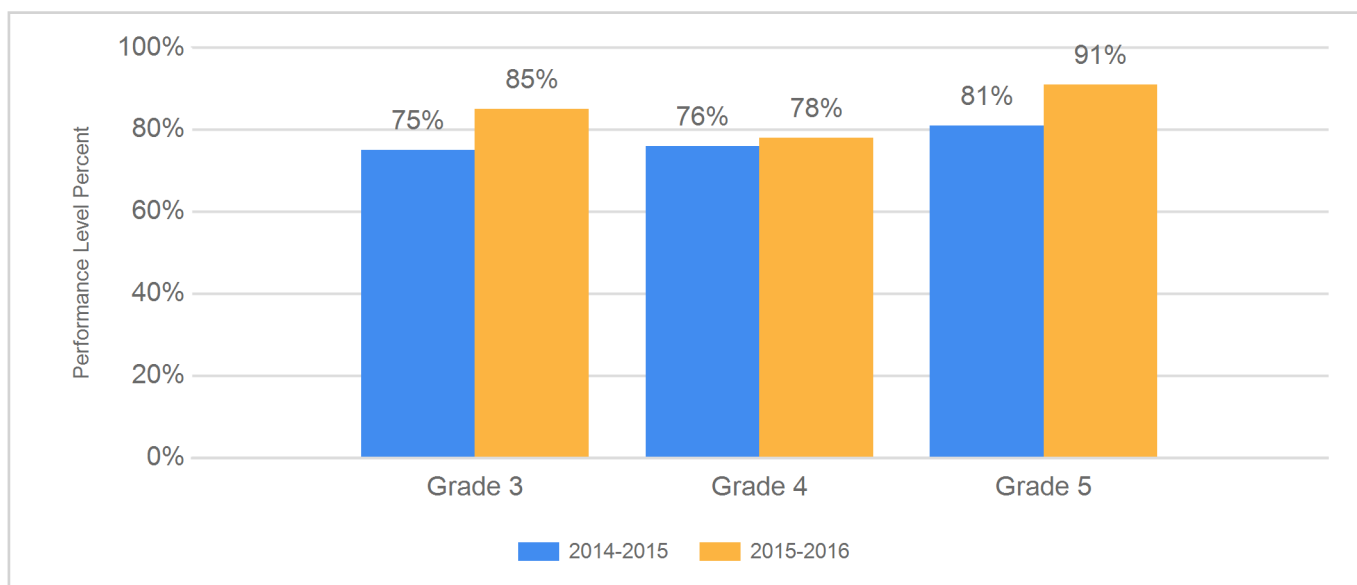
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

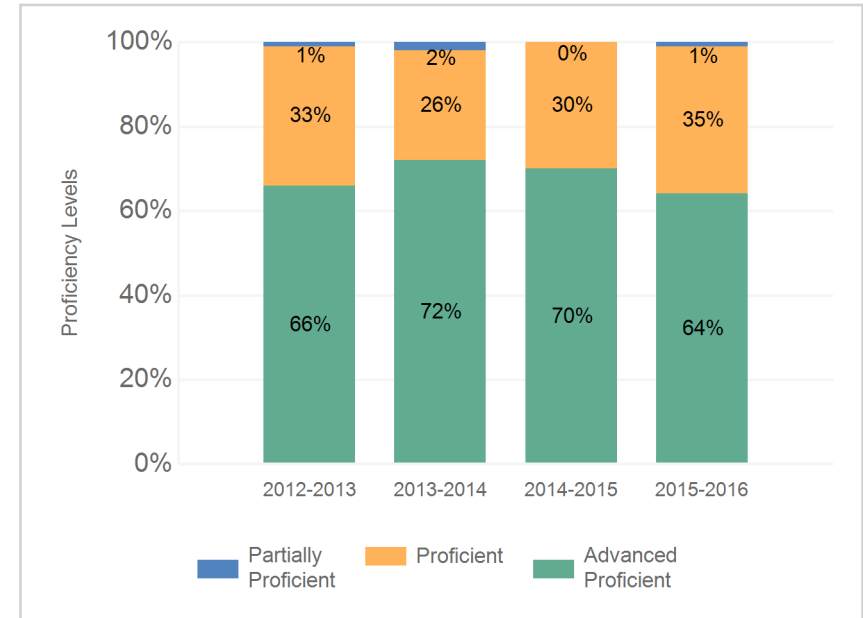
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

| | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Statewide | 49% | 41% | 10% |
| Schoolwide | 64% | 35% | 1% |
| White | 65% | 35% | N |
| African American | N | N | N |
| Hispanic | 46% | 54% | N |
| American Indian | N | N | N |
| Asian | 77% | 15% | 8% |
| Two or More Races | N | N | N |
| Students with Disability | 33% | 58% | 8% |
| English Language Learners | S | S | S |
| Economically Disadvantaged Students | S | S | S |

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

| Subject | Grade | State Nation | Proficiency Percentages | | | |
|---------|-------|--------------|-------------------------|-------|------------|----------|
| | | | Below Basic | Basic | Proficient | Advanced |
| Reading | 4 | State (NJ) | 25 | 33 | 31 | 12 |
| | | Nation | 31 | 33 | 27 | 9 |
| | 8 | State (NJ) | 20 | 39 | 35 | 6 |
| | | Nation | 24 | 42 | 31 | 4 |
| Math | 4 | State (NJ) | 14 | 39 | 38 | 9 |
| | | Nation | 18 | 42 | 33 | 7 |
| | 8 | State (NJ) | 21 | 32 | 30 | 16 |
| | | Nation | 29 | 38 | 25 | 8 |
| Science | 4 | State (NJ) | 24 | 37 | 38 | 1 |
| | | Nation | 25 | 39 | 36 | 1 |
| | 8 | State (NJ) | 29 | 36 | 33 | 2 |
| | | Nation | 33 | 34 | 31 | 2 |



State of New Jersey
2015-2016

Grade Span KH-05

03-1450-080

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FAIR LAWN BORO

HENRY B. MILNES ELEMENTARY SCHOOL

8-01 PHILLIP ST

FAIR LAWN, NJ 07410

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

| School Growth Indicators | School Median | District Median | Statewide Median |
|---------------------------------|---------------|-----------------|------------------|
| Student Growth on Language Arts | 69 | 56 | 50 |
| Student Growth on Math | 70 | 55 | 50 |

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 0% | 0% | 0% |
| Partially Met (L2) | 1% | 0% | 1% |
| Approached (L3) | 8% | 2% | 2% |
| Met (L4) | 11% | 16% | 25% |
| Exceeded (L5) | 1% | 8% | 25% |

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 0% | 0% | 0% |
| Partially Met (L2) | 1% | 1% | 0% |
| Approached (L3) | 5% | 4% | 2% |
| Met (L4) | 8% | 21% | 26% |
| Exceeded (L5) | 1% | 9% | 22% |



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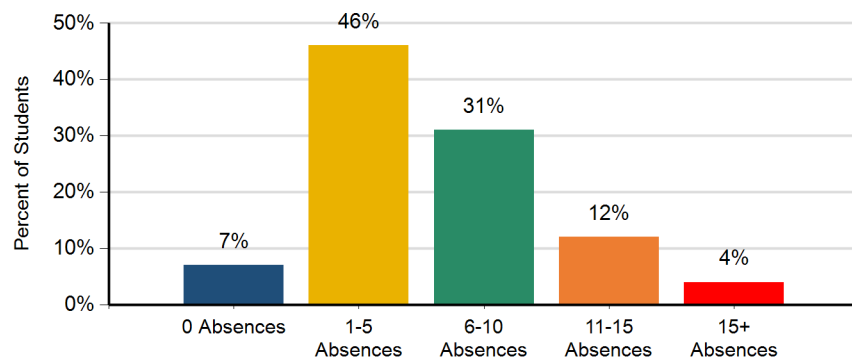
HENRY B. MILNES ELEMENTARY SCHOOL

8-01 PHILLIP ST

FAIR LAWN, NJ 07410

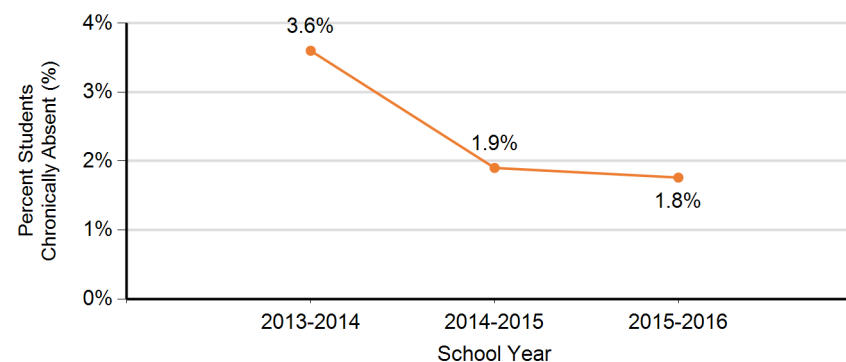
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2015-16 | 6 Hrs. 25 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

| 2015-16 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 10 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2015-16 | School |
|---------------|--------|
| Faculty | 14:1 |
| Administrator | 454:1 |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2015-16 | 0.0% |

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

| | School |
|---------|--------|
| 2015-16 | 0 |

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

| | School |
|---------|--------|
| 2015-16 | 99% |



State of New Jersey
2015-2016

Grade Span KH-05

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JOHN A. FORREST ELEMENTARY SCHOOL

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FAIR LAWN, NJ 07410-1815

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KH-05

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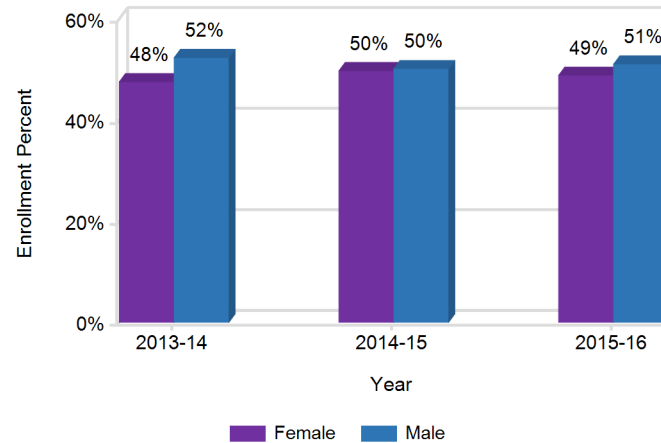
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

| | 2013-14 | 2014-15 | 2015-16 |
|--------------|------------|------------|------------|
| Grade KG | 37 | 29 | 30 |
| Grade 01 | 47 | 44 | 40 |
| Grade 02 | 40 | 45 | 46 |
| Grade 03 | 49 | 36 | 45 |
| Grade 04 | 49 | 44 | 38 |
| Grade 05 | 43 | 48 | 46 |
| UG | 31 | 33 | 25 |
| Total | 296 | 279 | 270 |

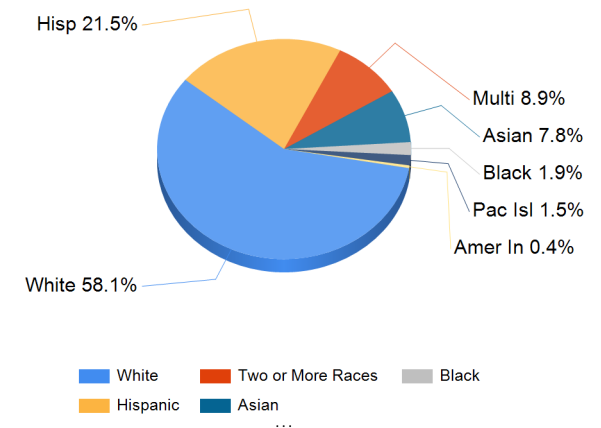
Enrollment by Gender

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



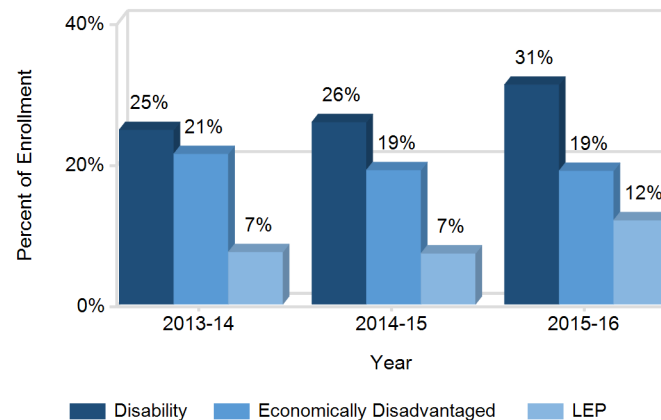
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

| 2015-2016 | Percent |
|-----------|---------|
| English | 52.6% |
| Spanish | 15.2% |
| Russian | 7.0% |
| Polish | 3.0% |
| Panjabi | 2.2% |
| Other | 20.1% |

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

| Academic Achievement | Schoolwide Performance | District Percentile | Statewide Percentile |
|---|------------------------|---------------------|----------------------|
| English Language Arts Literacy Met or Exceeded Expectations | 52% | 13 | 46 |
| Mathematics Met or Exceeded Expectations | 56% | 13 | 61 |

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

| SUBGROUP | English Language Arts/Literacy | | | | | Mathematics | | | | |
|-------------------------------------|--------------------------------|---------------------|----------------------|--------------------|-----------|--------------|---------------------|----------------------|--------------------|-----------|
| | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? |
| Schoolwide | 121 | 52% | 46 | 98% | ✓ | 123 | 56% | 61 | 98% | ✓ |
| White | 67 | 49% | 26 | 96% | ✓ | 69 | 58% | 50 | 96% | ✓ |
| African American | S | S | S | S | | S | S | S | S | |
| Hispanic | S | S | S | S | | S | S | S | S | |
| American Indian | S | S | S | S | | S | S | S | S | |
| Asian | S | S | S | S | | S | S | S | S | |
| Two or More Races | S | S | S | S | | S | S | S | S | |
| Students with Disability | S | S | S | S | | S | S | S | S | |
| English Learner Students | S | S | S | S | | S | S | S | S | |
| Economically Disadvantaged Students | S | S | S | S | | S | S | S | S | |

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 49 | 740 | 764 | 746 | 12% | 14% | 31% | 43% | N | 43% | 48% |
| White | 29 | 740 | 763 | 756 | 17% | 10% | 28% | 45% | N | 45% | 58% |
| African American | S | S | 762 | 727 | S | S | S | S | S | S | 30% |
| Hispanic | 12 | 738 | 760 | 730 | N | 17% | 58% | 25% | N | 25% | 31% |
| Asian | S | S | 777 | 772 | S | S | S | S | S | S | 74% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 47% |
| Two or More Races | S | S | 751 | 753 | S | S | S | S | S | S | 55% |
| Students with Disability | 13 | 713 | 745 | 718 | 39% | 8% | 39% | 15% | N | 15% | 22% |
| English Language Learners | S | S | 734 | 709 | S | S | S | S | S | S | 11% |
| Economically Disadvantaged Students | S | S | 754 | 727 | S | S | S | S | S | S | 28% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 49 | 752 | 772 | 749 | 2% | 12% | 35% | 41% | 10% | 51% | 52% |
| White | 29 | 752 | 770 | 757 | 3% | 17% | 21% | 48% | 10% | 59% | 63% |
| African American | S | S | 774 | 730 | S | S | S | S | S | S | 31% |
| Hispanic | 12 | 748 | 765 | 736 | N | N | 67% | 33% | N | 33% | 35% |
| Asian | S | S | 788 | 777 | S | S | S | S | S | S | 82% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 48% |
| Two or More Races | S | S | 759 | 754 | S | S | S | S | S | S | 57% |
| Students with Disability | 13 | 733 | 757 | 727 | N | 39% | 31% | 31% | N | 31% | 28% |
| English Language Learners | S | S | 753 | 724 | S | S | S | S | S | S | 20% |
| Economically Disadvantaged Students | S | S | 763 | 732 | S | S | S | S | S | S | 32% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 36 | 755 | 771 | 750 | 8% | 6% | 17% | 67% | 3% | 69% | 54% |
| White | 22 | 751 | 772 | 759 | 9% | 9% | 18% | 64% | N | 64% | 64% |
| African American | N | N | N | 733 | N | N | N | N | N | N | 33% |
| Hispanic | S | S | 764 | 737 | S | S | S | S | S | S | 37% |
| Asian | S | S | 779 | 773 | S | S | S | S | S | S | 79% |
| American Indian | S | S | 752 | 748 | S | S | S | S | S | S | 55% |
| Two or More Races | S | S | 787 | 756 | S | S | S | S | S | S | 62% |
| Students with Disability | S | S | 737 | 723 | S | S | S | S | S | S | 22% |
| English Language Learners | N | N | N | 712 | N | N | N | N | N | N | 12% |
| Economically Disadvantaged Students | S | S | 755 | 734 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 37 | 753 | 768 | 745 | 5% | 8% | 27% | 60% | N | 60% | 47% |
| White | 23 | 749 | 769 | 752 | 4% | 13% | 30% | 52% | N | 52% | 57% |
| African American | N | N | N | 727 | N | N | N | N | N | N | 24% |
| Hispanic | S | S | S | 733 | S | S | S | S | S | S | 30% |
| Asian | S | S | 776 | 771 | S | S | S | S | S | S | 78% |
| American Indian | S | S | 753 | 742 | S | S | S | S | S | S | 44% |
| Two or More Races | S | S | 795 | 750 | S | S | S | S | S | S | 54% |
| Students with Disability | S | S | 740 | 724 | S | S | S | S | S | S | 22% |
| English Language Learners | S | S | 761 | 720 | S | S | S | S | S | S | 16% |
| Economically Disadvantaged Students | S | S | 753 | 730 | S | S | S | S | S | S | 27% |

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 44 | 755 | 771 | 751 | 5% | 14% | 34% | 36% | 11% | 48% | 53% |
| White | 21 | 753 | 773 | 758 | N | 19% | 43% | 29% | 10% | 38% | 64% |
| African American | S | S | 744 | 733 | S | S | S | S | S | S | 32% |
| Hispanic | S | S | 755 | 738 | S | S | S | S | S | S | 37% |
| Asian | 11 | 761 | 786 | 773 | 9% | 18% | 9% | 36% | 27% | 64% | 80% |
| American Indian | N | N | N | 750 | N | N | N | N | N | N | 53% |
| Two or More Races | S | S | 780 | 759 | S | S | S | S | S | S | 63% |
| Students with Disability | 13 | 736 | 742 | 723 | 15% | 23% | 31% | 31% | N | 31% | 20% |
| English Language Learners | S | S | S | 711 | S | S | S | S | S | S | 10% |
| Economically Disadvantaged Students | S | S | 757 | 735 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 46 | 757 | 769 | 747 | 2% | 7% | 37% | 37% | 17% | 54% | 47% |
| White | 23 | 754 | 770 | 753 | N | 9% | 39% | 39% | 13% | 52% | 57% |
| African American | S | S | 745 | 728 | S | S | S | S | S | S | 24% |
| Hispanic | S | S | 755 | 735 | S | S | S | S | S | S | 31% |
| Asian | 11 | 768 | 782 | 774 | N | N | 55% | N | 46% | 46% | 80% |
| American Indian | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | S | S | 779 | 754 | S | S | S | S | S | S | 56% |
| Students with Disability | 14 | 746 | 746 | 725 | 7% | 7% | 50% | 29% | 7% | 36% | 19% |
| English Language Learners | S | S | 712 | 721 | S | S | S | S | S | S | 16% |
| Economically Disadvantaged Students | S | S | 755 | 732 | S | S | S | S | S | S | 28% |

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

03-1450-085

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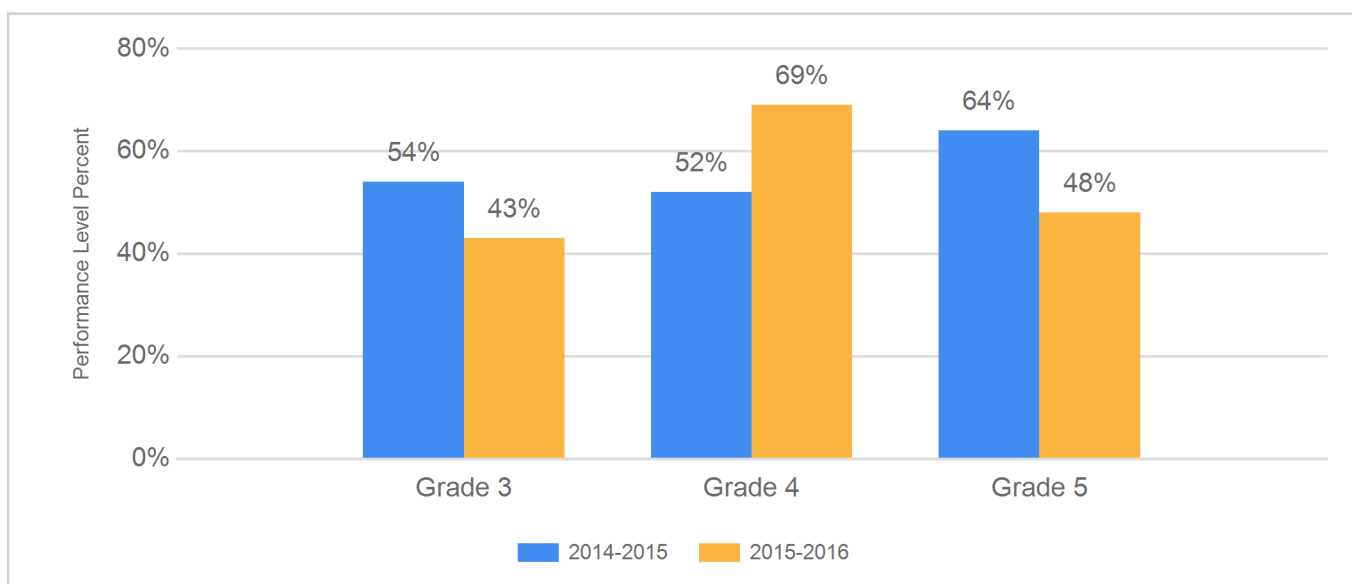
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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2015-2016

