




Joseph C. Caruso School  
2016-2017  
Grade Span KG-04

25-2400-050  
MONMOUTH  
KEANSBURG BORO  
81 FRANCES PLACE  
KEANSBURG, NJ 07734-1596

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

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

Navigating through the reports:

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

Other Resources:

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



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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG       | 0       | 0       | 116     |
| 1        | 0       | 0       | 111     |
| 2        | 0       | 0       | 87      |
| 3        | 123     | 92      | 107     |
| 4        | 99      | 113     | 92      |
| Ungraded | 7       | 4       | 24      |
| Total    | 229     | 209     | 537     |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 48%     | 46%     | 48%     |
| Male                                | 52%     | 54%     | 52%     |
| Economically Disadvantaged Students | 75%     | 78%     | 73%     |
| Students with Disabilities          | 26%     | 21%     | 17%     |
| English Learners                    | 6%      | 3%      | 5%      |
| Homeless Students                   |         |         | 2%      |
| Students in Foster Care             |         |         | 2%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 60.0%         |
| Hispanic                            | 19.9%         |
| Black or African American           | 17.9%         |
| Asian                               | 1.9%          |
| American Indian or Alaska Native    | 0.2%          |
| Native Hawaiian or Pacific Islander | 0.2%          |
| Two or More Races                   | 0.0%          |

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

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

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 0       | 0       | 116     |

### Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 90.3%         |
| Spanish       | 7.8%          |
| Other         | 2.0%          |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 185          | 96.7                      | 32.40  | 22.60  | 54.90   | 32.4  | 28.6                  | Met Target                |
| White                                       | 115          | 96.9                      | 37.30  | 25.40  | 63.90   | 37.3  | 32.5                  | Met Target                |
| Hispanic                                    | 37           | 95.5                      | 18.90  | 22.70  | 39.80   | 18.9  | 24                    | Met Target†               |
| Black or African American                   | 30           | 100.0                     | 33.30  | 13.20  | 35.20   | 33.3  | 23.4                  | Met Target                |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *  | *  | 80.70   | *   | **                    | **                        |
| American Indian or Alaska Native            | *            | *                         | *  | *  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | N   | **                    | **                        |
| Female                                      | 86           | 94.1                      | 41.90  | *  | 62.20   | 41.2  |                       |                           |
| Male  | 99           | 99.1                      | 24.20  | *  | 48.10   | 24.2  |                       |                           |
| Economically Disadvantaged Students         | 125          | 97.2                      | 20.80  | 17.50  | 36.20   | 20.8  | 24.1                  | Met Target†               |
| Non-Economically Disadvantaged Students     | 60           | 95.5                      | 56.60  | 33.60  | 65.80   | 56.6  |                       |                           |
| Students with Disabilities                  | 32           | 97.3                      | *  | *  | 20.50   | *   | 6.7                   | Met Target†               |
| Students without Disabilities               | 153          | 96.5                      | *  | *  | 61.90   | *   |                       |                           |
| English Learners                            | 16           | 100.0                     | 18.80  | *  | 25.20   | 18.8  | **                    | **                        |
| Non-English Learners                        | 169          | 96.4                      | 33.80  | *  | 57.40   | 33.8  |                       |                           |
| Homeless Students                           | *            | *                         | *  | *  | 26.40   | *   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 24.80   | *   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 107          | 728              | 728                       | 749                    | 29%                                      | *                                     | 23%                                | 30%                         | *                                | 34%                                     | 50%   |
| White                                       | 69           | 735              | 735                       | 759                    | 20%                                      | *                                     | 25%                                | 35%                         | *                                | 41%                                     | 61%   |
| Hispanic                                    | 19           | 706              | 706                       | 734                    | *  | *                                     | *                                  | *                           | 0%                               | 16%                                     | 35%   |
| Black or African American                   | 19           | 722              | 722                       | 731                    | *  | *                                     | *                                  | *                           | 0%                               | 26%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 775                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Female                                      | 49           | 736              | 736                       | 754                    | 25%                                      | *                                     | 27%                                | 35%                         | *                                | 39%                                     | 55%   |
| Male  | 58           | 721              | 721                       | 745                    | 33%                                      | *                                     | 21%                                | 26%                         | *                                | 29%                                     | 46%   |
| Economically Disadvantaged Students         | 70           | 718              | 718                       | 731                    | *  | *                                     | *                                  | 24%                         | *                                | 24%                                     | 31%   |
| Non-Economically Disadvantaged Students     | 37           | 745              | 745                       | 762                    | *  | *                                     | *                                  | 41%                         | *                                | 51%                                     | 63%   |
| Students with Disabilities                  | 14           | 702              | 702                       | 720                    | *  | *                                     | *                                  | *                           | *                                | 14%                                     | 24%   |
| Students without Disabilities               | 93           | 732              | 732                       | 755                    | *  | *                                     | *                                  | *                           | *                                | 37%                                     | 55%   |
| English Learners                            | *            | *                | *                         | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Non-English Learners                        | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Homeless Students                           | *            | *                | *                         | 720                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Students in Foster Care                     | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 26%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 49%   |
| Migrant Students                            | N            | N                | N                         | 734                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |



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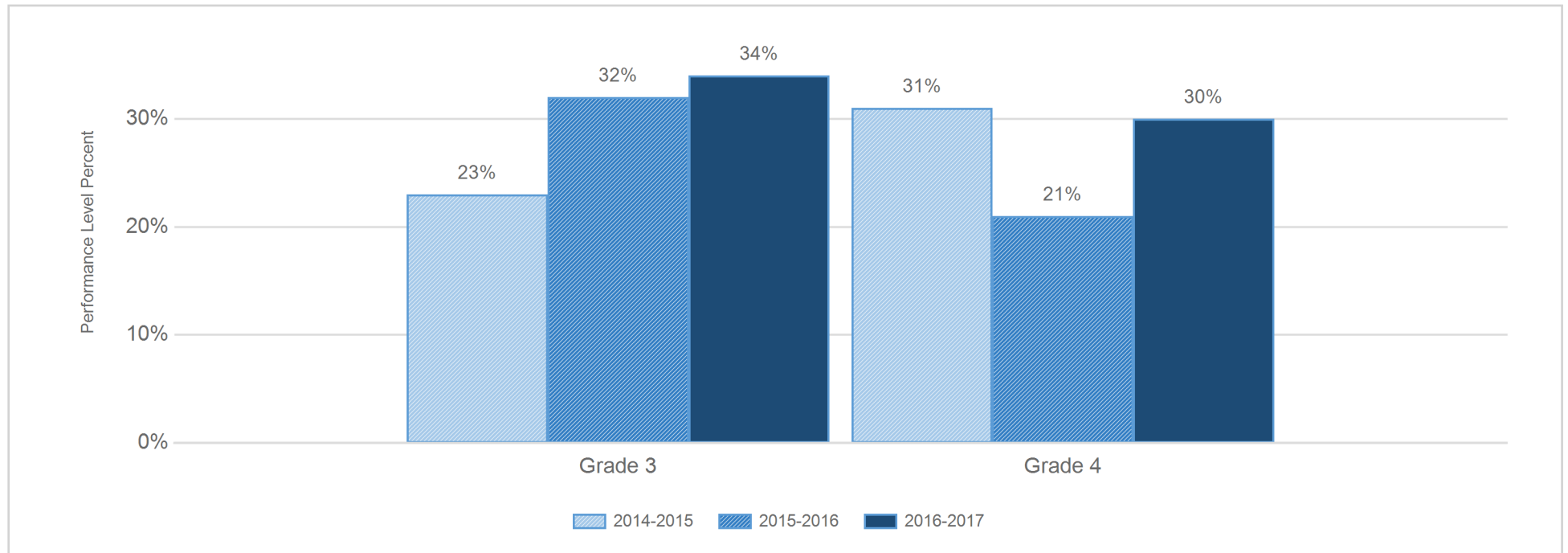
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 93           | 729              | 729                       | 753                    | *  | 22%                                   | 30%                                | 27%                         | *                                | 30%                                     | 56%   |
| White                                       | 51           | 730              | 730                       | 762                    | *  | 31%                                   | *                                  | 31%                         | *                                | 35%                                     | 67%   |
| Hispanic                                    | 23           | 730              | 730                       | 740                    | *  | *                                     | 52%                                | *                           | *                                | 22%                                     | 40%   |
| Black or African American                   | 16           | 726              | 726                       | 737                    | *  | *                                     | *                                  | *                           | 0%                               | 31%                                     | 36%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 777                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Female                                      | 43           | 740              | 740                       | 758                    | *  | 23%                                   | 26%                                | *                           | *                                | 44%                                     | 61%   |
| Male  | 50           | 719              | 719                       | 749                    | *  | 20%                                   | 34%                                | *                           | *                                | 18%                                     | 51%   |
| Economically Disadvantaged Students         | 67           | 723              | 723                       | 737                    | *  | *                                     | *                                  | *                           | *                                | 18%                                     | 36%   |
| Non-Economically Disadvantaged Students     | 26           | 744              | 744                       | 764                    | *  | *                                     | *                                  | *                           | *                                | 62%                                     | 69%   |
| Students with Disabilities                  | 19           | 690              | 690                       | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 25%   |
| Students without Disabilities               | 74           | 739              | 739                       | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 62%   |
| English Learners                            | *            | *                | *                         | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Non-English Learners                        | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| Homeless Students                           | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Students in Foster Care                     | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Military-Connected Students                 | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 60%   |
| Migrant Students                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |

## English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 185          | 96.7                      | 17.90   | 13.70   | 43.50  | 17.9  | 19.1                     | Met Target†                  |
| White                                       | 115          | 96.9                      | 19.20   | *   | 52.40  | 19.2  | 21.3                     | Met Target†                  |
| Hispanic                                    | 37           | 95.7                      | 10.80   | *   | 27.60  | 10.8  | 12                       | Met Target†                  |
| Black or African American                   | 30           | 100.0                     | 23.30   | *   | 21.70  | 23.3  | 20.1                     | Met Target                   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *   | *   | 75.60  | *   | **                       | **                           |
| American Indian or Alaska Native            | *            | *                         | *   | 50.00   | 42.50  | N   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 44.90  | N   | **                       | **                           |
| Female                                      | 86           | 94.1                      | 15.10   | *   | 44.10  | 14.9  |                          |                              |
| Male  | 99           | 99.1                      | 20.20   | *   | 42.90  | 20.2  |                          |                              |
| Economically Disadvantaged Students         | 125          | 97.3                      | 13.60   | *   | 25.10  | 13.6  | 15                       | Met Target†                  |
| Non-Economically Disadvantaged Students     | 60           | 95.5                      | 26.70   | *   | 54.30  | 26.7  |                          |                              |
| Students with Disabilities                  | 32           | 97.3                      | *   | *   | 16.50  | *   | 6.7                      | Met Target                   |
| Students without Disabilities               | 153          | 96.6                      | *   | *   | 48.80  | *   |                          |                              |
| English Learners                            | 16           | 100.0                     | *   | *   | 23.30  | *   | **                       | **                           |
| Non-English Learners                        | 169          | 96.4                      | *   | *   | 45.20  | *   |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 16.40  | *   |                          |                              |
| Students In Foster Care                     | *            | *                         | *   | *   | 15.10  | *   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | N   | 39.90  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 18.20  | N   |                          |                              |

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

† Target was met within a confidence interval.





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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 107          | 724              | 724                       | 751                    | 21%                                      | 28%                                   | 36%                                | *                           | *                                | 16%                                     | 53%   |
| White                                       | 69           | 728              | 728                       | 759                    | *  | 25%                                   | 44%                                | 16%                         | *                                | 17%                                     | 63%   |
| Hispanic                                    | 19           | 710              | 710                       | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 37%   |
| Black or African American                   | 19           | 723              | 723                       | 733                    | *  | *                                     | *                                  | *                           | *                                | 21%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 779                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 53%   |
| Female                                      | 49           | 726              | 726                       | 751                    | *  | 25%                                   | 47%                                | *                           | *                                | 12%                                     | 52%   |
| Male  | 58           | 723              | 723                       | 751                    | *  | 31%                                   | 26%                                | *                           | *                                | 19%                                     | 53%   |
| Economically Disadvantaged Students         | 70           | 720              | 720                       | 736                    | *  | *                                     | 34%                                | *                           | *                                | 11%                                     | 34%   |
| Non-Economically Disadvantaged Students     | 37           | 732              | 732                       | 761                    | *  | *                                     | 38%                                | *                           | *                                | 24%                                     | 65%   |
| Students with Disabilities                  | 14           | 704              | 704                       | 729                    | *  | *                                     | *                                  | *                           | *                                | 14%                                     | 29%   |
| Students without Disabilities               | 93           | 727              | 727                       | 755                    | *  | *                                     | *                                  | *                           | *                                | 16%                                     | 57%   |
| English Learners                            | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| Homeless Students                           | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students in Foster Care                     | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Military-Connected Students                 | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Migrant Students                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 35%   |



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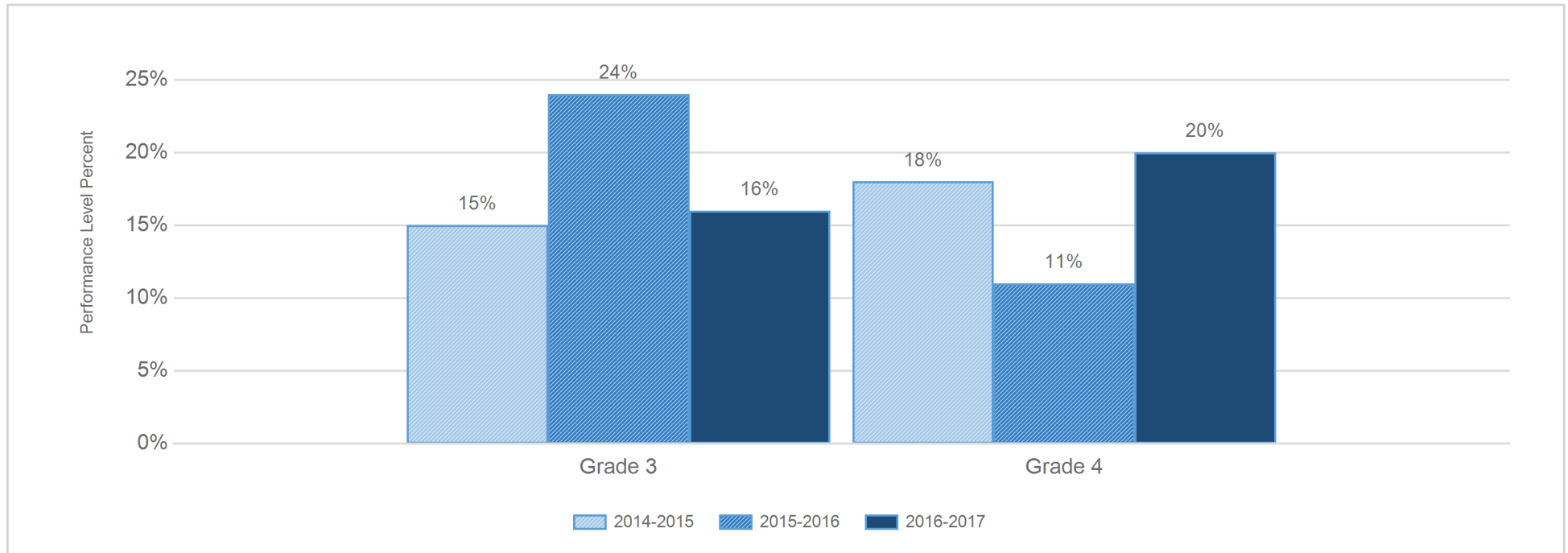
Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 95           | 726              | 726                       | 747                    | 16%                                      | 28%                                   | 36%                                | 20%                         | 0%                               | 20%                                     | 47%   |
| White                                       | 51           | 728              | 728                       | 755                    | *  | 28%                                   | 33%                                | 24%                         | *                                | 24%                                     | 59%   |
| Hispanic                                    | 25           | 724              | 724                       | 734                    | *  | 40%                                   | *                                  | *                           | 0%                               | 16%                                     | 30%   |
| Black or African American                   | 16           | 724              | 724                       | 729                    | *  | *                                     | *                                  | *                           | 0%                               | 19%                                     | 25%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 774                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 48%   |
| Female                                      | 44           | 730              | 730                       | 747                    | *  | 25%                                   | 46%                                | *                           | 0%                               | 21%                                     | 47%   |
| Male  | 51           | 722              | 722                       | 747                    | *  | 31%                                   | 28%                                | *                           | 0%                               | 20%                                     | 48%   |
| Economically Disadvantaged Students         | 69           | 722              | 722                       | 732                    | *  | *                                     | 33%                                | *                           | 0%                               | 17%                                     | 27%   |
| Non-Economically Disadvantaged Students     | 26           | 736              | 736                       | 757                    | *  | *                                     | 42%                                | *                           | 0%                               | 27%                                     | 61%   |
| Students with Disabilities                  | 19           | 695              | 695                       | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students without Disabilities               | 76           | 734              | 734                       | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | *            | *                | *                         | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 49%   |
| Homeless Students                           | *            | *                | *                         | 723                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Students in Foster Care                     | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Military-Connected Students                 | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 50%   |
| Migrant Students                            | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |

## Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | *                         | *                          |
| 4     | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

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



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

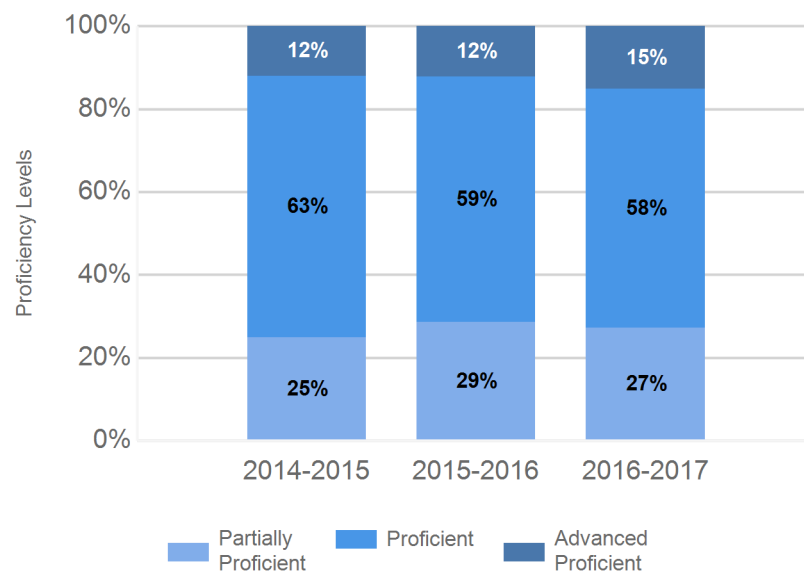
### NJASK Science Assessment Performance: Grade 4

