



Cambridge Park Elementary School  
2016-2017


Grade Span PK-PK

25-3040-040  
MONMOUTH  
MATAWAN-ABERDEEN REGIONAL  
ONE CREST WAY  
ABERDEEN, NJ 07747

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:

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- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

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### Other Resources:

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

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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	48	52	58
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	30	44	39
Total	78	96	97

### 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	51	52	58
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	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	44%	32%	35%
Male	56%	68%	65%
Economically Disadvantaged Students	42%	28%	19%
Students with Disabilities	39%	53%	64%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			3%
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	63.9%
Hispanic	19.6%
Asian	6.2%
Black or African American	3.1%
American Indian or Alaska Native	2.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.2%

### 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	91.8%
Spanish	7.2%
Russian	1.0%

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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

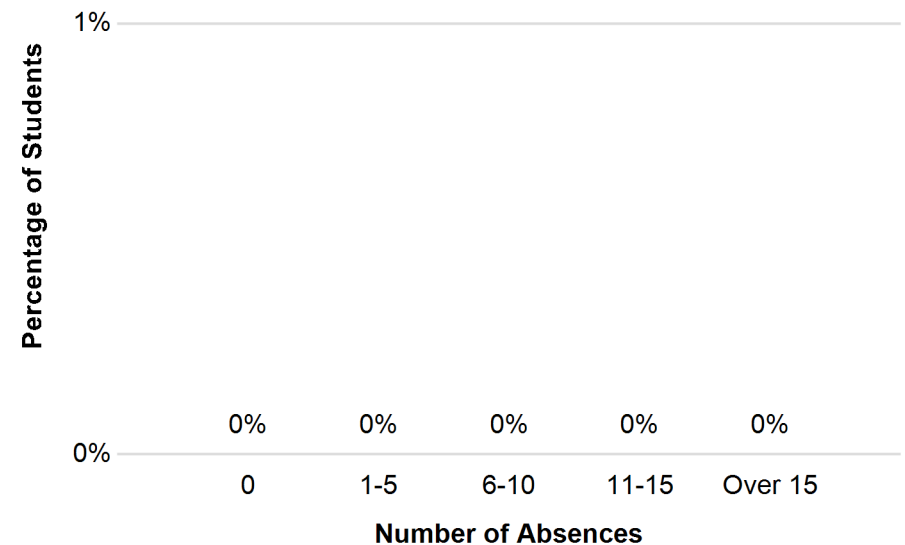
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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.





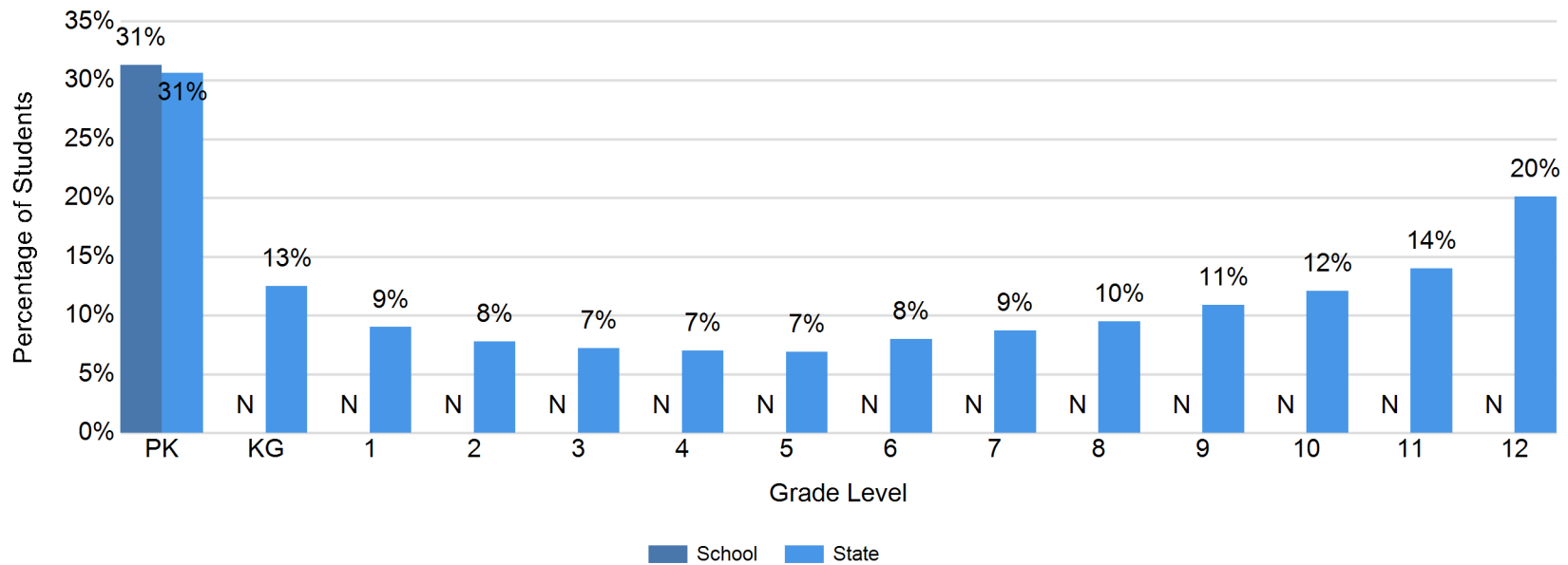
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### Chronic Absenteeism by Grade

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	8:50AM
Typical End Time	2:35PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	4 Hrs. 37 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$382	\$14,219	\$14,601



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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	5	120,724
Average years experience in public schools	7.4	11.8
Average years experience in district	7.4	10.5
Teachers in district for 4 or more years	80%	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	20	9,506
Average years experience in public schools	8.6	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	70%	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	19:1	11:1
Administrators	14:1	186:1
Librarian/Media Specialists		744:1
Nurses		465:1
Counselors		413:1
Child Study Team		248:1

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## Teachers and Administrators - Level of Education

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

### Bachelor's Degree



### Master's Degree



### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

## Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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### School General Info

<b>Address:</b>	ONE CREST WAY ABERDEEN, NJ 07747	<b>Website:</b>	<a href="https://www.marsd.org/site/Default.aspx?PageID=9130">https://www.marsd.org/site/Default.aspx?PageID=9130</a>
<b>Phone:</b>	(732)705-4000	<b>Facebook:</b>	<a href="http://www.facebook.com/cambridgeparkpreschool">www.facebook.com/cambridgeparkpreschool</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>• Offers full and half day integrated programs for 3-5 year olds in mixed-age classes.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The Matawan Aberdeen Regional School District is pleased to offer a full day integrated 3 &amp; 4 year old preschool program with a half day option. This model affords extended learning time and continuity of instruction which has shown to have significant effects on all children and their learning.</p>



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#### Courses, Curriculum, Instruction:

Students explore pre-academic concepts, develop strong social emotional skills and to learn pre-reading and early mathematics skills needed to move into kindergarten. Self-contained classrooms use a significantly modified based on student need as indicated in his/her IEP. Development of students' functional, adaptive communication, motor, and social skills are also addressed in self-contained instructional settings.



#### Before and After School Programs:

The Community YMCA offers a Preschool Enrichment Program (PEP) to wrap around the District's Cambridge Park Preschool Program. This tuition-based program is held at the Cambridge Park Preschool, and complements and reinforces the themes and skills taught during the school day. Tuition is based on 180 days of school and for your convenience, is broken down into 10 equal MONTHLY payments.






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 <b>Student Supports and Services:</b>	<p>Classified students are offered various services such as speech, occupational therapy, and physical therapy based on needs identified through students' IEPs.</p>
 <b>Student Health and Wellness:</b>	<p>A daily breakfast and lunch program is offered to all students which focuses on healthy eating habits.</p>
 <b>Parent and Community Involvement:</b>	<p>Parents and community play an integral part in the school. Cambridge Park Elementary School's Parent Teacher Organization is extremely active and provides financial support for field trips, supplemental materials and special projects.</p>



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Facilities:

The school recently completed a HVAC renovation that upgraded our heating system and installed air conditioning throughout the building.




Cliffwood Elementary School  
2016-2017  
Grade Span KG-03

25-3040-060  
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422 CLIFFWOOD AVENUE  
CLIFFWOOD, NJ 07721-1195

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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	98	79	71
1	87	88	79
2	67	82	87
3	85	68	102
Ungraded	27	22	18
Total	364	339	357

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	48%	50%
Male	56%	52%	50%
Economically Disadvantaged Students	43%	43%	43%
Students with Disabilities	18%	21%	19%
English Learners	6%	9%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

### 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	50.4%
Hispanic	22.7%
Black or African American	15.7%
Asian	7.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.4%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	95	79	71

### 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	88.0%
Spanish	8.1%
Other	4.0%



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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	70	92.9	47.10	66.40	54.90	45.7	59.9	Not Met
White	37	91.1	54.10	71.60	63.90	51.3	49.1	Met Target
Hispanic	19	95.7	26.30	*	39.80	26.3	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	42.90	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	34	95.0	44.10	75.80	62.20	44.1		
Male	36	90.9	50.00	57.50	48.10	47.4		
Economically Disadvantaged Students	35	91.1	34.30	46.50	36.20	*	50.6	Not Met
Non-Economically Disadvantaged Students	35	94.9	60.00	74.40	65.80	*		
Students with Disabilities	12	92.3	25.00	22.00	20.50	24.2	**	**
Students without Disabilities	58	93.0	51.70	75.00	61.90	50.1		
English Learners	10	100.0	40.00	*	25.20	40	**	**
Non-English Learners	60	91.9	48.40	*	57.40	46		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	743	767	749	*	17%	25%	46%	*	47%	50%
White	41	745	770	759	*	*	24%	46%	*	49%	61%
Hispanic	21	736	*	734	*	*	*	*	0%	38%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	38	742	772	754	*	*	*	42%	*	45%	55%
Male	39	744	762	745	*	*	*	49%	*	49%	46%
Economically Disadvantaged Students	40	736	743	731	*	*	*	38%	*	38%	31%
Non-Economically Disadvantaged Students	37	750	779	762	*	*	*	54%	*	57%	63%
Students with Disabilities	11	724	734	720	*	*	*	*	*	27%	24%
Students without Disabilities	66	746	772	755	*	*	*	*	*	50%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