Grade Span KH-05

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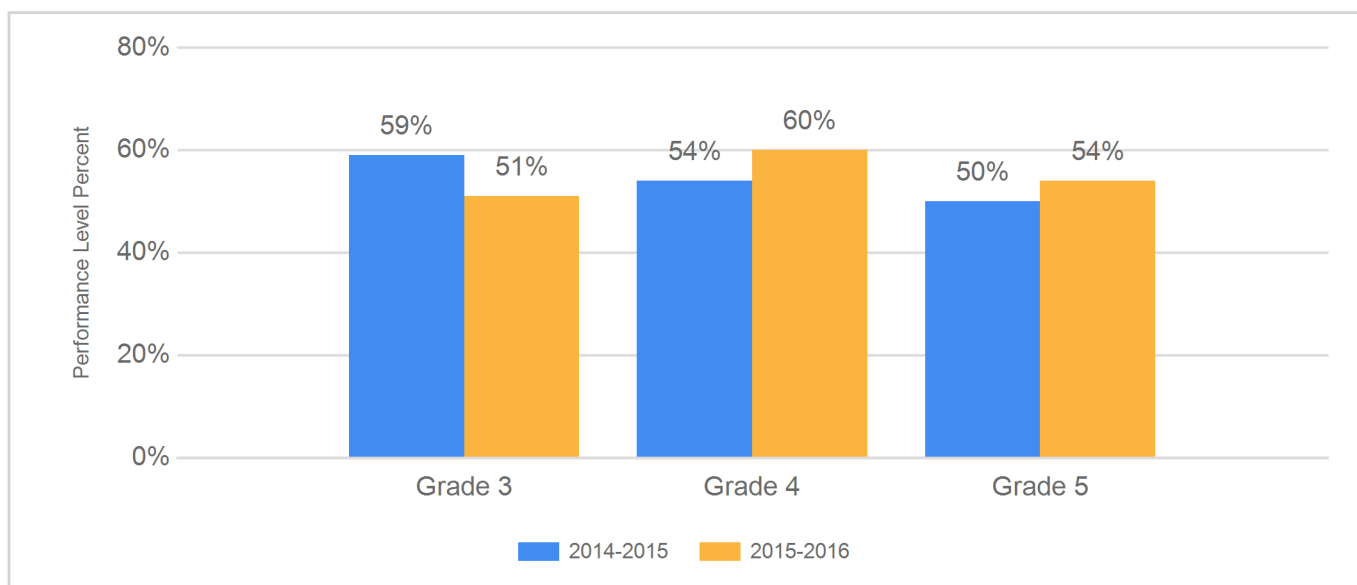
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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2015-2016

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

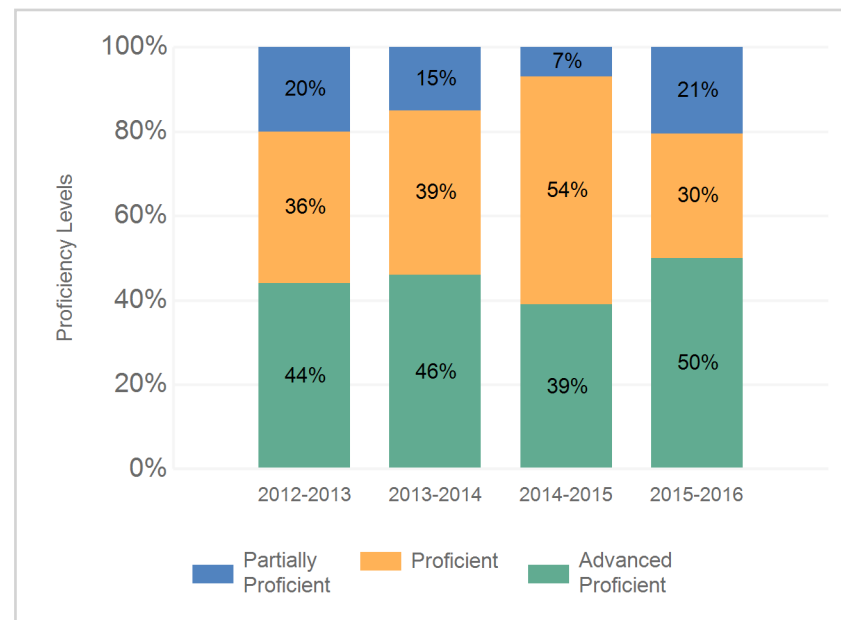
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

| | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Statewide | 49% | 41% | 10% |
| Schoolwide | 50% | 30% | 21% |
| White | 52% | 28% | 20% |
| African American | S | S | S |
| Hispanic | S | S | S |
| American Indian | S | S | S |
| Asian | S | S | S |
| Two or More Races | S | S | S |
| Students with Disability | 25% | 25% | 50% |
| English Language Learners | S | S | S |
| Economically Disadvantaged Students | S | S | S |

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
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Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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| Subject | Grade | State Nation | Proficiency Percentages | | | |
|---------|-------|--------------|-------------------------|-------|------------|----------|
| | | | Below Basic | Basic | Proficient | Advanced |
| Reading | 4 | State (NJ) | 25 | 33 | 31 | 12 |
| | | Nation | 31 | 33 | 27 | 9 |
| | 8 | State (NJ) | 20 | 39 | 35 | 6 |
| | | Nation | 24 | 42 | 31 | 4 |
| Math | 4 | State (NJ) | 14 | 39 | 38 | 9 |
| | | Nation | 18 | 42 | 33 | 7 |
| | 8 | State (NJ) | 21 | 32 | 30 | 16 |
| | | Nation | 29 | 38 | 25 | 8 |
| Science | 4 | State (NJ) | 24 | 37 | 38 | 1 |
| | | Nation | 25 | 39 | 36 | 1 |
| | 8 | State (NJ) | 29 | 36 | 33 | 2 |
| | | Nation | 33 | 34 | 31 | 2 |



State of New Jersey
2015-2016

Grade Span KH-05

03-1450-085

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

| School Growth Indicators | School Median | District Median | Statewide Median |
|---------------------------------|---------------|-----------------|------------------|
| Student Growth on Language Arts | 45 | 56 | 50 |
| Student Growth on Math | 50 | 55 | 50 |

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 6% | 0% | 0% |
| Partially Met (L2) | 8% | 3% | 0% |
| Approached (L3) | 14% | 9% | 4% |
| Met (L4) | 13% | 18% | 17% |
| Exceeded (L5) | 1% | 0% | 6% |

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 4% | 0% | 0% |
| Partially Met (L2) | 4% | 1% | 1% |
| Approached (L3) | 15% | 10% | 8% |
| Met (L4) | 5% | 23% | 19% |
| Exceeded (L5) | 1% | 4% | 4% |



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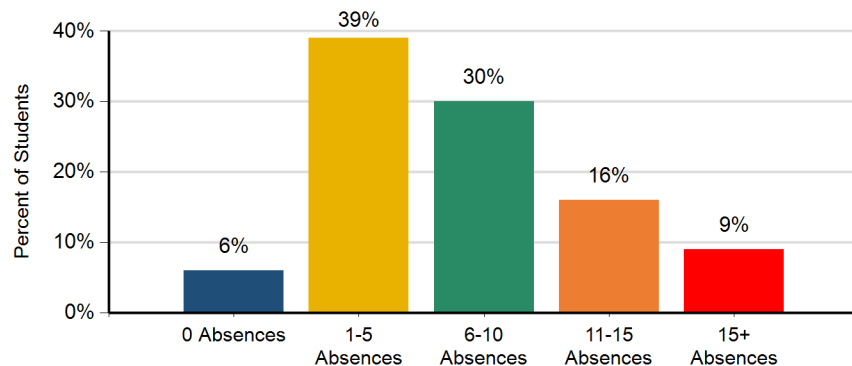
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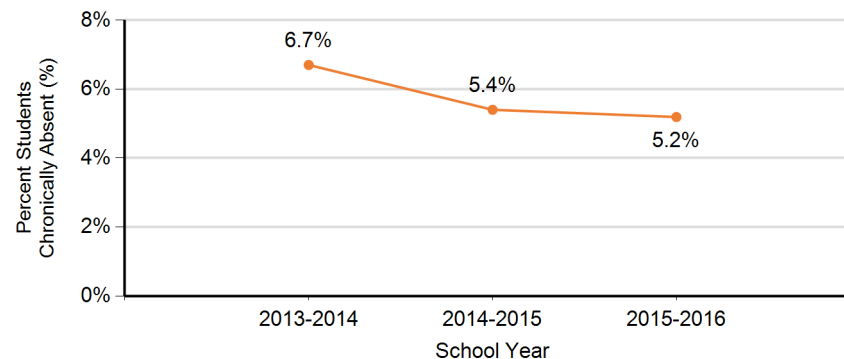
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2015-16 | 6 Hrs. 25 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

| 2015-16 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 10 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2015-16 | School |
|---------------|--------|
| Faculty | 9:1 |
| Administrator | 270:1 |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2015-16 | 0.0% |

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

| | School |
|---------|--------|
| 2015-16 | 0 |

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

| | School |
|---------|--------|
| 2015-16 | 99% |



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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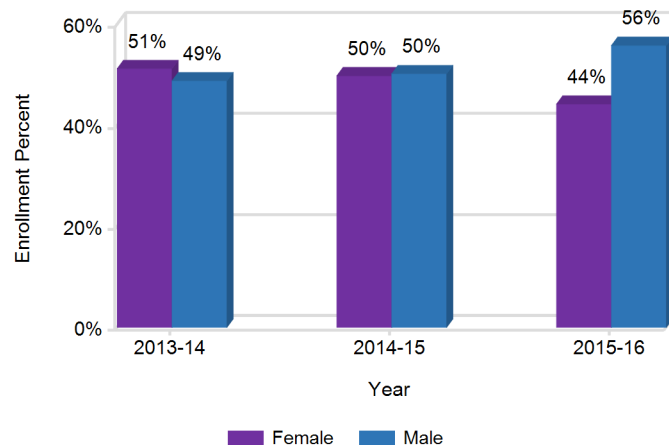
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

| | 2013-14 | 2014-15 | 2015-16 |
|--------------|------------|------------|------------|
| Grade KG | 29 | 27 | 30 |
| Grade 01 | 35 | 41 | 34 |
| Grade 02 | 30 | 41 | 44 |
| Grade 03 | 39 | 30 | 50 |
| Grade 04 | 43 | 40 | 33 |
| Grade 05 | 41 | 50 | 40 |
| UG | 0 | 0 | 2 |
| Total | 217 | 229 | 233 |

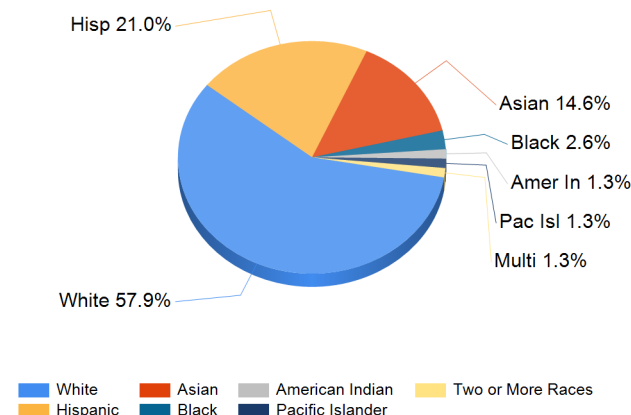
Enrollment by Gender

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



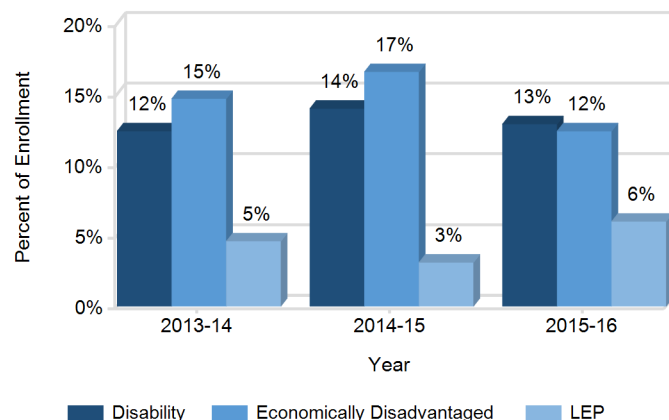
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

| 2015-2016 | Percent |
|-----------|---------|
| English | 70.4% |
| Spanish | 5.6% |
| Russian | 5.2% |
| Chinese | 3.4% |
| Urdu | 3.4% |
| Other | 11.9% |

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

| Academic Achievement | Schoolwide Performance | District Percentile | Statewide Percentile |
|---|------------------------|---------------------|----------------------|
| English Language Arts Literacy Met or Exceeded Expectations | 80% | 88 | 93 |
| Mathematics Met or Exceeded Expectations | 83% | 88 | 97 |

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

| SUBGROUP | English Language Arts/Literacy | | | | | Mathematics | | | | |
|-------------------------------------|--------------------------------|---------------------|----------------------|--------------------|-----------|--------------|---------------------|----------------------|--------------------|-----------|
| | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? |
| Schoolwide | 113 | 80% | 93 | 98% | ✓ | 113 | 83% | 97 | 98% | ✓ |
| White | 61 | 80% | 90 | 97% | ✓ | 61 | 80% | 90 | 97% | ✓ |
| African American | S | S | S | S | | S | S | S | S | |
| Hispanic | S | S | S | S | | S | S | S | S | |
| American Indian | S | S | S | S | | S | S | S | S | |
| Asian | S | S | S | S | | S | S | S | S | |
| Two or More Races | S | S | S | S | | S | S | S | S | |
| Students with Disability | S | S | S | S | | S | S | S | S | |
| English Learner Students | S | S | S | S | | S | S | S | S | |
| Economically Disadvantaged Students | S | S | S | S | | S | S | S | S | |



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 48 | 779 | 764 | 746 | 2% | 4% | 17% | 54% | 23% | 77% | 48% |
| White | 25 | 781 | 763 | 756 | N | 4% | 16% | 60% | 20% | 80% | 58% |
| African American | S | S | 762 | 727 | S | S | S | S | S | S | 30% |
| Hispanic | 12 | 777 | 760 | 730 | 8% | N | 25% | 33% | 33% | 67% | 31% |
| Asian | S | S | 777 | 772 | S | S | S | S | S | S | 74% |
| American Indian | S | S | S | 746 | S | S | S | S | S | S | 47% |
| Two or More Races | S | S | 751 | 753 | S | S | S | S | S | S | 55% |
| Students with Disability | S | S | 745 | 718 | S | S | S | S | S | S | 22% |
| English Language Learners | S | S | 734 | 709 | S | S | S | S | S | S | 11% |
| Economically Disadvantaged Students | S | S | 754 | 727 | S | S | S | S | S | S | 28% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 49 | 778 | 772 | 749 | 2% | 4% | 16% | 45% | 33% | 78% | 52% |
| White | 25 | 779 | 770 | 757 | N | 8% | 12% | 48% | 32% | 80% | 63% |
| African American | S | S | 774 | 730 | S | S | S | S | S | S | 31% |
| Hispanic | 13 | 764 | 765 | 736 | 8% | N | 31% | 39% | 23% | 62% | 35% |
| Asian | S | S | 788 | 777 | S | S | S | S | S | S | 82% |
| American Indian | S | S | S | 746 | S | S | S | S | S | S | 48% |
| Two or More Races | S | S | 759 | 754 | S | S | S | S | S | S | 57% |
| Students with Disability | S | S | 757 | 727 | S | S | S | S | S | S | 28% |
| English Language Learners | S | S | 753 | 724 | S | S | S | S | S | S | 20% |
| Economically Disadvantaged Students | S | S | 763 | 732 | S | S | S | S | S | S | 32% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 34 | 775 | 771 | 750 | N | 6% | 21% | 32% | 41% | 74% | 54% |
| White | 17 | 774 | 772 | 759 | N | N | 24% | 41% | 35% | 77% | 64% |
| African American | S | S | 746 | 733 | S | S | S | S | S | S | 33% |
| Hispanic | S | S | 764 | 737 | S | S | S | S | S | S | 37% |
| Asian | S | S | 779 | 773 | S | S | S | S | S | S | 79% |
| American Indian | S | S | 752 | 748 | S | S | S | S | S | S | 55% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 62% |
| Students with Disability | S | S | 737 | 723 | S | S | S | S | S | S | 22% |
| English Language Learners | N | N | N | 712 | N | N | N | N | N | N | 12% |
| Economically Disadvantaged Students | S | S | 755 | 734 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 34 | 777 | 768 | 745 | N | N | 12% | 71% | 18% | 88% | 47% |
| White | 17 | 774 | 769 | 752 | N | N | 12% | 77% | 12% | 88% | 57% |
| African American | S | S | 750 | 727 | S | S | S | S | S | S | 24% |
| Hispanic | S | S | 758 | 733 | S | S | S | S | S | S | 30% |
| Asian | S | S | 776 | 771 | S | S | S | S | S | S | 78% |
| American Indian | S | S | 753 | 742 | S | S | S | S | S | S | 44% |
| Two or More Races | N | N | N | 750 | N | N | N | N | N | N | 54% |
| Students with Disability | S | S | 740 | 724 | S | S | S | S | S | S | 22% |
| English Language Learners | N | N | N | 720 | N | N | N | N | N | N | 16% |
| Economically Disadvantaged Students | S | S | 753 | 730 | S | S | S | S | S | S | 27% |

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 43 | 782 | 771 | 751 | 2% | 2% | 7% | 63% | 26% | 88% | 53% |
| White | 27 | 779 | 773 | 758 | 4% | 4% | 4% | 63% | 26% | 89% | 64% |
| African American | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Hispanic | S | S | 755 | 738 | S | S | S | S | S | S | 37% |
| Asian | S | S | 786 | 773 | S | S | S | S | S | S | 80% |
| American Indian | N | N | N | 750 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | N | 759 | N | N | N | N | N | N | 63% |
| Students with Disability | S | S | 742 | 723 | S | S | S | S | S | S | 20% |
| English Language Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Economically Disadvantaged Students | S | S | 757 | 735 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 43 | 772 | 769 | 747 | N | 9% | 9% | 56% | 26% | 81% | 47% |
| White | 27 | 768 | 770 | 753 | N | 15% | 11% | 52% | 22% | 74% | 57% |
| African American | N | N | N | 728 | N | N | N | N | N | N | 24% |
| Hispanic | S | S | 755 | 735 | S | S | S | S | S | S | 31% |
| Asian | S | S | 782 | 774 | S | S | S | S | S | S | 80% |
| American Indian | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Students with Disability | S | S | 746 | 725 | S | S | S | S | S | S | 19% |
| English Language Learners | N | N | N | 721 | N | N | N | N | N | N | 16% |
| Economically Disadvantaged Students | S | S | 755 | 732 | S | S | S | S | S | S | 28% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



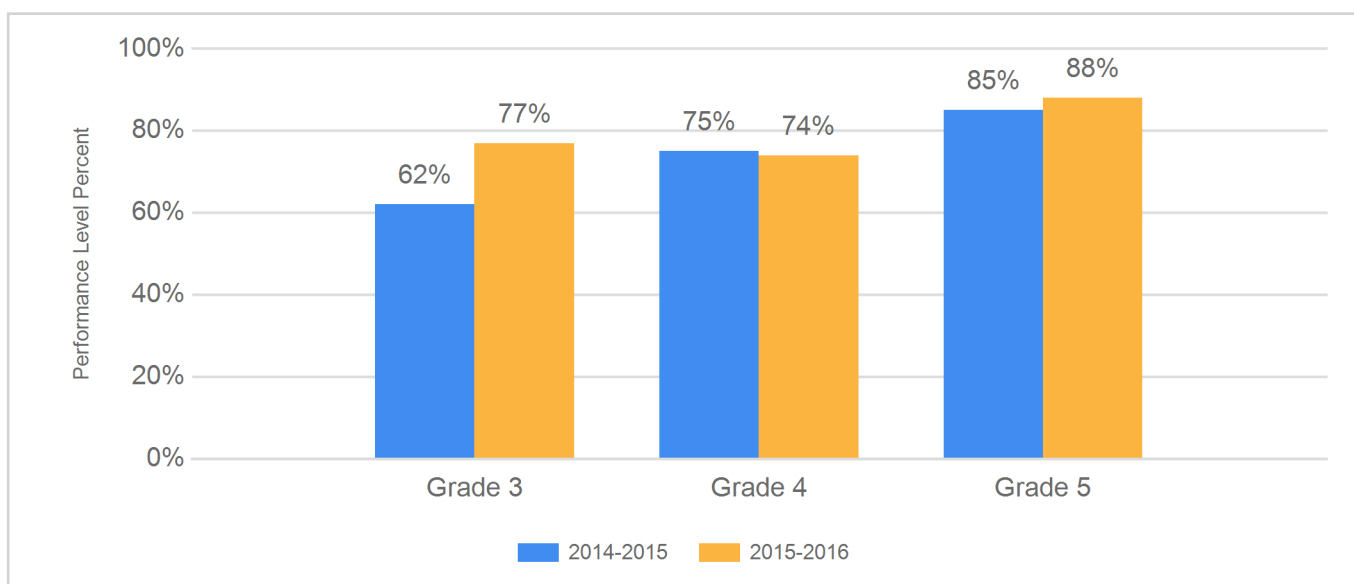
State of New Jersey
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