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

| Student Group                               | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide                                   | 45%                   | 40%          | 14%                    |
| Schoolwide                                  | 15%                   | 58%          | 27%                    |
| White                                       | 17%                   | 65%          | 19%                    |
| Hispanic                                    | 15%                   | 62%          | 23%                    |
| Black or African American                   | 13%                   | *            | *                      |
| Asian, Native Hawaiian, or Pacific Islander | N                     | *            | *                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | N                     | N            | N                      |
| Economically Disadvantaged Students         | 12%                   | 55%          | 33%                    |
| Students with Disabilities                  | N                     | 55%          | 45%                    |
| English Learners                            | N                     | *            | *                      |

### NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

### Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 31.5               | 29                   | 50                    | Not Met               | 53                  | 50                    | 50                     | Met Target             |
| White                                       | 19                 | 27                   | 50                    | Not Met               | 43.5                | 50.5                  | 52                     | Met Target             |
| Hispanic                                    | 38                 | 34.5                 | 49                    | **                    | 59                  | 53                    | 47                     | Met Target             |
| Black or African American                   | *                  | *                    | 45                    | **                    | *                   | *                     | 43                     | **                     |
| Asian, Native Hawaiian, or Pacific Islander | *                  | *                    | 60                    | **                    | *                   | *                     | 59                     | **                     |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Economically Disadvantaged                  | 29                 | 29                   | 47                    | Not Met               | 58                  | 52                    | 46                     | Met Target             |
| Students with Disabilities                  | 11                 | 29.5                 | 41                    | **                    | 36.5                | 37.5                  | 43                     | **                     |
| English Learners                            | *                  | *                    | 53                    | **                    | *                   | *                     | 51                     | **                     |

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



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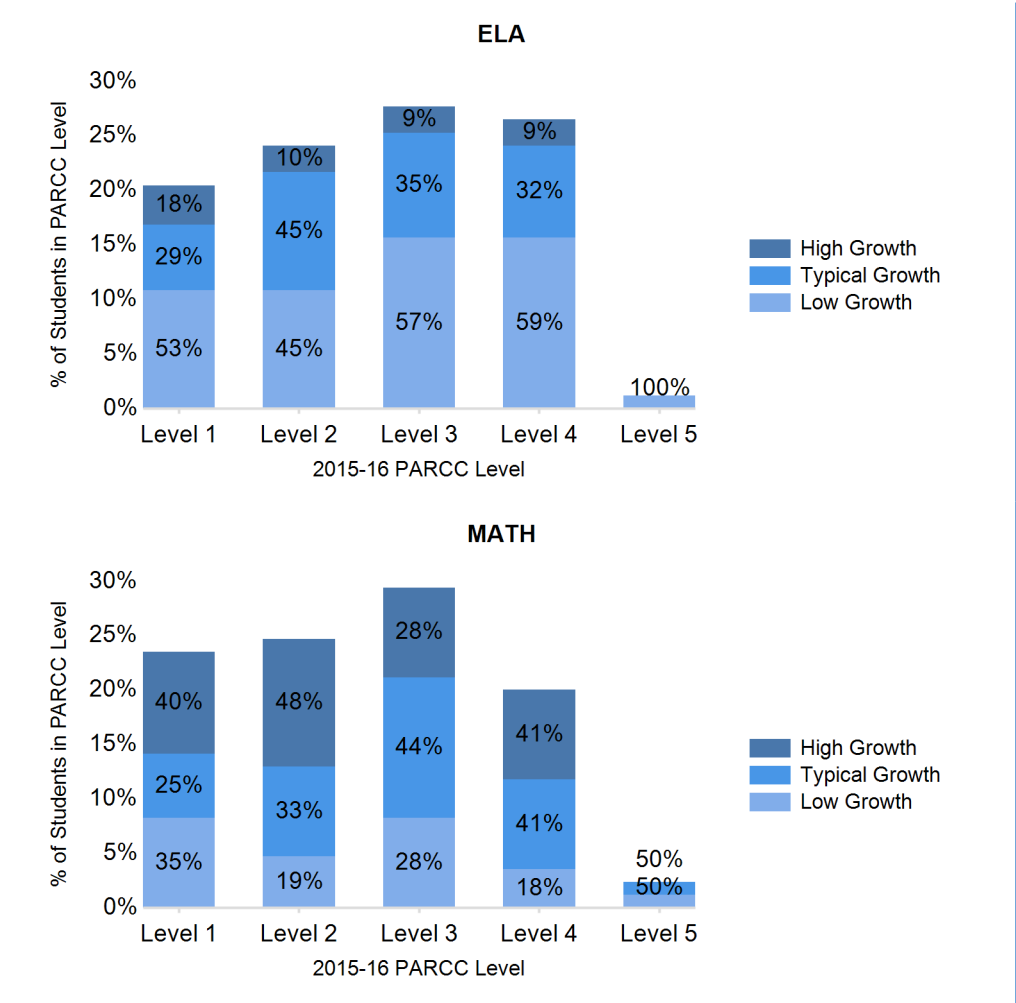
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

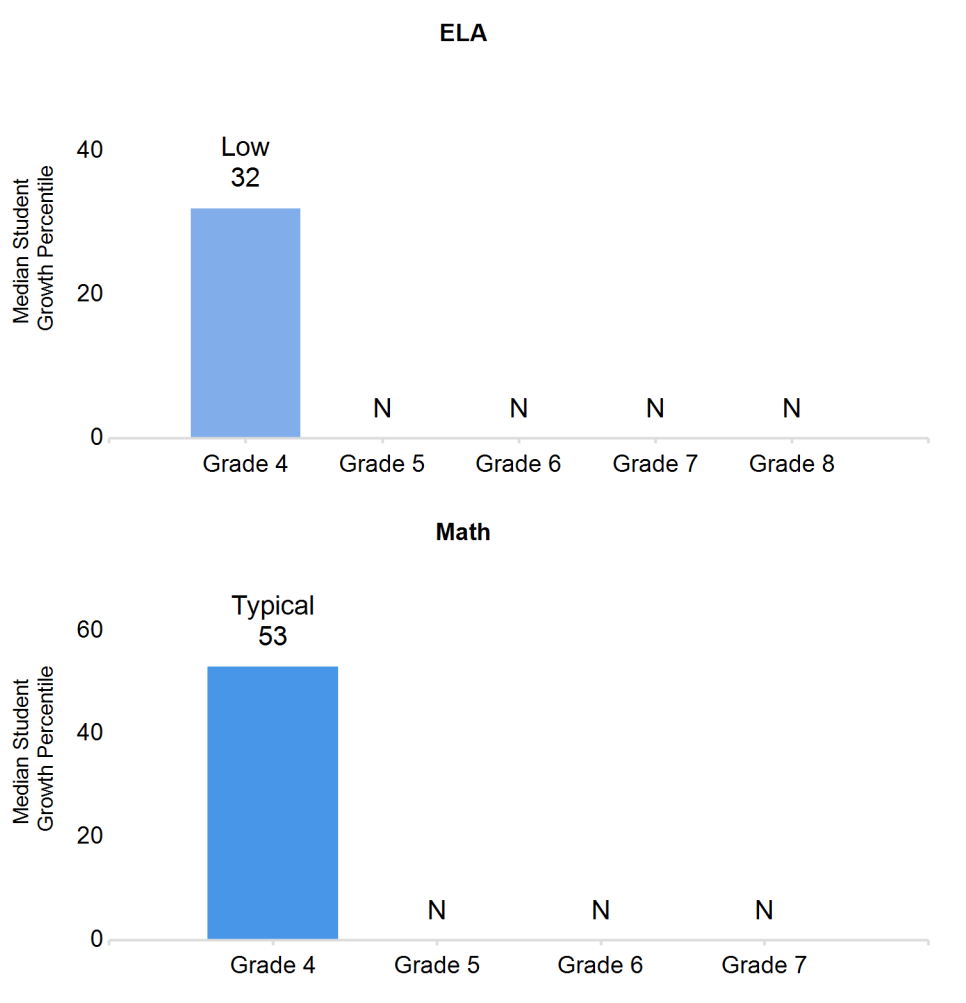
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

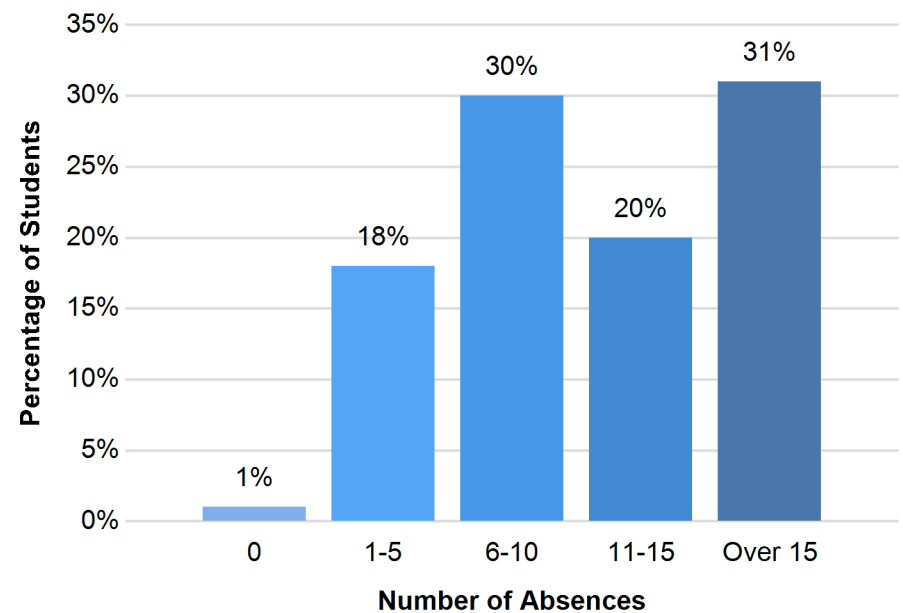
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 25.20                | 8.70           | Not Met            |
| White                                       | 24.10                | 8.70           | Not Met            |
| Hispanic                                    | 21.20                | 8.70           | Not Met            |
| Black or African American                   | 35.40                | 8.70           | Not Met            |
| Asian, Native Hawaiian, or Pacific Islander | N                    | **             | **                 |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | 29.20                | 8.70           | Not Met            |
| Students with Disabilities                  | 33.00                | 8.70           | Not Met            |
| English Learners                            | 3.80                 | 8.70           | Met Target         |

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

### Days Absent

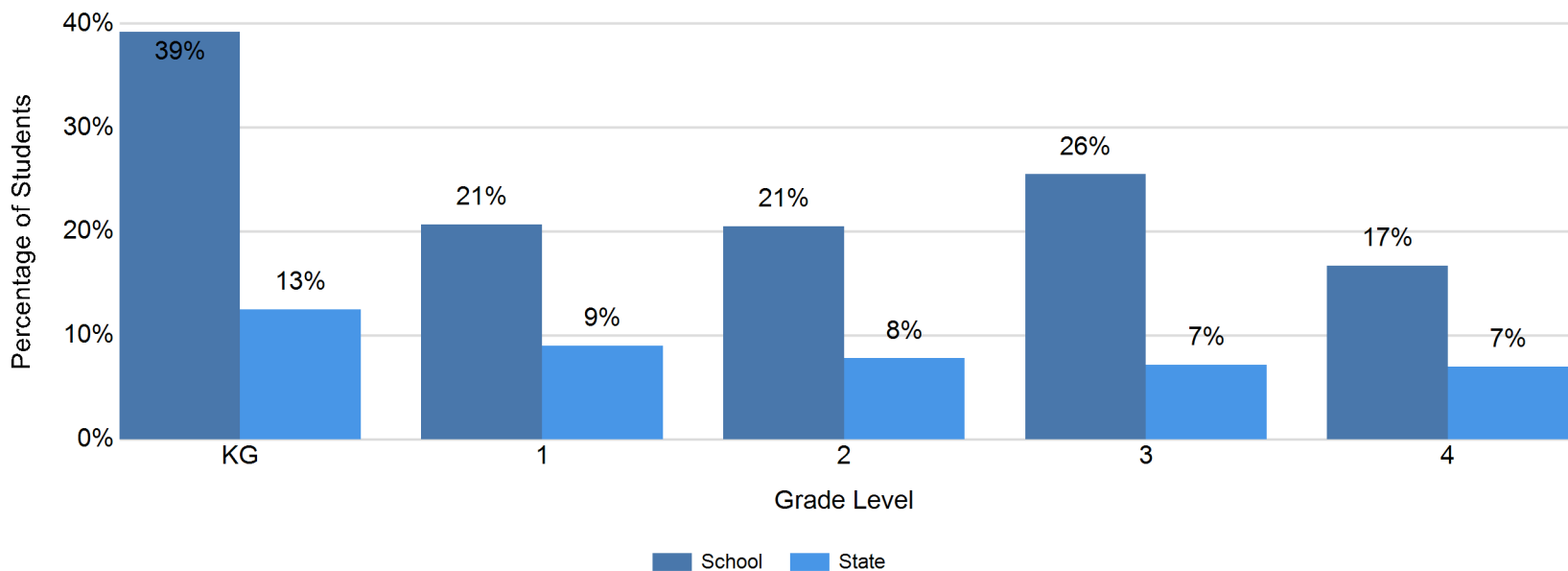
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### Chronic Absenteeism by Grade

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:10AM          |
| Typical End Time                 | 2:40PM          |
| Length of School Day             | 6 Hrs 30 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 30 Mins. |
| Shared Time - Instructional Time | *               |

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

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 2                   |
| Vandalism                                | 0                   |
| Weapons                                  | 0                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 2                   |
| Total Unique Incidents                   | 4                   |
| Incidents Per 100 Students Enrolled      | 0.74                |

### Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 1.5%          |
| Out-of-School Suspensions | 0.9%          |
| Any Suspension            | 2.4%          |

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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### Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1:1                     | 659.0 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$1,314 | \$21,722     | \$23,036 |



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

| Category                                   | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers                   | 91                 | 120,724           |
| Average years experience in public schools | 13.2               | 11.8              |
| Average years experience in district       | 12.7               | 10.5              |
| Teachers in district for 4 or more years   | 77%                | 74%               |

### Administrators – Experience (District Level)

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 16                 | 9,506           |
| Average years experience in public schools     | 10.2               | 15.9            |
| Average years experience in district           | 8.6                | 11.6            |
| Administrators in district for 4 or more years | 50%                | 74%             |

### Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 6:1                    | 8:1                      |
| Administrators              | 134:1                  | 95:1                     |
| Librarian/Media Specialists |                        | 1518:1                   |
| Nurses                      |                        | 253:1                    |
| Counselors                  |                        | 253:1                    |
| Child Study Team            |                        | 101:1                    |



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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 93%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 60%      | 88%   |

### Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 91%            |



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### Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator  | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency   | 10.6            | 17.5%            |
| Mathematics Proficiency   | 6.9             | 17.5%            |
| English Language Arts Growth  | 1.4             | 25.0%            |
| Mathematics Growth  | 62.1            | 25.0%            |
| Chronic Absenteeism   | 3.5             | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 19.5             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 9.0              |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



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### Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | 19.5            | 11.9   | Targeted  | Met Target†                       | Met Target†             | Not Met             | Not Met                              | Met Target                 | No   |
| White                                       | 6.4             | 11.9   | Targeted  | Met Target                        | Met Target†             | Not Met             | Not Met                              | Met Target                 | No   |
| Hispanic                                    | 32.9            | 11.9   | No  | Met Target†                       | Met Target†             | Not Met             | **                                   | Met Target                 | No   |
| Black or African American                   | **              | **   | No  | Met Target                        | Met Target              | Not Met             | **                                   | **                         | No   |
| Asian, Native Hawaiian, or Pacific Islander | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Economically Disadvantaged Students         | 25.6            | 11.9   | No  | Met Target†                       | Met Target†             | Not Met             | Not Met                              | Met Target                 | No   |
| Students with Disabilities                  | **              | **   | No  | Met Target†                       | Met Target              | Not Met             | **                                   | **                         | No   |
| English Learners                            | **              | **   | No  | **                                | **                      | Met Target          | **                                   | **                         | No   |

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

† Target was met within a confidence interval.