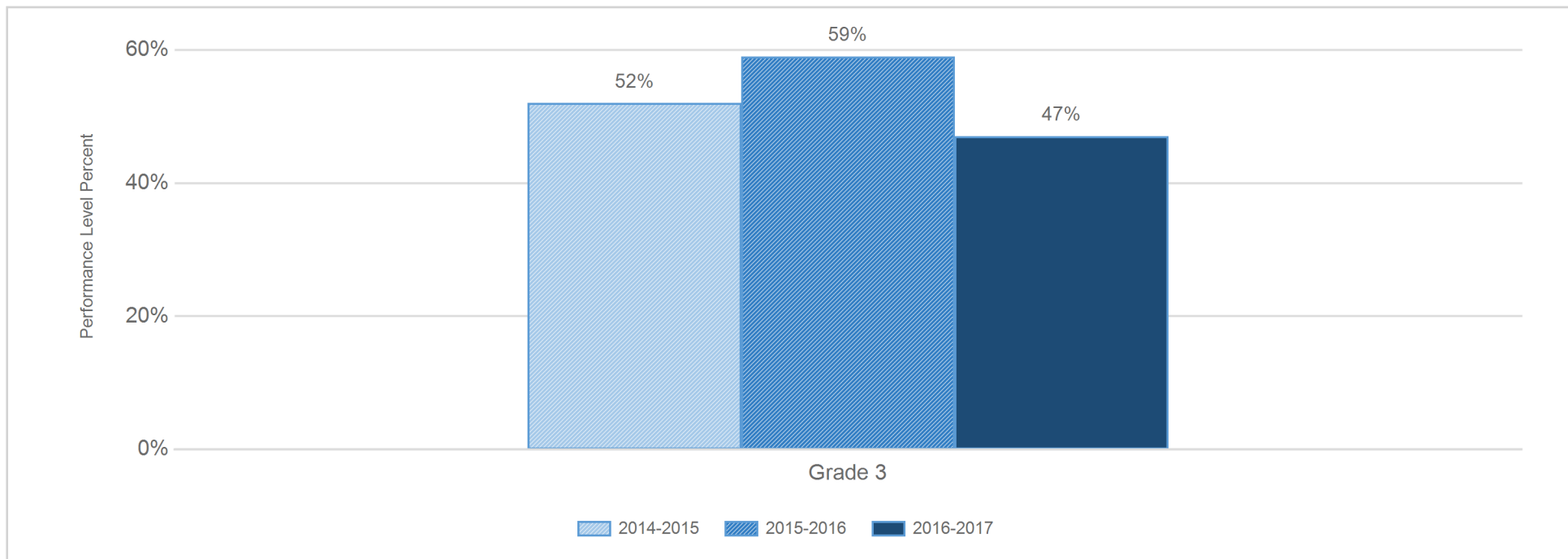


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English Language Arts/Literacy Assessment - Performance Trends

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





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## Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	70	92.9	38.60	57.00	43.50	37.4	65.7	Not Met
White	37	91.1	43.20	61.50	52.40	41	58.8	Not Met
Hispanic	19	95.7	21.10	*	27.60	21.1	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	42.90	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	34	95.0	35.30	59.00	44.10	35.3		
Male	36	90.9	41.70	55.10	42.90	39.4		
Economically Disadvantaged Students	35	91.1	17.20	39.00	25.10	*	50.6	Not Met
Non-Economically Disadvantaged Students	35	94.9	60.00	64.10	54.30	*		
Students with Disabilities	12	92.3	16.70	*	16.50	16.1	**	**
Students without Disabilities	58	93.0	43.10	*	48.80	41.7		
English Learners	10	100.0	30.00	*	23.30	30	**	**
Non-English Learners	60	91.9	40.00	*	45.20	38		
Homeless Students	N	N	N	100.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	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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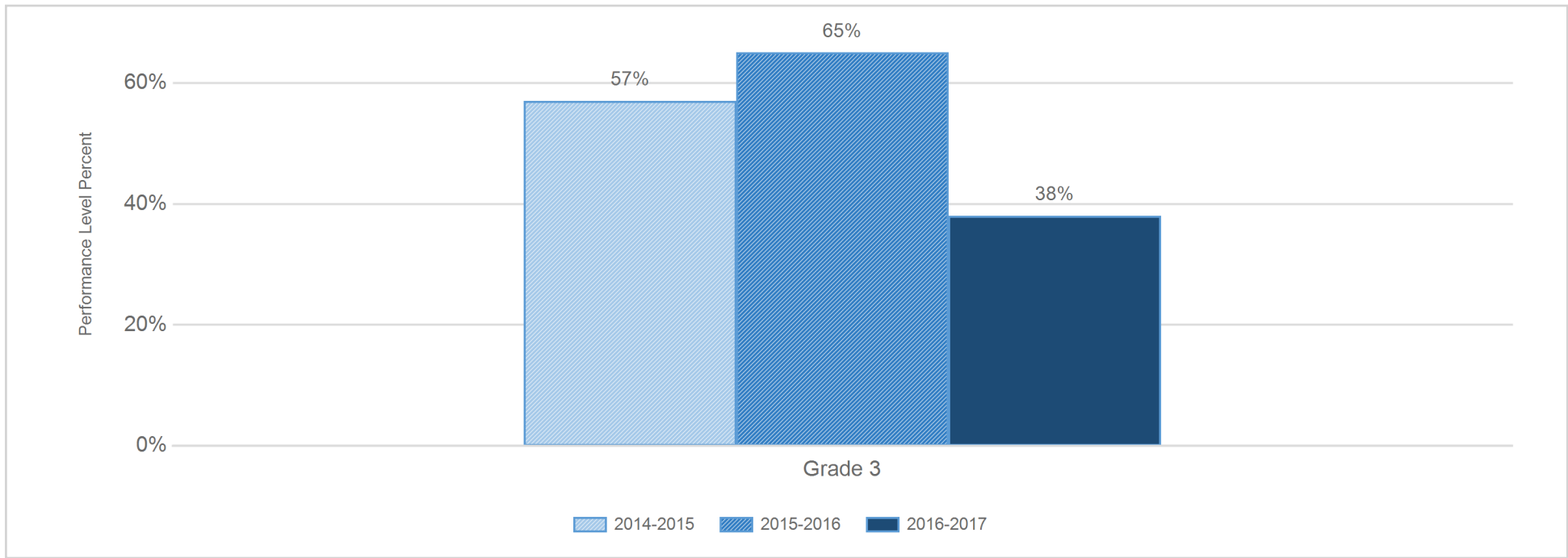
**Mathematics Assessment - Performance by Grade: Grade 3**

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>	77	745	764	751	*	16%	44%	30%	*	38%	53%
White	41	747	766	759	*	*	44%	34%	*	42%	63%
Hispanic	21	733	*	738	*	*	52%	*	0%	24%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	38	742	764	751	*	*	45%	29%	*	34%	52%
Male	39	747	764	751	*	*	44%	31%	*	41%	53%
Economically Disadvantaged Students	40	735	744	736	*	*	58%	*	*	18%	34%
Non-Economically Disadvantaged Students	37	756	774	761	*	*	30%	*	*	60%	65%
Students with Disabilities	11	724	737	729	*	*	*	*	*	18%	29%
Students without Disabilities	66	748	768	755	*	*	*	*	*	41%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

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

### Chronic Absenteeism

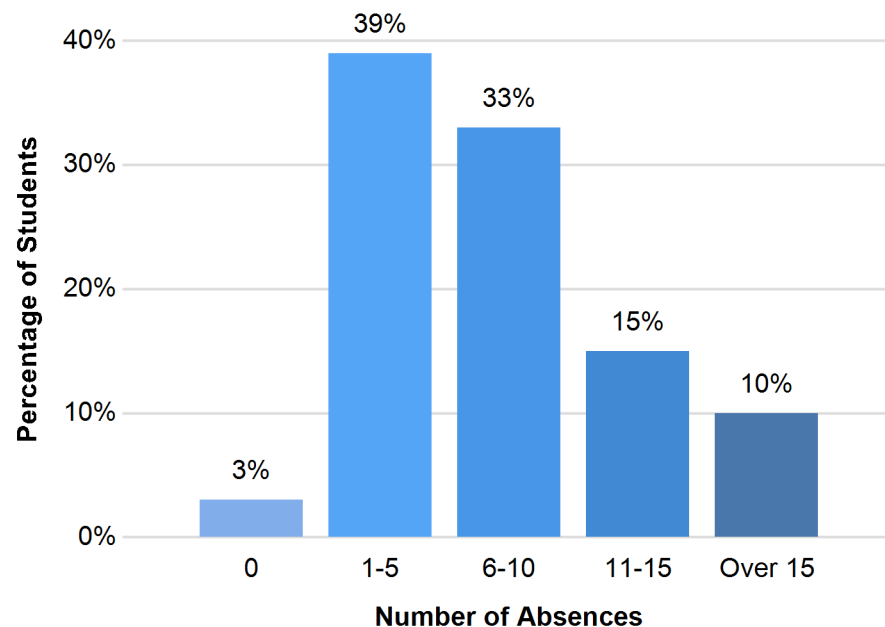
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.80	9.10	Met Target
White	8.90	9.10	Met Target
Hispanic	8.60	9.10	Met Target
Black or African American	7.10	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.60	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	9.10	Not Met
Students with Disabilities	13.20	9.10	Not Met
English Learners	11.10	9.10	Not Met

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

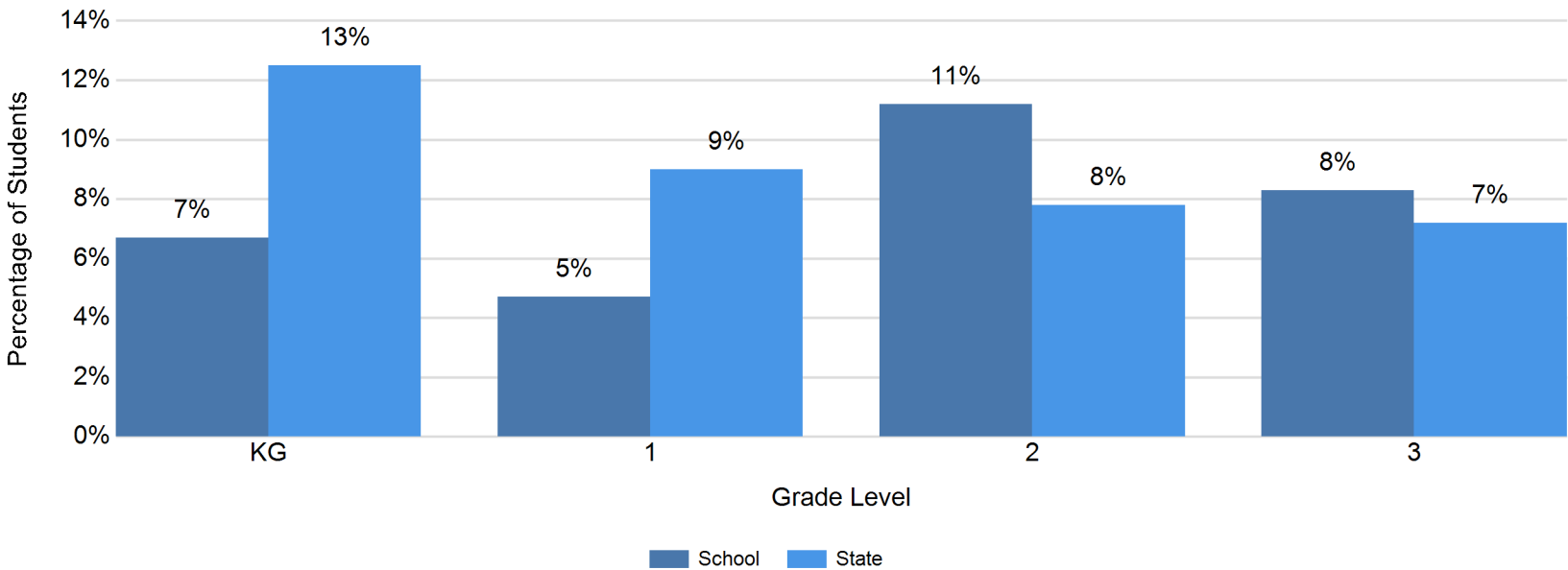
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	9:20AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	7
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.52