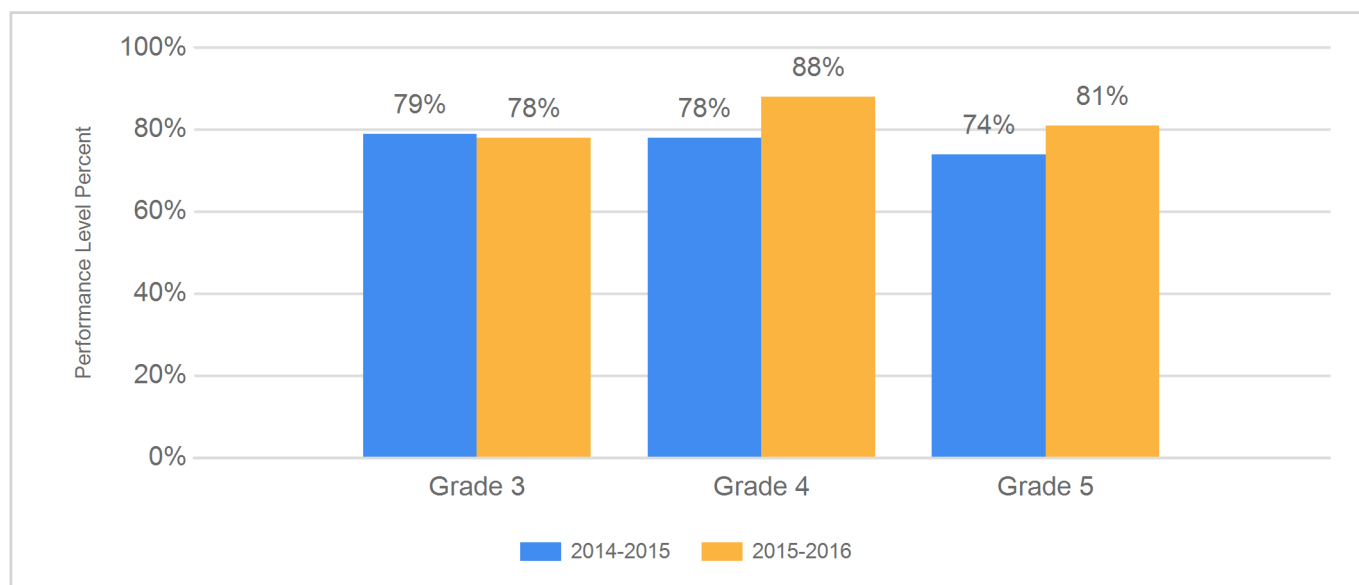
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

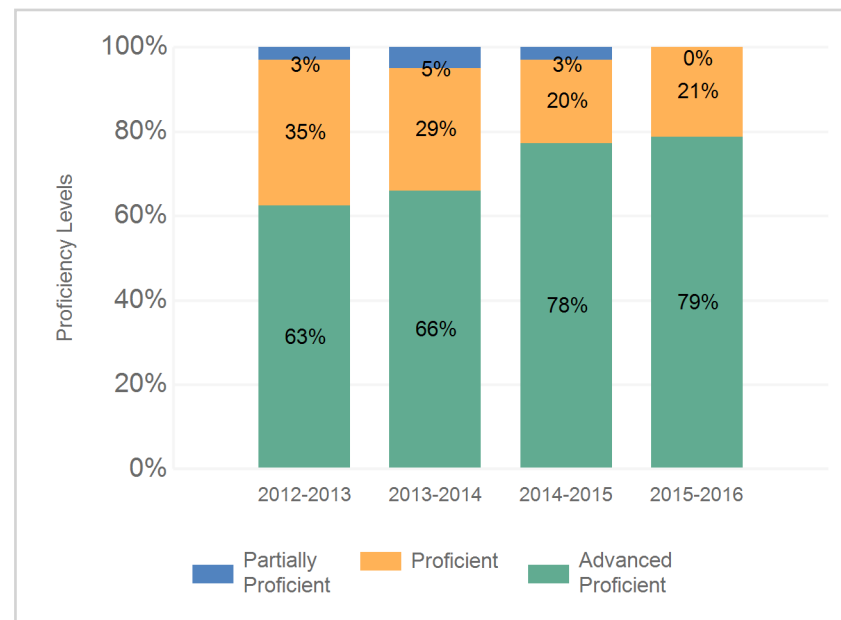
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

| | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Statewide | 49% | 41% | 10% |
| Schoolwide | 79% | 21% | N |
| White | 81% | 19% | N |
| African American | S | S | S |
| Hispanic | S | S | S |
| American Indian | S | S | S |
| Asian | S | S | S |
| Two or More Races | N | N | N |
| Students with Disability | S | S | S |
| English Language Learners | N | N | N |
| Economically Disadvantaged Students | S | S | S |

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

| | |
|-----------------|---|
| Reading Grade 4 | http://www.nj.gov/education/pr/1415/naep/naep4read.html |
| Reading Grade 8 | http://www.nj.gov/education/pr/1415/naep/naep8read.html |
| Math Grade 4 | http://www.nj.gov/education/pr/1415/naep/naep4math.html |
| Math Grade 8 | http://www.nj.gov/education/pr/1415/naep/naep8math.html |
| Science Grade 4 | http://www.nj.gov/education/pr/1415/naep/naep4science.html |
| Science Grade 8 | http://www.nj.gov/education/pr/1415/naep/naep8science.html |

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

| Subject | Grade | State Nation | Proficiency Percentages | | | |
|---------|-------|--------------|-------------------------|-------|------------|----------|
| | | | Below Basic | Basic | Proficient | Advanced |
| Reading | 4 | State (NJ) | 25 | 33 | 31 | 12 |
| | | Nation | 31 | 33 | 27 | 9 |
| | 8 | State (NJ) | 20 | 39 | 35 | 6 |
| | | Nation | 24 | 42 | 31 | 4 |
| Math | 4 | State (NJ) | 14 | 39 | 38 | 9 |
| | | Nation | 18 | 42 | 33 | 7 |
| | 8 | State (NJ) | 21 | 32 | 30 | 16 |
| | | Nation | 29 | 38 | 25 | 8 |
| Science | 4 | State (NJ) | 24 | 37 | 38 | 1 |
| | | Nation | 25 | 39 | 36 | 1 |
| | 8 | State (NJ) | 29 | 36 | 33 | 2 |
| | | Nation | 33 | 34 | 31 | 2 |



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

| School Growth Indicators | School Median | District Median | Statewide Median |
|---------------------------------|---------------|-----------------|------------------|
| Student Growth on Language Arts | 71 | 56 | 50 |
| Student Growth on Math | 66 | 55 | 50 |

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 0% | 0% | 0% |
| Partially Met (L2) | 1% | 1% | 0% |
| Approached (L3) | 3% | 9% | 1% |
| Met (L4) | 10% | 13% | 29% |
| Exceeded (L5) | 1% | 7% | 23% |

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 0% | 0% | 0% |
| Partially Met (L2) | 0% | 1% | 0% |
| Approached (L3) | 7% | 0% | 1% |
| Met (L4) | 22% | 16% | 29% |
| Exceeded (L5) | 0% | 3% | 20% |



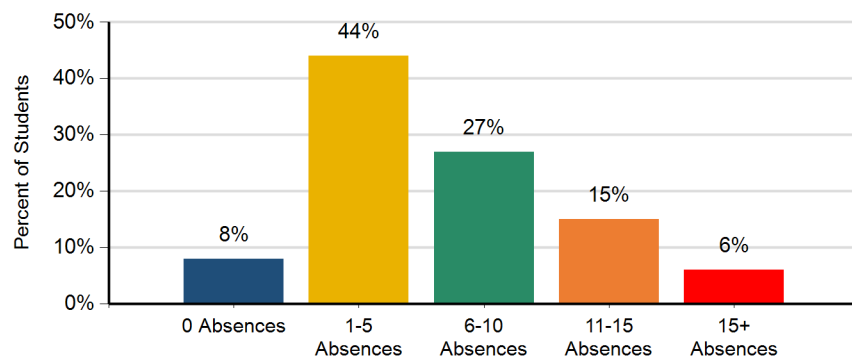
State of New Jersey
2015-2016

Grade Span KH-05

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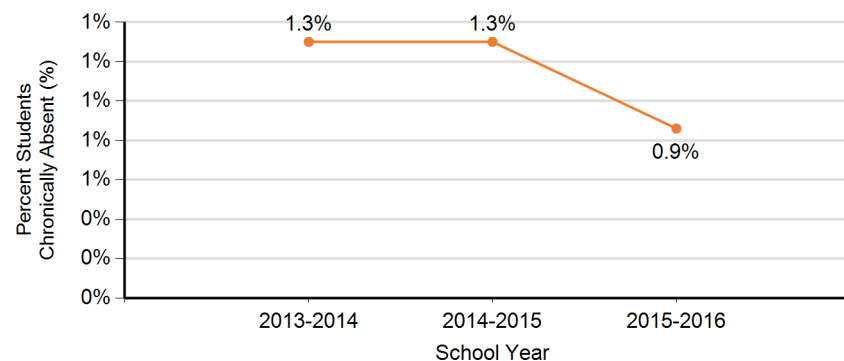
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2015-16 | 6 Hrs. 25 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

| 2015-16 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 10 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2015-16 | School |
|---------------|--------|
| Faculty | 11:1 |
| Administrator | 233:1 |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2015-16 | 0.0% |

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

| | School |
|---------|--------|
| 2015-16 | 0 |

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

| | School |
|---------|--------|
| 2015-16 | 99% |



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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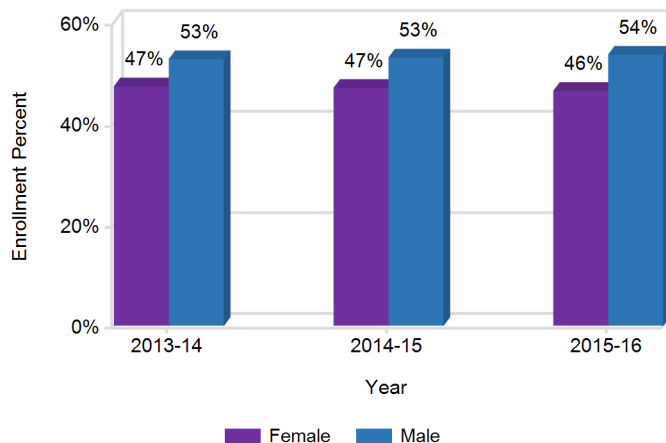
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

| | 2013-14 | 2014-15 | 2015-16 |
|----------|---------|---------|---------|
| Grade 06 | 135 | 135 | 151 |
| Grade 07 | 140 | 141 | 139 |
| Grade 08 | 139 | 143 | 156 |
| UG | 32 | 41 | 41 |
| Total | 446 | 460 | 487 |

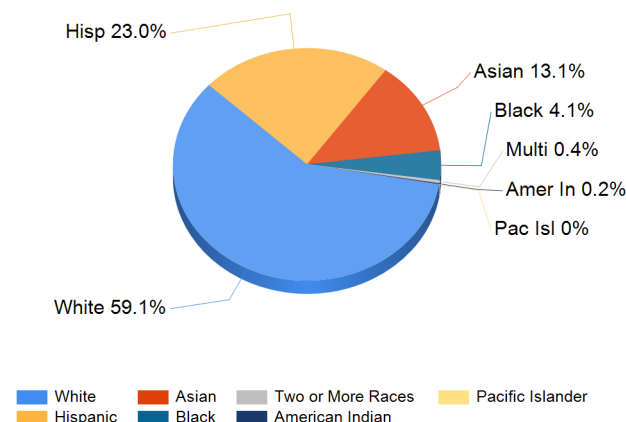
Enrollment by Gender

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



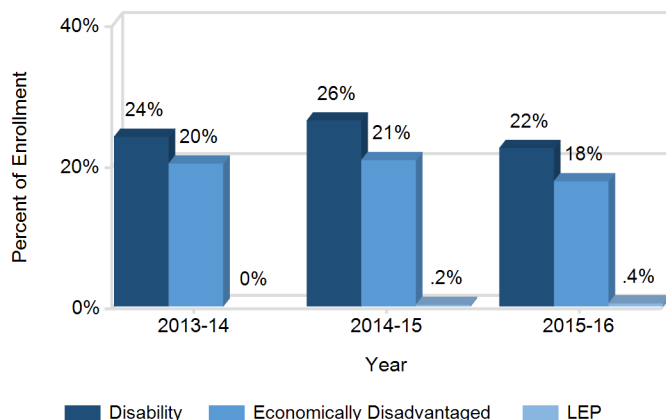
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

| 2015-2016 | Percent |
|-----------|---------|
| English | 68.2% |
| Spanish | 10.7% |
| Russian | 7.0% |
| Korean | 1.8% |
| Hebrew | 1.6% |
| Other | 10.4% |

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

| Academic Achievement | Schoolwide Performance | District Percentile | Statewide Percentile |
|---|------------------------|---------------------|----------------------|
| English Language Arts Literacy Met or Exceeded Expectations | 66% | 25 | 73 |
| Mathematics Met or Exceeded Expectations | 58% | 25 | 69 |

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

| SUBGROUP | English Language Arts/Literacy | | | | | Mathematics | | | | |
|-------------------------------------|--------------------------------|---------------------|----------------------|--------------------|-----------|--------------|---------------------|----------------------|--------------------|-----------|
| | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? |
| Schoolwide | 452 | 66% | 73 | 98% | ✓ | 452 | 58% | 69 | 98% | ✓ |
| White | 269 | 67% | 67 | 97% | ✓ | 269 | 62% | 67 | 97% | ✓ |
| African American | S | S | S | S | | S | S | S | S | |
| Hispanic | 102 | 53% | 71 | 99% | ✓ | 102 | 40% | 59 | 99% | ✓ |
| American Indian | S | S | S | S | | S | S | S | S | |
| Asian | 58 | 86% | 70 | 100% | ✓ | 58 | 78% | 58 | 100% | ✓ |
| Two or More Races | S | S | S | S | | S | S | S | S | |
| Students with Disability | 99 | 24% | 62 | 96% | ✓ | 99 | 16% | 51 | 96% | ✓ |
| English Learner Students | S | S | S | S | | S | S | S | S | |
| Economically Disadvantaged Students | 75 | 60% | 89 | 96% | ✓ | 76 | 50% | 87 | 98% | ✓ |



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 152 | 759 | 762 | 750 | 5% | 5% | 22% | 52% | 15% | 67% | 52% |
| White | 95 | 758 | 761 | 756 | 4% | 5% | 26% | 52% | 13% | 64% | 61% |
| African American | S | S | 750 | 732 | S | S | S | S | S | S | 31% |
| Hispanic | 34 | 754 | 757 | 738 | 9% | 9% | 18% | 56% | 9% | 65% | 37% |
| Asian | S | S | 775 | 772 | S | S | S | S | S | S | 79% |
| American Indian | N | N | N | 750 | N | N | N | N | N | N | 58% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Students with Disability | 23 | 719 | 729 | 719 | 30% | 26% | 30% | 13% | N | 13% | 15% |
| English Language Learners | N | N | N | 709 | N | N | N | N | N | N | 10% |
| Economically Disadvantaged Students | 21 | 750 | 747 | 735 | 5% | N | 38% | 48% | 10% | 57% | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 152 | 753 | 756 | 743 | 3% | 10% | 26% | 53% | 8% | 61% | 43% |
| White | 95 | 753 | 756 | 750 | 3% | 8% | 22% | 60% | 6% | 66% | 53% |
| African American | S | S | 737 | 724 | S | S | S | S | S | S | 20% |
| Hispanic | 34 | 745 | 747 | 730 | 3% | 12% | 41% | 38% | 6% | 44% | 26% |
| Asian | S | S | S | 768 | S | S | S | S | S | S | 76% |
| American Indian | N | N | N | 745 | N | N | N | N | N | N | 50% |
| Two or More Races | N | N | N | 748 | N | N | N | N | N | N | 49% |
| Students with Disability | 23 | 723 | 729 | 717 | 17% | 44% | 22% | 17% | N | 17% | 13% |
| English Language Learners | N | N | N | 713 | N | N | N | N | N | N | 12% |
| Economically Disadvantaged Students | 21 | 756 | 744 | 728 | N | 10% | 29% | 52% | 10% | 62% | 23% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 143 | 770 | 773 | 753 | 6% | 6% | 18% | 32% | 39% | 71% | 56% |
| White | 80 | 767 | 772 | 760 | 6% | 9% | 13% | 39% | 34% | 73% | 65% |
| African American | S | S | 769 | 733 | S | S | S | S | S | S | 35% |
| Hispanic | 38 | 759 | 760 | 739 | 5% | 5% | 34% | 29% | 26% | 55% | 41% |
| Asian | 16 | 801 | 793 | 781 | N | N | 6% | 13% | 81% | 94% | 84% |
| American Indian | N | N | N | 748 | N | N | N | N | N | N | 54% |
| Two or More Races | S | S | 798 | 759 | S | S | S | S | S | S | 63% |
| Students with Disability | 29 | 731 | 735 | 716 | 24% | 14% | 28% | 31% | 3% | 35% | 16% |
| English Language Learners | S | S | 718 | 703 | S | S | S | S | S | S | 10% |
| Economically Disadvantaged Students | 28 | 758 | 755 | 735 | 11% | 14% | 18% | 21% | 36% | 57% | 37% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 120 | 745 | 750 | 740 | 2% | 23% | 32% | 39% | 5% | 44% | 39% |
| White | 66 | 744 | 751 | 747 | 3% | 23% | 29% | 42% | 3% | 46% | 47% |
| African American | S | S | 758 | 724 | S | S | S | S | S | S | 19% |
| Hispanic | 36 | 739 | 738 | 729 | N | 25% | 47% | 25% | 3% | 28% | 23% |
| Asian | S | S | 764 | 763 | S | S | S | S | S | S | 72% |
| American Indian | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | S | S | 761 | 744 | S | S | S | S | S | S | 44% |
| Students with Disability | 29 | 725 | 724 | 713 | 7% | 52% | 28% | 10% | 3% | 14% | 9% |
| English Language Learners | S | S | 737 | 711 | S | S | S | S | S | S | 10% |
| Economically Disadvantaged Students | 24 | 733 | 734 | 727 | N | 38% | 33% | 29% | N | 29% | 21% |



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 158 | 764 | 771 | 753 | 11% | 6% | 17% | 38% | 28% | 66% | 55% |
| White | 89 | 765 | 771 | 759 | 12% | 3% | 14% | 44% | 27% | 71% | 63% |
| African American | S | S | 753 | 732 | S | S | S | S | S | S | 34% |
| Hispanic | 36 | 744 | 754 | 740 | 14% | 14% | 31% | 31% | 11% | 42% | 43% |
| Asian | 26 | 792 | 792 | 780 | N | 4% | 8% | 31% | 58% | 89% | 82% |
| American Indian | S | S | 785 | 753 | S | S | S | S | S | S | 52% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 59% |
| Students with Disability | 28 | 717 | 736 | 715 | 46% | 7% | 25% | 21% | N | 21% | 16% |
| English Language Learners | S | S | 724 | 701 | S | S | S | S | S | S | 9% |
| Economically Disadvantaged Students | 31 | 753 | 757 | 736 | 10% | 10% | 23% | 45% | 13% | 58% | 38% |
| **PARCC MATH | | | | | | | | | | | |
| Schoolwide | 111 | 741 | 743 | 726 | 14% | 14% | 23% | 48% | 2% | 50% | 26% |
| White | 60 | 740 | 742 | 732 | 17% | 10% | 22% | 50% | 2% | 52% | 32% |
| African American | S | S | 743 | 712 | S | S | S | S | S | S | 14% |
| Hispanic | 30 | 732 | 738 | 721 | 13% | 23% | 33% | 30% | N | 30% | 20% |
| Asian | 14 | 764 | 760 | 745 | N | 7% | 7% | 79% | 7% | 86% | 49% |
| American Indian | S | S | 753 | 726 | S | S | S | S | S | S | 25% |
| Two or More Races | N | N | N | 726 | N | N | N | N | N | N | 26% |
| Students with Disability | 27 | 709 | 720 | 704 | 44% | 22% | 15% | 19% | N | 19% | 8% |
| English Language Learners | S | S | 738 | 704 | S | S | S | S | S | S | 9% |
| Economically Disadvantaged Students | 25 | 731 | 737 | 718 | 12% | 24% | 32% | 32% | N | 32% | 18% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