**Joseph C. Caruso School**  
**2016-2017**  
**Grade Span KG-04**



25-2400-050  
 MONMOUTH  
 KEANSBURG BORO  
 81 FRANCES PLACE  
 KEANSBURG, NJ 07734-1596

### School General Info

|                   |  |                       |   |
|-------------------|--|-----------------------|---|
| <b>Principal:</b> | Mrs. Flanzbaum                               | <b>Email Address:</b> | <a href="mailto:kflanzbaum@keansburg.k12.nj.us">kflanzbaum@keansburg.k12.nj.us</a>                                |
| <b>Address:</b>   | 81 FRANCES PLACE<br>KEANSBURG, NJ 07734-1596 | <b>Website:</b>       | <a href="https://www.keansburg.k12.nj.us">https://www.keansburg.k12.nj.us</a>                                     |
| <b>Phone:</b>     | (732)787-2007                                | <b>Facebook:</b>      | <a href="https://www.facebook.com/KeansburgSchoolDistrict/">https://www.facebook.com/KeansburgSchoolDistrict/</a> |
|                   |  | <b>Twitter:</b>       | <a href="https://twitter.com/KBurgSchools">https://twitter.com/KBurgSchools</a>                                   |

### School Narrative




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

|   |   |
|---|---|
|  <b>Highlights:</b>              | <ul style="list-style-type: none"> <li>• Responsive Classroom School</li> <li>• One-to-One Apple Technology for Students and Staff</li> <li>• Recently revised curriculum to meet all state and federal standards.</li> </ul>   |
|  <b>Mission, Vision, Theme:</b> | <p>The Keansburg School District shall graduate students with educational opportunities in college and career readiness. All stakeholders will set rigorous expectations for all students in the classroom, co-curricular activities, attendance, tardiness, and discipline. The Keansburg School District shall prepare students for life's abundant opportunities in college or careers in a safe, rigorous, and nurturing educational environment.</p> |



## School Narrative

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

|   |   |
|---|---|
|  <div>Courses, Curriculum, Instruction:</div> | <p>Lengthy literacy blocks are utilized within the daily schedule where teachers target educational standards through developmentally appropriate methodologies. Teachers utilize a variety of educational programs and strategies including balanced literacy, guided reading, workshop model and/or the Daily 5 program during literacy block to foster educational growth and development.</p>   |
|  <div>Clubs and Activities:</div>             | <p>Chorus is offered to students in Grades 2 through 4. Band is offered to students in 4th grade.</p>   |
|  <div>Before and After School Programs:</div> | <p>Students in Grades K-2 have the opportunity to sign up for after school Family Friendly Center "Clubs," which consist of tutoring as well as hands-on, fun and educational activity blocks. Students in Grades 3-4 can sign up for KAP, the Keansburg Afterschool Program, which offers similar activities. These programs are free of charge. Families also have the option to utilize the Champions Program, a paid, private company after and before care that is housed in the school.</p> |







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**School Narrative**

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

|   |   |
|---|---|
|  <b>Staff and Professional Learning:</b>    | <p>Staff meet to review assessment strategies, analyze diagnostic and assessment data, review student work, discuss student progress, receive professional development, plan and organize team activities and write and develop grade level and team interdisciplinary projects. All staff take part in curriculum analysis and revision, aligning the curriculum with standards. Staff attended extensive training in Responsive Classroom to improve school climate and culture and enhance social development.</p> |
|  <b>Student Supports and Services:</b>      | <p>A comprehensive supplemental instruction program, the Response to Intervention (RTI) model, along with a summer enrichment program, provide further assistance to students. Staff have access to a multitude of technologically based and hands on professional learning materials to further enhance their instruction. Additionally, students' social emotion needs are addressed, as well as school climate and culture, through the Responsive Classroom Approach.</p>   |
|  <b>Student Health and Wellness:</b>        | <p>Free universal Breakfast and Lunch is offered to all students. Daily recess and gym classes further student health and wellness initiatives. Weekly flouride rinse is offered to all students.</p>   |
|  <b>Parent and Community Involvement:</b> | <p>Parents are kept informed about school activities utilizing Remind 101, Google classroom, district and school specific webpages, district Facebook and Twitter and various forms of teacher communication. Parents can also monitor their child's progress through Genesis. Parent information sessions provide topics of interest on a quarterly basis.</p>   |

## School Narrative

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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Teachers

Students feel safe and comfortable in the school. Parents feel welcome and involved. Staff feel supported and encouraged to try new things.



### Facilities:

Newly constructed school building with state of the art technology and facilities. Inaugural year was 2016-2017. Fully functional educational immersion theater. Separate gym and cafetorium.




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School Narrative

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

|   |  |
|---|--|
| <div>Other Information:</div> | <p>Teachers utilize technological tools such as SMART technology, Extron systems and Apple TV, to further enhance instruction. Technology is fully integrated through the curriculum and various software programs and online subscriptions supplement the curriculum to strengthen student learning. Staff have access to a multitude of technologically based and hands on professional learning materials to further enhance their instruction. Joseph C. Caruso School has fully embraced college and career readiness standards and offers students many opportunities throughout the year to lean about post-secondary school options and develop a plan for their future. Fridays are designated College and Career Fridays, where teachers focus on different aspects of college and career readiness.</p> |
|---|--|




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

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

### Navigating through the reports:

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

### Other Resources:

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



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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 5        | 82      | 108     | 100     |
| 6        | 91      | 84      | 102     |
| 7        | 100     | 86      | 79      |
| 8        | 91      | 97      | 88      |
| Ungraded | 29      | 27      | 36      |
| Total    | 393     | 402     | 405     |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 47%     | 46%     | 44%     |
| Male                                | 53%     | 54%     | 57%     |
| Economically Disadvantaged Students | 76%     | 71%     | 72%     |
| Students with Disabilities          | 25%     | 25%     | 28%     |
| English Learners                    | 2%      | 1%      | 2%      |
| Homeless Students                   |         |         | 2%      |
| Students in Foster Care             |         |         | 1%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 54.3%         |
| Hispanic                            | 24.7%         |
| Black or African American           | 19.8%         |
| Asian                               | 0.5%          |
| American Indian or Alaska Native    | 0.2%          |
| Native Hawaiian or Pacific Islander | 0.2%          |
| <i>Two or More Races</i>            | 0.2%          |

### Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 87.7%         |
| Spanish       | 10.4%         |
| <i>Other</i>  | 1.7%          |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 368          | 93.4                      | 20.40   | 22.60   | 54.90  | 20  | 20.3                     | Met Target†                  |
| White                                       | 200          | 92.4                      | 23.00   | 25.40   | 63.90  | 22.4  | 23.4                     | Met Target†                  |
| Hispanic                                    | 93           | 95.0                      | 23.70   | 22.70   | 39.80  | 23.7  | 22.3                     | Met Target                   |
| Black or African American                   | 71           | 93.8                      | *   | 13.20   | 35.20  | *   | 7.1                      | Met Target†                  |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *   | *   | 80.70  | *   | **                       | **                           |
| American Indian or Alaska Native            | *            | *                         | *   | *   | 53.70  | *   | **                       | **                           |
| Two or More Races                           | N            | N                         | N   | *   | 54.90  | N   | **                       | **                           |
| Female                                      | 153          | 89.0                      | 32.00   | *   | 62.20  | 29.9  |                          |                              |
| Male  | 215          | 96.9                      | 12.10   | *   | 48.10  | 12.1  |                          |                              |
| Economically Disadvantaged Students         | 257          | 94.4                      | 16.40   | 17.50   | 36.20  | *   | 15.5                     | Met Target                   |
| Non-Economically Disadvantaged Students     | 111          | 91.3                      | 29.70   | 33.60   | 65.80  | *   |                          |                              |
| Students with Disabilities                  | 106          | 93.4                      | *   | *   | 20.50  | *   | 6.2                      | Met Target†                  |
| Students without Disabilities               | 262          | 93.4                      | *   | *   | 61.90  | *   |                          |                              |
| English Learners                            | 19           | 95.0                      | 36.90   | *   | 25.20  | 36.9  | N                        | N                            |
| Non-English Learners                        | 349          | 93.3                      | 19.40   | *   | 57.40  | 19.1  |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 26.40  | *   |                          |                              |
| Students In Foster Care                     | *            | *                         | *   | *   | 24.80  | *   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | N   | 53.50  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 23.00  | N   |                          |                              |

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

† Target was met within a confidence interval.





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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 104          | 718              | 718                       | 756                    | 33%                                      | 28%                                   | 18%                                | 21%                         | 0%                               | 21%                                     | 59%   |
| White                                       | 57           | 722              | 722                       | 763                    | 28%                                      | 28%                                   | 19%                                | 25%                         | 0%                               | 25%                                     | 69%   |
| Hispanic                                    | 28           | 710              | 710                       | 743                    | 46%                                      | *                                     | *                                  | *                           | 0%                               | 14%                                     | 44%   |
| Black or African American                   | 18           | 718              | 718                       | 740                    | *  | *                                     | *                                  | *                           | 0%                               | 17%                                     | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 779                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 84%   |
| American Indian or Alaska Native            | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | N            | N                | N                         | 757                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 60%   |
| Female                                      | 46           | 729              | 729                       | 761                    | 22%                                      | 24%                                   | *                                  | *                           | 0%                               | 30%                                     | 66%   |
| Male  | 58           | 710              | 710                       | 750                    | 41%                                      | 31%                                   | *                                  | *                           | 0%                               | 14%                                     | 53%   |
| Economically Disadvantaged Students         | 84           | 718              | 718                       | 740                    | *  | *                                     | *                                  | *                           | 0%                               | 21%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 20           | 721              | 721                       | 765                    | *  | *                                     | *                                  | *                           | 0%                               | 20%                                     | 71%   |
| Students with Disabilities                  | 27           | 698              | 698                       | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students without Disabilities               | 77           | 726              | 726                       | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 66%   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 12%   |
| Non-English Learners                        | 104          | 718              | 718                       | 757                    | 33%                                      | 28%                                   | 18%                                | 21%                         | 0%                               | 21%                                     | 60%   |
| Homeless Students                           | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Students in Foster Care                     | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 62%   |
| Migrant Students                            | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 99           | 721              | 721                       | 752                    | 29%                                      | 28%                                   | 24%                                | *                           | *                                | 18%                                     | 54%   |
| White                                       | 50           | 726              | 726                       | 758                    | 22%                                      | 24%                                   | 30%                                | 24%                         | 0%                               | 24%                                     | 63%   |
| Hispanic                                    | 22           | 726              | 726                       | 740                    | *  | *                                     | *                                  | *                           | *                                | 27%                                     | 38%   |
| Black or African American                   | 25           | 705              | 705                       | 736                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 776                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 81%   |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Female                                      | 46           | 735              | 735                       | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 61%   |
| Male  | 53           | 708              | 708                       | 746                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Economically Disadvantaged Students         | 63           | 714              | 714                       | 737                    | *  | *                                     | 16%                                | *                           | *                                | 13%                                     | 34%   |
| Non-Economically Disadvantaged Students     | 36           | 733              | 733                       | 761                    | *  | *                                     | 39%                                | *                           | *                                | 28%                                     | 65%   |
| Students with Disabilities                  | 32           | 700              | 700                       | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 17%   |
| Students without Disabilities               | 67           | 730              | 730                       | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 61%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students in Foster Care                     | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Military-Connected Students                 | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 55%   |
| Migrant Students                            | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 89           | 718              | 718                       | 756                    | 33%                                      | 27%                                   | *                                  | *                           | *                                | 21%                                     | 59%   |
| White                                       | 48           | 715              | 715                       | 764                    | 35%                                      | 31%                                   | *                                  | *                           | *                                | 21%                                     | 69%   |
| Hispanic                                    | 23           | 724              | 724                       | 742                    | *  | *                                     | *                                  | *                           | 0%                               | 30%                                     | 44%   |
| Black or African American                   | 17           | 711              | 711                       | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 38%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 784                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 85%   |
| American Indian or Alaska Native            | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 59%   |
| Two or More Races                           | N            | N                | N                         | 757                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 59%   |
| Female                                      | 32           | 732              | 732                       | 764                    | *  | *                                     | *                                  | *                           | *                                | 34%                                     | 68%   |
| Male  | 57           | 709              | 709                       | 749                    | *  | *                                     | *                                  | *                           | *                                | 14%                                     | 51%   |
| Economically Disadvantaged Students         | 60           | 714              | 714                       | 739                    | *  | *                                     | *                                  | *                           | *                                | 17%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 29           | 725              | 725                       | 766                    | *  | *                                     | *                                  | *                           | *                                | 31%                                     | 70%   |
| Students with Disabilities                  | 27           | 697              | 697                       | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Students without Disabilities               | 62           | 726              | 726                       | 763                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 67%   |
| English Learners                            | N            | N                | N                         | 701                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 89           | 718              | 718                       | 758                    | 33%                                      | 27%                                   | *                                  | *                           | *                                | 21%                                     | *   |
| Homeless Students                           | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 64%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |



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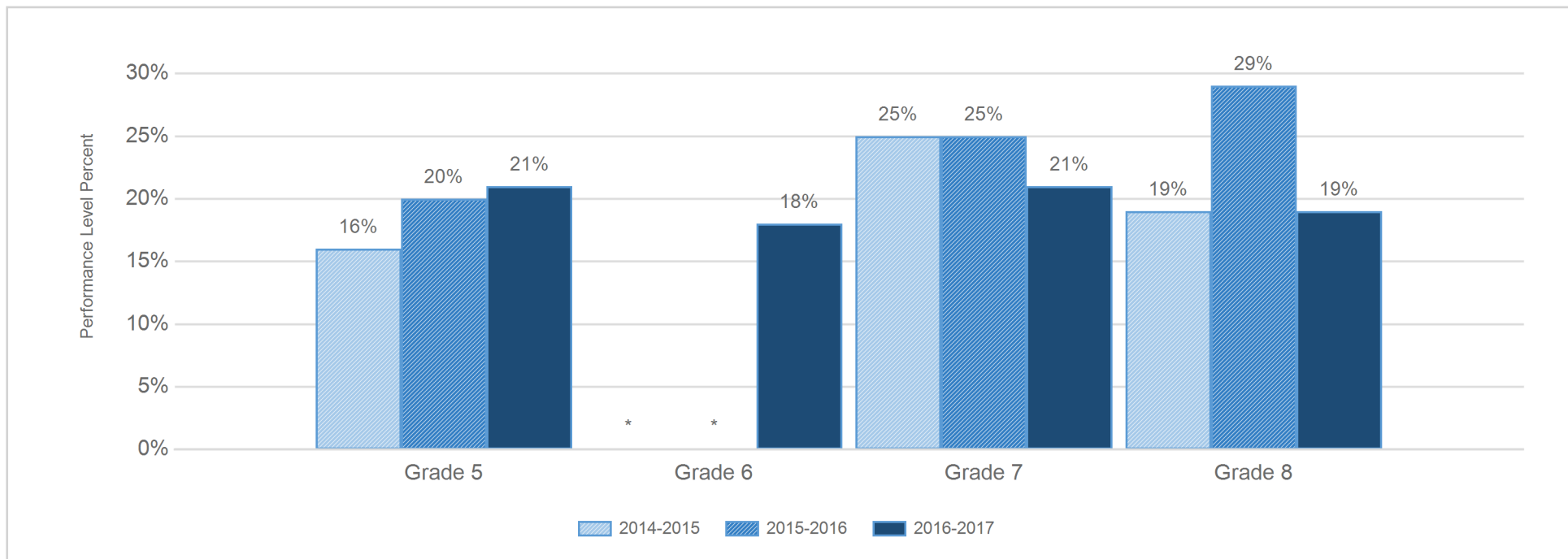
### English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 85           | 719              | 719                       | 757                    | 29%                                      | 34%                                   | 18%                                | *                           | *                                | 19%                                     | 59%   |
| White                                       | 47           | 721              | 721                       | 764                    | 26%                                      | 34%                                   | *                                  | *                           | *                                | 21%                                     | 68%   |
| Hispanic                                    | 21           | 722              | 722                       | 742                    | *  | *                                     | *                                  | *                           | *                                | 24%                                     | 44%   |
| Black or African American                   | 16           | 709              | 709                       | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 786                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 86%   |
| American Indian or Alaska Native            | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Two or More Races                           | N            | N                | N                         | 758                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 60%   |
| Female                                      | 34           | 724              | 724                       | 766                    | 29%                                      | *                                     | *                                  | *                           | *                                | 24%                                     | 68%   |
| Male  | 51           | 716              | 716                       | 749                    | 29%                                      | *                                     | *                                  | *                           | *                                | 16%                                     | 50%   |
| Economically Disadvantaged Students         | 55           | 711              | 711                       | 739                    | *  | *                                     | *                                  | *                           | *                                | 11%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 30           | 734              | 734                       | 766                    | *  | *                                     | *                                  | *                           | *                                | 33%                                     | 69%   |
| Students with Disabilities                  | 21           | 691              | 691                       | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Students without Disabilities               | 64           | 728              | 728                       | 764                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 67%   |
| English Learners                            | *            | *                | *                         | 701                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| Students in Foster Care                     | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 61%   |
| Migrant Students                            | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |

## English Language Arts/Literacy Assessment - Performance Trends

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





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### Mathematics Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 369          | 93.7                      | 16.30   | 13.70   | 43.50  | 16.1  | 12.3                     | Met Target                   |
| White                                       | 200          | 92.4                      | 19.50   | *   | 52.40  | 19  | 14.2                     | Met Target                   |
| Hispanic                                    | 93           | 95.1                      | 15.10   | *   | 27.60  | 15.1  | 13.6                     | Met Target                   |
| Black or African American                   | 72           | 95.1                      | *   | *   | 21.70  | *   | 5.5                      | Met Target                   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *   | *   | 75.60  | *   | **                       | **                           |
| American Indian or Alaska Native            | *            | *                         | *   | *   | 42.50  | *   | **                       | **                           |
| Two or More Races                           | N            | N                         | N   | *   | 44.90  | N   | **                       | **                           |
| Female                                      | 153          | 89.0                      | 19.70   | *   | 44.10  | 18.3  |                          |                              |
| Male  | 216          | 97.4                      | 13.90   | *   | 42.90  | 13.9  |                          |                              |
| Economically Disadvantaged Students         | 258          | 94.8                      | 11.60   | *   | 25.10  | *   | 8.6                      | Met Target                   |
| Non-Economically Disadvantaged Students     | 111          | 91.3                      | 27.00   | *   | 54.30  | *   |                          |                              |
| Students with Disabilities                  | 107          | 94.3                      | *   | *   | 16.50  | *   | 6.2                      | Met Target                   |
| Students without Disabilities               | 262          | 93.5                      | *   | *   | 48.80  | *   |                          |                              |
| English Learners                            | 19           | 95.7                      | 10.60   | *   | 23.30  | 10.6  | N                        | N                            |
| Non-English Learners                        | 350          | 93.6                      | 16.60   | *   | 45.20  | 16.3  |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 16.40  | *   |                          |                              |
| Students In Foster Care                     | *            | *                         | *   | *   | 15.10  | *   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | N   | 39.90  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 18.20  | N   |                          |                              |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 105          | 716              | 716                       | 747                    | 26%                                      | 36%                                   | 28%                                | 11%                         | 0%                               | 11%                                     | 46%   |
| White                                       | 57           | 719              | 719                       | 754                    | 25%                                      | 28%                                   | 35%                                | *                           | *                                | 12%                                     | 57%   |
| Hispanic                                    | 29           | 712              | 712                       | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | 18           | 712              | 712                       | 729                    | *  | *                                     | *                                  | *                           | 0%                               | 11%                                     | 22%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 774                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 745                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 47%   |
| Female                                      | 47           | 719              | 719                       | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| Male  | 58           | 714              | 714                       | 746                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Economically Disadvantaged Students         | 85           | 714              | 714                       | 732                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Non-Economically Disadvantaged Students     | 20           | 723              | 723                       | 756                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 59%   |
| Students with Disabilities                  | 27           | 696              | 696                       | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Students without Disabilities               | 78           | 723              | 723                       | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | *            | *                | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 748                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Homeless Students                           | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Students in Foster Care                     | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Military-Connected Students                 | N            | N                | N                         | 748                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 48%   |
| Migrant Students                            | N            | N                | N                         | 716                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 18%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 101          | 715              | 715                       | 743                    | 32%                                      | 28%                                   | 25%                                | *                           | *                                | 16%                                     | 44%   |
| White                                       | 50           | 721              | 721                       | 751                    | 24%                                      | 24%                                   | 32%                                | 20%                         | 0%                               | 20%                                     | 54%   |
| Hispanic                                    | 22           | 723              | 723                       | 731                    | *  | *                                     | *                                  | *                           | *                                | 23%                                     | 27%   |
| Black or African American                   | 27           | 698              | 698                       | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 20%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 771                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 77%   |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Female                                      | 46           | 726              | 726                       | 745                    | *  | 30%                                   | 28%                                | *                           | *                                | 22%                                     | 45%   |
| Male  | 55           | 707              | 707                       | 742                    | *  | 26%                                   | 22%                                | *                           | *                                | 11%                                     | 43%   |
| Economically Disadvantaged Students         | 64           | 708              | 708                       | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Non-Economically Disadvantaged Students     | 37           | 729              | 729                       | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Students with Disabilities                  | 33           | 696              | 696                       | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Students without Disabilities               | 68           | 725              | 725                       | 748                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 50%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 14%   |
| Students in Foster Care                     | *            | *                | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 14%   |
| Military-Connected Students                 | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |

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





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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 90           | 721              | 721                       | 741                    | 22%                                      | 24%                                   | 39%                                | 14%                         | 0%                               | 14%                                     | 40%   |
| White                                       | 48           | 723              | 723                       | 748                    | 25%                                      | *                                     | 40%                                | *                           | 0%                               | 19%                                     | 49%   |
| Hispanic                                    | 24           | 723              | 723                       | 730                    | *  | *                                     | 46%                                | *                           | 0%                               | 13%                                     | 23%   |
| Black or African American                   | 17           | 707              | 707                       | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 764                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 72%   |
| American Indian or Alaska Native            | N            | N                | N                         | 741                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 45%   |
| Two or More Races                           | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 39%   |
| Female                                      | 32           | 729              | 729                       | 743                    | *  | *                                     | 53%                                | *                           | *                                | 16%                                     | 41%   |
| Male  | 58           | 716              | 716                       | 740                    | *  | *                                     | 31%                                | *                           | *                                | 14%                                     | 38%   |
| Economically Disadvantaged Students         | 61           | 719              | 719                       | 729                    | *  | *                                     | 39%                                | *                           | *                                | 13%                                     | 22%   |
| Non-Economically Disadvantaged Students     | 29           | 724              | 724                       | 749                    | *  | *                                     | 38%                                | *                           | *                                | 17%                                     | 50%   |
| Students with Disabilities                  | 28           | 705              | 705                       | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Students without Disabilities               | 62           | 728              | 728                       | 746                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 45%   |
| English Learners                            | *            | *                | *                         | 712                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 742                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Students in Foster Care                     | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |
| Military-Connected Students                 | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 43%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |

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



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 75           | 714              | 714                       | 728                    | 32%                                      | 25%                                   | 25%                                | 17%                         | 0%                               | 17%                                     | 28%   |
| White                                       | 40           | 718              | 718                       | 736                    | 28%                                      | 28%                                   | 25%                                | *                           | *                                | 20%                                     | 35%   |
| Hispanic                                    | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Black or African American                   | *            | *                | *                         | 715                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| American Indian or Alaska Native            | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| Two or More Races                           | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Female                                      | 30           | 710              | 710                       | 730                    | 40%                                      | *                                     | *                                  | *                           | *                                | 17%                                     | 30%   |
| Male  | 45           | 717              | 717                       | 725                    | 27%                                      | *                                     | *                                  | *                           | *                                | 18%                                     | 26%   |
| Economically Disadvantaged Students         | 48           | 705              | 705                       | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Non-Economically Disadvantaged Students     | 27           | 731              | 731                       | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Students with Disabilities                  | 21           | 692              | 692                       | 705                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | 54           | 723              | 723                       | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | *            | *                | *                         | 703                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Students in Foster Care                     | *            | *                | *                         | 705                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Military-Connected Students                 | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 35%   |
| Migrant Students                            | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |

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



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### Mathematics Assessment - Performance by Test: Algebra I

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

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



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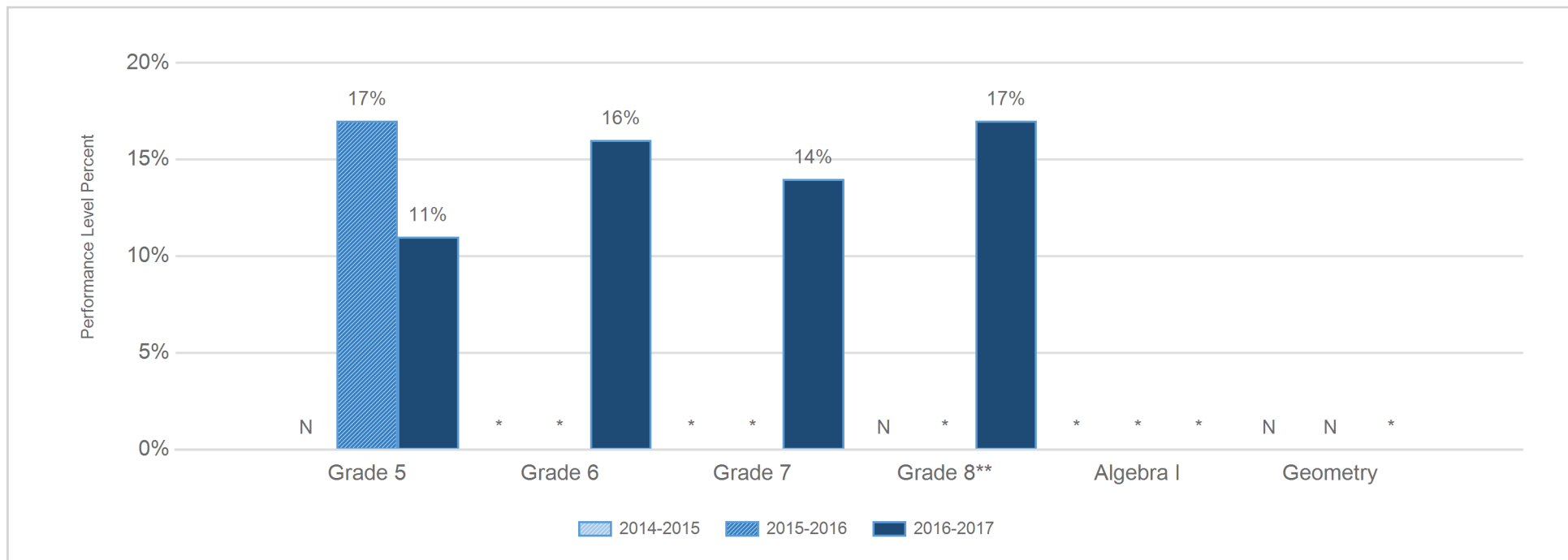
### Mathematics Assessment - Performance by Test: Geometry

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

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

## Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 5     | *                         | *                          |
| 6     | *                         | *                          |
| 7     | *                         | *                          |
| 8     | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

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



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

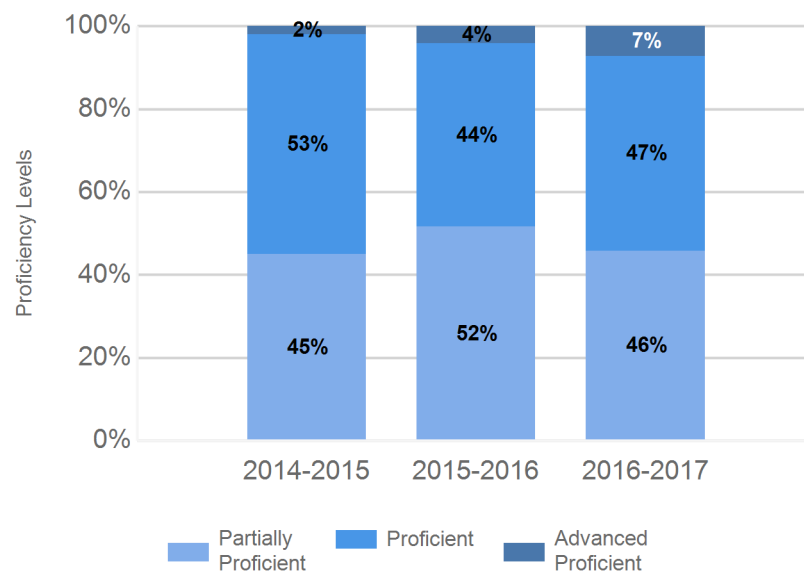
### NJASK Science Assessment Performance: Grade 8

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

| Student Group                               | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide                                   | 27%                   | 47%          | 27%                    |
| Schoolwide                                  | 7%                    | 47%          | 46%                    |
| White                                       | 9%                    | 57%          | 34%                    |
| Hispanic                                    | 9%                    | 23%          | 68%                    |
| Black or African American                   | N                     | *            | 59%                    |
| Asian, Native Hawaiian, or Pacific Islander | N                     | N            | N                      |
| American Indian or Alaska Native            | N                     | *            | N                      |
| Two or More Races                           | N                     | N            | N                      |
| Economically Disadvantaged Students         | 6%                    | 41%          | 52%                    |
| Students with Disabilities                  | N                     | 17%          | 83%                    |
| English Learners                            | N                     | N            | *                      |

### NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 29                 | 29                   | 50                    | Not Met               | 50                  | 50                    | 50                     | Met Target             |
| White                                       | 29                 | 27                   | 50                    | Not Met               | 53                  | 50.5                  | 52                     | Met Target             |
| Hispanic                                    | 33.5               | 34.5                 | 49                    | Not Met               | 52                  | 53                    | 47                     | Met Target             |
| Black or African American                   | 26                 | *                    | 45                    | Not Met               | *                   | *                     | 43                     | Met Target             |
| Asian, Native Hawaiian, or Pacific Islander | *                  | *                    | 60                    | **                    | *                   | *                     | 59                     | **                     |
| American Indian or Alaska Native            | *                  | *                    | 51                    | **                    | N                   | N                     | N                      | N                      |
| Two or More Races                           | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Economically Disadvantaged                  | 29                 | 29                   | 47                    | Not Met               | 50                  | 52                    | 46                     | Met Target             |
| Students with Disabilities                  | 33.5               | 29.5                 | 41                    | Not Met               | 37.5                | 37.5                  | 43                     | Not Met                |
| English Learners                            | 41                 | *                    | 53                    | **                    | 47.5                | *                     | 51                     | **                     |

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





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

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

Low Growth: Less than 35

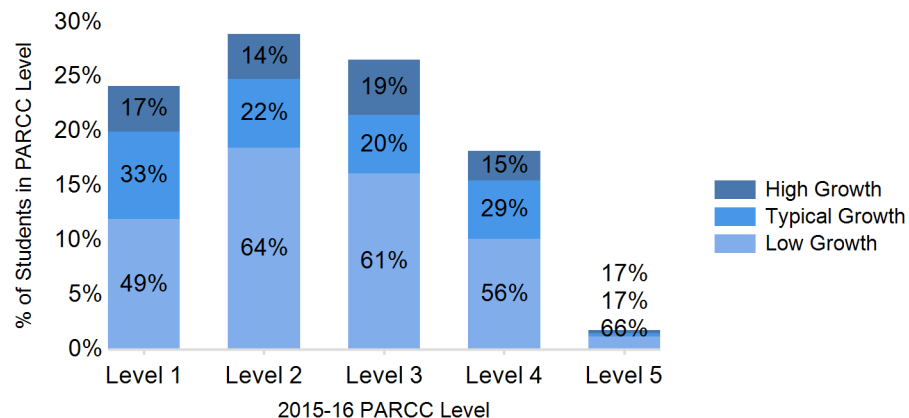
Typical Growth: Between 35 and 65

High Growth: Greater than 65

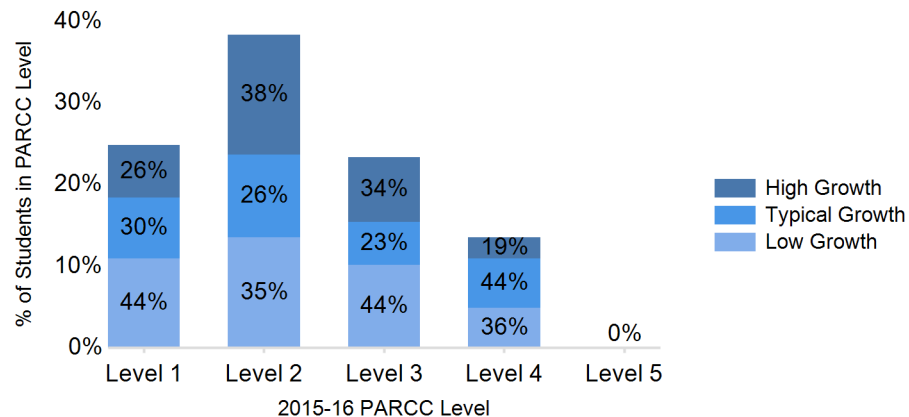
Student Growth by Performance Level

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

ELA



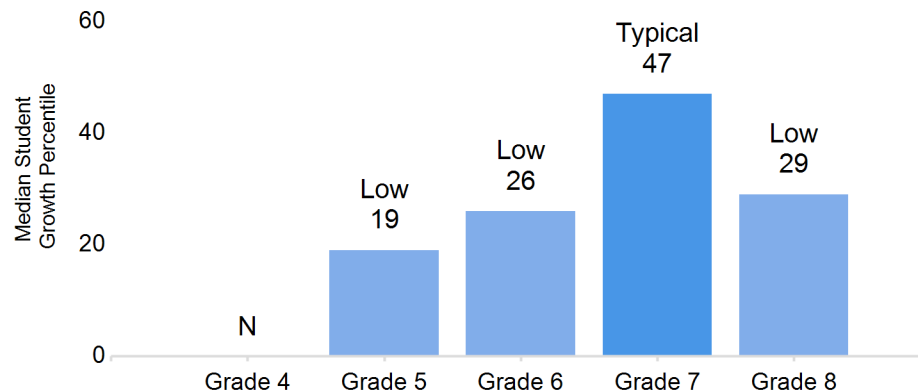
MATH



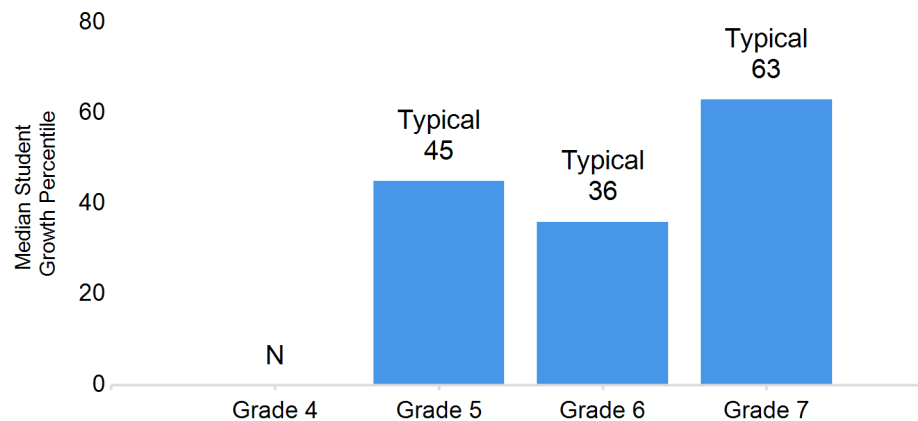
Student Growth by Grade

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

ELA



Math





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

### Mathematics - Course Participation

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

| Grade      | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6          | 0         | 0        | 117                        |
| 7          | 0         | 0        | 98                         |
| 8          | 11        | 1        | 91                         |
| Schoolwide | 11        | 1        | 306                        |

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

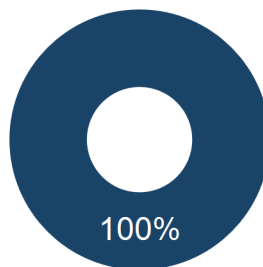
| Grade                         | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6                             | 0       | 0      | 0       | 0     | 0      | 0       | 113             |
| 7                             | 0       | 0      | 0       | 0     | 0      | 0       | 95              |
| 8                             | 0       | 0      | 0       | 0     | 0      | 0       | 99              |
| Schoolwide                    | 0       | 0      | 0       | 0     | 0      | 0       | 307             |
| Enrolled in Level 3 or Higher | N       | N      | N       | N     | N      | N       | N               |

## Visual and Performing Arts – Course Participation

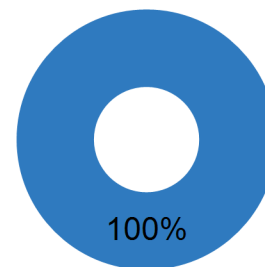
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