### 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	1.7%
Out-of-School Suspensions	1.7%
Any Suspension	2.0%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	269.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$382	\$14,219	\$14,601



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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	35	120,724
Average years experience in public schools	12.7	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	20	9,506
Average years experience in public schools	8.6	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	70%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	357:1	186:1
Librarian/Media Specialists		744:1
Nurses		465:1
Counselors		413:1
Child Study Team		248:1



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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	87%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile	N	N

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

\*\* 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. Van Horn	<b>Email Address:</b>	<a href="mailto:mvanhorn@marsd.org">mvanhorn@marsd.org</a>
<b>Address:</b>	422 CLIFFWOOD AVENUE CLIFFWOOD, NJ 07721-1195	<b>Website:</b>	<a href="https://www.marsd.org/Domain/465">https://www.marsd.org/Domain/465</a>
<b>Phone:</b>	(732)705-5600		




**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>• Balanced literacy curriculum (with Readers' and Writers' Workshop), Everyday Math, and NGSS.</li> <li>• Technology is infused into daily instruction with students using Chromebooks regularly.</li> <li>• Students have opportunities to participate in clubs (Garden, Music, Art) and Peer Buddies program.</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Cliffwood is a K-3 school in the Matawan-Aberdeen Regional School District, serving approximately 350 students. We are committed to providing a safe and supportive learning environment, and high quality instruction, for all of our students.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Students are recognized through the Star Student program each month and classes earn the Golden Awards each marking period. The school's beautiful Friendship Garden is supported by a grant from the State's Department of Agriculture.</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>	The academic program is aligned to the CCSS and includes Reading/Writing, Mathematics, Social Studies, Science, as well as Art, Music, Library, Physical Education, Health, Computers, and World Language (for grade 3 only). The Language Arts program is based on the balanced literacy approach where reading, writing, and spelling are integrated. Our Everyday Math program has shown to develop students' math knowledge from basic facts to higher-order thinking and problem-solving skills.
 <div> Clubs and Activities: </div>	Students have the opportunity to participate in Safety Patrol, Peer Buddies, and several clubs (Garden, Art, Music) to enhance their talents and work at individual interests. The school also hosts a Celebration of the Arts and a Chorus performance.
 <div> Before and After  School Programs: </div>	The school offers a Title 1 before-school tutorial program for students who are struggling with literacy. The program utilizes the Achieve3000 software.







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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>Teachers and staff have common planning time each day, regular before/after school meetings, and full-day in-services for growing professionally and enhancing practices.</p>
 <b>Student Supports and Services:</b>	<p>For students who may be struggling academically, interventions are in place to assist these learners. The Intervention and Referral Services team works to provide strategies to teachers to support their students. Tiered interventions and ESL are offered to students who meet the criteria. A supplemental early literacy program is also offered before school for qualifying students. Counseling is also available to students, as well as occupational and physical therapy services.</p>
 <b>Student Health and Wellness:</b>	<p>Students receive weekly instruction in Physical Education and directed physical activity (DPA) each day during recess. Breakfast and lunch programs are offered and focus on healthy eating habits.</p>
 <b>Parent and Community Involvement:</b>	<p>Parents and volunteers help in our classrooms and assist teachers with various activities. Cliffwood's PTO is active in the school and raises funds to enhance learning activities, enable students to attend class trips, and sponsors cultural arts programs throughout the year.</p>



Cliffwood Elementary School  
2016-2017  
Grade Span KG-03

25-3040-060  
MONMOUTH  
MATAWAN-ABERDEEN REGIONAL  
422 CLIFFWOOD AVENUE  
CLIFFWOOD, NJ 07721-1195

School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The school recently completed a HVAC renovation that upgraded our heating system and installed air conditioning throughout the building. Flooring and lighting were also replaced.</p>
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Lloyd Road Elementary School  
2016-2017  
Grade Span 04-05

25-3040-065  
MONMOUTH  
MATAWAN-ABERDEEN REGIONAL  
401 LLOYD ROAD  
ABERDEEN, NJ 07747-1800

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)



Lloyd Road Elementary School  
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Grade Span 04-05

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**Footnotes**

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

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



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2016-2017  
Grade Span 04-05

25-3040-065  
MONMOUTH  
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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
4	266	299	263
5	276	264	302
Ungraded	21	27	26
Total	563	590	591

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%	51%	49%
Male	49%	49%	51%
Economically Disadvantaged Students	30%	27%	30%
Students with Disabilities	17%	17%	17%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	61.8%
Hispanic	15.2%
Black or African American	12.4%
Asian	8.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.2%

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	90.9%
Spanish	5.4%
Other	3.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	541	94.6	66.20	66.40	54.90	65.9	59.8	Met Target
White	334	95.0	70.10	71.60	63.90	70.1	59.4	Met Target
Hispanic	84	95.5	45.30	*	39.80	45.3	53.2	Met Target†
Black or African American	64	90.5	64.10	54.90	35.20	60.8	61.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	47	97.9	83.00	77.20	80.70	83	72.6	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	66.60	54.90	43.9	**	**
Female	272	95.5	76.10	75.80	62.20	76.1		
Male	269	93.6	56.10	57.50	48.10	55.3		
Economically Disadvantaged Students	170	94.1	45.30	46.50	36.20	44.7	45	Met Target†
Non-Economically Disadvantaged Students	371	94.8	75.70	74.40	65.80	75.7		
Students with Disabilities	89	90.3	31.50	22.00	20.50	30.1	24.4	Met Target
Students without Disabilities	452	95.5	73.00	75.00	61.90	73		
English Learners	33	100.0	30.30	*	25.20	30.3	28.8	Met Target
Non-English Learners	508	94.2	68.50	*	57.40	68.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	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 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	262	764	764	753	5%	8%	23%	38%	26%	64%	56%
White	158	767	767	762	*	*	20%	41%	28%	69%	67%
Hispanic	39	750	750	740	*	*	33%	39%	*	46%	40%
Black or African American	31	753	753	737	*	*	*	*	*	52%	36%
Asian, Native Hawaiian, or Pacific Islander	29	779	779	777	*	*	*	41%	38%	79%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	127	776	776	758	*	*	19%	42%	35%	77%	61%
Male	135	753	753	749	*	*	27%	35%	16%	51%	51%
Economically Disadvantaged Students	90	747	747	737	*	*	29%	33%	*	47%	36%
Non-Economically Disadvantaged Students	172	773	773	764	*	*	20%	41%	*	73%	69%
Students with Disabilities	37	727	727	725	*	*	*	30%	*	35%	25%
Students without Disabilities	225	770	770	759	*	*	*	40%	*	68%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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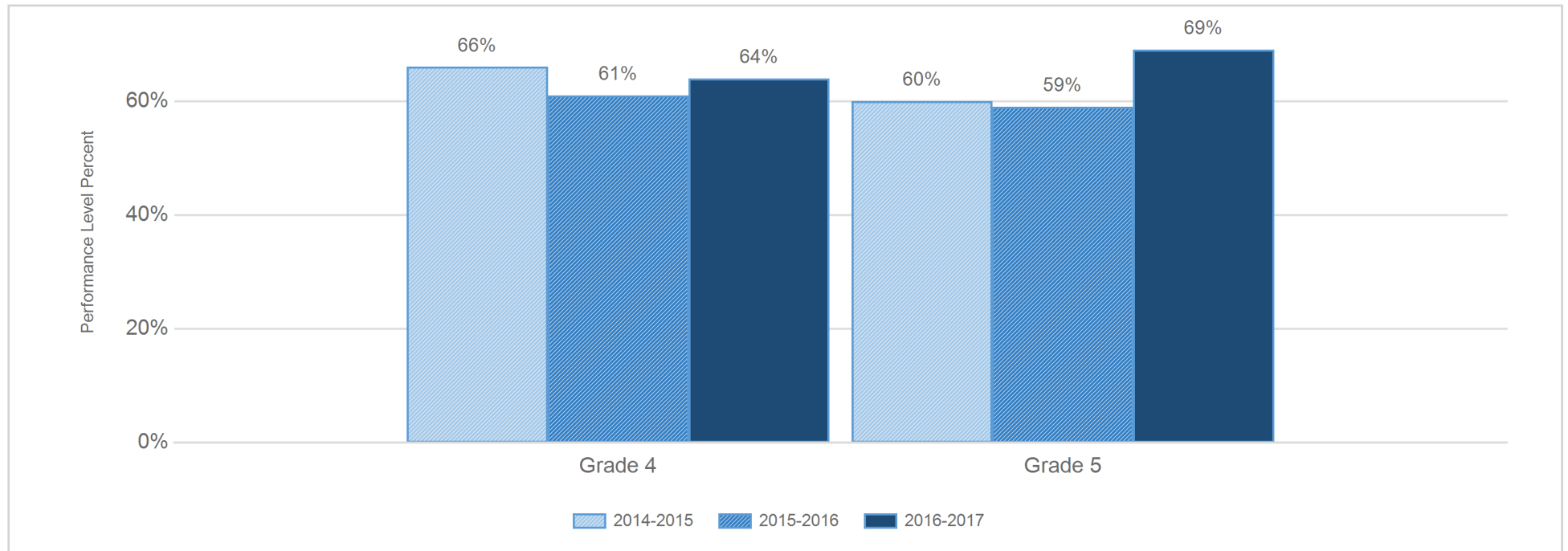
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	765	765	756	*	*	21%	53%	16%	69%	59%
White	181	767	767	763	*	*	19%	53%	18%	71%	69%
Hispanic	41	750	750	743	*	*	42%	44%	*	49%	44%
Black or African American	36	764	764	740	0%	*	*	61%	*	69%	39%
Asian, Native Hawaiian, or Pacific Islander	17	787	787	779	0%	0%	*	*	*	94%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	150	770	770	761	*	*	19%	56%	*	76%	66%
Male	134	759	759	750	*	*	22%	49%	*	60%	53%
Economically Disadvantaged Students	74	748	748	740	*	*	34%	42%	*	46%	40%
Non-Economically Disadvantaged Students	210	771	771	765	*	*	16%	56%	*	77%	71%
Students with Disabilities	45	734	734	725	*	*	24%	24%	*	29%	22%
Students without Disabilities	239	771	771	762	*	*	20%	58%	*	76%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	284	765	765	757	*	*	21%	53%	16%	69%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