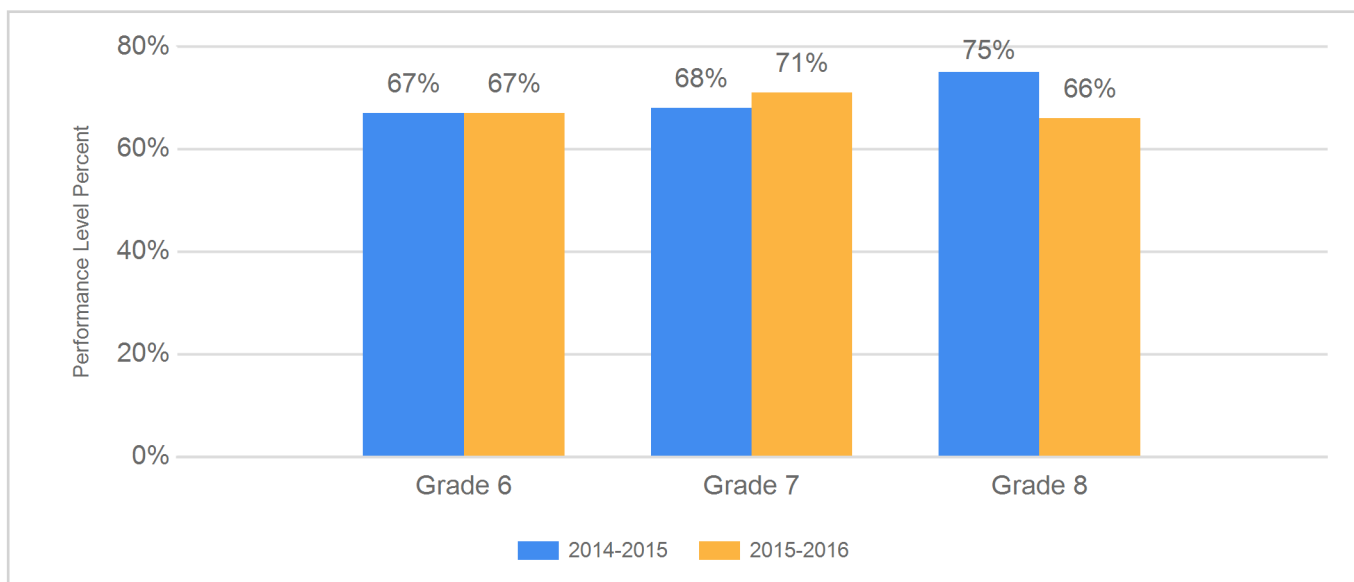
State of New Jersey
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|------------|------------|----------------------------|----------------------------------|
| Schoolwide | 57 | 784 | 785 | 769 | N | N | 2% | 79% | 19% | 98% | 42% |
| White | 36 | 780 | 783 | 772 | N | N | N | 81% | 19% | 100% | 51% |
| African American | N | N | N | 748 | N | N | N | N | N | N | 20% |
| Hispanic | S | S | 784 | 746 | S | S | S | S | S | S | 25% |
| Asian | S | S | 792 | 789 | S | S | S | S | S | S | 76% |
| American Indian | N | N | N | 769 | N | N | N | N | N | N | 40% |
| Two or More Races | N | N | N | 776 | N | N | N | N | N | N | 47% |
| Students with Disability | S | S | 782 | 738 | S | S | S | S | S | S | 10% |
| English Language Learners | N | N | N | 723 | N | N | N | N | N | N | 9% |
| Economically Disadvantaged Students | 11 | 780 | 780 | 746 | N | N | N | 100% | N | 100% | 23% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|------------|------------|----------------------------|----------------------------------|
| Schoolwide | 14 | 793 | 793 | 789 | N | N | N | 71% | 29% | 100% | 27% |
| White | S | S | 787 | 776 | S | S | S | S | S | S | 31% |
| African American | N | N | N | 746 | N | N | N | N | N | N | 9% |
| Hispanic | S | S | 796 | 782 | S | S | S | S | S | S | 12% |
| Asian | S | S | 808 | 802 | S | S | S | S | S | S | 60% |
| American Indian | N | N | N | N | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | 776 | N | N | N | N | N | N | 35% |
| Students with Disability | N | N | N | 791 | N | N | N | N | N | N | 5% |
| English Language Learners | N | N | N | 790 | N | N | N | N | N | N | 7% |
| Economically Disadvantaged Students | N | N | N | 759 | N | N | N | N | N | N | 11% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



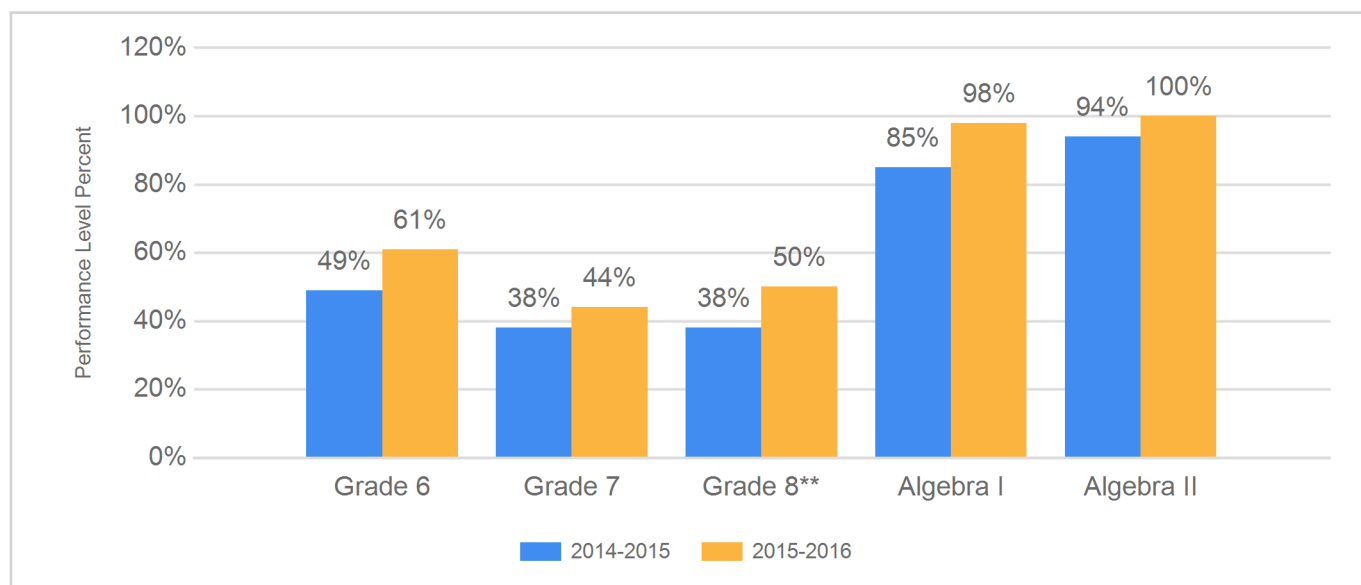
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

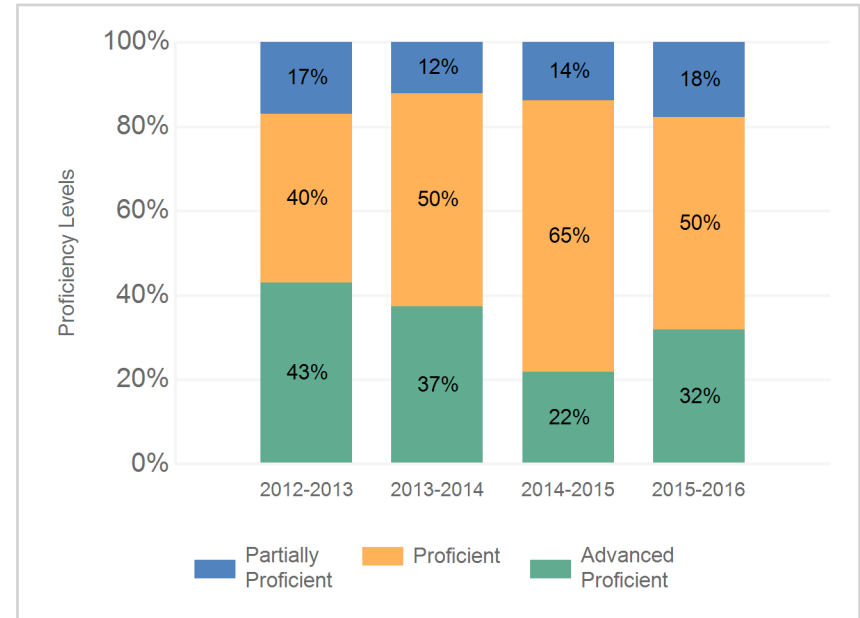
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

| | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Statewide | 26% | 47% | 27% |
| Schoolwide | 32% | 50% | 18% |
| White | 37% | 48% | 15% |
| African American | S | S | S |
| Hispanic | 6% | 60% | 34% |
| American Indian | S | S | S |
| Asian | 50% | 46% | 4% |
| Two or More Races | N | N | N |
| Students with Disability | 4% | 43% | 54% |
| English Language Learners | N | N | N |
| Economically Disadvantaged Students | 26% | 52% | 22% |

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

| | |
|-----------------|---|
| Reading Grade 4 | http://www.nj.gov/education/pr/1415/naep/naep4read.html |
| Reading Grade 8 | http://www.nj.gov/education/pr/1415/naep/naep8read.html |
| Math Grade 4 | http://www.nj.gov/education/pr/1415/naep/naep4math.html |
| Math Grade 8 | http://www.nj.gov/education/pr/1415/naep/naep8math.html |
| Science Grade 4 | http://www.nj.gov/education/pr/1415/naep/naep4science.html |
| Science Grade 8 | http://www.nj.gov/education/pr/1415/naep/naep8science.html |

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

| Subject | Grade | State Nation | Proficiency Percentages | | | |
|---------|-------|--------------|-------------------------|-------|------------|----------|
| | | | Below Basic | Basic | Proficient | Advanced |
| Reading | 4 | State (NJ) | 25 | 33 | 31 | 12 |
| | | Nation | 31 | 33 | 27 | 9 |
| | 8 | State (NJ) | 20 | 39 | 35 | 6 |
| | | Nation | 24 | 42 | 31 | 4 |
| Math | 4 | State (NJ) | 14 | 39 | 38 | 9 |
| | | Nation | 18 | 42 | 33 | 7 |
| | 8 | State (NJ) | 21 | 32 | 30 | 16 |
| | | Nation | 29 | 38 | 25 | 8 |
| Science | 4 | State (NJ) | 24 | 37 | 38 | 1 |
| | | Nation | 25 | 39 | 36 | 1 |
| | 8 | State (NJ) | 29 | 36 | 33 | 2 |
| | | Nation | 33 | 34 | 31 | 2 |



State of New Jersey
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Grade Span 06-08

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

| School Growth Indicators | School Median | District Median | Statewide Median |
|---------------------------------|---------------|-----------------|------------------|
| Student Growth on Language Arts | 47 | 56 | 50 |
| Student Growth on Math | 51 | 55 | 50 |

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 6% | 1% | 0% |
| Partially Met (L2) | 4% | 1% | 0% |
| Approached (L3) | 10% | 6% | 3% |
| Met (L4) | 13% | 16% | 12% |
| Exceeded (L5) | 3% | 8% | 17% |

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 4% | 0% | 1% |
| Partially Met (L2) | 8% | 4% | 2% |
| Approached (L3) | 9% | 10% | 7% |
| Met (L4) | 13% | 15% | 21% |
| Exceeded (L5) | 0% | 1% | 4% |



State of New Jersey
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Grade Span 06-08

03-1450-070

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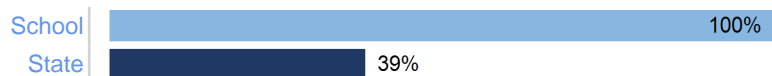
12 - 00 FIRST STREET

FAIR LAWN, NJ 07410

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



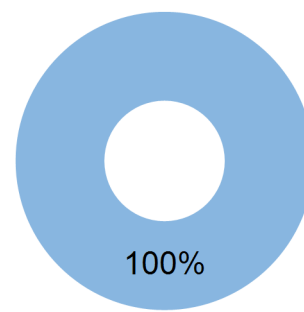
DANCE



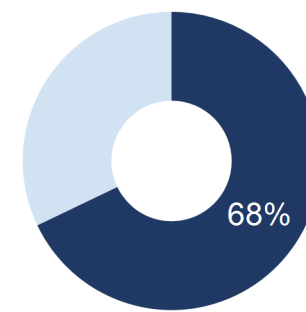
VISUAL ARTS



Any Visual and Performing Arts



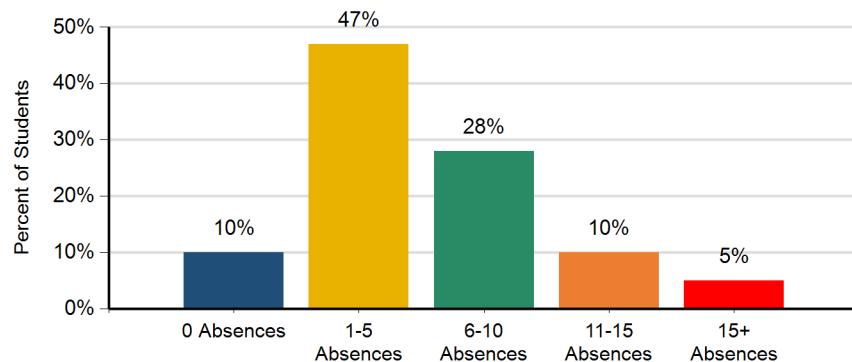
School



State

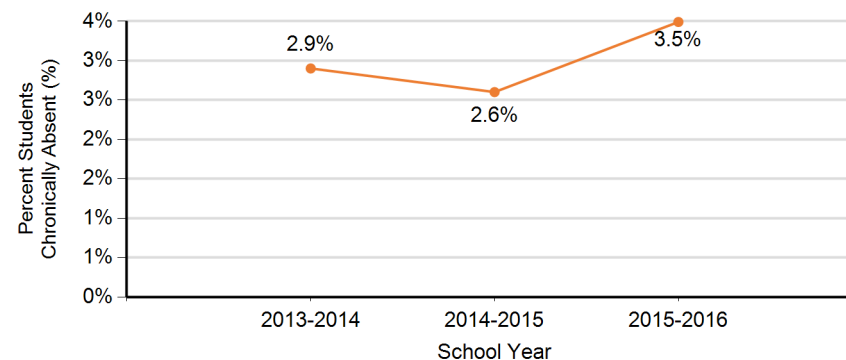
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2015-16 | 6 Hrs. 26 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

| 2015-16 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 22 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2015-16 | School |
|---------------|--------|
| Faculty | 8:1 |
| Administrator | 244:1 |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2015-16 | 1.2% |

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

| | School |
|---------|--------|
| 2015-16 | 0 |

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

| | School |
|---------|--------|
| 2015-16 | 99% |



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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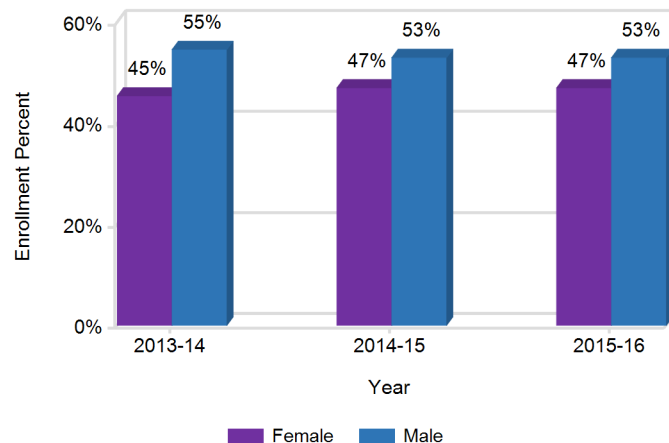
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

| | 2013-14 | 2014-15 | 2015-16 |
|--------------|------------|------------|------------|
| Grade KG | 58 | 59 | 57 |
| Grade 01 | 70 | 70 | 79 |
| Grade 02 | 73 | 75 | 69 |
| Grade 03 | 64 | 74 | 71 |
| Grade 04 | 59 | 69 | 79 |
| Grade 05 | 61 | 65 | 65 |
| UG | 38 | 35 | 37 |
| Total | 423 | 447 | 457 |

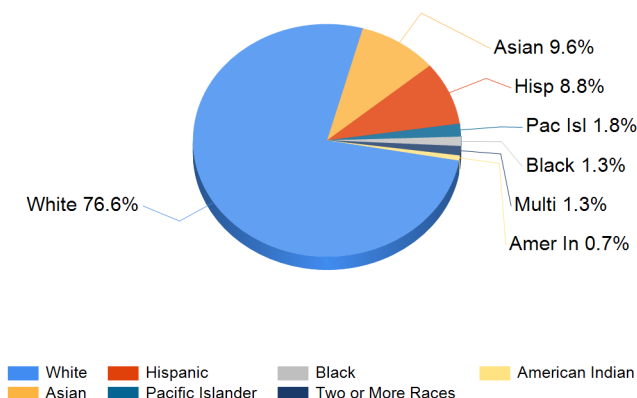
Enrollment by Gender

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



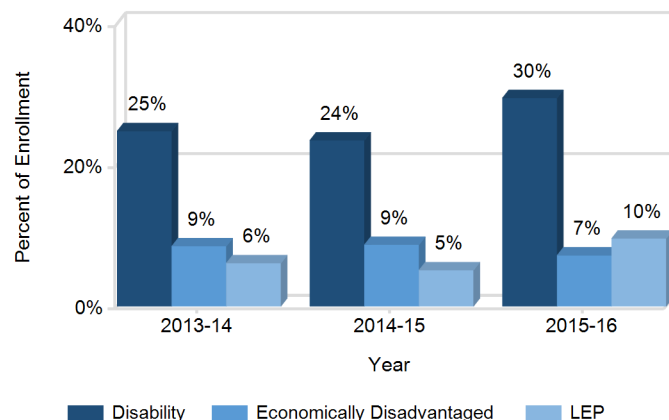
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

| 2015-2016 | Percent |
|-----------|---------|
| English | 66.3% |
| Russian | 13.8% |
| Hebrew | 7.0% |
| Spanish | 3.1% |
| Chinese | 1.8% |
| Other | 7.9% |

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

| Academic Achievement | Schoolwide Performance | District Percentile | Statewide Percentile |
|---|------------------------|---------------------|----------------------|
| English Language Arts Literacy Met or Exceeded Expectations | 75% | 63 | 87 |
| Mathematics Met or Exceeded Expectations | 76% | 63 | 91 |

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

| SUBGROUP | English Language Arts/Literacy | | | | | Mathematics | | | | |
|-------------------------------------|--------------------------------|---------------------|----------------------|--------------------|-----------|--------------|---------------------|----------------------|--------------------|-----------|
| | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? |
| Schoolwide | 201 | 75% | 87 | 94% | ✓ | 202 | 76% | 91 | 94% | ✓ |
| White | 163 | 76% | 80 | 94% | ✓ | 164 | 77% | 87 | 94% | ✓ |
| African American | S | S | S | S | | S | S | S | S | |
| Hispanic | S | S | S | S | | S | S | S | S | |
| American Indian | N | N | N | N | | N | N | N | N | |
| Asian | S | S | S | S | | S | S | S | S | |
| Two or More Races | S | S | S | S | | S | S | S | S | |
| Students with Disability | 54 | 46% | 93 | 90% | X | 54 | 57% | 97 | 90% | X |
| English Learner Students | S | S | S | S | | S | S | S | S | |
| Economically Disadvantaged Students | S | S | S | S | | S | S | S | S | |