### Grades 6-8:

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

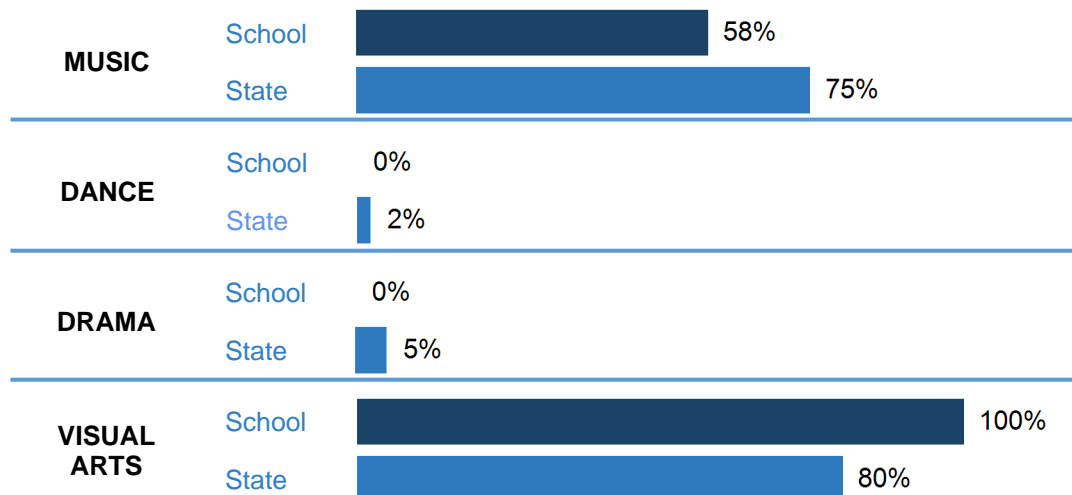


School



State

Students enrolled in one or more classes by discipline:





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

### Chronic Absenteeism

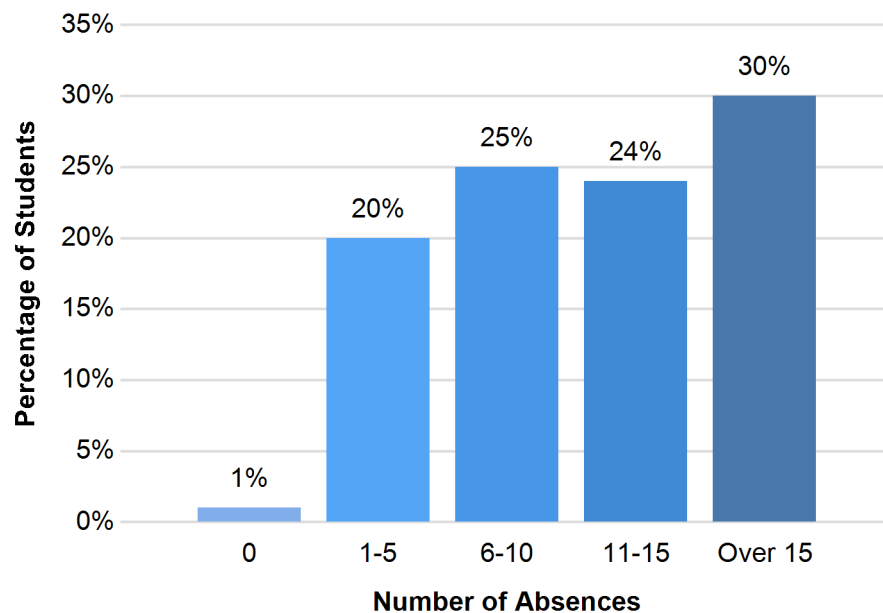
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 25.40                | 8.30           | Not Met            |
| White                                       | 27.00                | 8.30           | Not Met            |
| Hispanic                                    | 17.00                | 8.30           | Not Met            |
| Black or African American                   | 31.30                | 8.30           | Not Met            |
| Asian, Native Hawaiian, or Pacific Islander | N                    | **             | **                 |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | 27.70                | 8.30           | Not Met            |
| Students with Disabilities                  | 33.10                | 8.30           | Not Met            |
| English Learners                            | N                    | **             | **                 |

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

### Days Absent

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





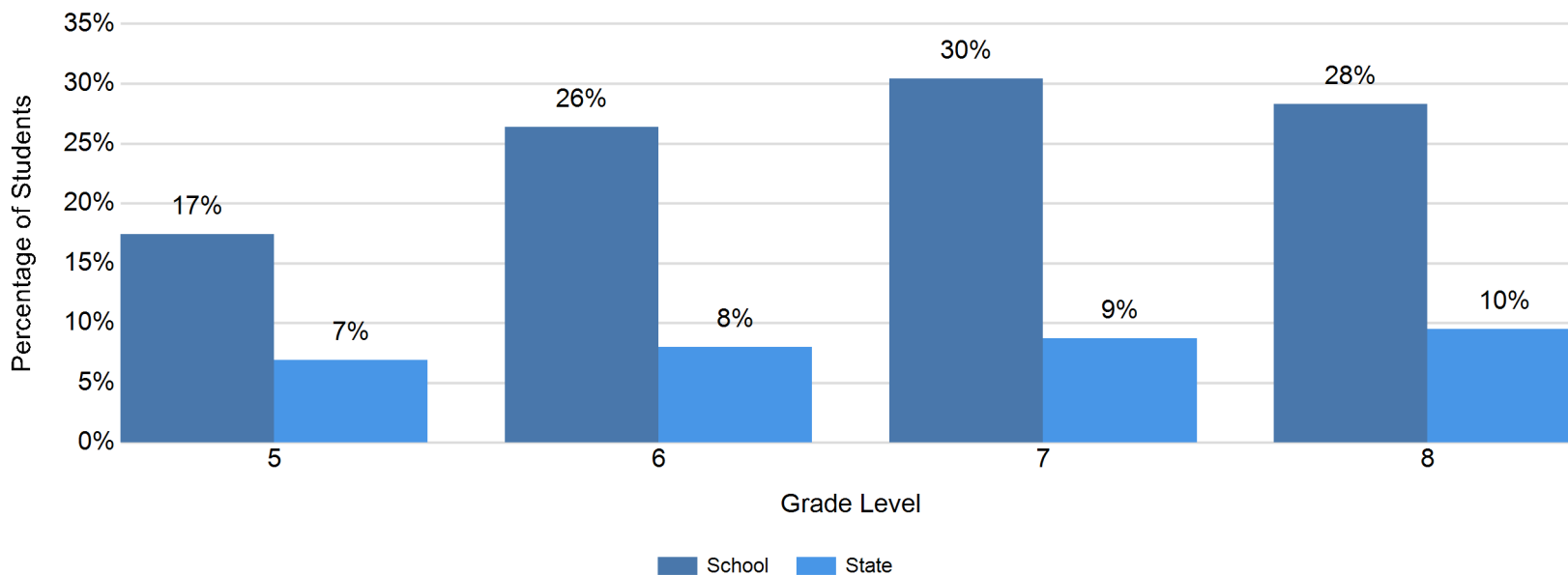
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### Chronic Absenteeism by Grade

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 7:50AM          |
| Typical End Time                 | 2:15PM          |
| Length of School Day             | 6 Hrs 25 Mins   |
| Full Time - Instructional Time   | 6 Hrs. 10 Mins. |
| Shared Time - Instructional Time | *               |

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

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 34                  |
| Vandalism                                | 1                   |
| Weapons                                  | 1                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 7                   |
| Total Unique Incidents                   | 42                  |
| Incidents Per 100 Students Enrolled      | 10.37               |

### Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 17.8%         |
| Out-of-School Suspensions | 14.6%         |
| Any Suspension            | 26.2%         |

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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### Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1:1                     | 659.0 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$1,314 | \$21,722     | \$23,036 |



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

| Category                                   | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers                   | 56                 | 120,724           |
| Average years experience in public schools | 12.5               | 11.8              |
| Average years experience in district       | 11.3               | 10.5              |
| Teachers in district for 4 or more years   | 75%                | 74%               |

### Administrators – Experience (District Level)

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 16                 | 9,506           |
| Average years experience in public schools     | 10.2               | 15.9            |
| Average years experience in district           | 8.6                | 11.6            |
| Administrators in district for 4 or more years | 50%                | 74%             |

### Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 7:1                    | 8:1                      |
| Administrators              | 135:1                  | 95:1                     |
| Librarian/Media Specialists |                        | 1518:1                   |
| Nurses                      |                        | 253:1                    |
| Counselors                  |                        | 253:1                    |
| Child Study Team            |                        | 101:1                    |





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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 93%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 60%      | 88%   |

### Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 81%            |



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### Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator  | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency   | 4.1             | 17.5%            |
| Mathematics Proficiency   | 4.8             | 17.5%            |
| English Language Arts Growth  | 2.7             | 25.0%            |
| Mathematics Growth  | 48.5            | 25.0%            |
| Chronic Absenteeism   | 3.0             | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 14.8             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 5.4              |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | 14.8            | 11.9   | No  | Met Target†                       | Met Target              | Not Met             | Not Met                              | Met Target                 | No   |
| White                                       | 13.7            | 11.9   | No  | Met Target†                       | Met Target              | Not Met             | Not Met                              | Met Target                 | No   |
| Hispanic                                    | 24.2            | 11.9   | No  | Met Target                        | Met Target              | Not Met             | Not Met                              | Met Target                 | No   |
| Black or African American                   | 13.7            | 11.9   | No  | Met Target†                       | Met Target              | Not Met             | Not Met                              | Met Target                 | No   |
| Asian, Native Hawaiian, or Pacific Islander | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Economically Disadvantaged Students         | 18.9            | 11.9   | No  | Met Target                        | Met Target              | Not Met             | Not Met                              | Met Target                 | No   |
| Students with Disabilities                  | 19.7            | 11.9   | No  | Met Target†                       | Met Target              | Not Met             | Not Met                              | Not Met                    | No   |
| English Learners                            | **              | **   | No  | N                                 | N                       | **                  | **                                   | **                         | No   |

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

† Target was met within a confidence interval.



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### School General Info

|                   |  |                       |   |
|-------------------|--|-----------------------|---|
| <b>Principal:</b> | Mr. LaRocca                                  | <b>Email Address:</b> | <a href="mailto:ilarocca@keansburg.k12.nj.us">ilarocca@keansburg.k12.nj.us</a>                                    |
| <b>Address:</b>   | 100 PALMER PLACE<br>KEANSBURG, NJ 07734-2056 | <b>Website:</b>       | <a href="https://www.keansburg.k12.nj.us">https://www.keansburg.k12.nj.us</a>                                     |
| <b>Phone:</b>     | (732)787-2007                                | <b>Facebook:</b>      | <a href="https://www.facebook.com/KeansburgSchoolDistrict/">https://www.facebook.com/KeansburgSchoolDistrict/</a> |
|                   |  | <b>Twitter:</b>       | <a href="https://twitter.com/KBurgSchools">https://twitter.com/KBurgSchools</a>                                   |

### School Narrative

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

|   |  |
|---|--|
|  <b>Highlights:</b>                            | <ul style="list-style-type: none"> <li>• Curriculum is designed to meet social, emotional, and educational need of all students</li> <li>• Intergrated technology in the classroom, utilizing 1:1 Chromebooks</li> <li>• Award winning Concert and Jazz bands</li> </ul>   |
|  <b>Mission, Vision, Theme:</b>               | <p>Mission: The Keansburg School District shall graduate students with educational opportunities in college and career readiness. All stakeholders will set rigorous expectations for all students in the classroom, co-curricular activities, attendance, tardiness, and discipline. Vision: The Keansburg School District shall prepare students for life's abundant opportunities in college or careers in a safe, rigorous, and nurturing educational environment.</p> |
|  <b>Awards, Recognition, Accomplishments:</b> | <p>2015 NJ PBSIS Showcase School, 2017 Population Health Community-Based Collaboration Hero Award (New Jersey Department of Health), 2017 Regional Band Competition Best Overall Concert Band, Best Overall Jazz Band.</p>   |







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|   |   |
|---|---|
|  <b>Courses, Curriculum, Instruction:</b>   | Bolger Middle School implements a rigorous, stimulating, and nurturing academic programs. Curriculum is aligned New Jersey content standards. Math department utilizes GoMath series. ELA department utilizes Readers and Writers workshop. Algebra I is offered in 8th grade and Gifted and Talented program is offered to students grades 5-8 |
|  <b>Sports and Athletics:</b>               | Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Softball (Boys), Wrestling (Co-ed)  |
|  <b>Clubs and Activities:</b>             | Spanish Club, Art Club, Chess Club, Intramural Tennis, Debate Team, Drama Club, Jounior National Nonor Society  |
|  <b>Before and After School Programs:</b> | Keansburg After School Program (KAP)  |







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|   |  |
|---|--|
|  <b>Staff and Professional Learning:</b>    | Professional Development Plan is designed to provide individualized professional learning opportunities for staff. Staff members have the options to sign-up for year long cohorts, book studies, or personal development projects. Staff members participate in weekly professional learning communities, as well as grade level, department, and common planning time. |
|  <b>Student Supports and Services:</b>      | ELL program, Child Study Team, RTI and I&RS services, Effective School Solutions (ESS), Restorative Practices, PBSIS, Substance Abuse Counselors (SAC)   |
|  <b>Student Health and Wellness:</b>        | Breakfast is offered 5 days a week, Students receive physical education, Lunch and learn program (asthma education provided by Jersey Shore Medical Center) Backpack for Food (provided by the Food Bank of Monmouth and Ocean County) School Based nurse practitioner (provided by VNA).  |
|  <b>Parent and Community Involvement:</b> | Parent Teacher Association (PTA)-fundraising and coordinates student activities (student dances monthly). Parent Academy, Community Thanksgiving Dinner, Genesis-Student Management System Parent Portal access.   |



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers  
New Jersey School Climate Survey will be administered during the Spring 2018 cycle



Facilities:

School was built in 1992. Offers a Media center, Project Based Learning room, iSTEM room, Art room, Chorus room, Band Room, two science labs, Gymnasium. Central air conditioning is present.




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School Narrative

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|   |   |
|---|---|
| <div>Other Information:</div> | <p>School runs on an A/B block schedule with Math and ELA meeting everyday. Elective classes offered are spanish, art, physical education, health, Project based learning, general music/chorus, marine science. All students are provided a chromebook</p> |
|---|---|





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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### **Footnotes**

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

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



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Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9        | 77      | 99      | 103     |
| 10       | 105     | 67      | 95      |
| 11       | 80      | 88      | 63      |
| 12       | 84      | 73      | 87      |
| Ungraded | 10      | 11      | 15      |
| Total    | 355     | 338     | 363     |

Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 53%     | 52%     | 53%     |
| Male                                | 47%     | 48%     | 47%     |
| Economically Disadvantaged Students | 74%     | 75%     | 72%     |
| Students with Disabilities          | 21%     | 22%     | 23%     |
| English Learners                    | 1%      | 2%      | 2%      |
| Homeless Students                   |         |         | 3%      |
| Students in Foster Care             |         |         | 0%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 60.9%         |
| Hispanic                            | 20.3%         |
| Black or African American           | 14.9%         |
| Asian                               | 2.5%          |
| American Indian or Alaska Native    | 1.4%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 0.0%          |

Enrollment Trends by Full and Shared Time

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

| Enrollment Status    | 2016-17 |
|----------------------|---------|
| Full Time Students   | 353     |
| Shared Time Students | 17      |
| Full Time Equivalent | 362     |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 88.8%         |
| Spanish       | 6.1%          |
| Urdu          | 1.1%          |
| Other         | 4.3%          |



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

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 168          | 88.6                      | 16.70  | 22.60  | 54.90   | 15.5  | 19.9                  | Met Target†               |
| White                                       | 103          | 88.7                      | 16.50  | 25.40  | 63.90   | 15.3  | 20.5                  | Met Target†               |
| Hispanic                                    | 29           | 83.3                      | 24.10  | 22.70  | 39.80   | 21  | 24                    | Met Target†               |
| Black or African American                   | 28           | 96.7                      | *  | 13.20  | 35.20   | *   | 8.4                   | Met Target†               |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *  | *  | 80.70   | *   | **                    | **                        |
| American Indian or Alaska Native            | *            | *                         | *  | *  | 53.70   | *   | **                    | **                        |
| Two or More Races                           | N            | N                         | N  | *  | 54.90   | N   | **                    | **                        |
| Female                                      | 93           | 91.7                      | *  | *  | 62.20   | *   |                       |                           |
| Male  | 75           | 84.9                      | *  | *  | 48.10   | *   |                       |                           |
| Economically Disadvantaged Students         | 110          | 86.6                      | 16.30  | 17.50  | 36.20   | *   | 18.4                  | Met Target†               |
| Non-Economically Disadvantaged Students     | 58           | 92.5                      | 17.20  | 33.60  | 65.80   | *   |                       |                           |
| Students with Disabilities                  | 39           | 82.0                      | *  | *  | 20.50   | *   | 6.6                   | Not Met                   |
| Students without Disabilities               | 129          | 90.7                      | *  | *  | 61.90   | *   |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 25.20   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 57.40   | *   |                       |                           |
| Homeless Students                           | *            | *                         | *  | *  | 26.40   | *   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 24.80   | *   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | N  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 93           | 724              | 724                       | 749                    | *  | 30%                                   | 28%                                | *                           | *                                | 22%                                     | 52%   |
| White                                       | 60           | 723              | 723                       | 757                    | 23%                                      | 28%                                   | 25%                                | 23%                         | 0%                               | 23%                                     | 62%   |
| Hispanic                                    | 16           | 722              | 722                       | 733                    | *  | *                                     | *                                  | *                           | 0%                               | 19%                                     | 35%   |
| Black or African American                   | *            | *                | *                         | 730                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 777                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 80%   |
| American Indian or Alaska Native            | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 49%   |
| Two or More Races                           | N            | N                | N                         | 746                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 48%   |
| Female                                      | 52           | 734              | 734                       | 756                    | *  | 25%                                   | *                                  | *                           | *                                | 27%                                     | 60%   |
| Male  | 41           | 711              | 711                       | 741                    | *  | 37%                                   | *                                  | *                           | *                                | 15%                                     | 43%   |
| Economically Disadvantaged Students         | 58           | 722              | 722                       | 731                    | *  | *                                     | 24%                                | *                           | *                                | 19%                                     | 32%   |
| Non-Economically Disadvantaged Students     | 35           | 727              | 727                       | 758                    | *  | *                                     | 34%                                | *                           | *                                | 26%                                     | 62%   |
| Students with Disabilities                  | 16           | 693              | 693                       | 714                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Students without Disabilities               | 77           | 731              | 731                       | 754                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| English Learners                            | *            | *                | *                         | 690                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Students in Foster Care                     | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Military-Connected Students                 | N            | N                | N                         | 746                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 45%   |
| Migrant Students                            | N            | N                | N                         | 705                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 83           | 708              | 708                       | 743                    | 42%                                      | 28%                                   | 18%                                | *                           | *                                | 12%                                     | 46%   |
| White                                       | 49           | 712              | 712                       | 749                    | 35%                                      | 33%                                   | 22%                                | *                           | *                                | 10%                                     | 52%   |
| Hispanic                                    | 14           | 721              | 721                       | 728                    | *  | *                                     | *                                  | *                           | 0%                               | 29%                                     | 34%   |
| Black or African American                   | 18           | 686              | 686                       | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 774                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 74%   |
| American Indian or Alaska Native            | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | N            | N                | N                         | 737                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Female                                      | 45           | 715              | 715                       | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 54%   |
| Male  | 38           | 700              | 700                       | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Economically Disadvantaged Students         | 56           | 706              | 706                       | 726                    | 43%                                      | *                                     | *                                  | *                           | *                                | 11%                                     | 32%   |
| Non-Economically Disadvantaged Students     | 27           | 711              | 711                       | 751                    | 41%                                      | *                                     | *                                  | *                           | *                                | 15%                                     | 54%   |
| Students with Disabilities                  | 23           | 688              | 688                       | 704                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Students without Disabilities               | 60           | 715              | 715                       | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | N            | N                | N                         | 681                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 83           | 708              | 708                       | 745                    | 42%                                      | 28%                                   | 18%                                | *                           | *                                | 12%                                     | *   |
| Homeless Students                           | *            | *                | *                         | 715                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Students in Foster Care                     | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |
| Military-Connected Students                 | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 35%   |
| Migrant Students                            | N            | N                | N                         | 694                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |



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

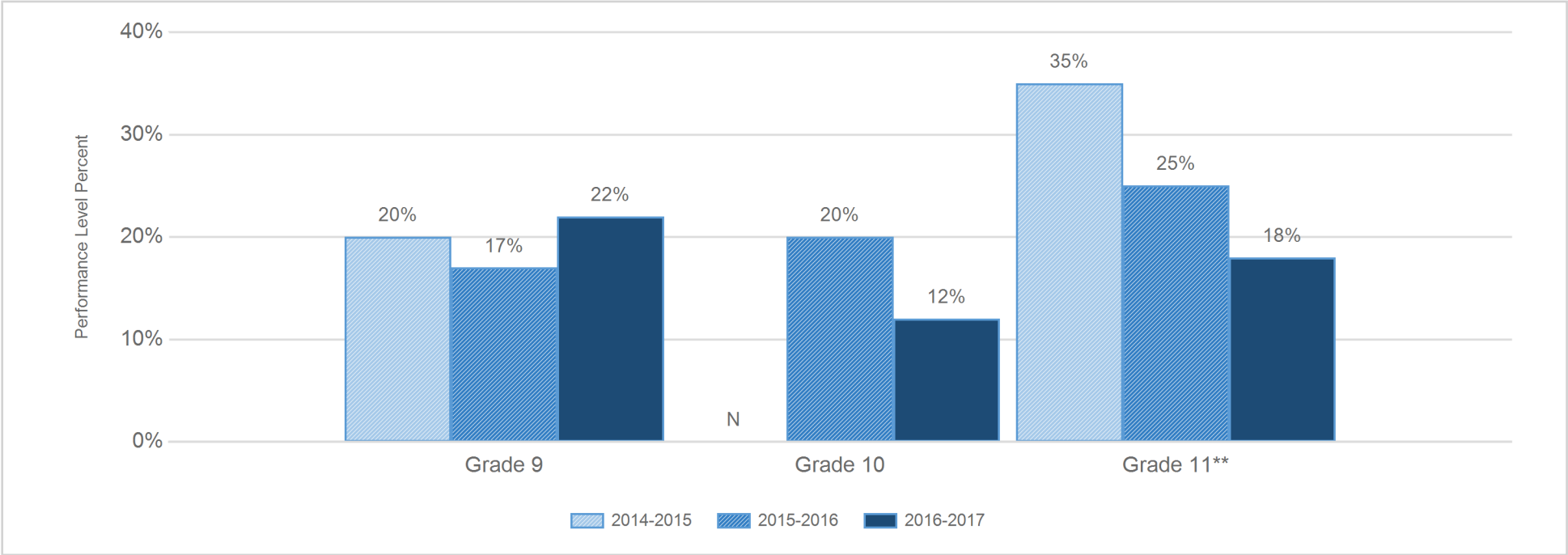
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 57           | 710              | 710                       | 736                    | 44%                                      | 25%                                   | *                                  | 18%                         | *                                | 18%                                     | 38%   |
| White                                       | 35           | 713              | 713                       | 738                    | 34%                                      | 31%                                   | *                                  | *                           | 0%                               | 17%                                     | 40%   |
| Hispanic                                    | 13           | 697              | 697                       | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Black or African American                   | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 756                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| American Indian or Alaska Native            | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Two or More Races                           | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |
| Female                                      | 28           | 725              | 725                       | 744                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Male  | 29           | 695              | 695                       | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Economically Disadvantaged Students         | 36           | 713              | 713                       | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Non-Economically Disadvantaged Students     | 21           | 705              | 705                       | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 42%   |
| Students with Disabilities                  | 11           | 681              | 681                       | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Students without Disabilities               | 46           | 717              | 717                       | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 43%   |
| English Learners                            | *            | *                | *                         | 699                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Students in Foster Care                     | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 19%   |
| Military-Connected Students                 | N            | N                | N                         | 723                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 24%   |
| Migrant Students                            | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 26%   |

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

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

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



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





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Mathematics Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 174          | 86.9                      | *   | 13.70   | 43.50  | *   | 9.4                      | Not Met                      |
| White                                       | 106          | 86.3                      | *   | *   | 52.40  | *   | 10                       | Not Met                      |
| Hispanic                                    | 31           | 82.5                      | *   | *   | 27.60  | *   | 7                        | Met Target†                  |
| Black or African American                   | 29           | 96.8                      | *   | *   | 21.70  | *   | N                        | N                            |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *   | *   | 75.60  | *   | **                       | **                           |
| American Indian or Alaska Native            | *            | *                         | *   | *   | 42.50  | *   | **                       | **                           |
| Two or More Races                           | N            | N                         | N   | *   | 44.90  | N   | **                       | **                           |
| Female                                      | 93           | 90.0                      | *   | *   | 44.10  | *   |                          |                              |
| Male  | 81           | 83.5                      | *   | *   | 42.90  | *   |                          |                              |
| Economically Disadvantaged Students         | 112          | 83.8                      | *   | *   | 25.10  | *   | 9.1                      | Not Met                      |
| Non-Economically Disadvantaged Students     | 62           | 93.0                      | *   | *   | 54.30  | *   |                          |                              |
| Students with Disabilities                  | 43           | 77.6                      | *   | *   | 16.50  | *   | N                        | N                            |
| Students without Disabilities               | 131          | 90.3                      | *   | *   | 48.80  | *   |                          |                              |
| English Learners                            | *            | *                         | *   | *   | 23.30  | *   | **                       | **                           |
| Non-English Learners                        | *            | *                         | *   | *   | 45.20  | *   |                          |                              |
| Homeless Students                           | *            | *                         | *   | *   | 16.40  | *   |                          |                              |
| Students In Foster Care                     | *            | *                         | *   | *   | 15.10  | *   |                          |                              |
| Military-Connected Students                 | N            | N                         | N   | N   | 39.90  | N   |                          |                              |
| Migrant Students                            | N            | N                         | N   | N   | 18.20  | N   |                          |                              |

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Test: Algebra I**

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 77           | 711              | 716                       | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 42%   |
| White                                       | 51           | 711              | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Hispanic                                    | 15           | 717              | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Black or African American                   | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 774                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 76%   |
| American Indian or Alaska Native            | *            | *                | *                         | 736                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Two or More Races                           | N            | N                | N                         | 741                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 41%   |
| Female                                      | 35           | 712              | *                         | 744                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 43%   |
| Male  | 42           | 711              | *                         | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 40%   |
| Economically Disadvantaged Students         | 48           | 709              | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Non-Economically Disadvantaged Students     | 29           | 714              | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Students with Disabilities                  | 19           | 699              | 699                       | 714                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Students without Disabilities               | 58           | 715              | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| English Learners                            | *            | *                | *                         | 708                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Students in Foster Care                     | *            | *                | *                         | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 37%   |
| Migrant Students                            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 90           | 716              | 717                       | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| White                                       | 47           | 719              | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 38%   |
| Hispanic                                    | 16           | 706              | 706                       | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 14%   |
| Black or African American                   | 21           | 713              | 713                       | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 65%   |
| American Indian or Alaska Native            | N            | N                | N                         | 730                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |
| Two or More Races                           | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 32%   |
| Female                                      | 57           | 718              | 718                       | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Male  | 33           | 712              | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Economically Disadvantaged Students         | 59           | 714              | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Non-Economically Disadvantaged Students     | 31           | 719              | 719                       | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Students with Disabilities                  | 27           | 700              | 700                       | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | 63           | 723              | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 90           | 716              | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Students in Foster Care                     | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |
| Migrant Students                            | N            | N                | N                         | 704                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |



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Mathematics Assessment - Performance by Test: Algebra II

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 55           | 700              | 700                       | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| White                                       | 32           | 703              | 703                       | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 33%   |
| Hispanic                                    | 15           | 703              | 703                       | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 14%   |
| Black or African American                   | *            | *                | *                         | 703                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 761                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 62%   |
| American Indian or Alaska Native            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |
| Two or More Races                           | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 25%   |
| Female                                      | 19           | 704              | 704                       | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Male  | 36           | 697              | 697                       | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |
| Economically Disadvantaged Students         | 34           | 696              | 696                       | 708                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Non-Economically Disadvantaged Students     | 21           | 706              | 706                       | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Students with Disabilities                  | *            | *                | *                         | 692                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | *            | *                | *                         | 692                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 702                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students in Foster Care                     | N            | N                | N                         | 692                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Migrant Students                            | N            | N                | N                         | 702                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |

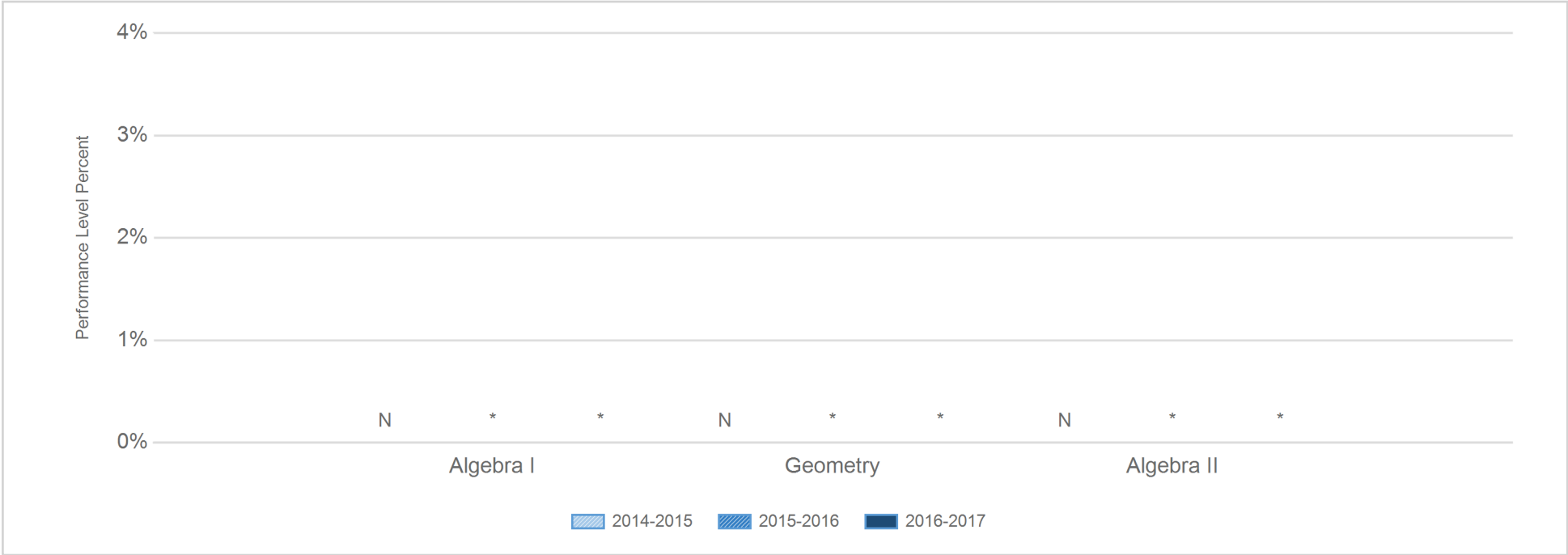


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 9     | N                         | N                          |
| 10    | N                         | N                          |
| 11    | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

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



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

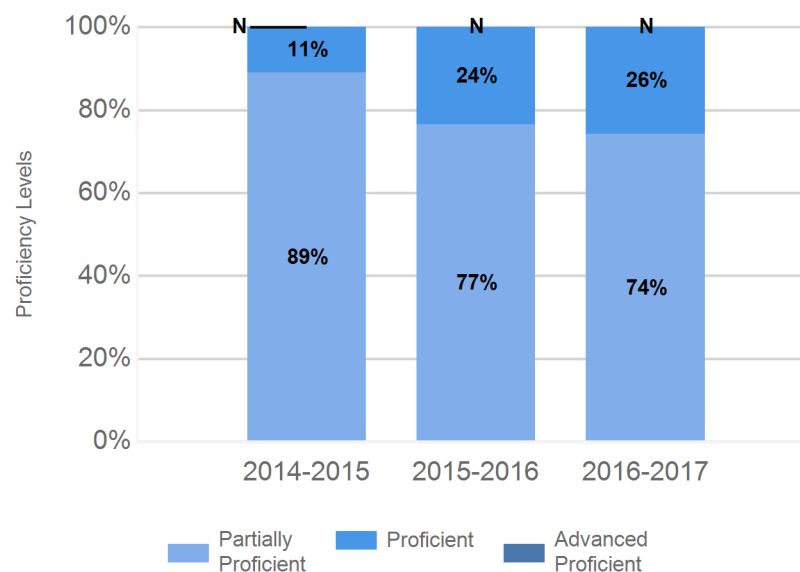
### Biology Assessment - Performance

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

| Student Group                               | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide                                   | 16%                   | 42%          | 42%                    |
| Schoolwide                                  | N                     | 26%          | 74%                    |
| White                                       | N                     | 33%          | 67%                    |
| Hispanic                                    | N                     | *            | 85%                    |
| Black or African American                   | N                     | 14%          | 86%                    |
| Asian, Native Hawaiian, or Pacific Islander | N                     | *            | *                      |
| American Indian or Alaska Native            | N                     | N            | *                      |
| Two or More Races                           | N                     | N            | N                      |
| Economically Disadvantaged Students         | N                     | 25%          | 75%                    |
| Students with Disabilities                  | N                     | *            | *                      |
| English Learners                            | N                     | N            | *                      |

### Biology Assessment - Proficiency Trends

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





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

### PSAT/SAT/ACT - Participation

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

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

### PSAT/SAT/ACT - Performance

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

| Test                       | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 424                  | 481                 | Varies By Grade              | 43%  | 67%   |
| PSAT - Math                | 420                  | 483                 | Varies By Grade              | 16%  | 49%   |
| SAT - Reading and Writing  | 496                  | 551                 | 480                          | 58%  | 77%   |
| SAT - Math                 | 475                  | 552                 | 530                          | 21%  | 58%   |
| ACT - Reading              | 16                   | 24                  | 22                           | 11%  | 65%   |
| ACT - English              | 15                   | 24                  | 18                           | 18%  | 79%   |
| ACT - Math                 | 17                   | 24                  | 22                           | 11%  | 65%   |
| ACT - Science              | 15                   | 23                  | 23                           | *  | 54%   |





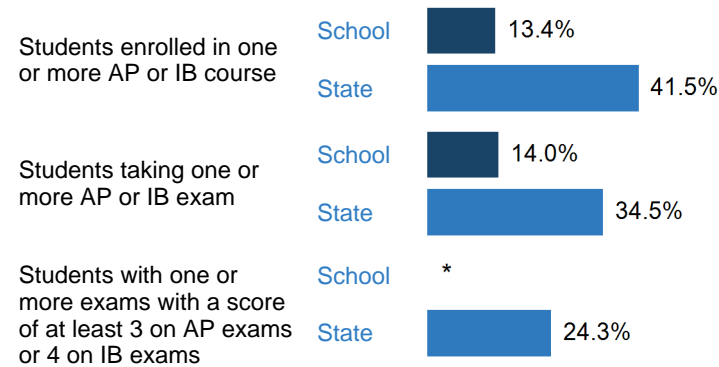
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

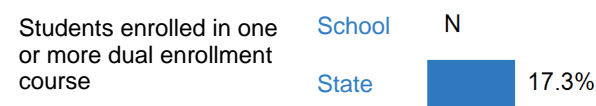
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

| AP/IB Course   | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Calculus AB   | 6                 | 5               |
| AP Chemistry   | 0                 | 3               |
| AP English Language and Composition                          | 10                | 9               |
| AP Psychology  | 9                 | 9               |
| AP U.S. History  | 10                | 9               |
| Total Exams Taken  |                   | 35              |
| Exams with scores of at least 3 on AP exams or 4 on IB exams |                   | *               |



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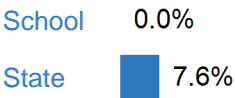
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

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



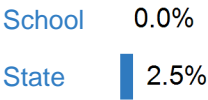
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

| Career Cluster                                     | Students with at least one credential earned | Industry credentials earned |
|--|--|-----------------------------|
| Total non-duplicated number of students**          | 0  |                             |
| Total number of credentials earned in all clusters |  | 0                           |