## English Language Arts/Literacy Assessment - Performance Trends

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





Lloyd Road Elementary School  
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	542	94.9	60.10	57.00	43.50	60.1	56.5	Met Target
White	334	95.0	65.30	61.50	52.40	65.3	58.8	Met Target
Hispanic	85	95.6	43.60	*	27.60	43.6	43.1	Met Target
Black or African American	64	93.1	45.30	40.00	21.70	44.2	46.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	47	97.9	80.90	78.30	75.60	80.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	47.30	44.90	26.3	**	**
Female	272	96.2	62.50	59.00	44.10	62.5		
Male	270	93.6	57.80	55.10	42.90	57		
Economically Disadvantaged Students	171	94.1	46.20	39.00	25.10	45.7	42.9	Met Target
Non-Economically Disadvantaged Students	371	95.3	66.50	64.10	54.30	66.5		
Students with Disabilities	89	90.3	24.70	*	16.50	23.6	30.5	Met Target†
Students without Disabilities	453	95.9	67.10	*	48.80	67.1		
English Learners	34	100.0	38.20	*	23.30	38.2	24.6	Met Target
Non-English Learners	508	94.6	61.60	*	45.20	61.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	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 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>	263	760	760	747	6%	8%	21%	55%	11%	65%	47%
White	158	762	762	755	*	*	22%	59%	11%	70%	59%
Hispanic	40	751	751	734	*	*	*	55%	0%	55%	30%
Black or African American	31	744	744	729	*	*	*	42%	0%	42%	25%
Asian, Native Hawaiian, or Pacific Islander	29	782	782	774	*	*	*	52%	35%	86%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	127	766	766	747	*	*	19%	62%	12%	74%	47%
Male	136	754	754	747	*	*	22%	48%	10%	57%	48%
Economically Disadvantaged Students	91	747	747	732	*	*	22%	51%	*	53%	27%
Non-Economically Disadvantaged Students	172	767	767	757	*	*	20%	57%	*	72%	61%
Students with Disabilities	37	728	728	724	*	*	35%	*	0%	24%	22%
Students without Disabilities	226	765	765	751	*	*	18%	*	12%	72%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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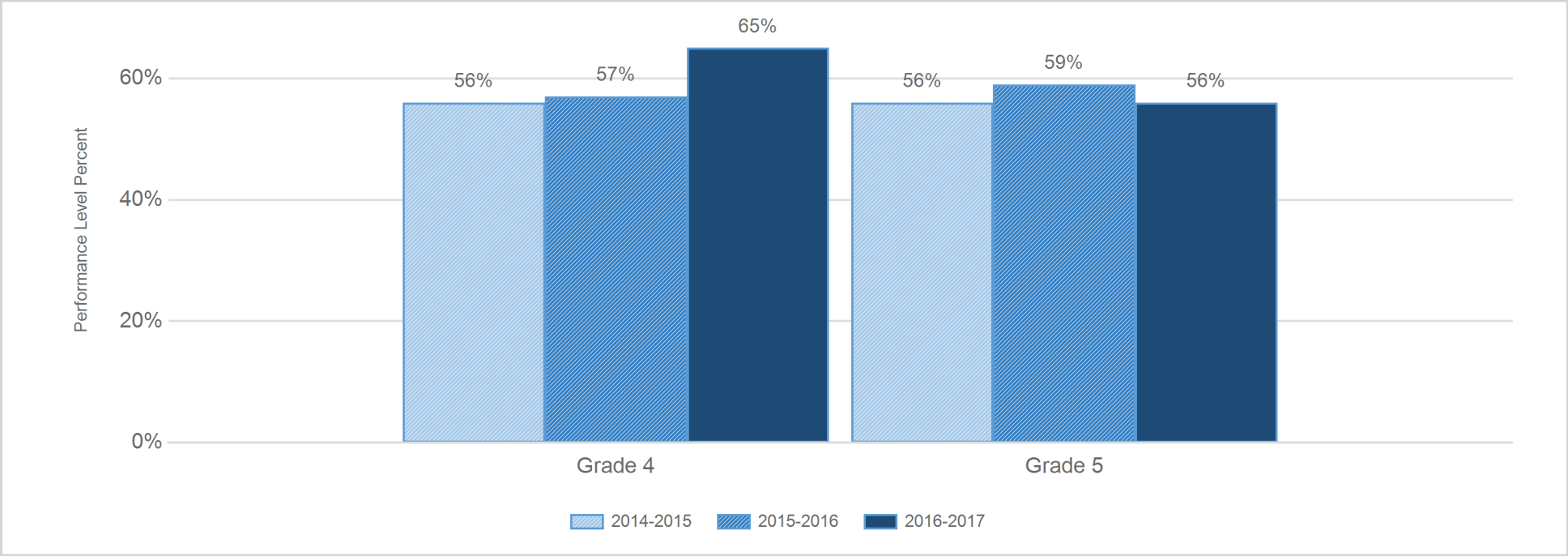
**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	285	753	753	747	4%	13%	28%	48%	8%	56%	46%
White	182	756	756	754	*	13%	22%	53%	*	62%	57%
Hispanic	41	739	739	735	*	*	42%	37%	0%	37%	30%
Black or African American	36	746	746	729	*	*	39%	44%	0%	44%	22%
Asian, Native Hawaiian, or Pacific Islander	17	783	783	774	0%	0%	*	*	*	71%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	150	753	753	747	*	11%	31%	49%	*	55%	47%
Male	135	754	754	746	*	16%	24%	47%	*	57%	46%
Economically Disadvantaged Students	75	740	740	732	*	19%	31%	41%	*	41%	27%
Non-Economically Disadvantaged Students	210	758	758	756	*	11%	27%	51%	*	61%	59%
Students with Disabilities	45	729	729	725	*	31%	29%	*	*	22%	19%
Students without Disabilities	240	758	758	751	*	10%	28%	*	*	62%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

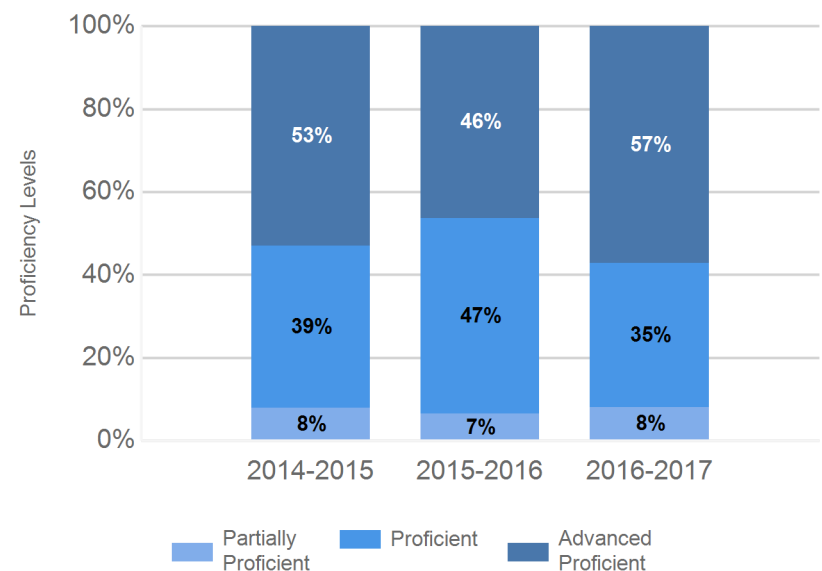
### NJASK Science Assessment Performance: Grade 4

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	57%	35%	8%
White	65%	33%	2%
Hispanic	29%	49%	22%
Black or African American	38%	38%	24%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	39%	45%	17%
Students with Disabilities	24%	58%	18%
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	47	56	50	Met Target	47	50	50	Met Target
White	47	55	50	Met Target	48	50	52	Met Target
Hispanic	43	50.5	49	Met Target	42	44.5	47	Met Target
Black or African American	47	57	45	Met Target	40	44	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	69.5	65.5	60	Exceeds Target	58	58	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43.5	50	47	Met Target	45.5	46	46	Met Target
Students with Disabilities	46	46.5	41	Met Target	50	49	43	Met Target
English Learners	37	47	53	Not Met	50	50.5	51	Met Target

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



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

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

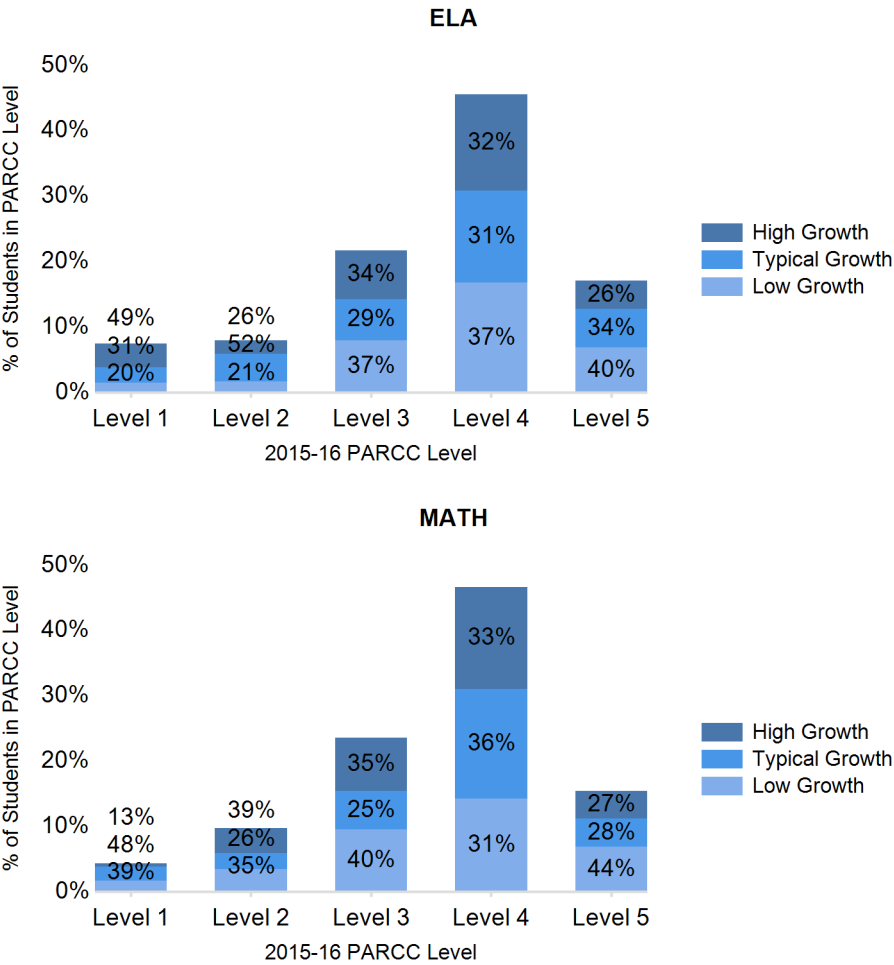
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