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 70 | 758 | 764 | 746 | 6% | 9% | 23% | 57% | 6% | 63% | 48% |
| White | 55 | 756 | 763 | 756 | 7% | 7% | 24% | 55% | 7% | 62% | 58% |
| African American | S | S | 762 | 727 | S | S | S | S | S | S | 30% |
| Hispanic | S | S | 760 | 730 | S | S | S | S | S | S | 31% |
| Asian | S | S | 777 | 772 | S | S | S | S | S | S | 74% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 47% |
| Two or More Races | N | N | N | 753 | N | N | N | N | N | N | 55% |
| Students with Disability | 18 | 741 | 745 | 718 | 11% | 17% | 28% | 44% | N | 44% | 22% |
| English Language Learners | S | S | 734 | 709 | S | S | S | S | S | S | 11% |
| Economically Disadvantaged Students | S | S | 754 | 727 | S | S | S | S | S | S | 28% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 71 | 765 | 772 | 749 | 1% | 9% | 20% | 47% | 24% | 70% | 52% |
| White | 56 | 765 | 770 | 757 | 2% | 9% | 20% | 46% | 23% | 70% | 63% |
| African American | S | S | 774 | 730 | S | S | S | S | S | S | 31% |
| Hispanic | S | S | 765 | 736 | S | S | S | S | S | S | 35% |
| Asian | S | S | 788 | 777 | S | S | S | S | S | S | 82% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 48% |
| Two or More Races | N | N | N | 754 | N | N | N | N | N | N | 57% |
| Students with Disability | 18 | 758 | 757 | 727 | N | 17% | 17% | 61% | 6% | 67% | 28% |
| English Language Learners | S | S | 753 | 724 | S | S | S | S | S | S | 20% |
| Economically Disadvantaged Students | S | S | 763 | 732 | S | S | S | S | S | S | 32% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 73 | 781 | 771 | 750 | 6% | 1% | 6% | 43% | 45% | 88% | 54% |
| White | 61 | 782 | 772 | 759 | 5% | 2% | 7% | 39% | 48% | 87% | 64% |
| African American | S | S | 746 | 733 | S | S | S | S | S | S | 33% |
| Hispanic | S | S | 764 | 737 | S | S | S | S | S | S | 37% |
| Asian | S | S | 779 | 773 | S | S | S | S | S | S | 79% |
| American Indian | N | N | N | 748 | N | N | N | N | N | N | 55% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 62% |
| Students with Disability | 17 | 758 | 737 | 723 | 18% | 6% | 18% | 35% | 24% | 59% | 22% |
| English Language Learners | S | S | 749 | 712 | S | S | S | S | S | S | 12% |
| Economically Disadvantaged Students | S | S | 755 | 734 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 75 | 764 | 768 | 745 | 4% | 4% | 13% | 71% | 8% | 79% | 47% |
| White | 63 | 765 | 769 | 752 | 5% | 5% | 11% | 70% | 10% | 79% | 57% |
| African American | S | S | 750 | 727 | S | S | S | S | S | S | 24% |
| Hispanic | S | S | 758 | 733 | S | S | S | S | S | S | 30% |
| Asian | S | S | 776 | 771 | S | S | S | S | S | S | 78% |
| American Indian | N | N | N | 742 | N | N | N | N | N | N | 44% |
| Two or More Races | N | N | N | 750 | N | N | N | N | N | N | 54% |
| Students with Disability | 17 | 746 | 740 | 724 | 12% | 18% | 18% | 53% | N | 53% | 22% |
| English Language Learners | S | S | 761 | 720 | S | S | S | S | S | S | 16% |
| Economically Disadvantaged Students | S | S | 753 | 730 | S | S | S | S | S | S | 27% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 64 | 771 | 771 | 751 | 6% | 6% | 13% | 55% | 20% | 75% | 53% |
| White | 52 | 773 | 773 | 758 | 6% | 8% | 10% | 54% | 23% | 77% | 64% |
| African American | S | S | 744 | 733 | S | S | S | S | S | S | 32% |
| Hispanic | S | S | 755 | 738 | S | S | S | S | S | S | 37% |
| Asian | S | S | 786 | 773 | S | S | S | S | S | S | 80% |
| American Indian | N | N | N | 750 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | N | 759 | N | N | N | N | N | N | 63% |
| Students with Disability | 18 | 742 | 742 | 723 | 22% | 22% | 17% | 28% | 11% | 39% | 20% |
| English Language Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Economically Disadvantaged Students | S | S | 757 | 735 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 64 | 771 | 769 | 747 | 2% | 5% | 17% | 50% | 27% | 77% | 47% |
| White | 52 | 772 | 770 | 753 | 2% | 4% | 15% | 50% | 29% | 79% | 57% |
| African American | S | S | 745 | 728 | S | S | S | S | S | S | 24% |
| Hispanic | S | S | 755 | 735 | S | S | S | S | S | S | 31% |
| Asian | S | S | 782 | 774 | S | S | S | S | S | S | 80% |
| American Indian | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Students with Disability | 18 | 755 | 746 | 725 | 6% | 17% | 22% | 33% | 22% | 56% | 19% |
| English Language Learners | N | N | N | 721 | N | N | N | N | N | N | 16% |
| Economically Disadvantaged Students | S | S | 755 | 732 | S | S | S | S | S | S | 28% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



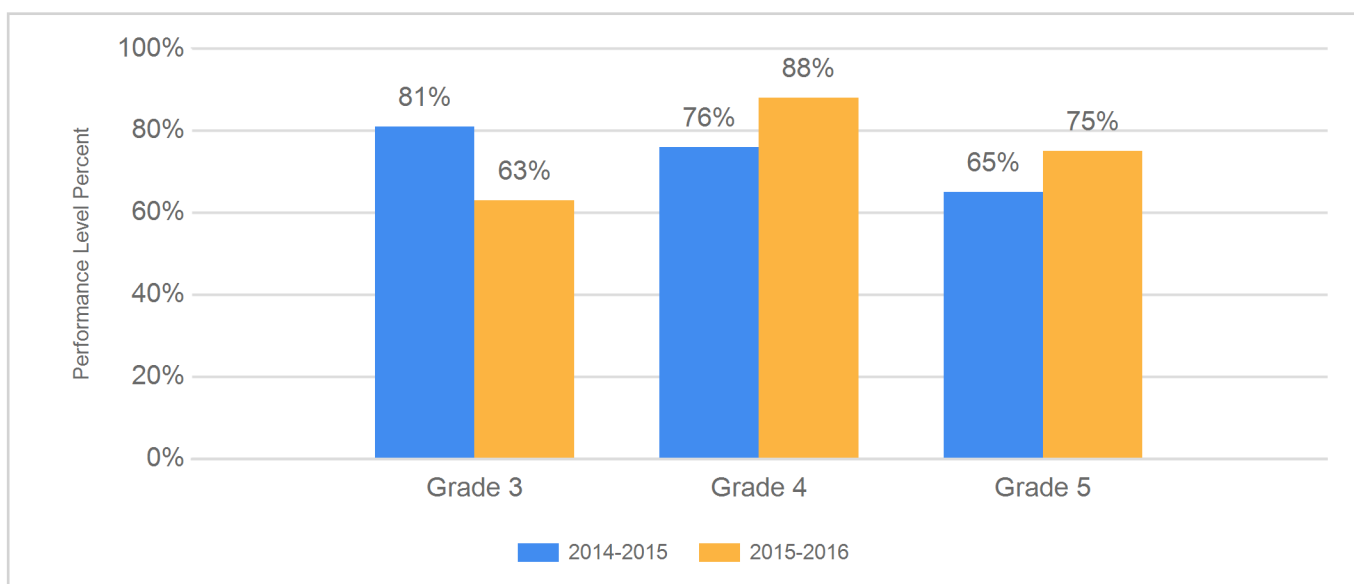
State of New Jersey
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





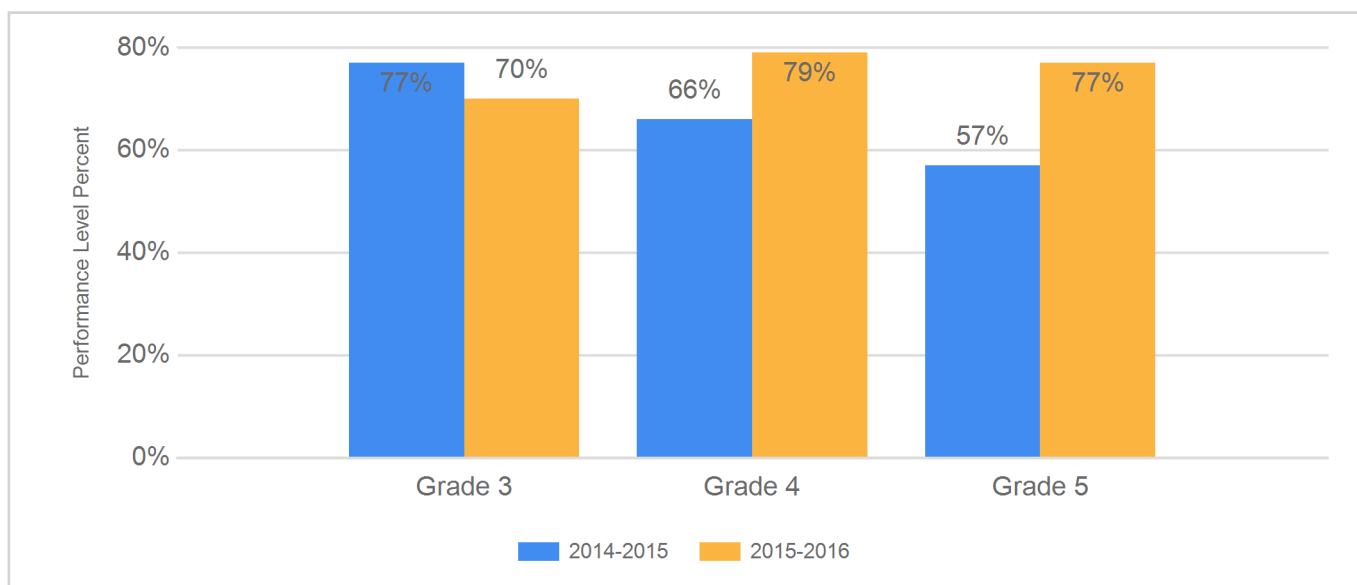
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

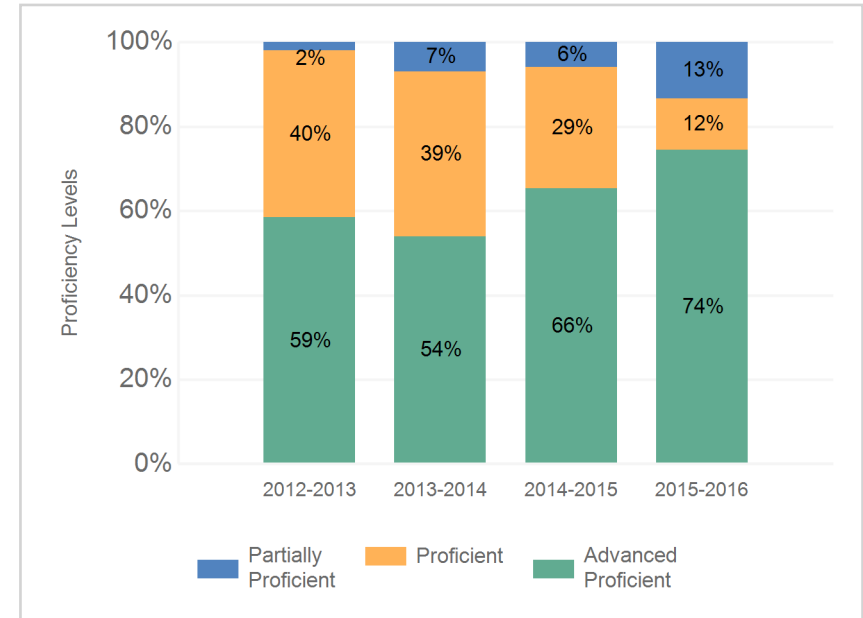
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

| | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Statewide | 49% | 41% | 10% |
| Schoolwide | 74% | 12% | 13% |
| White | 77% | 10% | 14% |
| African American | S | S | S |
| Hispanic | S | S | S |
| American Indian | N | N | N |
| Asian | S | S | S |
| Two or More Races | S | S | S |
| Students with Disability | 39% | 27% | 35% |
| English Language Learners | S | S | S |
| Economically Disadvantaged Students | S | S | S |

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

| | |
|-----------------|---|
| Reading Grade 4 | http://www.nj.gov/education/pr/1415/naep/naep4read.html |
| Reading Grade 8 | http://www.nj.gov/education/pr/1415/naep/naep8read.html |
| Math Grade 4 | http://www.nj.gov/education/pr/1415/naep/naep4math.html |
| Math Grade 8 | http://www.nj.gov/education/pr/1415/naep/naep8math.html |
| Science Grade 4 | http://www.nj.gov/education/pr/1415/naep/naep4science.html |
| Science Grade 8 | http://www.nj.gov/education/pr/1415/naep/naep8science.html |

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

| Subject | Grade | State Nation | Proficiency Percentages | | | |
|---------|-------|--------------|-------------------------|-------|------------|----------|
| | | | Below Basic | Basic | Proficient | Advanced |
| Reading | 4 | State (NJ) | 25 | 33 | 31 | 12 |
| | | Nation | 31 | 33 | 27 | 9 |
| | 8 | State (NJ) | 20 | 39 | 35 | 6 |
| | | Nation | 24 | 42 | 31 | 4 |
| Math | 4 | State (NJ) | 14 | 39 | 38 | 9 |
| | | Nation | 18 | 42 | 33 | 7 |
| | 8 | State (NJ) | 21 | 32 | 30 | 16 |
| | | Nation | 29 | 38 | 25 | 8 |
| Science | 4 | State (NJ) | 24 | 37 | 38 | 1 |
| | | Nation | 25 | 39 | 36 | 1 |
| | 8 | State (NJ) | 29 | 36 | 33 | 2 |
| | | Nation | 33 | 34 | 31 | 2 |



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

| School Growth Indicators | School Median | District Median | Statewide Median |
|---------------------------------|---------------|-----------------|------------------|
| Student Growth on Language Arts | 62 | 56 | 50 |
| Student Growth on Math | 56 | 55 | 50 |

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 2% | 2% | 0% |
| Partially Met (L2) | 3% | 0% | 1% |
| Approached (L3) | 6% | 3% | 0% |
| Met (L4) | 9% | 18% | 20% |
| Exceeded (L5) | 0% | 6% | 29% |

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 2% | 0% | 0% |
| Partially Met (L2) | 2% | 2% | 0% |
| Approached (L3) | 6% | 3% | 4% |
| Met (L4) | 13% | 25% | 24% |
| Exceeded (L5) | 0% | 4% | 14% |



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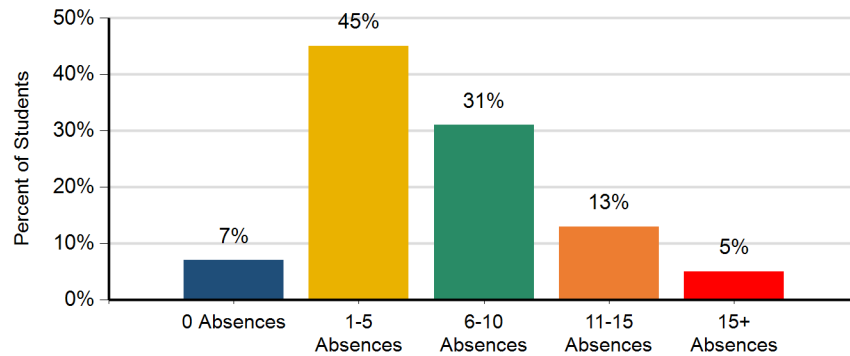
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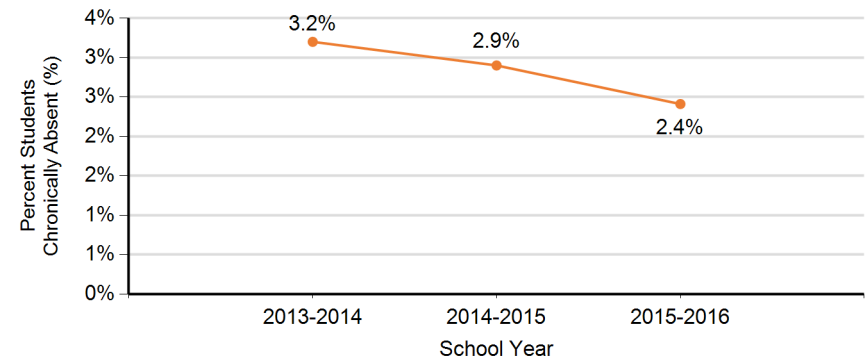
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2015-16 | 6 Hrs. 25 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

| 2015-16 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 10 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2015-16 | School |
|---------------|--------|
| Faculty | 14:1 |
| Administrator | 457:1 |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2015-16 | 0.4% |

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

| | School |
|---------|--------|
| 2015-16 | 0 |

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

| | School |
|---------|--------|
| 2015-16 | 99% |



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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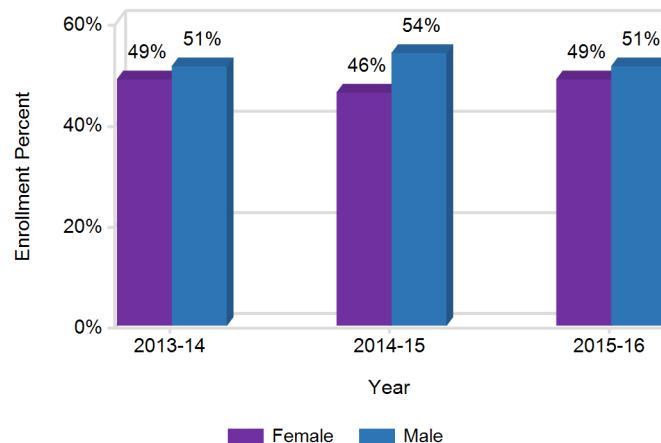
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

| | 2013-14 | 2014-15 | 2015-16 |
|----------|---------|---------|---------|
| Grade 06 | 196 | 227 | 215 |
| Grade 07 | 207 | 210 | 234 |
| Grade 08 | 212 | 203 | 218 |
| UG | 19 | 20 | 12 |
| Total | 634 | 660 | 679 |

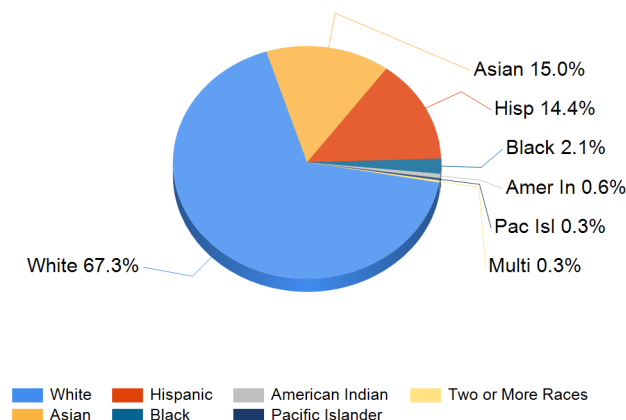
Enrollment by Gender

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



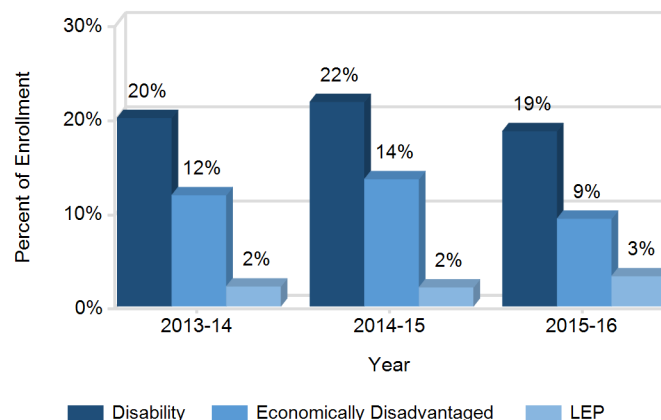
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

| 2015-2016 | Percent |
|-----------|---------|
| English | 63.5% |
| Russian | 9.6% |
| Spanish | 6.6% |
| Hebrew | 5.9% |
| Korean | 1.3% |
| Other | 12.4% |

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

| Academic Achievement | Schoolwide Performance | District Percentile | Statewide Percentile |
|---|------------------------|---------------------|----------------------|
| English Language Arts Literacy Met or Exceeded Expectations | 77% | 75 | 89 |
| Mathematics Met or Exceeded Expectations | 68% | 38 | 82 |

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

| SUBGROUP | English Language Arts/Literacy | | | | | Mathematics | | | | |
|-------------------------------------|--------------------------------|---------------------|----------------------|--------------------|-----------|--------------|---------------------|----------------------|--------------------|-----------|
| | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? |
| Schoolwide | 634 | 77% | 89 | 97% | ✓ | 630 | 68% | 82 | 96% | ✓ |
| White | 428 | 77% | 83 | 96% | ✓ | 427 | 67% | 75 | 96% | ✓ |
| African American | S | S | S | S | | S | S | S | S | |
| Hispanic | 88 | 65% | 88 | 100% | ✓ | 85 | 54% | 82 | 96% | ✓ |
| American Indian | S | S | S | S | | S | S | S | S | |
| Asian | 98 | 88% | 66 | 100% | ✓ | 98 | 87% | 61 | 100% | ✓ |
| Two or More Races | S | S | S | S | | S | S | S | S | |
| Students with Disability | 129 | 38% | 84 | 95% | ✓ | 129 | 27% | 70 | 95% | ✓ |
| English Learner Students | S | S | S | S | | S | S | S | S | |
| Economically Disadvantaged Students | 45 | 62% | 90 | 93% | ✗ | 44 | 39% | 72 | 89% | ✗ |