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



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

### Mathematics - Course Participation

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

| Grade                    | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9                        | 86        | 11       | 0          | 0            | 0        | 0          | 0          |
| 10                       | 11        | 42       | 33         | 0            | 0        | 0          | 0          |
| 11                       | 0         | 10       | 43         | 18           | 0        | 0          | 0          |
| 12                       | 1         | 2        | 14         | 34           | 6        | 0          | 0          |
| Schoolwide               | 98        | 65       | 90         | 52           | 6        | 0          | 0          |
| Enrolled in AP/IB Course |           |          |            |              | 6        | 0          | 0          |

### Science - Course Participation

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

| Grade                    | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|--------------------------|---------|-----------|-------------------------|-----------------------|---------|---------------|
| 9                        | 27      | 0         | 0                       | 0                     | 80      | 0             |
| 10                       | 72      | 26        | 0                       | 0                     | 12      | 2             |
| 11                       | 2       | 39        | 0                       | 0                     | 25      | 5             |
| 12                       | 2       | 19        | 0                       | 0                     | 8       | 23            |
| Schoolwide               | 103     | 84        | 0                       | 0                     | 125     | 30            |
| Enrolled in AP/IB Course | N       | N         |                         | N                     | N       | N             |



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

### Social Studies and History - Course Participation

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

| Grade                    | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|--------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9                        | 105           | 4                 | 0         | 0          | 0         | 6                               |
| 10                       | 4             | 100               | 0         | 1          | 1         | 16                              |
| 11                       | 54            | 19                | 0         | 3          | 2         | 27                              |
| 12                       | 10            | 14                | 0         | 19         | 11        | 56                              |
| Schoolwide               | 173           | 137               | 0         | 23         | 14        | 105                             |
| Enrolled in AP/IB Course | 0             | 10                | 0         | 9          | 0         | 0                               |

### World Languages - Course Participation

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

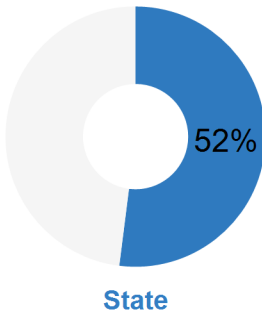
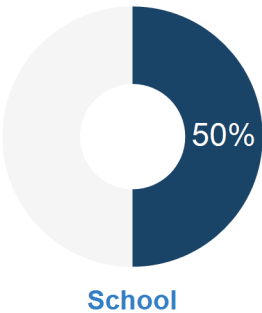
| Grade                         | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9                             | 23      | 0      | 0       | 0     | 0      | 0       | 0               |
| 10                            | 54      | 0      | 0       | 0     | 0      | 0       | 0               |
| 11                            | 6       | 0      | 0       | 0     | 0      | 0       | 0               |
| 12                            | 9       | 0      | 0       | 0     | 0      | 0       | 0               |
| Schoolwide                    | 92      | 0      | 0       | 0     | 0      | 0       | 0               |
| Enrolled in AP/IB Course      | N       | N      | N       | N     | N      | N       | N               |
| Enrolled in Level 3 or Higher | 34      | 0      | 0       | 0     | 0      | 0       | 0               |
| Earned Seal of Biliteracy     | N       | N      | N       | N     | N      | N       | N               |

### Visual and Performing Arts – Course Participation

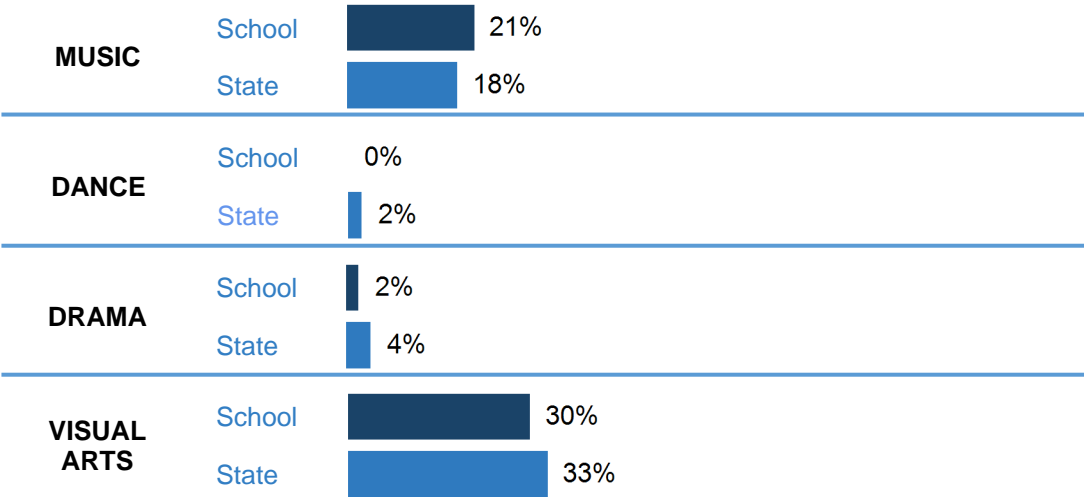
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

| Student Group                              | School -<br>Class of<br>2017: 4<br>Year<br>Rate | State -<br>Class of<br>2017: 4<br>Year<br>Rate | School -<br>Class of<br>2016: 5<br>Year<br>Rate | State -<br>Class of<br>2016: 5<br>Year<br>Rate | Class of<br>2016: 4<br>Year<br>Rate | Class of<br>2016: 4<br>Year<br>Target | Met<br>Target? | Class of<br>2015: 5<br>Year<br>Rate | Class of<br>2015: 5<br>Year<br>Target | Met<br>Target? |
|--|---|--|---|--|-------------------------------------|---------------------------------------|----------------|-------------------------------------|---------------------------------------|----------------|
| Schoolwide                                 | 81.7%   | 90.5%  | 80.6%   | 91.8%  | 81.1%                               | 88.2%                                 | Not Met        | 89.0%                               | 82.7%                                 | Met<br>Target  |
| White                                      | 81.2%   | 94.5%  | 79.5%   | 95.1%  | 81.7%                               | 86.6%                                 | Not Met        | *                                   | 81.1%                                 | Met<br>Target  |
| Hispanic                                   | 80.0%   | 84.3%  | 87.5%   | 86.3%  | 93.3%                               | **                                    | **             | 88.9%                               | **                                    | **             |
| Black or African American                  | 93.8%   | 83.4%  | *   | 85.3%  | *                                   | **                                    | **             | 92.9%                               | **                                    | **             |
| Asian, Native Hawaiian or Pacific Islander | *   | 96.6%  | N   | 97.5%  | N                                   | N                                     | N              | *                                   | **                                    | **             |
| American Indian or Alaska Native           | *   | 92.3%  | N   | 86.6%  | N                                   | N                                     | N              | N                                   | N                                     | N              |
| Two or More Races                          | N   | 91.9%  | *   | 93.7%  | *                                   | **                                    | **             | N                                   | N                                     | N              |
| Economically Disadvantaged Students        | 86.4%   | 83.9%  | 80.3%   | 85.6%  | 78.5%                               | 85.3%                                 | Not Met        | 86.8%                               | 79.0%                                 | Met<br>Target  |
| Students with Disabilities                 | 60.0%   | 78.8%  | 66.7%   | 82.1%  | 70.8%                               | 71.6%                                 | Not Met        | 70.4%                               | 65.6%                                 | Met<br>Target  |
| English Learners                           | *   | 76.1%  | N   | 79.7%  | N                                   | N                                     | N              | *                                   | **                                    | **             |
| Homeless Students                          | 80.0%   | 73.2%  | *   | 74.4%  | *                                   | *                                     | N              | *                                   |                                       |                |

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

Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017     | 81.7%       | -           |
| 2016     | 81.1%       | 80.6%       |
| 2015     | 87.8%       | 89.0%       |

Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017   | 3%          | 1.1%       |
| 2015-2016   | 3.6%        | 1.1%       |
| 2014-2015   | 4.3%        | 1.1%       |



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

Postsecondary Enrollment Rates: Fall

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

| Student Group                               | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide                                   | 71.1%                         | 29.5%                            | 70.5%                            |
| Schoolwide                                  | 64%                           | 50.9%                            | 49.1%                            |
| White                                       | 66.7%                         | 52.9%                            | 47.1%                            |
| Hispanic                                    | 65%                           | 38.5%                            | 61.5%                            |
| Black or African American                   | 46.2%                         | 66.7%                            | 33.3%                            |
| Asian, Native Hawaiian, or Pacific Islander | *                             | *                                | 0%                               |
| American Indian or Alaska Native            | *                             | 0%                               | *                                |
| Two or More Races                           | N                             | N                                | N                                |
| Economically Disadvantaged Students         | 59.4%                         | 47.4%                            | 52.6%                            |
| Students with Disabilities                  | 20%                           | 100%                             | 0%                               |
| English Learners                            | *                             | *                                | 0%                               |

Postsecondary Enrollment Rates: 16 month

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

| Student Group                               | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide                                   | 76.1%                         | 33.6%                            | 66.5%                            | 73.6%                            | 26.4%                             | 65.5%                              | 34.6%                                  |
| Schoolwide                                  | 58%                           | 55%                              | 45%                              | 87.5%                            | 12.5%                             | 95%                                | 5%                                     |
| White                                       | 62.3%                         | 60.6%                            | 39.4%                            | 93.9%                            | 6.1%                              | 93.9%                              | 6.1%                                   |
| Hispanic                                    | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |
| Black or African American                   | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |
| Asian, Native Hawaiian, or Pacific Islander | N                             | N                                | N                                | N                                | N                                 | N                                  | N                                      |
| American Indian or Alaska Native            | N                             | N                                | N                                | N                                | N                                 | N                                  | N                                      |
| Two or More Races                           | N                             | N                                | N                                | N                                | N                                 | N                                  | N                                      |
| Economically Disadvantaged Students         | 52.9%                         | 55.6%                            | 44.4%                            | 81.5%                            | 18.5%                             | 96.3%                              | 3.7%                                   |
| Students with Disabilities                  | 25%                           | 100%                             | 0%                               | 100%                             | 0%                                | 100%                               | 0%                                     |
| English Learners                            | N                             | N                                | N                                | N                                | N                                 | N                                  | N                                      |



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

### Chronic Absenteeism

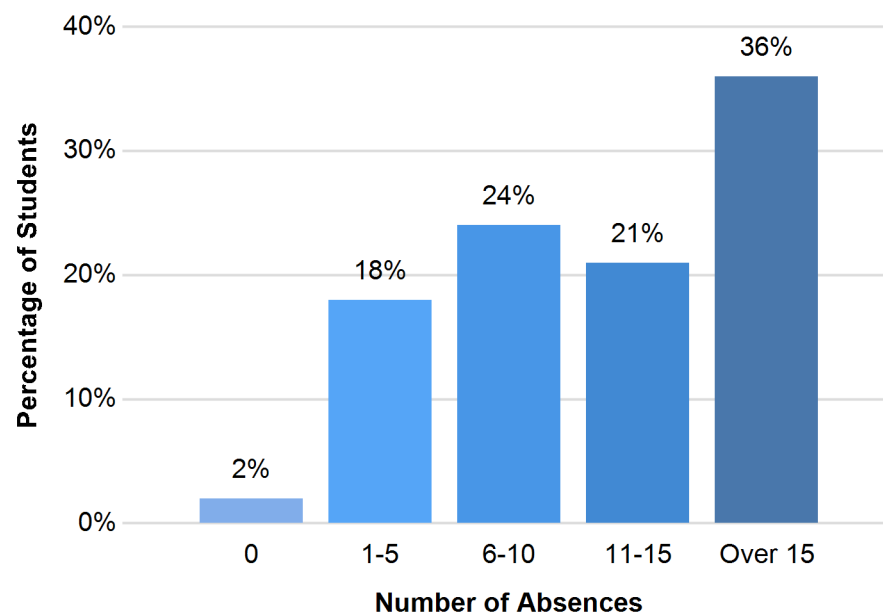
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 30.10                | 14.30          | Not Met            |
| White                                       | 30.80                | 14.30          | Not Met            |
| Hispanic                                    | 32.90                | 14.30          | Not Met            |
| Black or African American                   | 25.80                | 14.30          | Not Met            |
| Asian, Native Hawaiian, or Pacific Islander | N                    | **             | **                 |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | 32.70                | 14.30          | Not Met            |
| Students with Disabilities                  | 50.00                | 14.30          | Not Met            |
| English Learners                            | N                    | **             | **                 |

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

### Days Absent

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





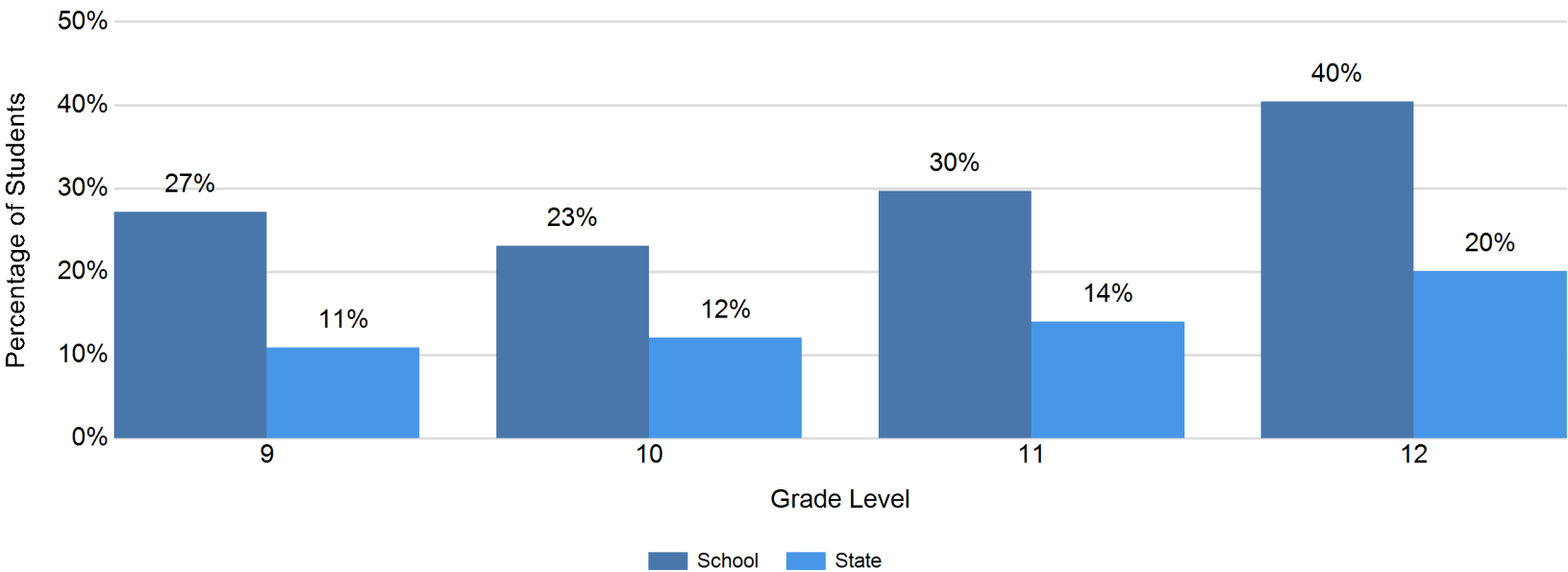


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Chronic Absenteeism by Grade

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





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School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:30AM          |
| Typical End Time                 | 2:25PM          |
| Length of School Day             | 5 Hrs 55 Mins   |
| Full Time - Instructional Time   | 6 Hrs. 25 Mins. |
| Shared Time - Instructional Time | 3 Hrs. 30 Mins. |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 17                  |
| Vandalism                                | 2                   |
| Weapons                                  | 2                   |
| Substances                               | 3                   |
| Harassment, Intimidation, Bullying (HIB) | 4                   |
| Total Unique Incidents                   | 28                  |
| Incidents Per 100 Students Enrolled      | 7.75                |

Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 35.9%         |
| Out-of-School Suspensions | 6.9%          |
| Any Suspension            | 37.3%         |

Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1:1                     | 659.0 kbps     | 100 kbps                   | Yes                    | N                            | Fiber                    | N                             |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$1,314 | \$21,722     | \$23,036 |



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

| Category                                   | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers                   | 43                 | 120,724           |
| Average years experience in public schools | 10.1               | 11.8              |
| Average years experience in district       | 8.1                | 10.5              |
| Teachers in district for 4 or more years   | 63%                | 74%               |

Administrators – Experience (District Level)

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 16                 | 9,506           |
| Average years experience in public schools     | 10.2               | 15.9            |
| Average years experience in district           | 8.6                | 11.6            |
| Administrators in district for 4 or more years | 50%                | 74%             |

Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 8:1                    | 8:1                      |
| Administrators              | 90:1                   | 95:1                     |
| Librarian/Media Specialists |                        | 1518:1                   |
| Nurses                      |                        | 253:1                    |
| Counselors                  |                        | 253:1                    |
| Child Study Team            |                        | 101:1                    |



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**Teachers:** All classroom teachers

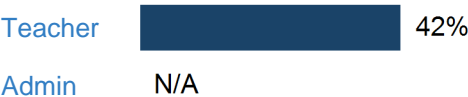
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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations,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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 93%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 60%      | 88%   |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 96%            |



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator  | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency   | 6.8             | 17.5%            |
| Mathematics Proficiency   | 3.7             | 17.5%            |
| Graduation - 4-Year   | 10.7            | 25.0%            |
| Graduation - 5-Year   | 16.1            | 25.0%            |
| Chronic Absenteeism   | 6.2             | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 9.5              |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 5.9              |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |
| <b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%         |                 | No               |

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

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



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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide                                  | 9.5             | 6.2  | Targeted  | Met Target†                       | Not Met                 | Not Met             | Not Met                  | Met Target               | No   |
| White                                       | 3.9             | 6.2  | Targeted  | Met Target†                       | Not Met                 | Not Met             | Not Met                  | Met Target               | No   |
| Hispanic                                    | **              | **   | No  | Met Target†                       | Met Target†             | Not Met             | **                       | **                       | No   |
| Black or African American                   | **              | **   | No  | Met Target†                       | N                       | Not Met             | **                       | **                       | No   |
| Asian, Native Hawaiian, or Pacific Islander | **              | **   | No  | **                                | **                      | **                  | N                        | **                       | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | N                        | N                        | No   |
| Two or More Races                           | **              | **   | No  | **                                | **                      | **                  | **                       | N                        | No   |
| Economically Disadvantaged Students         | 19.6            | 6.2  | No  | Met Target†                       | Not Met                 | Not Met             | Not Met                  | Met Target               | No   |
| Students with Disabilities                  | 10.1            | 6.2  | No  | Not Met                           | N                       | Not Met             | Not Met                  | Met Target               | No   |
| English Learners                            | **              | **   | No  | **                                | **                      | **                  | N                        | **                       | No   |

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

† Target was met within a confidence interval.