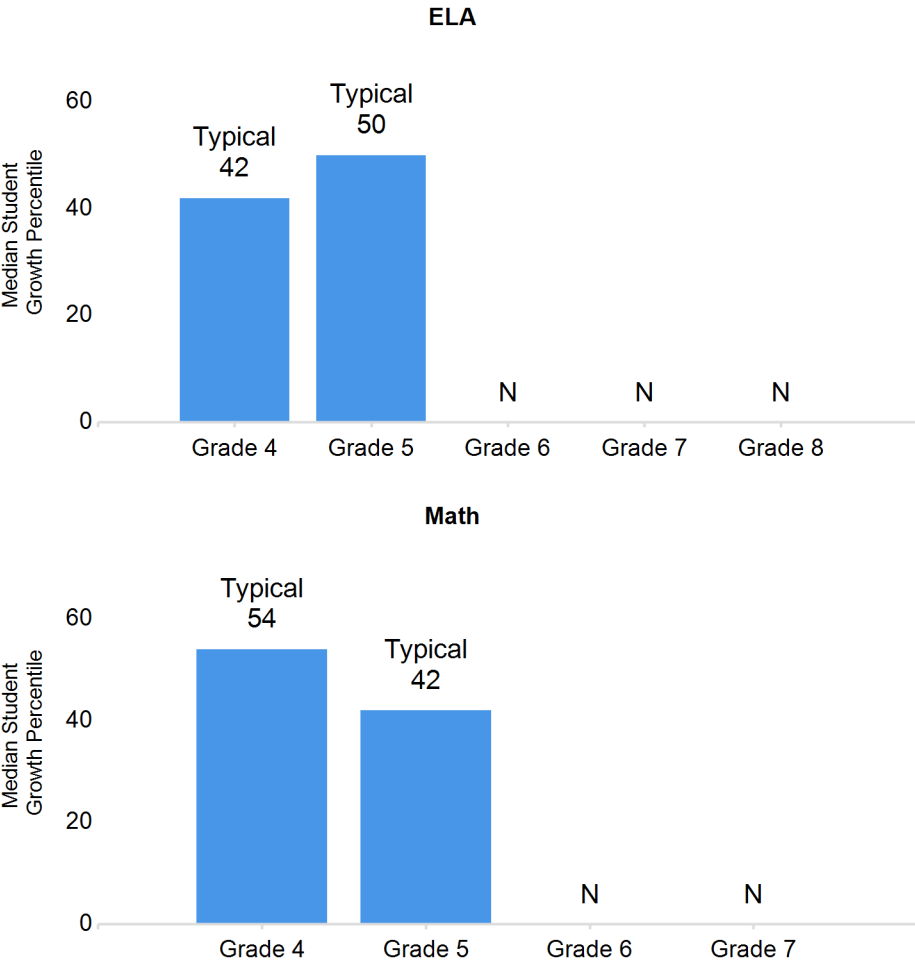
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

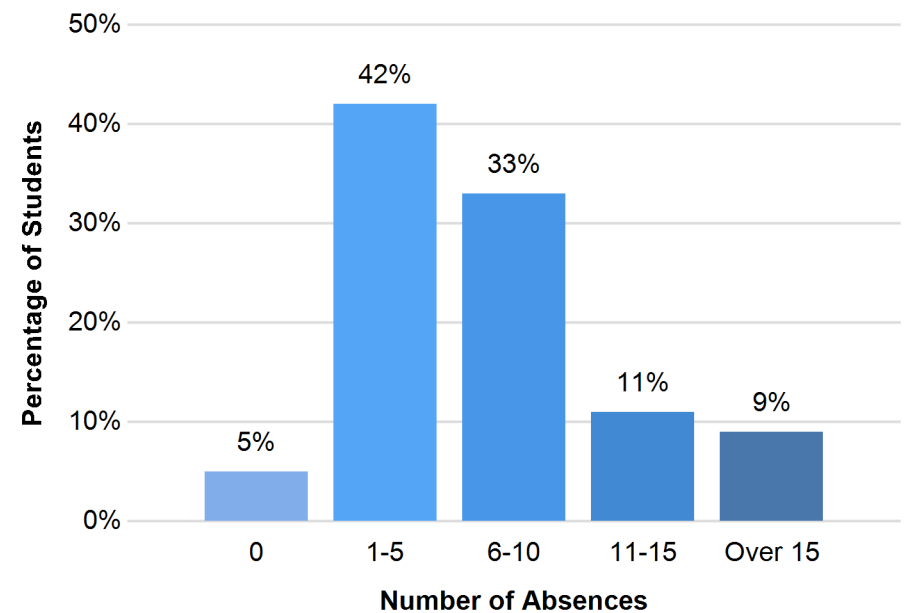
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.60	7.00	Met Target
White	6.30	7.00	Met Target
Hispanic	8.90	7.00	Not Met
Black or African American	5.40	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.80	7.00	Met Target
Students with Disabilities	13.60	7.00	Not Met
English Learners	N	**	**

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

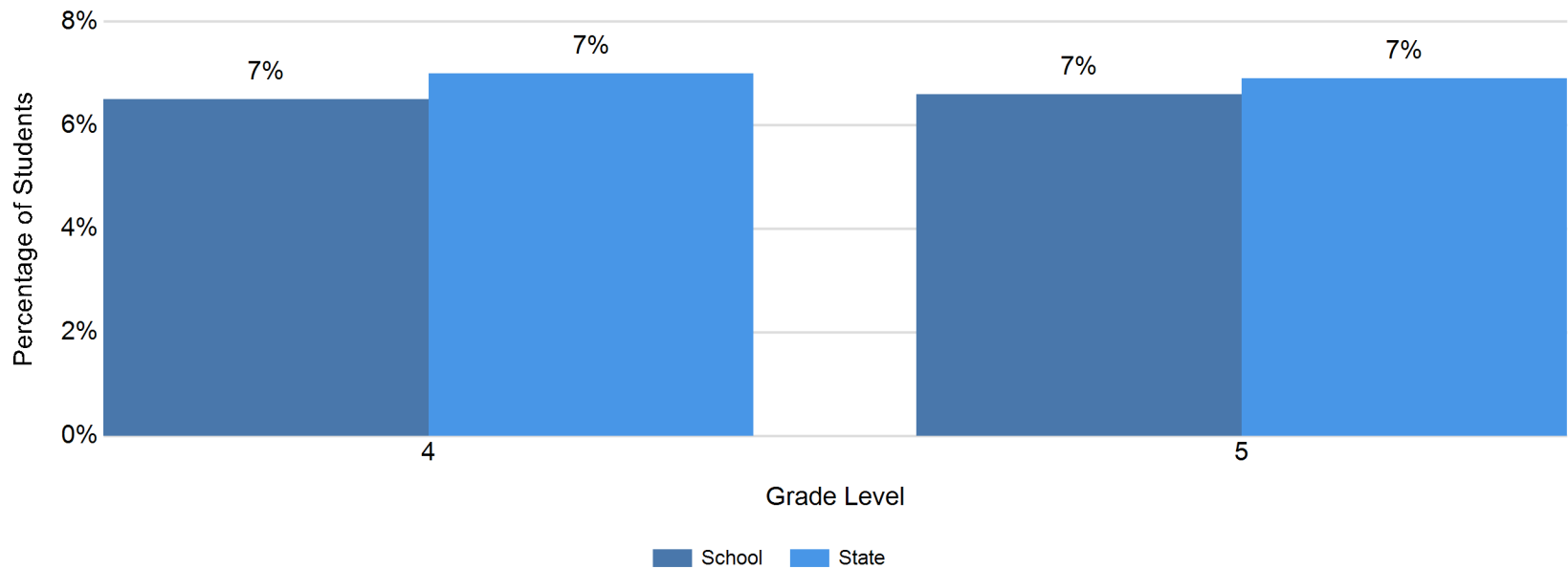
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	4
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.35

### 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	3.6%
Out-of-School Suspensions	1.7%
Any Suspension	4.6%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	269.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$382	\$14,219	\$14,601



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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	11.8	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	8.6	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	296:1	186:1
Librarian/Media Specialists		744:1
Nurses		465:1
Counselors		413:1
Child Study Team		248:1



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	64.8	17.5%
Mathematics Proficiency	71.8	17.5%
English Language Arts Growth	39.1	25.0%
Mathematics Growth	41.4	25.0%
Chronic Absenteeism	59.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.9
Summative Rating: Percentile rank of Summative Score		54.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	52.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	47.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	45.6	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Black or African American	68.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	62.6	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	60.7	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	64.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	46.6	11.9	No	Met Target	Met Target	**	Not Met	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Jerabek	<b>Email Address:</b>	<a href="mailto:jjerabek@marsd.org">jjerabek@marsd.org</a>
<b>Address:</b>	401 LLOYD ROAD ABERDEEN, NJ 07747-1800	<b>Website:</b>	<a href="https://www.marsd.org/Domain/526">https://www.marsd.org/Domain/526</a>
<b>Phone:</b>	(732)705-5700		

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>• Over one third of our students participate in chorus and/or Instrumental</li> <li>• Curriculum includes Everyday Math and Literacy By Design</li> <li>• Grade 5 Academic Bowl Club Team took first place in the Goetz Academic Bowl competition</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>We are committed to providing a safe and supportive environment where we emphasize collaboration, kindness, trying our best and accepting nothing less.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Our Grade 5 Academic Bowl team consistently places in the top of the competition field in the Goetz Bowl competition with their most recent finish being first place in the spring of 2017.</p>






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School Narrative

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 Courses, Curriculum, Instruction:	Lloyd Road curriculum and instruction is delivered in a departmental design for most students where they have one teacher for Language Arts and Social Studies and then they switch to a second teacher for Math and Science. The Language Arts curriculum is taught through using Literacy By Design materials and delivered through the Readers and Writers Workshop model. The Everyday Math program is used for Math instruction and a district developed STEM program and curriculum for Science.
 Clubs and Activities:	We have an after school extra curricular activity program that consists of the following clubs: Performing Arts, Chorus, Art, STEM, Technology, Chess, Board games, Peer Buddies, Student Council, Sports, and an Academic Bowl club.
 Before and After School Programs:	We offer an after school homework hour program and Title 1 intervention program. We also partner with the YMCA and they provide before and after school child care services.