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 211 | 764 | 762 | 750 | 2% | 6% | 18% | 56% | 18% | 74% | 52% |
| White | 138 | 762 | 761 | 756 | 3% | 7% | 19% | 54% | 18% | 72% | 61% |
| African American | S | S | 750 | 732 | S | S | S | S | S | S | 31% |
| Hispanic | 31 | 759 | 757 | 738 | 3% | 7% | 19% | 61% | 10% | 71% | 37% |
| Asian | 35 | 777 | 775 | 772 | N | N | 11% | 60% | 29% | 89% | 79% |
| American Indian | S | S | S | 750 | S | S | S | S | S | S | 58% |
| Two or More Races | S | S | S | 755 | S | S | S | S | S | S | 60% |
| Students with Disability | 43 | 734 | 729 | 719 | 12% | 21% | 40% | 26% | 2% | 28% | 15% |
| English Language Learners | S | S | S | 709 | S | S | S | S | S | S | 10% |
| Economically Disadvantaged Students | 13 | 742 | 747 | 735 | 15% | 15% | 15% | 54% | N | 54% | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 212 | 759 | 756 | 743 | 3% | 9% | 23% | 49% | 17% | 65% | 43% |
| White | 139 | 758 | 756 | 750 | 3% | 9% | 25% | 49% | 14% | 63% | 53% |
| African American | S | S | 737 | 724 | S | S | S | S | S | S | 20% |
| Hispanic | 31 | 750 | 747 | 730 | 7% | 10% | 23% | 52% | 10% | 61% | 26% |
| Asian | 35 | 772 | 772 | 768 | 3% | 6% | 9% | 49% | 34% | 83% | 76% |
| American Indian | S | S | S | 745 | S | S | S | S | S | S | 50% |
| Two or More Races | S | S | S | 748 | S | S | S | S | S | S | 49% |
| Students with Disability | 43 | 732 | 729 | 717 | 14% | 26% | 35% | 19% | 7% | 26% | 13% |
| English Language Learners | S | S | S | 713 | S | S | S | S | S | S | 12% |
| Economically Disadvantaged Students | 13 | 726 | 744 | 728 | 15% | 23% | 39% | 23% | N | 23% | 23% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 234 | 774 | 773 | 753 | 2% | 5% | 15% | 39% | 40% | 79% | 56% |
| White | 159 | 774 | 772 | 760 | 2% | 4% | 14% | 41% | 40% | 81% | 65% |
| African American | S | S | 769 | 733 | S | S | S | S | S | S | 35% |
| Hispanic | 32 | 760 | 760 | 739 | 3% | 13% | 28% | 31% | 25% | 56% | 41% |
| Asian | 35 | 790 | 793 | 781 | N | 3% | 6% | 34% | 57% | 91% | 84% |
| American Indian | N | N | N | 748 | N | N | N | N | N | N | 54% |
| Two or More Races | S | S | 798 | 759 | S | S | S | S | S | S | 63% |
| Students with Disability | 40 | 738 | 735 | 716 | 8% | 20% | 40% | 25% | 8% | 33% | 16% |
| English Language Learners | S | S | 718 | 703 | S | S | S | S | S | S | 10% |
| Economically Disadvantaged Students | 18 | 750 | 755 | 735 | N | 17% | 33% | 50% | N | 50% | 37% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 202 | 753 | 750 | 740 | 5% | 6% | 30% | 48% | 10% | 58% | 39% |
| White | 138 | 754 | 751 | 747 | 4% | 7% | 30% | 52% | 8% | 60% | 47% |
| African American | S | S | 758 | 724 | S | S | S | S | S | S | 19% |
| Hispanic | 28 | 736 | 738 | 729 | 18% | 11% | 36% | 32% | 4% | 36% | 23% |
| Asian | 28 | 766 | 764 | 763 | N | 4% | 18% | 50% | 29% | 79% | 72% |
| American Indian | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | S | S | 761 | 744 | S | S | S | S | S | S | 44% |
| Students with Disability | 38 | 723 | 724 | 713 | 16% | 24% | 50% | 11% | N | 11% | 9% |
| English Language Learners | S | S | 737 | 711 | S | S | S | S | S | S | 10% |
| Economically Disadvantaged Students | 18 | 734 | 734 | 727 | 22% | 17% | 28% | 22% | 11% | 33% | 21% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 209 | 776 | 771 | 753 | 3% | 5% | 13% | 47% | 33% | 79% | 55% |
| White | 137 | 775 | 771 | 759 | 4% | 5% | 12% | 48% | 31% | 79% | 63% |
| African American | S | S | 753 | 732 | S | S | S | S | S | S | 34% |
| Hispanic | 31 | 765 | 754 | 740 | 3% | 10% | 13% | 55% | 19% | 74% | 43% |
| Asian | 35 | 792 | 792 | 780 | N | N | 17% | 29% | 54% | 83% | 82% |
| American Indian | S | S | 785 | 753 | S | S | S | S | S | S | 52% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 59% |
| Students with Disability | 42 | 748 | 736 | 715 | 10% | 14% | 24% | 50% | 2% | 52% | 16% |
| English Language Learners | S | S | 724 | 701 | S | S | S | S | S | S | 9% |
| Economically Disadvantaged Students | 19 | 762 | 757 | 736 | N | 5% | 21% | 63% | 11% | 74% | 38% |
| **PARCC MATH | | | | | | | | | | | |
| Schoolwide | 111 | 746 | 743 | 726 | 7% | 14% | 29% | 48% | 3% | 51% | 26% |
| White | 71 | 743 | 742 | 732 | 11% | 13% | 28% | 45% | 3% | 48% | 32% |
| African American | S | S | 743 | 712 | S | S | S | S | S | S | 14% |
| Hispanic | 23 | 747 | 738 | 721 | N | 17% | 35% | 48% | N | 48% | 20% |
| Asian | 12 | 755 | 760 | 745 | N | 8% | 25% | 58% | 8% | 67% | 49% |
| American Indian | S | S | 753 | 726 | S | S | S | S | S | S | 25% |
| Two or More Races | N | N | N | 726 | N | N | N | N | N | N | 26% |
| Students with Disability | 34 | 729 | 720 | 704 | 21% | 24% | 29% | 24% | 3% | 27% | 8% |
| English Language Learners | S | S | 738 | 704 | S | S | S | S | S | S | 9% |
| Economically Disadvantaged Students | 19 | 744 | 737 | 718 | 5% | 16% | 26% | 53% | N | 53% | 18% |



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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Grade Span 06-08

03-1450-060

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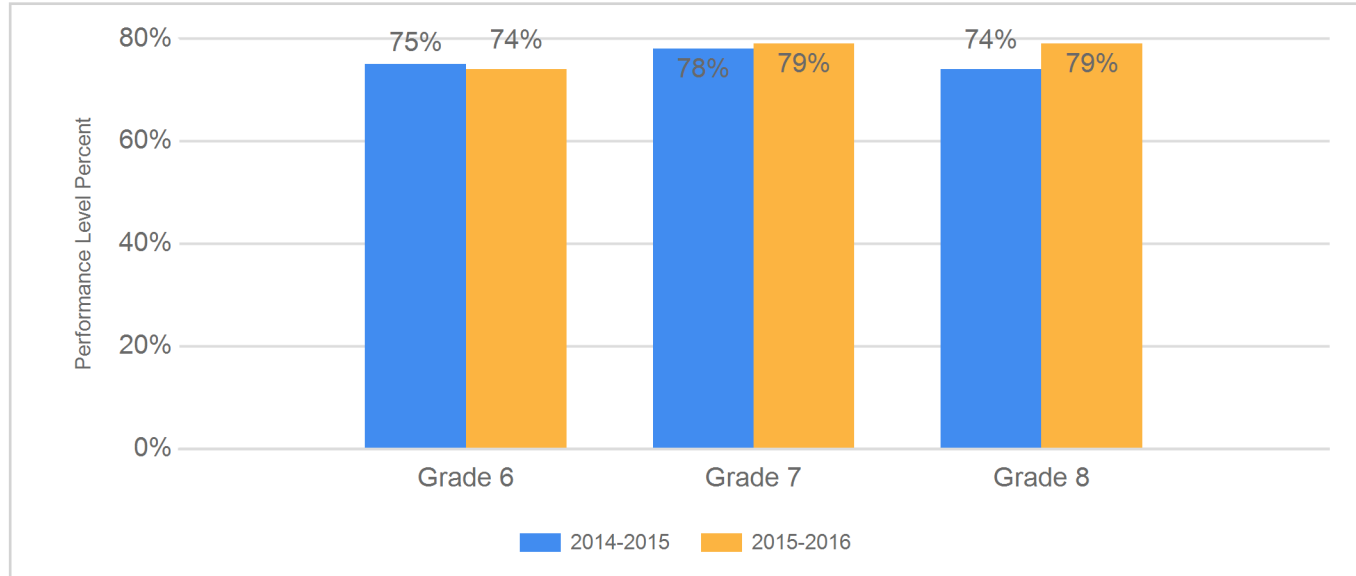
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|------------|-----------|----------------------------|----------------------------------|
| Schoolwide | 94 | 786 | 785 | 769 | N | N | N | 92% | 9% | 100% | 42% |
| White | 63 | 784 | 783 | 772 | N | N | N | 95% | 5% | 100% | 51% |
| African American | N | N | N | 748 | N | N | N | N | N | N | 20% |
| Hispanic | S | S | 784 | 746 | S | S | S | S | S | S | 25% |
| Asian | S | S | 792 | 789 | S | S | S | S | S | S | 76% |
| American Indian | N | N | N | 769 | N | N | N | N | N | N | 40% |
| Two or More Races | N | N | N | 776 | N | N | N | N | N | N | 47% |
| Students with Disability | S | S | 782 | 738 | S | S | S | S | S | S | 10% |
| English Language Learners | S | S | S | 723 | S | S | S | S | S | S | 9% |
| Economically Disadvantaged Students | N | N | N | 746 | N | N | N | N | N | N | 23% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span 06-08

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|------------|------------|----------------------------|----------------------------------|
| Schoolwide | 34 | 793 | 793 | 789 | N | N | N | 77% | 24% | 100% | 27% |
| White | 24 | 788 | 787 | 776 | N | N | N | 83% | 17% | 100% | 31% |
| African American | S | S | S | 746 | S | S | S | S | S | S | 9% |
| Hispanic | S | S | 796 | 782 | S | S | S | S | S | S | 12% |
| Asian | S | S | 808 | 802 | S | S | S | S | S | S | 60% |
| American Indian | N | N | N | N | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | 776 | N | N | N | N | N | N | 35% |
| Students with Disability | S | S | S | 791 | S | S | S | S | S | S | 5% |
| English Language Learners | N | N | N | 790 | N | N | N | N | N | N | 7% |
| Economically Disadvantaged Students | N | N | N | 759 | N | N | N | N | N | N | 11% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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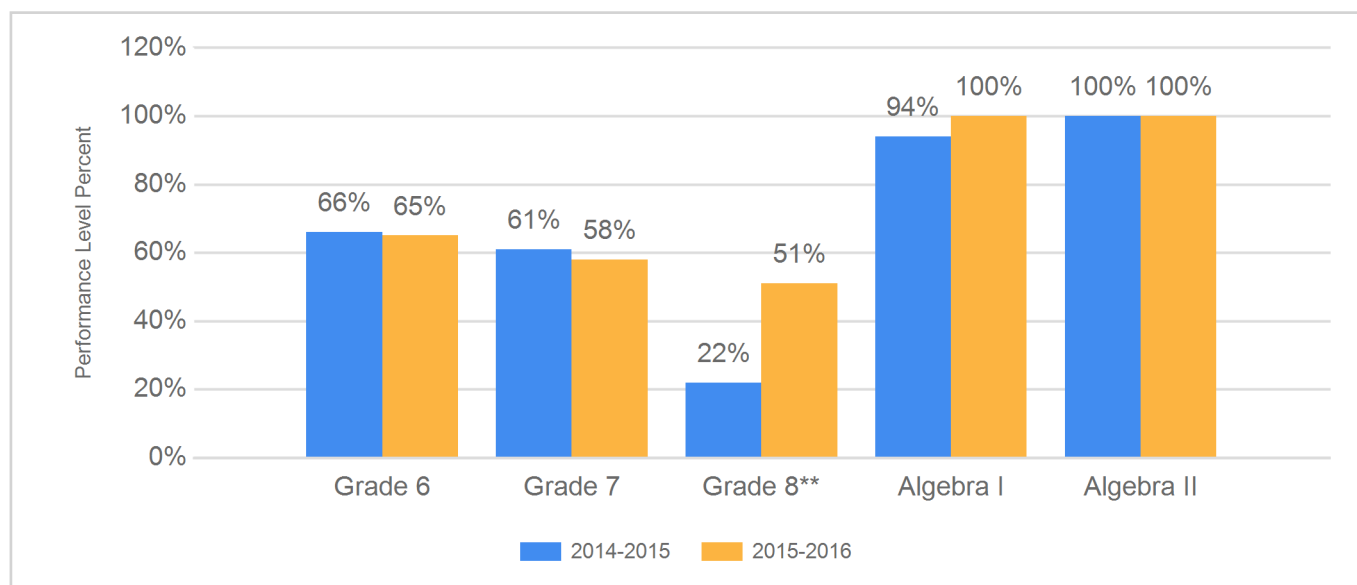
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

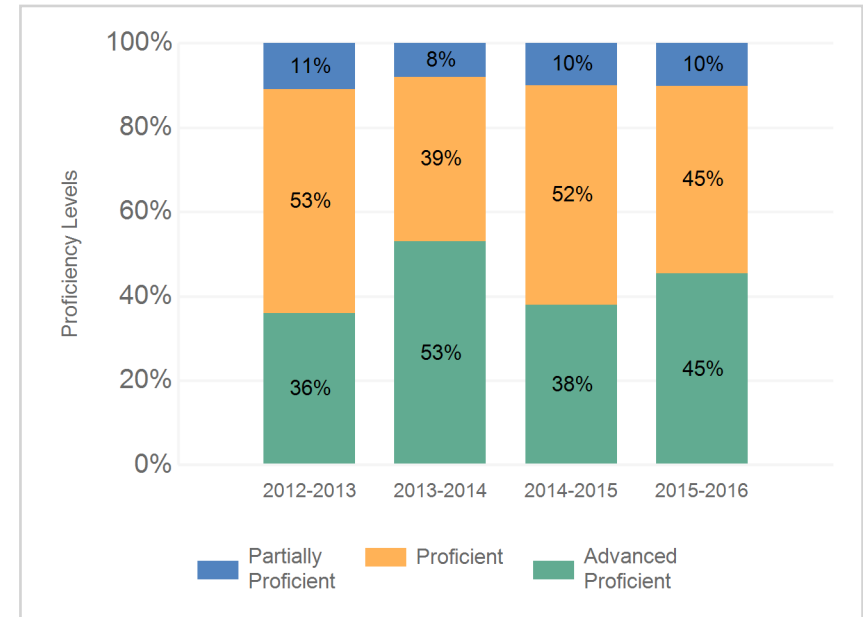
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

| | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Statewide | 26% | 47% | 27% |
| Schoolwide | 45% | 45% | 10% |
| White | 45% | 42% | 13% |
| African American | S | S | S |
| Hispanic | 30% | 61% | 9% |
| American Indian | S | S | S |
| Asian | 59% | 41% | N |
| Two or More Races | N | N | N |
| Students with Disability | 24% | 48% | 29% |
| English Language Learners | S | S | S |
| Economically Disadvantaged Students | 20% | 65% | 15% |

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

| Subject | Grade | State Nation | Proficiency Percentages | | | |
|---------|-------|--------------|-------------------------|-------|------------|----------|
| | | | Below Basic | Basic | Proficient | Advanced |
| Reading | 4 | State (NJ) | 25 | 33 | 31 | 12 |
| | | Nation | 31 | 33 | 27 | 9 |
| | 8 | State (NJ) | 20 | 39 | 35 | 6 |
| | | Nation | 24 | 42 | 31 | 4 |
| Math | 4 | State (NJ) | 14 | 39 | 38 | 9 |
| | | Nation | 18 | 42 | 33 | 7 |
| | 8 | State (NJ) | 21 | 32 | 30 | 16 |
| | | Nation | 29 | 38 | 25 | 8 |
| Science | 4 | State (NJ) | 24 | 37 | 38 | 1 |
| | | Nation | 25 | 39 | 36 | 1 |
| | 8 | State (NJ) | 29 | 36 | 33 | 2 |
| | | Nation | 33 | 34 | 31 | 2 |



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

| School Growth Indicators | School Median | District Median | Statewide Median |
|---------------------------------|---------------|-----------------|------------------|
| Student Growth on Language Arts | 54 | 56 | 50 |
| Student Growth on Math | 47 | 55 | 50 |

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 1% | 0% | 0% |
| Partially Met (L2) | 3% | 1% | 1% |
| Approached (L3) | 8% | 5% | 3% |
| Met (L4) | 15% | 17% | 15% |
| Exceeded (L5) | 3% | 9% | 19% |

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 3% | 1% | 0% |
| Partially Met (L2) | 6% | 2% | 1% |
| Approached (L3) | 12% | 8% | 6% |
| Met (L4) | 13% | 17% | 20% |
| Exceeded (L5) | 1% | 3% | 7% |



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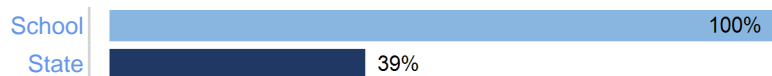
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



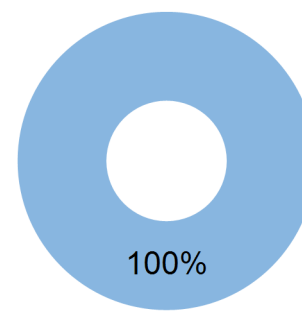
DANCE



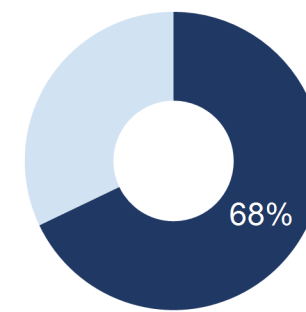
VISUAL ARTS



Any Visual and Performing Arts



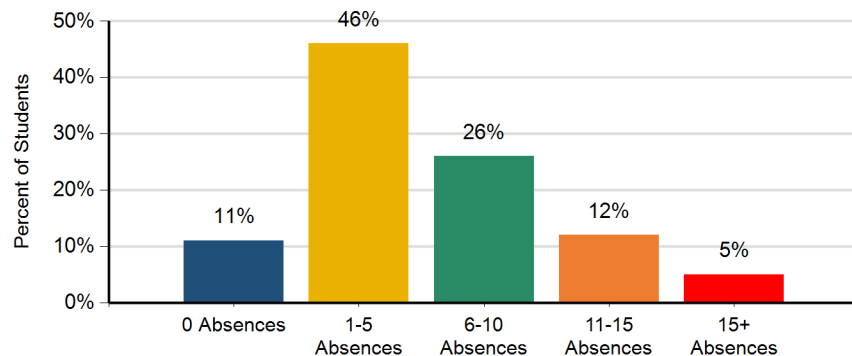
School



State

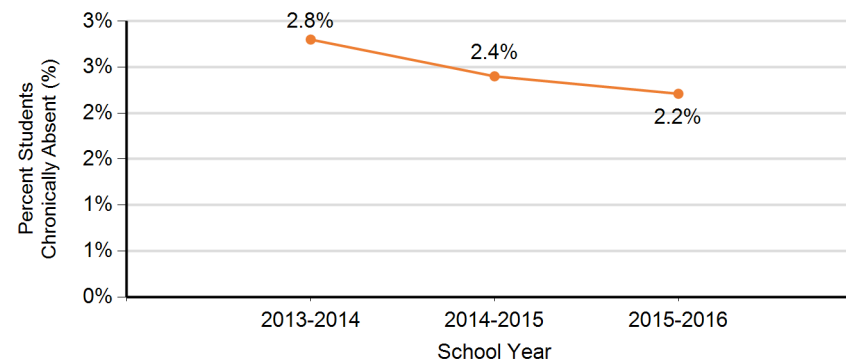
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2015-16 | 6 Hrs. 26 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

| 2015-16 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 22 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2015-16 | School |
|---------------|--------|
| Faculty | 11:1 |
| Administrator | 340:1 |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2015-16 | 2.8% |

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

| | School |
|---------|--------|
| 2015-16 | 0 |

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

| | School |
|---------|--------|
| 2015-16 | 99% |



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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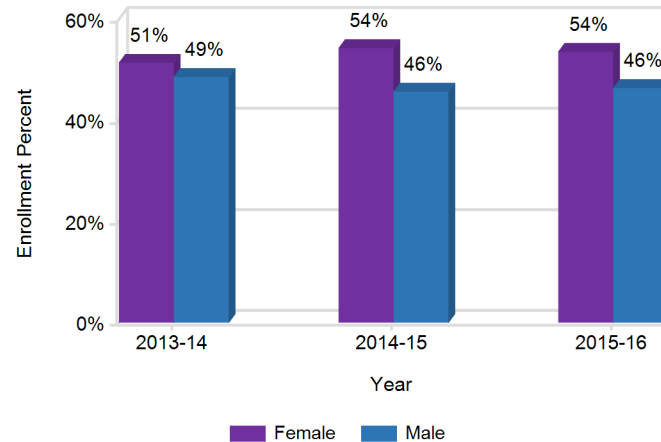
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

| | 2013-14 | 2014-15 | 2015-16 |
|----------|---------|---------|---------|
| Grade KG | 54 | 46 | 64 |
| Grade 01 | 63 | 67 | 66 |
| Grade 02 | 52 | 71 | 74 |
| Grade 03 | 63 | 59 | 76 |
| Grade 04 | 74 | 63 | 62 |
| Grade 05 | 67 | 77 | 66 |
| UG | 14 | 15 | 8 |
| Total | 387 | 398 | 416 |