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### School General Info

|                   |  |                       |   |
|-------------------|--|-----------------------|---|
| <b>Principal:</b> | Ms. Vecchiarelli                                   | <b>Email Address:</b> | <a href="mailto:jvecchiarelli@keansburg.k12.nj.us">jvecchiarelli@keansburg.k12.nj.us</a>                          |
| <b>Address:</b>   | 140 PORT MONMOUTH ROAD<br>KEANSBURG, NJ 07734-1999 | <b>Website:</b>       | <a href="https://www.keansburg.k12.nj.us">https://www.keansburg.k12.nj.us</a>                                     |
| <b>Phone:</b>     | (732)787-2007                                      | <b>Facebook:</b>      | <a href="https://www.facebook.com/KeansburgSchoolDistrict/">https://www.facebook.com/KeansburgSchoolDistrict/</a> |
|                   |  | <b>Twitter:</b>       | <a href="https://twitter.com/KBurgSchools">https://twitter.com/KBurgSchools</a>                                   |

### School Narrative

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

|  |  |
|--|--|
|   | <b>Highlights:</b> <ul style="list-style-type: none"> <li>• We kicked off our first Titan Olympics with various schools in the Bayshore</li> <li>• We are newly recognized as a Habitat for Humanity Chapter School.</li> <li>• Curriculum offers an extensive balance of College and Career readiness</li> </ul>  |
|  | <b>Mission, Vision, Theme:</b> <p>KSD shall graduate students with educational opportunities in College and Career readiness. All stakehold's will set rigorous expectationsfor all students in the classroom, co-curricular activities, attendance, tardiness, and discipline. KSD shall prepare student for life's abundant opportunities in college or careers in a safe, rigorous, and nurturing, educational environment.</p>   |
|  | <b>Awards, Recognition, Accomplishments:</b> <p>KHS is affiliated with the National Honor Society, and the Art Honor Society. We have ceremonies for both NHS and the Art Honor Society to recognize our students. Furthermore, our students are recognized for both academic and athletic excellence at our yearly Scholarship Dinner, as well as our Sports Awards Banquet each year. We promote a postive school climate and culture by recognizing students as Upstanders, Students of the Month, Athletes of the Month, and through Titan Pride Referral.</p> |





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## School Narrative

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### Courses, Curriculum, Instruction:

Keansburg High School offers a comprehensive curriculum that creates a culture of college and career readiness. We offer our high school students Academic Support Instruction every single day after school to support our students in their academic endeavors. KHS has a one to one laptop initiative, along with Apple TV access in every classroom, which creates a stimulating 21st Century learning environment.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys & Girls), Softball (Girls), Tennis (Boys & Girls)

Our athletic program is a valuable asset to our school community. Our athletes are recognized for athletic excellence by NJSIAA Scholar Athlete, Women in Sports Award, and All Conference and All Division recognition. Our athletes also participate in various community service such as Breast Cancer Walk, Meals for Senior Citizens, Beach Clean-Up, and making sandbags for storms.



### Clubs and Activities:

We have a wide variety of co-curricular and extra-curricular clubs and activities such a Student Council, World Culture Club, Literary Magazine, NHS, National Art Honor Society, and Heroes and Cool Kids. We provide our students with volunteer opportunities such as working in nursing home, Project Paul, and our Titan 5K for wounded veterans.



### Before and After School Programs:

We offer our students Academic Support Instruction each day after school to provide students with support to help with test preparation, organization, study skills, and completion of homework. Our SBYSP offer our students gaming and recreational activities each day after school, as well support groups and counseling.








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**School Narrative**

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|   |  |
|---|--|
|  <b>Staff and Professional Learning:</b>    | <p>KHS has strategically created a professional period at the day's end to allow staff to collaborate, analyze data, co-plan, and improve curriculum. We support and provide our staff with diverse professional development opportunities both district wide and beyond.</p>  |
|  <b>Postsecondary Information:</b>          | <p>We offer SAT, ACT, and ASVAB preparation tutoring sessions. We offer FAFSA and Financial Aid Literacy informational sessions for parents. We have many scholarship offerings on our Guidance website, as well as disseminated through our Senior Seminar Program. We have on-site college visits at KHS, as well as college tour bus trips facilitated by our guidance department where our students are afforded a true college tour experience.</p> |
|  <b>Student Supports and Services:</b>      | <p>We offer quarterly PAC meetings for ELL parents. For our special needs students, we have a continuum of programs. For example, students in general education settings with modifications, in class resource programs, and self-contained programs. Our Life Skills students participate in structured learning opportunities. We also have a Special Education Advisory Council.</p>  |
|  <b>Student Health and Wellness:</b>      | <p>We offer a nutritious, free breakfast for all of our students every morning. All of our students are required to take four years of physical education. Our SBYSPP offers job opportunities for our students, as well as various after-school counseling sessions. KHS also offers a Teen Outreach Program (TOP Club) for our students.</p>   |
|  <b>Parent and Community Involvement:</b> | <p>KHS operates with the Genesis Data Collection System. The teachers' gradebooks are live, and parents have full access to their child's grades, attendance, and discipline records. We have a PTA, as well as a Booster Club. We offer many informational sessions for parents and community members such as Back to School Night, Fall and Spring Conferences, Eighth Grade Orientation, FAFSA Night, and Financial Aid Night.</p>                    |





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|   |  |
|---|--|
| <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>We performed a Professional Climate and Culture Survey and compared it to similar data from the year prior. We surveyd our staff members to gauge the level of trust, security, and professionalism accross all levels of our organization. Our data concluded that our staff feels that we are heading in the right direction, they enjoy working in our school, and that we are collectively and effectively moving students towards our district's vision.</p> |
| <div>Facilities:</div>     | <p>Our building was built in 1968. In the last few years, we have rennovated our science labs, media center, and the main office suite. All of our classrooms have air conditioning to ensure the comfort of our students. All classrooms are equipped with Apple TV, new whiteboards, and new desks and chairs for our students.</p>  |




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|   |   |
|---|---|
| <div>Other Information:</div> | <p>Our primary goal is to foster an environment in which our students, parents/guardians, and staff feel a sense of pride and happiness in the culture of our high school and community. Additionally, we will create a collaborative environment in which the entire community is engaged in helping our students identify their passions, as well as helping them achieve success in all facets of their lives.</p> |
|---|---|



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

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

### Navigating through the reports:

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

### Other Resources:

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



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### **Footnotes**

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

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



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### Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK       | 193     | 198     | 211     |
| KG       | 104     | 128     | 0       |
| 1        | 114     | 90      | 0       |
| 2        | 86      | 111     | 0       |
| 3        | 0       | 0       | 0       |
| 4        | 0       | 0       | 0       |
| 5        | 0       | 0       | 0       |
| 6        | 0       | 0       | 0       |
| 7        | 0       | 0       | 0       |
| 8        | 0       | 0       | 0       |
| 9        | 0       | 0       | 0       |
| 10       | 0       | 0       | 0       |
| 11       | 0       | 0       | 0       |
| 12       | 0       | 0       | 0       |
| Ungraded | 4       | 16      | 3       |
| Total    | 501     | 543     | 214     |

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

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

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 189     | 198     | 211     |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 107     | 128     | 0       |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 51%     | 50%     | 55%     |
| Male                                | 50%     | 50%     | 45%     |
| Economically Disadvantaged Students | 73%     | 76%     | 76%     |
| Students with Disabilities          | 11%     | 15%     | 15%     |
| English Learners                    | 4%      | 5%      | 0%      |
| Homeless Students                   |         |         | 1%      |
| Students in Foster Care             |         |         | 4%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 57.5%         |
| Hispanic                            | 23.4%         |
| Black or African American           | 13.1%         |
| Asian                               | 1.4%          |
| Native Hawaiian or Pacific Islander | 0.9%          |
| American Indian or Alaska Native    | 0.0%          |
| Two or More Races                   | 3.7%          |

### Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 89.3%         |
| Spanish       | 9.3%          |
| Other         | 1.4%          |



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

### Chronic Absenteeism

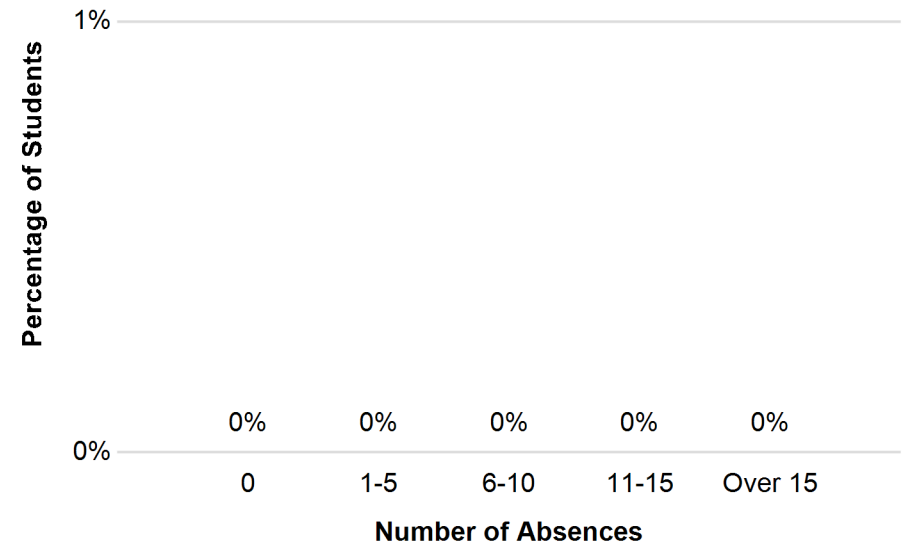
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

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

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

### Days Absent

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







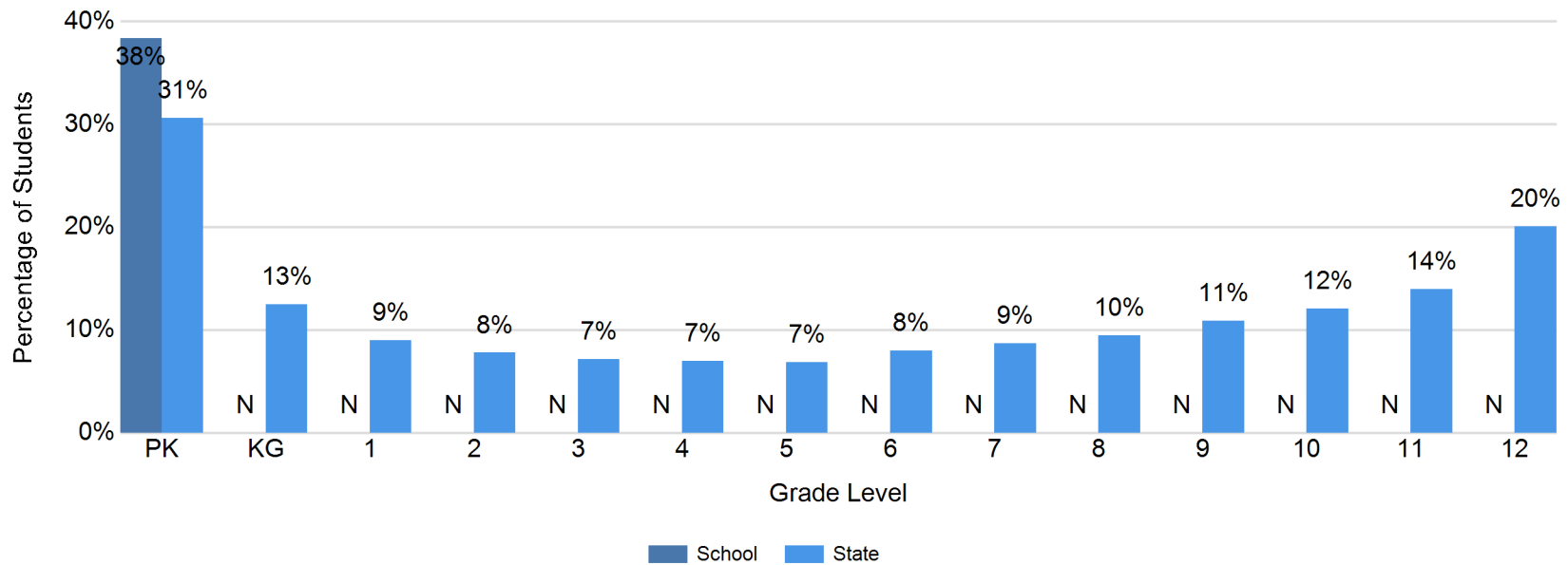
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### Chronic Absenteeism by Grade

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 7:50AM          |
| Typical End Time                 | 2:20PM          |
| Length of School Day             | 6 Hrs 30 Mins   |
| Full Time - Instructional Time   | 6 Hrs. 15 Mins. |
| Shared Time - Instructional Time | *               |

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/<br>Local | Total    |
|----------------------------|---------|-----------------|----------|
| District Total (2015-2016) | \$1,314 | \$21,722        | \$23,036 |



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

| Category                                   | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers                   | 3                  | 120,724           |
| Average years experience in public schools | 11.0               | 11.8              |
| Average years experience in district       | 11.0               | 10.5              |
| Teachers in district for 4 or more years   | 100%               | 74%               |

### Administrators – Experience (District Level)

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 16                 | 9,506           |
| Average years experience in public schools     | 10.2               | 15.9            |
| Average years experience in district           | 8.6                | 11.6            |
| Administrators in district for 4 or more years | 50%                | 74%             |

### Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 71:1                   | 8:1                      |
| Administrators              | N                      | 95:1                     |
| Librarian/Media Specialists |                        | 1518:1                   |
| Nurses                      |                        | 253:1                    |
| Counselors                  |                        | 253:1                    |
| Child Study Team            |                        | 101:1                    |



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

|         |     |
|---------|-----|
| Teacher | N   |
| Admin   | N/A |

#### Master's Degree

|         |      |
|---------|------|
| Teacher | 100% |
| Admin   | N    |

#### Doctoral Degree

|         |   |
|---------|---|
| Teacher | N |
| Admin   | N |

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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 93%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 60%      | 88%   |

### Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 97%            |



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### School General Info

|                   |  |                       |   |
|-------------------|--|-----------------------|---|
| <b>Principal:</b> | Ms. Hazeldine                                      | <b>Email Address:</b> | <a href="mailto:ahazeldine@keansburg.k12.nj.us">ahazeldine@keansburg.k12.nj.us</a>                                |
| <b>Address:</b>   | 142 PORT MONMOUTH ROAD<br>KEANSBURG, NJ 07734-1998 | <b>Website:</b>       | <a href="https://www.keansburg.k12.nj.us">https://www.keansburg.k12.nj.us</a>                                     |
| <b>Phone:</b>     | (732)787-2007                                      | <b>Facebook:</b>      | <a href="https://www.facebook.com/KeansburgSchoolDistrict/">https://www.facebook.com/KeansburgSchoolDistrict/</a> |
|                   |  | <b>Twitter:</b>       | <a href="https://twitter.com/KBurgSchools">https://twitter.com/KBurgSchools</a>                                   |

### School Narrative

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

|   |   |
|---|---|
|  <b>Highlights:</b>              | <ul style="list-style-type: none"> <li>• Free Developmentally Appropriate Preschool Programs</li> <li>• Children do not need to be toilet trained to attend</li> <li>• Full Day programs available for all age eligible resident students</li> </ul>  |
|  <b>Mission, Vision, Theme:</b> | <p>The Keansburg Pre-Kindergarten program believes that every child is entitled to a high-quality developmentally appropriate school experience that includes many active learning opportunities in an inclusive environment which respects and supports individual differences. We are committed to creating partnerships among families, community members and colleagues to ensure the success of every child.</p> |



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### Courses, Curriculum, Instruction:

The HighScope Curriculum is an active learning approach to educating children from birth to young adult. Interests and choices are at the heart of the program. We provide children with a wide-variety of materials, and plan experiences that build on their interests and expand their learning. We also encourage their early development by observing, understanding and supporting what they do.



### Before and After School Programs:

Knowledge Learning Corporation provides before and after care programming for the Keansburg Pre-Kindergarten Programs.







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|  |   |
|--|---|
|  <p><b>Staff and Professional Learning:</b></p>    | <p>Faculty, staff and administration engage in rigorous professional learning provided by the HighScope Foundation, the NJ DOE and leaders in the field from across the state. Professional learning cohorts are conducted across the district to provide teachers with opportunities to collaborate and enhance their professional skills.</p>   |
|  <p><b>Student Supports and Services:</b></p>      | <p>We have a Pre-K Intervention Team (PIRT) to support teachers in developing tailored educational programs for children with extraordinary needs. Services can be offered through the Pre-K PIRT including speech therapy, occupational therapy, physical therapy and counseling. English Language Learners and students with disabilities are provided with special services, as needed based on their eligibility.</p> |
|  <p><b>Student Health and Wellness:</b></p>        | <p>Students are offered a free breakfast and lunch service daily within their academic day. Students engage in daily Outside time, weather permitting on the playground or within their classroom. Students also engage in a 45 minute Gross Motor period outside in a sperate play space or indoors. Students engage in physical activities that support their physical health and development.</p>                      |
|  <p><b>Parent and Community Involvement:</b></p> | <p>The Keansburg School District provides a variety of parent programs. This includes the Parent Teacher Association. Pre-Kindergarten parents are invited to the Early Childhood Advisory Council. The district also provides a Parent Advisory Council to support students with special needs. Pre-K Parents communicate with families via a daily communication newsletter or webpage.</p>                             |





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### Climate Surveys:

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

The School Climate Survey is used by the Pre-K School Safety Team to problem-solve concerns within the school community. This is also used as a method to engage staff to collaborate with one another. This survey is given at the start and end of the year. This year we have restarted participation in the Sunshine Committee to promote school climate.