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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>Our district provides four full day in-service days during each year and encourages staff to apply to attend out of district workshops to further enhance their instructional strategies. We also have Professional Learning Communities established in our building but also across buildings and learning levels as well. Instructional content coaches and consultants are also readily available in the areas of Language Arts, Math, and STEM.</p>
 <b>Student Supports and Services:</b>	<p>We have the following support services available : English Language Learners program, Speech/language services, Multi-tiered intervention instruction in Math and Reading, Special education services, and Gifted and Talented and Enrichment programs. Our Intervention and Referral Services Team meets monthly to review students' needs and helps design plans to help staff support the identified student needs.</p>
 <b>Student Health and Wellness:</b>	<p>Our school provides the following health and wellness opportunities: Physical education and/or Health class two times per week, Family Life class for Grade 5 students, Recess each day, Student of the Month Character Education, and we partner with the Aberdeen Police Department to provide the students with LEAD instruction (Law Enforcement Against Drugs).</p>
 <b>Parent and Community Involvement:</b>	<p>The Lloyd Road PTO is very active in our school and provides a wealth of extra opportunities for our students, parents, and staff to get involved. Student progress can also be monitored by parents on a daily basis through our Parent Portal.. We partner with our PTO to share a monthly electronic newsletter with our parents and also send timely email and text blasts to our parents to keep them informed about upcoming events and important information.</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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Lloyd Road recently had a complete HVAC renovation that upgraded our heating system and installed air conditioning throughout our building. We have also been replacing old floors and we have a yearly painting plan that helps refresh areas throughout our 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.



Other Information:

Lloyd Road Elementary School is located in the southwestern section of the Matawan-Aberdeen Regional School District. The school currently has an enrollment of approximately 600 students. Our school educates Grade 4 and 5 students only as we are a receiving school for our three K-3 elementary schools. Our teachers and students use Google Classroom throughout the day to support learning, and we are close to a 1 to 1 chromebook ratio.

Our character education and bullying prevention program is Olweus and it is delivered through guidance counselor activities throughout the school year. We also use a student of the month program that has one character education theme per month that is emphasized. Each month then culminates in one student from each class eating with the principal and assistant principal in a recognition lunch. We are also very proud of our choral and instrumental music programs. Grade 4 students are able to begin practicing an instrument of choice during their first year in Lloyd Road School. Grade 5 instrumental students also have practice lessons throughout the year, but they also put on a spring performance to culminate each year. Our choral program is open to Grade 5 students who also put on a spring performance.




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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)



**Matawan Regional High School**  
**2016-2017**

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### **Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	264	264	268
10	278	231	247
11	234	234	223
12	213	232	252
Ungraded	25	20	22
Total	1013	981	1012

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	50%
Male	50%	49%	50%
Economically Disadvantaged Students	29%	25%	25%
Students with Disabilities	13%	12%	14%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

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	62.5%
Black or African American	16.6%
Hispanic	13.7%
Asian	6.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.6%

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	981
Shared Time Students	60
Full Time Equivalent	1011

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	94.7%
Spanish	2.1%
Urdu	1.0%
Other	2.2%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	484	97.1	60.70	66.40	54.90	60.7	59.2	Met Target
White	301	97.5	68.50	71.60	63.90	68.5	63.3	Met Target
Hispanic	72	96.3	48.60	*	39.80	48.6	49.8	Met Target†
Black or African American	79	95.4	44.30	54.90	35.20	44.3	49.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	28	100.0	64.30	77.20	80.70	64.3	60.4	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	233	98.4	72.10	75.80	62.20	72.1		
Male	251	96.0	50.20	57.50	48.10	50.2		
Economically Disadvantaged Students	127	96.5	44.90	46.50	36.20	44.9	40.2	Met Target
Non-Economically Disadvantaged Students	357	97.4	66.40	74.40	65.80	66.4		
Students with Disabilities	81	92.3	14.80	22.00	20.50	14.5	13.9	Met Target
Students without Disabilities	403	98.1	70.00	75.00	61.90	70		
English Learners	10	100.0	30.00	*	25.20	30	**	**
Non-English Learners	474	97.0	61.40	*	57.40	61.4		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	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>	261	757	757	749	8%	12%	19%	42%	20%	62%	52%
White	154	764	764	757	*	*	16%	49%	23%	71%	62%
Hispanic	41	751	751	733	*	*	*	32%	*	51%	35%
Black or African American	48	743	743	730	*	23%	25%	35%	*	44%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	117	769	769	756	*	*	13%	50%	26%	76%	60%
Male	144	748	748	741	*	*	24%	35%	15%	50%	43%
Economically Disadvantaged Students	76	740	740	731	*	*	18%	33%	*	45%	32%
Non-Economically Disadvantaged Students	185	764	764	758	*	*	19%	46%	*	69%	62%
Students with Disabilities	47	713	713	714	*	*	*	*	*	15%	13%
Students without Disabilities	214	767	767	754	*	*	*	*	*	72%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	241	757	757	743	11%	12%	19%	37%	21%	59%	46%
White	150	761	761	749	7%	9%	19%	43%	22%	65%	52%
Hispanic	36	749	749	728	*	*	*	*	*	44%	34%
Black or African American	35	740	740	725	*	*	*	31%	*	46%	31%
Asian, Native Hawaiian, or Pacific Islander	17	766	766	774	0%	*	*	*	*	65%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	125	767	767	752	*	*	19%	38%	28%	66%	54%
Male	116	745	745	734	*	*	18%	36%	14%	50%	39%
Economically Disadvantaged Students	58	737	737	726	24%	*	*	31%	*	41%	32%
Non-Economically Disadvantaged Students	183	763	763	751	7%	*	*	39%	*	64%	54%
Students with Disabilities	34	707	707	704	*	*	*	*	*	*	12%
Students without Disabilities	207	765	765	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	133	759	759	736	*	*	22%	50%	15%	65%	38%
White	80	758	758	738	*	*	24%	45%	18%	63%	40%
Hispanic	17	750	750	731	*	*	*	65%	0%	65%	34%
Black or African American	27	763	763	728	0%	*	*	63%	*	78%	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	*	*	*	731	*	*	*	*	*	*	36%
Female	59	763	763	744	*	*	*	59%	17%	76%	46%
Male	74	755	755	729	*	*	*	43%	14%	57%	31%
Economically Disadvantaged Students	28	753	753	729	*	*	*	54%	*	61%	32%
Non-Economically Disadvantaged Students	105	760	760	740	*	*	*	50%	*	67%	42%
Students with Disabilities	12	733	733	709	*	*	*	*	0%	42%	12%
Students without Disabilities	121	761	761	741	*	*	*	*	17%	68%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	*	*	*	713	*	*	*	*	*	*	26%