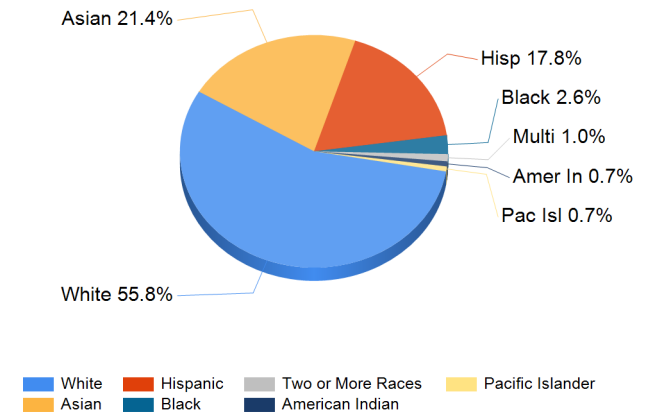
Enrollment by Gender

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



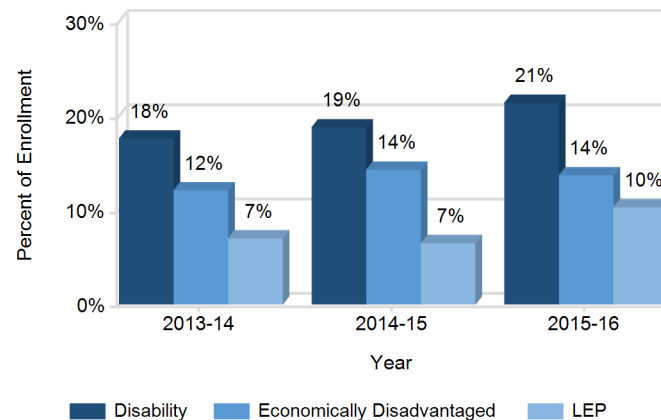
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

| 2015-2016 | Percent |
|------------|---------|
| English | 66.1% |
| Spanish | 8.9% |
| Russian | 3.1% |
| Korean | 2.6% |
| Vietnamese | 2.6% |
| Other | 16.4% |

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

| Academic Achievement | Schoolwide Performance | District Percentile | Statewide Percentile |
|---|------------------------|---------------------|----------------------|
| English Language Arts Literacy Met or Exceeded Expectations | 71% | 38 | 76 |
| Mathematics Met or Exceeded Expectations | 81% | 75 | 95 |

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

| SUBGROUP | English Language Arts/Literacy | | | | | Mathematics | | | | |
|-------------------------------------|--------------------------------|---------------------|----------------------|--------------------|-----------|--------------|---------------------|----------------------|--------------------|-----------|
| | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? |
| Schoolwide | 208 | 71% | 76 | 100% | ✓ | 208 | 81% | 95 | 100% | ✓ |
| White | 120 | 70% | 66 | 100% | ✓ | 120 | 82% | 92 | 100% | ✓ |
| African American | S | S | S | S | | S | S | S | S | |
| Hispanic | S | S | S | S | | S | S | S | S | |
| American Indian | S | S | S | S | | S | S | S | S | |
| Asian | 49 | 84% | 57 | 100% | ✓ | 49 | 86% | 58 | 100% | ✓ |
| Two or More Races | S | S | S | S | | S | S | S | S | |
| Students with Disability | 65 | 42% | 86 | 100% | ✓ | 65 | 58% | 96 | 100% | ✓ |
| English Learner Students | S | S | S | S | | S | S | S | S | |
| Economically Disadvantaged Students | S | S | S | S | | S | S | S | S | |



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 77 | 758 | 764 | 746 | 3% | 9% | 30% | 55% | 4% | 58% | 48% |
| White | 46 | 755 | 763 | 756 | 2% | 13% | 33% | 46% | 7% | 52% | 58% |
| African American | N | N | N | 727 | N | N | N | N | N | N | 30% |
| Hispanic | S | S | S | 730 | S | S | S | S | S | S | 31% |
| Asian | 16 | 762 | 777 | 772 | 6% | N | 19% | 75% | N | 75% | 74% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 47% |
| Two or More Races | S | S | 751 | 753 | S | S | S | S | S | S | 55% |
| Students with Disability | 22 | 746 | 745 | 718 | N | 14% | 46% | 41% | N | 41% | 22% |
| English Language Learners | S | S | 734 | 709 | S | S | S | S | S | S | 11% |
| Economically Disadvantaged Students | 11 | 759 | 754 | 727 | N | N | 46% | 55% | N | 55% | 28% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 77 | 773 | 772 | 749 | N | 1% | 16% | 58% | 25% | 83% | 52% |
| White | 46 | 769 | 770 | 757 | N | 2% | 17% | 63% | 17% | 80% | 63% |
| African American | N | N | N | 730 | N | N | N | N | N | N | 31% |
| Hispanic | S | S | 765 | 736 | S | S | S | S | S | S | 35% |
| Asian | 16 | 781 | 788 | 777 | N | N | 19% | 38% | 44% | 81% | 82% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 48% |
| Two or More Races | S | S | 759 | 754 | S | S | S | S | S | S | 57% |
| Students with Disability | 22 | 764 | 757 | 727 | N | 5% | 23% | 64% | 9% | 73% | 28% |
| English Language Learners | S | S | 753 | 724 | S | S | S | S | S | S | 20% |
| Economically Disadvantaged Students | 11 | 774 | 763 | 732 | N | N | 9% | 64% | 27% | 91% | 32% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 68 | 762 | 771 | 750 | 10% | 6% | 10% | 52% | 22% | 74% | 54% |
| White | 34 | 767 | 772 | 759 | 9% | N | 15% | 47% | 29% | 77% | 64% |
| African American | S | S | 746 | 733 | S | S | S | S | S | S | 33% |
| Hispanic | S | S | 764 | 737 | S | S | S | S | S | S | 37% |
| Asian | 18 | 760 | 779 | 773 | 11% | 6% | N | 67% | 17% | 83% | 79% |
| American Indian | S | S | 752 | 748 | S | S | S | S | S | S | 55% |
| Two or More Races | S | S | 787 | 756 | S | S | S | S | S | S | 62% |
| Students with Disability | 20 | 734 | 737 | 723 | 25% | 20% | 15% | 30% | 10% | 40% | 22% |
| English Language Learners | S | S | 749 | 712 | S | S | S | S | S | S | 12% |
| Economically Disadvantaged Students | 14 | 748 | 755 | 734 | 14% | 14% | 14% | 43% | 14% | 57% | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 69 | 765 | 768 | 745 | 6% | 7% | 13% | 55% | 19% | 74% | 47% |
| White | 34 | 770 | 769 | 752 | 3% | 6% | 12% | 56% | 24% | 79% | 57% |
| African American | S | S | 750 | 727 | S | S | S | S | S | S | 24% |
| Hispanic | S | S | 758 | 733 | S | S | S | S | S | S | 30% |
| Asian | 19 | 765 | 776 | 771 | 16% | N | 5% | 58% | 21% | 79% | 78% |
| American Indian | S | S | 753 | 742 | S | S | S | S | S | S | 44% |
| Two or More Races | S | S | 795 | 750 | S | S | S | S | S | S | 54% |
| Students with Disability | 20 | 745 | 740 | 724 | 20% | 15% | 15% | 35% | 15% | 50% | 22% |
| English Language Learners | S | S | 761 | 720 | S | S | S | S | S | S | 16% |
| Economically Disadvantaged Students | 14 | 749 | 753 | 730 | 14% | 7% | 29% | 50% | N | 50% | 27% |



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 75 | 772 | 771 | 751 | 4% | 3% | 17% | 49% | 27% | 76% | 53% |
| White | 44 | 773 | 773 | 758 | 5% | N | 16% | 52% | 27% | 80% | 64% |
| African American | S | S | 744 | 733 | S | S | S | S | S | S | 32% |
| Hispanic | S | S | 755 | 738 | S | S | S | S | S | S | 37% |
| Asian | 19 | 791 | 786 | 773 | N | 5% | 5% | 47% | 42% | 90% | 80% |
| American Indian | N | N | N | 750 | N | N | N | N | N | N | 53% |
| Two or More Races | N | N | N | 759 | N | N | N | N | N | N | 63% |
| Students with Disability | 19 | 739 | 742 | 723 | 16% | 11% | 37% | 26% | 11% | 37% | 20% |
| English Language Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Economically Disadvantaged Students | S | S | 757 | 735 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 75 | 768 | 769 | 747 | N | 9% | 9% | 61% | 20% | 81% | 47% |
| White | 44 | 769 | 770 | 753 | N | 7% | 9% | 66% | 18% | 84% | 57% |
| African American | S | S | 745 | 728 | S | S | S | S | S | S | 24% |
| Hispanic | S | S | 755 | 735 | S | S | S | S | S | S | 31% |
| Asian | 19 | 779 | 782 | 774 | N | 5% | 5% | 53% | 37% | 90% | 80% |
| American Indian | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Students with Disability | 19 | 743 | 746 | 725 | N | 37% | 21% | 37% | 5% | 42% | 19% |
| English Language Learners | N | N | N | 721 | N | N | N | N | N | N | 16% |
| Economically Disadvantaged Students | S | S | 755 | 732 | S | S | S | S | S | S | 28% |



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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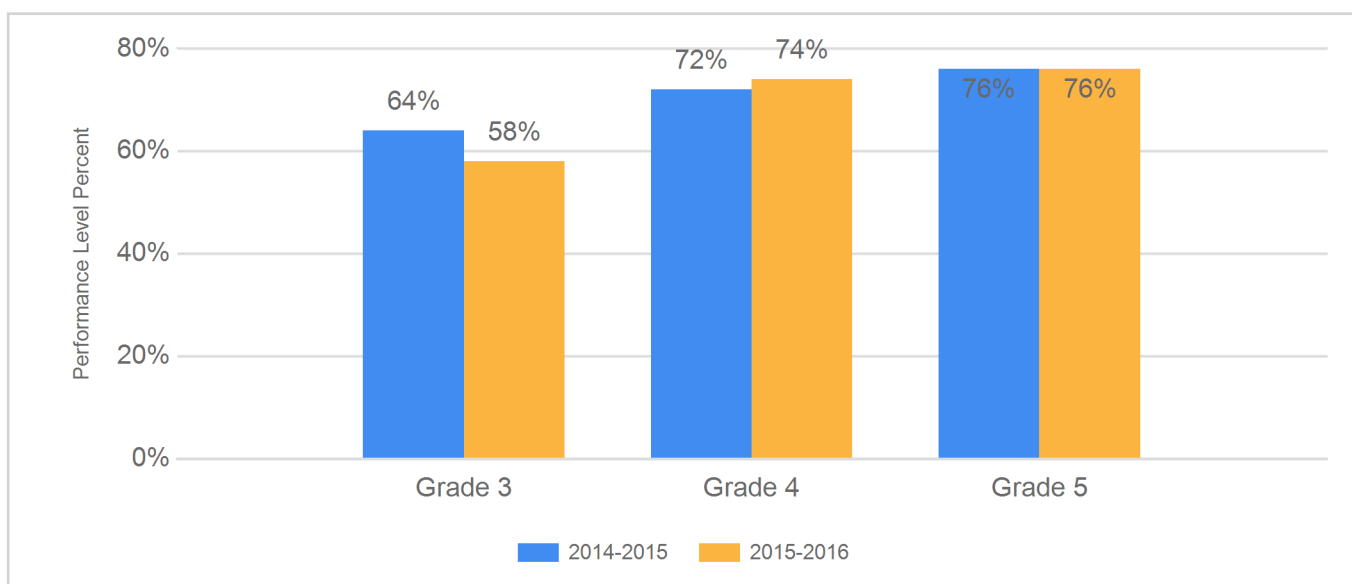
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Grade Span KH-05

03-1450-140

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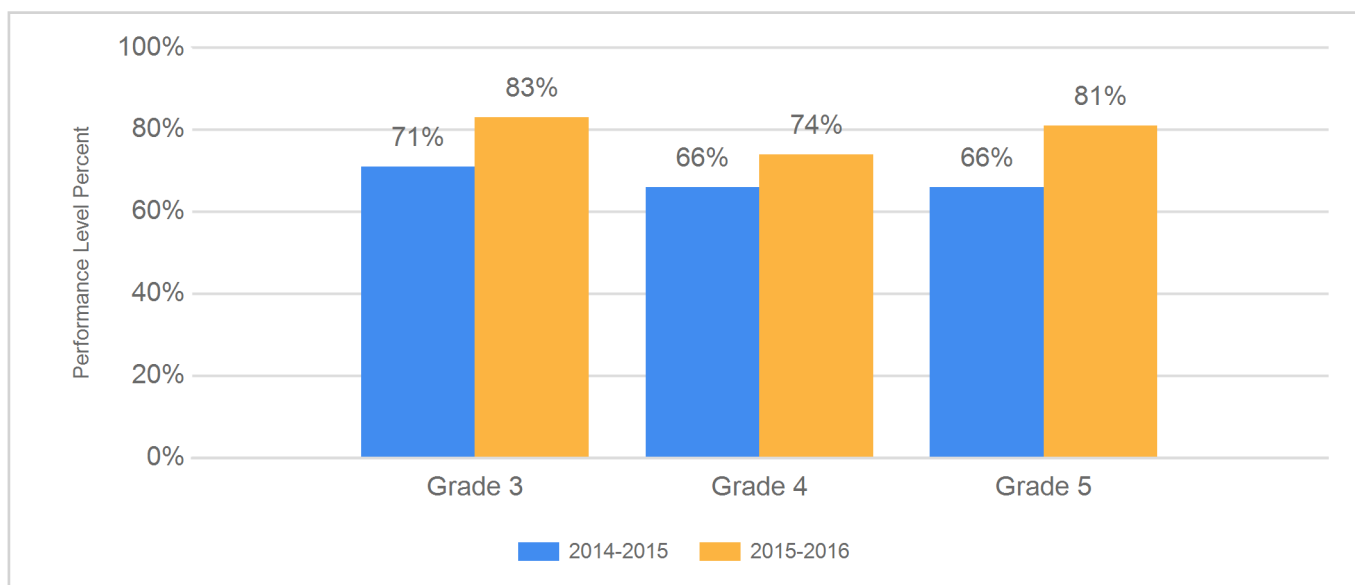
WARREN POINT ELEMENTARY SCHOOL

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

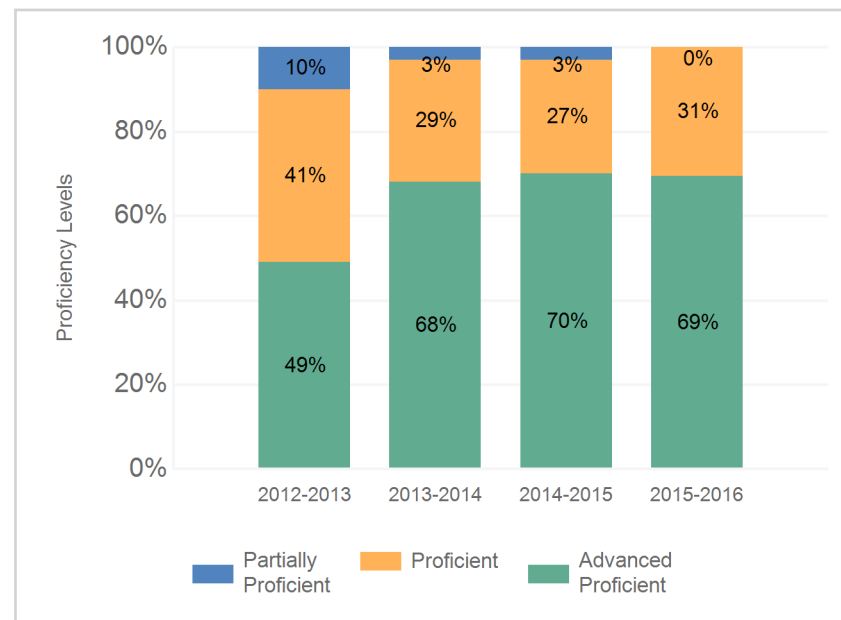
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

| | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Statewide | 49% | 41% | 10% |
| Schoolwide | 69% | 31% | N |
| White | 71% | 29% | N |
| African American | S | S | S |
| Hispanic | S | S | S |
| American Indian | S | S | S |
| Asian | 67% | 33% | N |
| Two or More Races | S | S | S |
| Students with Disability | 64% | 36% | N |
| English Language Learners | S | S | S |
| Economically Disadvantaged Students | S | S | S |

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

| Subject | Grade | State Nation | Proficiency Percentages | | | |
|---------|-------|--------------|-------------------------|-------|------------|----------|
| | | | Below Basic | Basic | Proficient | Advanced |
| Reading | 4 | State (NJ) | 25 | 33 | 31 | 12 |
| | | Nation | 31 | 33 | 27 | 9 |
| | 8 | State (NJ) | 20 | 39 | 35 | 6 |
| | | Nation | 24 | 42 | 31 | 4 |
| Math | 4 | State (NJ) | 14 | 39 | 38 | 9 |
| | | Nation | 18 | 42 | 33 | 7 |
| | 8 | State (NJ) | 21 | 32 | 30 | 16 |
| | | Nation | 29 | 38 | 25 | 8 |
| Science | 4 | State (NJ) | 24 | 37 | 38 | 1 |
| | | Nation | 25 | 39 | 36 | 1 |
| | 8 | State (NJ) | 29 | 36 | 33 | 2 |
| | | Nation | 33 | 34 | 31 | 2 |



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

| School Growth Indicators | School Median | District Median | Statewide Median |
|---------------------------------|---------------|-----------------|------------------|
| Student Growth on Language Arts | 64 | 56 | 50 |
| Student Growth on Math | 74 | 55 | 50 |

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 2% | 0% | 0% |
| Partially Met (L2) | 1% | 0% | 1% |
| Approached (L3) | 4% | 6% | 2% |
| Met (L4) | 16% | 18% | 24% |
| Exceeded (L5) | 0% | 4% | 22% |

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 0% | 0% | 0% |
| Partially Met (L2) | 2% | 1% | 0% |
| Approached (L3) | 4% | 4% | 3% |
| Met (L4) | 8% | 16% | 38% |
| Exceeded (L5) | 1% | 3% | 20% |



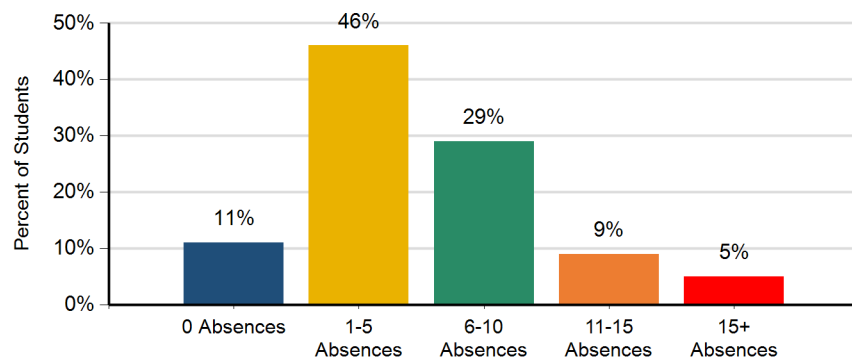
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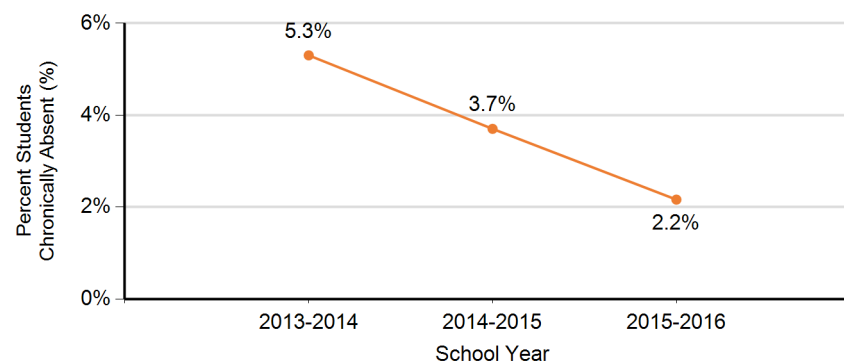
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2015-16 | 6 Hrs. 25 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

| 2015-16 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 10 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2015-16 | School |
|---------------|--------|
| Faculty | 13:1 |
| Administrator | 416:1 |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2015-16 | 0.2% |

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

| | School |
|---------|--------|
| 2015-16 | 0 |

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

| | School |
|---------|--------|
| 2015-16 | 99% |



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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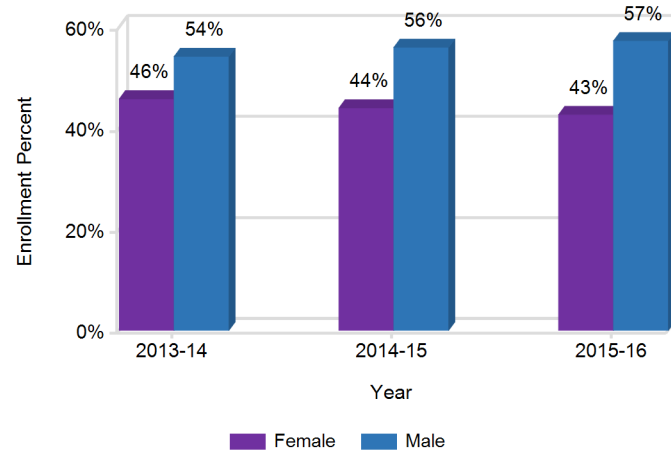
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

| | 2013-14 | 2014-15 | 2015-16 |
|----------|---------|---------|---------|
| Grade PK | 0 | 0 | 0 |
| Grade KG | 45 | 38 | 39 |
| Grade 01 | 50 | 48 | 37 |
| Grade 02 | 38 | 50 | 47 |
| Grade 03 | 47 | 35 | 51 |
| Grade 04 | 54 | 49 | 30 |
| Grade 05 | 45 | 53 | 53 |
| UG | 79 | 75 | 87 |
| Total | 358 | 348 | 344 |