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

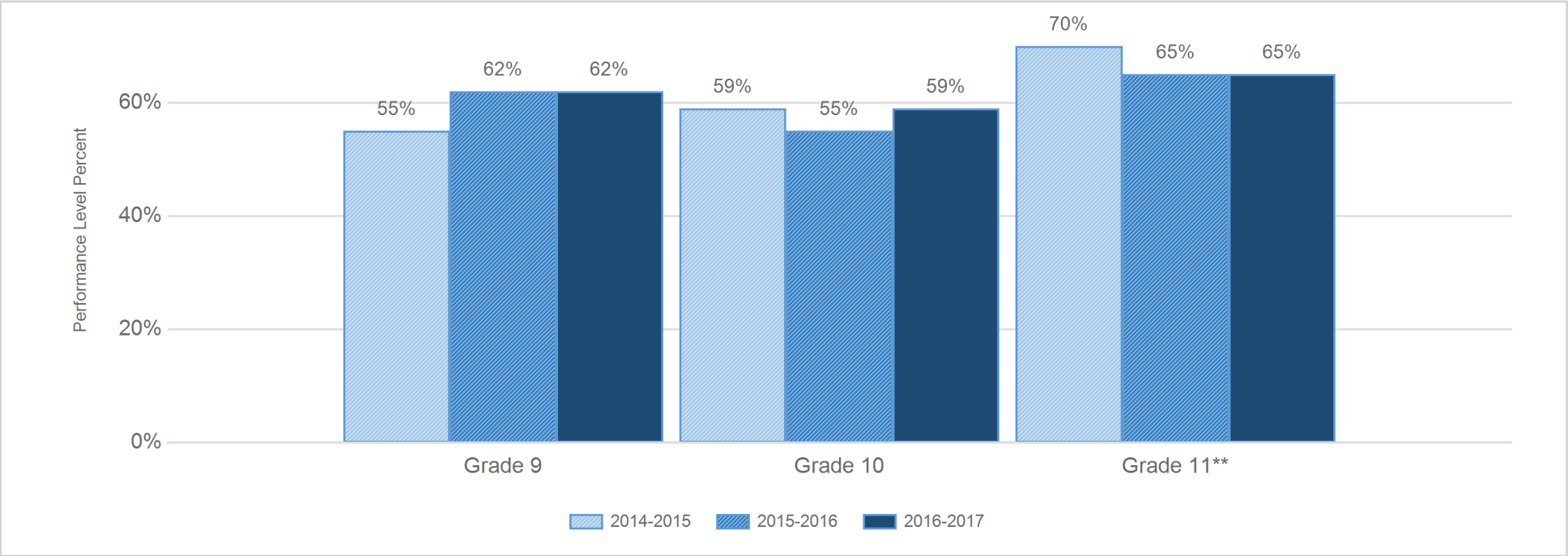


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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## Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	454	95.9	45.40	57.00	43.50	45.4	39.1	Met Target
White	278	96.2	50.00	61.50	52.40	50	42.9	Met Target
Hispanic	70	96.2	37.10	*	27.60	37.1	33	Met Target
Black or African American	75	92.9	32.00	40.00	21.70	31.6	29.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	100.0	63.00	78.30	75.60	63	44.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	227	96.7	47.10	59.00	44.10	47.1		
Male	227	95.2	43.60	55.10	42.90	43.6		
Economically Disadvantaged Students	118	93.4	26.30	39.00	25.10	25.7	25	Met Target
Non-Economically Disadvantaged Students	336	96.9	52.10	64.10	54.30	52.1		
Students with Disabilities	62	89.0	*	*	16.50	*	N	N
Students without Disabilities	392	97.1	*	*	48.80	*		
English Learners	11	100.0	45.50	*	23.30	45.5	**	**
Non-English Learners	443	95.8	45.40	*	45.20	45.4		
Homeless Students	N	N	N	100.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	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>	207	741	755	743	8%	19%	32%	41%	0%	41%	42%
White	112	746	761	751	*	11%	34%	49%	*	49%	52%
Hispanic	36	732	*	728	*	36%	*	28%	0%	28%	24%
Black or African American	48	733	*	724	*	23%	38%	29%	*	29%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	91	742	756	744	*	21%	31%	43%	*	43%	43%
Male	116	740	754	741	*	17%	34%	40%	*	40%	40%
Economically Disadvantaged Students	66	734	742	727	*	29%	39%	26%	*	26%	23%
Non-Economically Disadvantaged Students	141	744	759	751	*	14%	29%	48%	*	48%	52%
Students with Disabilities	42	714	714	714	*	36%	*	*	*	12%	10%
Students without Disabilities	165	748	762	747	*	15%	*	*	*	49%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	221	740	743	734	*	19%	41%	36%	*	36%	30%
White	133	743	747	740	*	17%	41%	39%	*	40%	38%
Hispanic	32	736	*	722	*	*	47%	*	0%	25%	14%
Black or African American	33	732	*	719	*	*	36%	30%	0%	30%	*
Asian, Native Hawaiian, or Pacific Islander	21	744	*	758	*	*	*	*	0%	43%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	116	742	*	735	*	18%	43%	36%	*	36%	31%
Male	105	738	*	733	*	19%	39%	35%	*	36%	30%
Economically Disadvantaged Students	60	733	*	721	*	23%	48%	22%	*	22%	13%
Non-Economically Disadvantaged Students	161	743	*	740	*	17%	39%	41%	*	42%	39%
Students with Disabilities	24	709	709	711	*	*	*	*	*	*	*
Students without Disabilities	197	744	747	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	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
<b>Schoolwide</b>	135	741	741	725	*	30%	19%	40%	*	42%	28%
White	88	741	741	731	*	28%	18%	42%	*	44%	33%
Hispanic	21	745	745	710	*	*	*	48%	0%	48%	14%
Black or African American	16	736	736	703	*	*	*	*	*	31%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	75	742	742	725	*	28%	20%	43%	*	44%	27%
Male	60	739	739	725	*	32%	18%	37%	*	40%	29%
Economically Disadvantaged Students	21	728	728	708	*	*	*	*	*	19%	13%
Non-Economically Disadvantaged Students	114	743	743	733	*	*	*	*	*	47%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	135	741	741	726	*	30%	19%	40%	*	42%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	*	*	*	702	*	*	*	*	*	*	14%



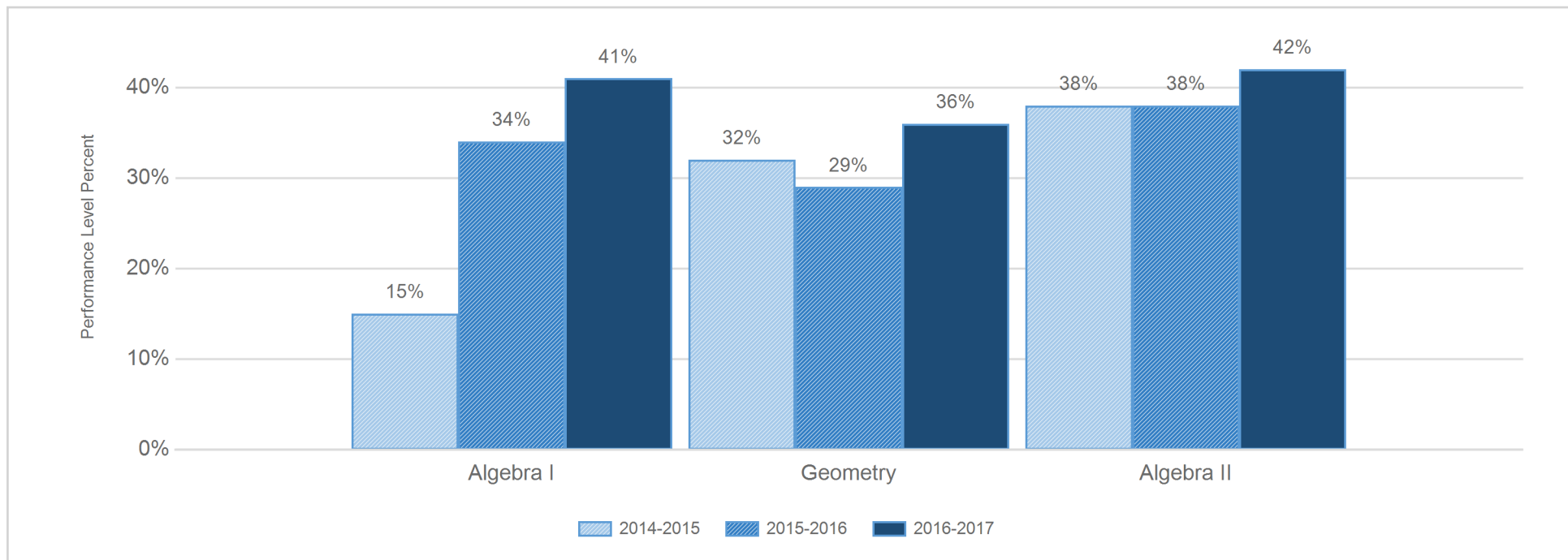
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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

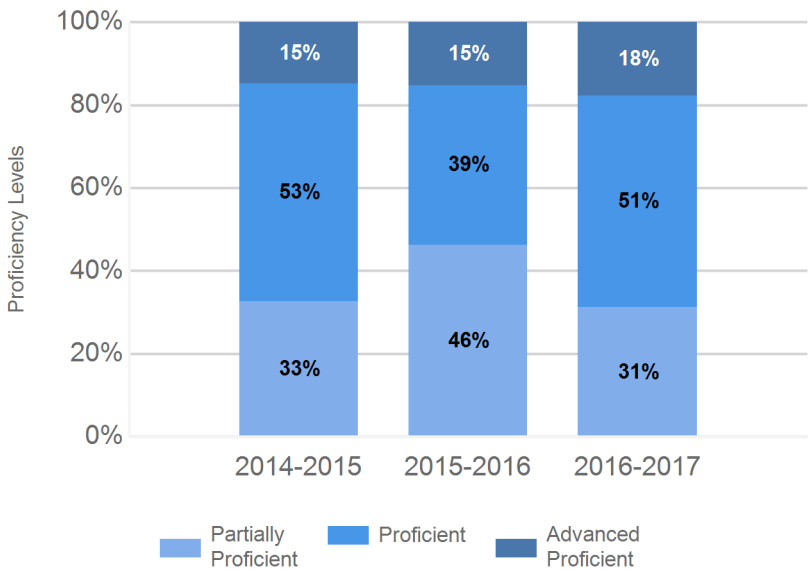
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	18%	51%	31%
White	20%	59%	22%
Hispanic	18%	32%	50%
Black or African American	6%	42%	52%
Asian, Native Hawaiian, or Pacific Islander	33%	*	11%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	12%	47%	41%
Students with Disabilities	5%	22%	73%
English Learners	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	17.1%	28.3%

**PSAT/SAT/ACT - Performance**

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	481	481	Varies By Grade	72%	67%
PSAT - Math	493	483	Varies By Grade	52%	49%
SAT - Reading and Writing	547	551	480	82%	77%
SAT - Math	560	552	530	66%	58%
ACT - Reading	24	24	22	60%	65%
ACT - English	22	24	18	79%	79%
ACT - Math	24	24	22	65%	65%
ACT - Science	24	23	23	53%	54%



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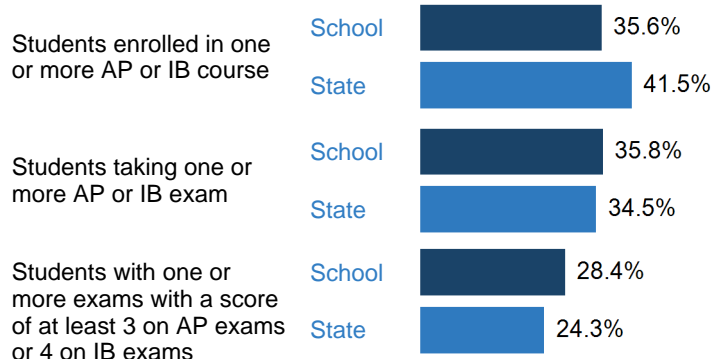
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

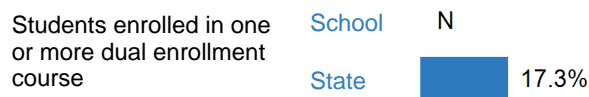
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	7	11
AP Calculus AB	39	40
AP Calculus BC	29	29
AP Chemistry	7	9
AP Comparative Government and Politics	0	1
AP Computer Science A	0	1
AP Computer Science Principles	0	12
AP English Language and Composition	39	39
AP English Literature and Composition	29	30
AP Environmental Science	0	1
AP Italian Language and Culture	0	7
AP Macroeconomics	18	16
AP Microeconomics	0	15
AP Physics 1	0	1
AP Physics 2	0	1
AP Physics C	12	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	14
AP Psychology	21	21
AP Spanish Language	4	4



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	24	13
AP Studio Art—Drawing Portfolio	11	8
AP Studio Art—Three-Dimensional	0	1
AP U.S. Government and Politics	27	25
AP U.S. History	35	35
Total Exams Taken		336
Exams with scores of at least 3 on AP exams or 4 on IB exams		252



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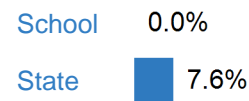
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

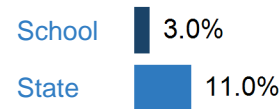
Career and Technical Education Participation

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)



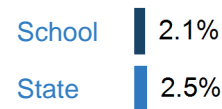
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	48	15	0	0	0	203
10	0	166	30	7	16	0	25
11	0	14	121	35	43	1	9
12	0	6	23	28	48	76	66
Schoolwide	0	234	189	70	107	77	303
Enrolled in AP/IB Course					68	24	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	254	3	0	1	0	3
10	11	218	1	6	9	23
11	10	19	4	23	74	126
12	29	4	9	19	31	143
Schoolwide	304	244	14	49	114	295
Enrolled in AP/IB Course	7	7		0	12	0



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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	265	12	0	3	0	2
10	8	244	13	0	1	4
11	3	229	37	14	5	13
12	2	17	109	83	35	67
Schoolwide	278	502	159	100	41	86
Enrolled in AP/IB Course	0	35	18	21	0	27