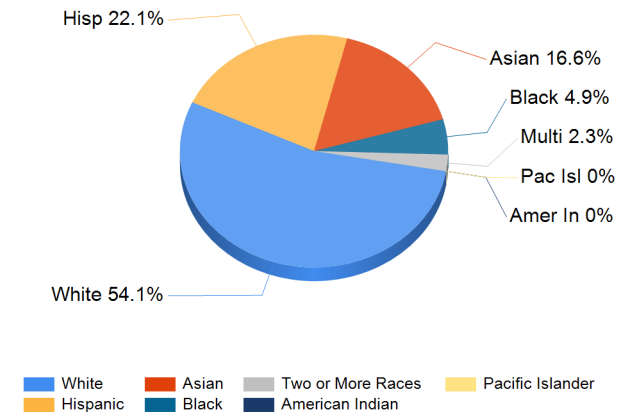
Enrollment by Gender

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



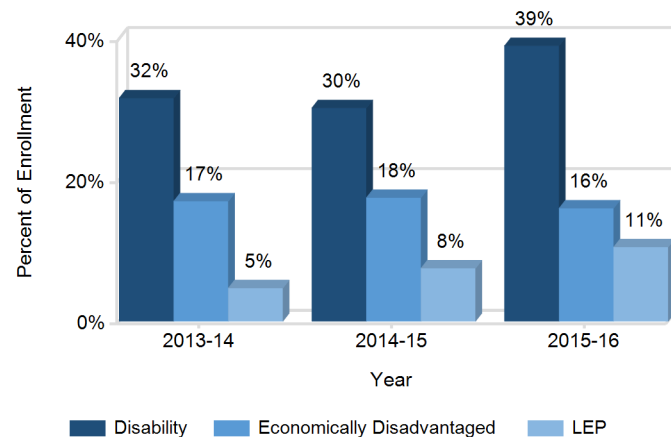
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

| 2015-2016 | Percent |
|-----------|---------|
| English | 72.7% |
| Spanish | 5.8% |
| Russian | 4.9% |
| Polish | 2.6% |
| Korean | 1.7% |
| Other | 12.4% |

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

| Academic Achievement | Schoolwide Performance | District Percentile | Statewide Percentile |
|---|------------------------|---------------------|----------------------|
| English Language Arts Literacy Met or Exceeded Expectations | 74% | 50 | 84 |
| Mathematics Met or Exceeded Expectations | 75% | 50 | 90 |

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

| SUBGROUP | English Language Arts/Literacy | | | | | Mathematics | | | | |
|-------------------------------------|--------------------------------|---------------------|----------------------|--------------------|-----------|--------------|---------------------|----------------------|--------------------|-----------|
| | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? | Valid Scores | % Meeting Standards | Statewide Percentile | Participation Rate | Met Goal? |
| Schoolwide | 130 | 74% | 84 | 99% | ✓ | 130 | 75% | 90 | 99% | ✓ |
| White | 75 | 69% | 68 | 100% | ✓ | 75 | 75% | 85 | 100% | ✓ |
| African American | S | S | S | S | | S | S | S | S | |
| Hispanic | S | S | S | S | | S | S | S | S | |
| American Indian | N | N | N | N | | N | N | N | N | |
| Asian | S | S | S | S | | S | S | S | S | |
| Two or More Races | S | S | S | S | | S | S | S | S | |
| Students with Disability | S | S | S | S | | S | S | S | S | |
| English Learner Students | S | S | S | S | | S | S | S | S | |
| Economically Disadvantaged Students | S | S | S | S | | S | S | S | S | |



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 52 | 776 | 764 | 746 | 2% | 6% | 12% | 62% | 19% | 81% | 48% |
| White | 29 | 774 | 763 | 756 | N | 10% | 10% | 66% | 14% | 79% | 58% |
| African American | S | S | 762 | 727 | S | S | S | S | S | S | 30% |
| Hispanic | S | S | 760 | 730 | S | S | S | S | S | S | 31% |
| Asian | S | S | 777 | 772 | S | S | S | S | S | S | 74% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 47% |
| Two or More Races | S | S | 751 | 753 | S | S | S | S | S | S | 55% |
| Students with Disability | 12 | 760 | 745 | 718 | 8% | 8% | 8% | 75% | N | 75% | 22% |
| English Language Learners | S | S | 734 | 709 | S | S | S | S | S | S | 11% |
| Economically Disadvantaged Students | 13 | 774 | 754 | 727 | N | N | 15% | 77% | 8% | 85% | 28% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 52 | 780 | 772 | 749 | 2% | N | 12% | 50% | 37% | 87% | 52% |
| White | 29 | 779 | 770 | 757 | N | N | 17% | 52% | 31% | 83% | 63% |
| African American | S | S | 774 | 730 | S | S | S | S | S | S | 31% |
| Hispanic | S | S | 765 | 736 | S | S | S | S | S | S | 35% |
| Asian | S | S | 788 | 777 | S | S | S | S | S | S | 82% |
| American Indian | N | N | N | 746 | N | N | N | N | N | N | 48% |
| Two or More Races | S | S | 759 | 754 | S | S | S | S | S | S | 57% |
| Students with Disability | 12 | 759 | 757 | 727 | 8% | N | 25% | 58% | 8% | 67% | 28% |
| English Language Learners | S | S | 753 | 724 | S | S | S | S | S | S | 20% |
| Economically Disadvantaged Students | 13 | 783 | 763 | 732 | N | N | N | 62% | 39% | 100% | 32% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 35 | 771 | 771 | 750 | 6% | 9% | 9% | 43% | 34% | 77% | 54% |
| White | 20 | 767 | 772 | 759 | 5% | 15% | 10% | 40% | 30% | 70% | 64% |
| African American | S | S | 746 | 733 | S | S | S | S | S | S | 33% |
| Hispanic | S | S | 764 | 737 | S | S | S | S | S | S | 37% |
| Asian | S | S | 779 | 773 | S | S | S | S | S | S | 79% |
| American Indian | N | N | N | 748 | N | N | N | N | N | N | 55% |
| Two or More Races | S | S | 787 | 756 | S | S | S | S | S | S | 62% |
| Students with Disability | S | S | 737 | 723 | S | S | S | S | S | S | 22% |
| English Language Learners | S | S | 749 | 712 | S | S | S | S | S | S | 12% |
| Economically Disadvantaged Students | S | S | 755 | 734 | S | S | S | S | S | S | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 35 | 773 | 768 | 745 | 9% | 3% | 14% | 51% | 23% | 74% | 47% |
| White | 20 | 774 | 769 | 752 | 10% | 5% | 5% | 55% | 25% | 80% | 57% |
| African American | S | S | 750 | 727 | S | S | S | S | S | S | 24% |
| Hispanic | S | S | 758 | 733 | S | S | S | S | S | S | 30% |
| Asian | S | S | 776 | 771 | S | S | S | S | S | S | 78% |
| American Indian | N | N | N | 742 | N | N | N | N | N | N | 44% |
| Two or More Races | S | S | 795 | 750 | S | S | S | S | S | S | 54% |
| Students with Disability | S | S | 740 | 724 | S | S | S | S | S | S | 22% |
| English Language Learners | S | S | 761 | 720 | S | S | S | S | S | S | 16% |
| Economically Disadvantaged Students | S | S | 753 | 730 | S | S | S | S | S | S | 27% |

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

| PARCC ELA | | | | | | | | | | | |
|-------------------------------------|--------------|------------------|---------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Type | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
| Schoolwide | 56 | 762 | 771 | 751 | 2% | 9% | 23% | 52% | 14% | 66% | 53% |
| White | 30 | 761 | 773 | 758 | 3% | 7% | 30% | 47% | 13% | 60% | 64% |
| African American | S | S | 744 | 733 | S | S | S | S | S | S | 32% |
| Hispanic | 16 | 756 | 755 | 738 | N | 13% | 19% | 69% | N | 69% | 37% |
| Asian | S | S | 786 | 773 | S | S | S | S | S | S | 80% |
| American Indian | N | N | N | 750 | N | N | N | N | N | N | 53% |
| Two or More Races | S | S | 780 | 759 | S | S | S | S | S | S | 63% |
| Students with Disability | 14 | 747 | 742 | 723 | N | 14% | 36% | 43% | 7% | 50% | 20% |
| English Language Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Economically Disadvantaged Students | 12 | 757 | 757 | 735 | N | 8% | 33% | 42% | 17% | 58% | 33% |
| PARCC MATH | | | | | | | | | | | |
| Schoolwide | 56 | 758 | 769 | 747 | 5% | 11% | 20% | 54% | 11% | 64% | 47% |
| White | 30 | 756 | 770 | 753 | 7% | 10% | 20% | 53% | 10% | 63% | 57% |
| African American | S | S | 745 | 728 | S | S | S | S | S | S | 24% |
| Hispanic | 16 | 752 | 755 | 735 | 6% | 6% | 25% | 63% | N | 63% | 31% |
| Asian | S | S | 782 | 774 | S | S | S | S | S | S | 80% |
| American Indian | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | S | S | S | 754 | S | S | S | S | S | S | 56% |
| Students with Disability | 14 | 739 | 746 | 725 | 21% | 14% | 29% | 29% | 7% | 36% | 19% |
| English Language Learners | N | N | N | 721 | N | N | N | N | N | N | 16% |
| Economically Disadvantaged Students | 12 | 755 | 755 | 732 | 8% | 8% | 25% | 50% | 8% | 58% | 28% |



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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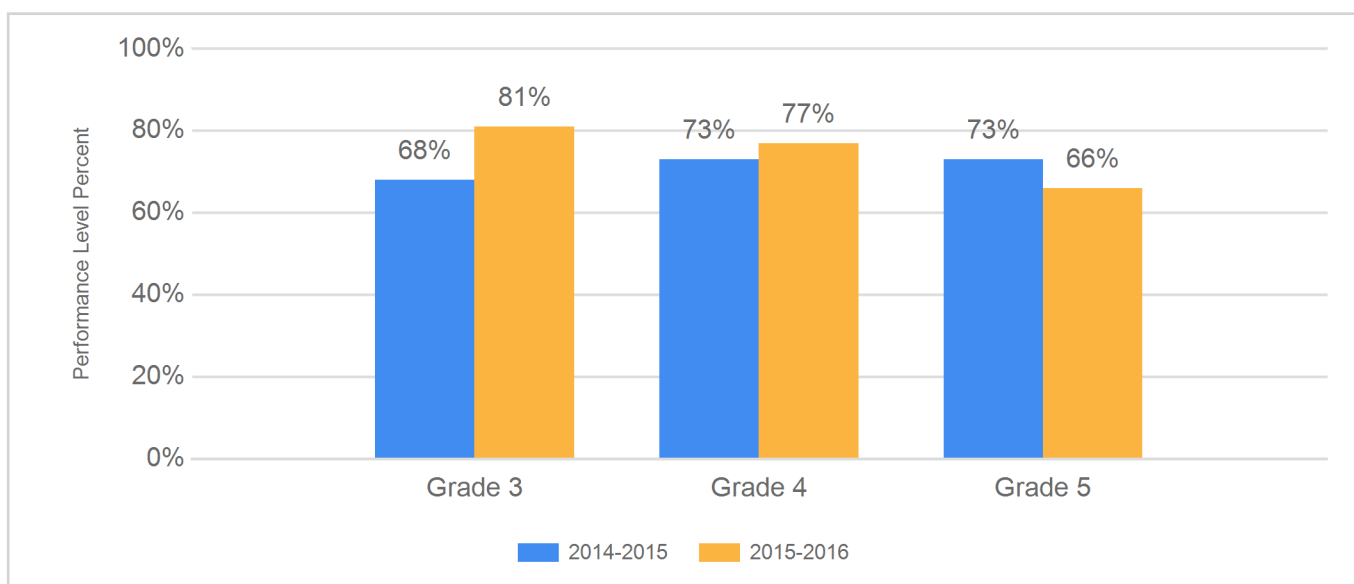
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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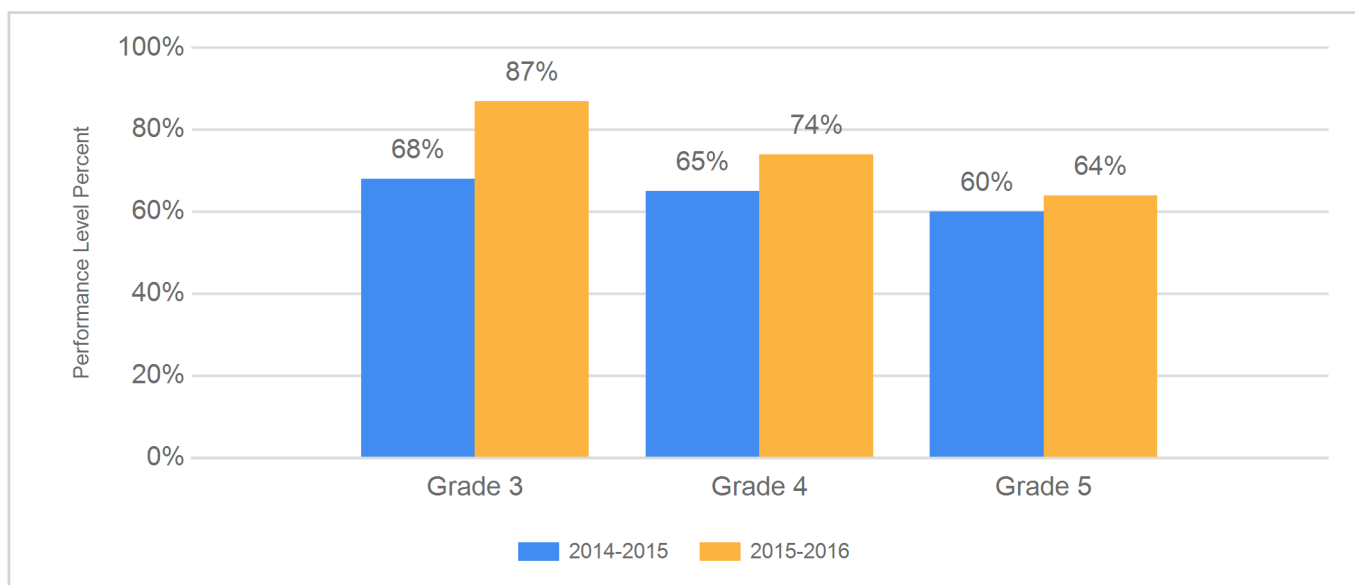
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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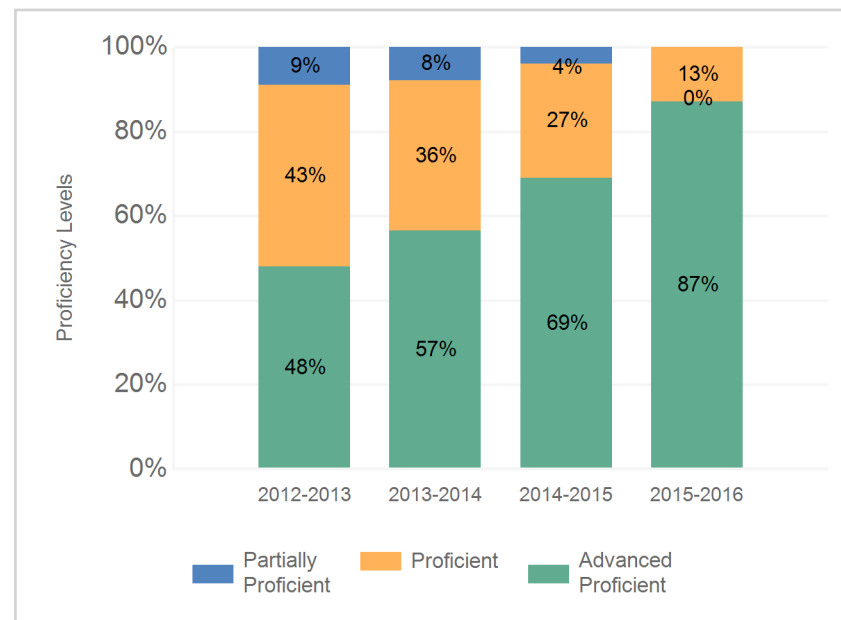
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| | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Statewide | 49% | 41% | 10% |
| Schoolwide | 87% | 13% | N |
| White | 94% | 6% | N |
| African American | S | S | S |
| Hispanic | S | S | S |
| American Indian | N | N | N |
| Asian | S | S | S |
| Two or More Races | S | S | S |
| Students with Disability | S | S | S |
| English Language Learners | S | S | S |
| Economically Disadvantaged Students | S | S | S |

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3H-05

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

| Subject | Grade | State Nation | Proficiency Percentages | | | |
|---------|-------|--------------|-------------------------|-------|------------|----------|
| | | | Below Basic | Basic | Proficient | Advanced |
| Reading | 4 | State (NJ) | 25 | 33 | 31 | 12 |
| | | Nation | 31 | 33 | 27 | 9 |
| | 8 | State (NJ) | 20 | 39 | 35 | 6 |
| | | Nation | 24 | 42 | 31 | 4 |
| Math | 4 | State (NJ) | 14 | 39 | 38 | 9 |
| | | Nation | 18 | 42 | 33 | 7 |
| | 8 | State (NJ) | 21 | 32 | 30 | 16 |
| | | Nation | 29 | 38 | 25 | 8 |
| Science | 4 | State (NJ) | 24 | 37 | 38 | 1 |
| | | Nation | 25 | 39 | 36 | 1 |
| | 8 | State (NJ) | 29 | 36 | 33 | 2 |
| | | Nation | 33 | 34 | 31 | 2 |



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

| School Growth Indicators | School Median | District Median | Statewide Median |
|---------------------------------|---------------|-----------------|------------------|
| Student Growth on Language Arts | 64 | 56 | 50 |
| Student Growth on Math | 64 | 55 | 50 |

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 1% | 0% | 0% |
| Partially Met (L2) | 4% | 0% | 1% |
| Approached (L3) | 8% | 5% | 5% |
| Met (L4) | 19% | 11% | 23% |
| Exceeded (L5) | 0% | 4% | 20% |

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

| (Expectations) | Growth | | |
|-----------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet (L1) | 0% | 1% | 0% |
| Partially Met (L2) | 5% | 1% | 0% |
| Approached (L3) | 6% | 9% | 3% |
| Met (L4) | 10% | 19% | 28% |
| Exceeded (L5) | 0% | 1% | 16% |



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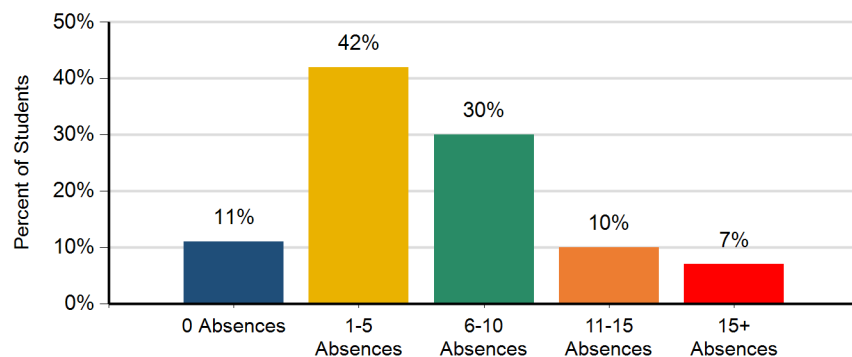
WESTMORELAND ELEMENTARY SCHOOL

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FAIR LAWN, NJ 07410

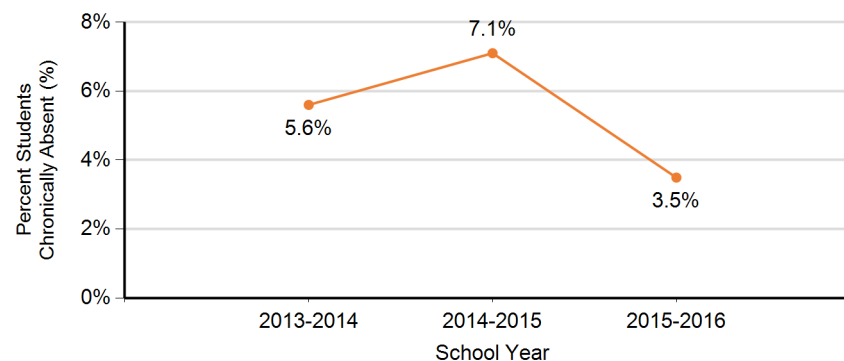
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2015-16 | 6 Hrs. 25 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

| 2015-16 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 10 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2015-16 | School |
|---------------|--------|
| Faculty | 8:1 |
| Administrator | 172:1 |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2015-16 | 0.0% |

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

| | School |
|---------|--------|
| 2015-16 | 0 |

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

| | School |
|---------|--------|
| 2015-16 | 99% |