### 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	149	18	72	19	0	0	0
10	132	18	70	20	0	0	0
11	66	12	47	16	0	0	0
12	18	6	16	8	0	0	0
Schoolwide	365	54	205	63	0	0	0
Enrolled in AP/IB Course	4	0	0	0	0	0	0
Enrolled in Level 3 or Higher	113	20	84	21	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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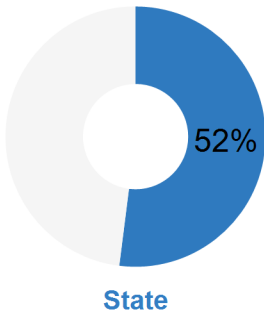
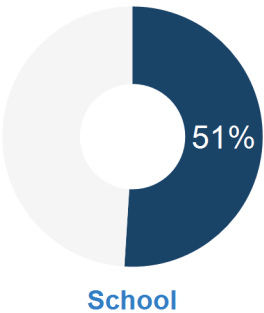
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Visual and Performing Arts – Course Participation

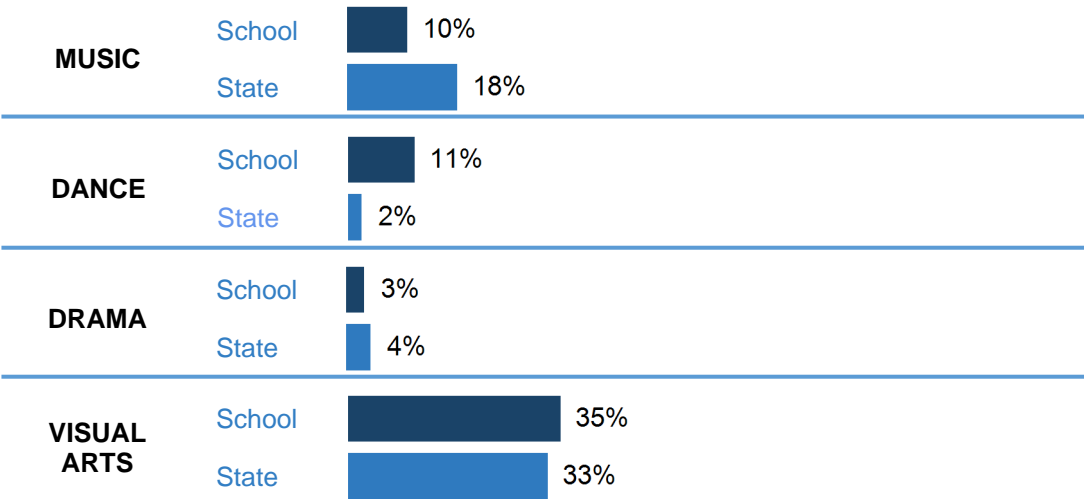
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

### Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	92.1%	90.5%	90.8%	91.8%	89.3%	91.3%	Not Met	92.8%	92.9%	Not Met
White	94.0%	94.5%	91.7%	95.1%	90.6%	90.4%	Met Target	92.0%	92.9%	Not Met
Hispanic	88.9%	84.3%	*	86.3%	*	95.0%	Not Met	96.0%	N	Met Goal
Black or African American	84.1%	83.4%	92.7%	85.3%	92.7%	89.8%	Met Target	92.1%	91.3%	Met Target
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	93.3%	97.5%	93.3%	**	**	100.0%	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	85.3%	83.9%	90.7%	85.6%	88.0%	89.2%	Not Met	88.9%	95.8%	Not Met
Students with Disabilities	76.7%	78.8%	68.3%	82.1%	60.5%	76.7%	Not Met	78.4%	79.8%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	92.1%	-
2016	89.3%	90.8%
2015	91.1%	92.8%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.2%	1.1%

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



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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	82.9%	39.9%	60.1%
White	86.1%	39.4%	60.6%
Hispanic	74.1%	55%	45%
Black or African American	69.7%	26.1%	73.9%
Asian, Native Hawaiian, or Pacific Islander	100%	50%	50%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	73.6%	48.7%	51.3%
Students with Disabilities	63.3%	73.7%	26.3%
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	85.6%	51.1%	49%	84.2%	15.8%	81.1%	19%
White	84.4%	50.8%	49.2%	83.9%	16.1%	79%	21%
Hispanic	88.9%	62.5%	37.5%	83.3%	16.7%	83.3%	16.7%
Black or African American	85.3%	34.5%	65.5%	79.3%	20.7%	79.3%	20.7%
Asian, Native Hawaiian, or Pacific Islander	92.9%	69.2%	30.8%	100%	0%	100%	0%
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	80.4%	54.1%	46%	86.5%	13.5%	83.8%	16.2%
Students with Disabilities	57.1%	87.5%	12.5%	87.5%	12.5%	87.5%	12.5%
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

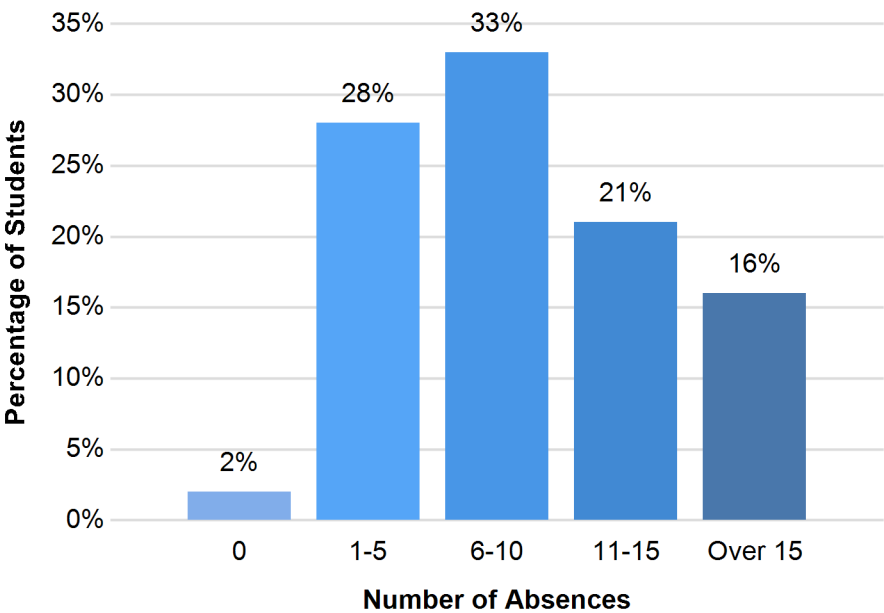
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.10	14.30	Met Target
White	11.30	14.30	Met Target
Hispanic	8.90	14.30	Met Target
Black or African American	12.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	10.60	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.80	14.30	Not Met
Students with Disabilities	23.20	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.



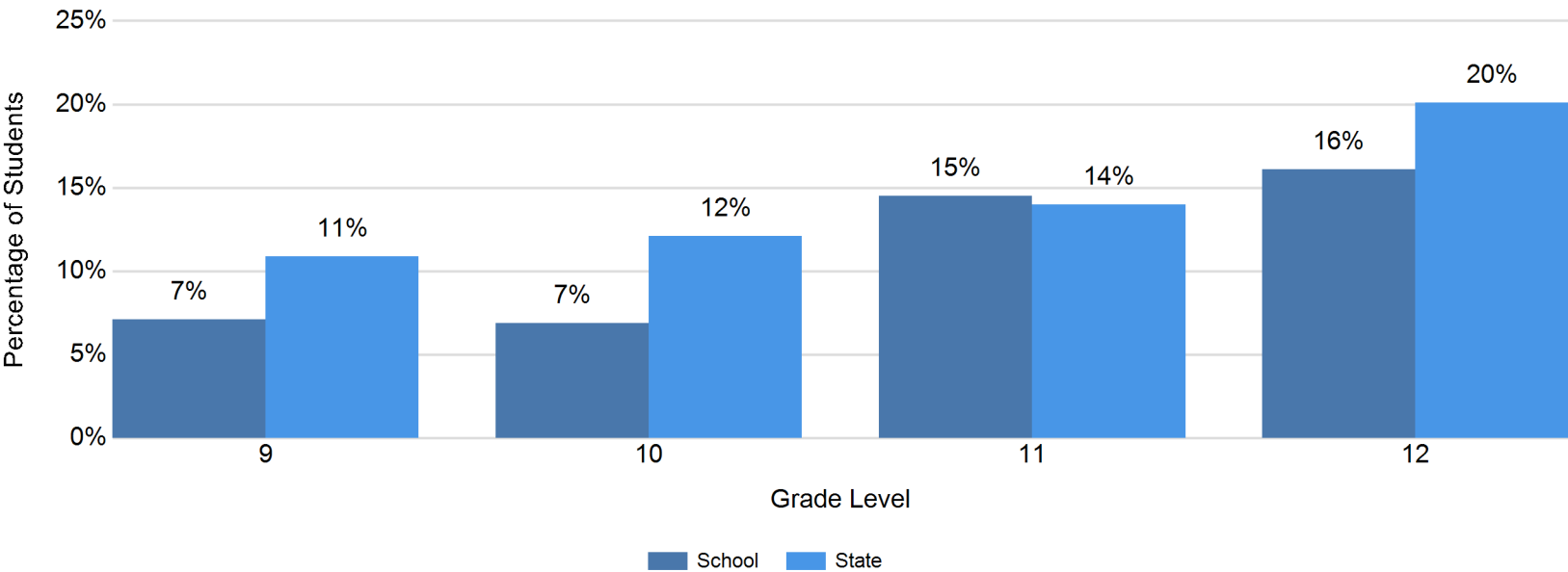


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Chronic Absenteeism by Grade

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	7:25AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 29 Mins.
Shared Time - Instructional Time	3 Hrs. 8 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	14
Vandalism	4
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.67

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	6.6%
Out-of-School Suspensions	5.5%
Any Suspension	10.1%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	269.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$382	\$14,219	\$14,601



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	96	120,724
Average years experience in public schools	8.9	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	8.6	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	202:1	186:1
Librarian/Media Specialists		744:1
Nurses		465:1
Counselors		413:1
Child Study Team		248:1



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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	87%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	71.7	17.5%
Mathematics Proficiency	78.9	17.5%
Graduation - 4-Year	25.6	25.0%
Graduation - 5-Year	38.4	25.0%
Chronic Absenteeism	49.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.8
Summative Rating: Percentile rank of Summative Score		48.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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## Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	49.8	6.2	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
White	44.8	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	66.4	6.2	No	Met Target†	Met Target	Met Target	Not Met	Met Goal	No
Black or African American	73.9	6.2	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	65.0	6.2	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	35.0	6.2	No	Met Target	N	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mrs. Ruscavage	<b>Email Address:</b>	<a href="mailto:mruscavage@marsd.org">mruscavage@marsd.org</a>
<b>Address:</b>	450 ATLANTIC AVENUE ABERDEEN, NJ 07747-2398	<b>Website:</b>	<a href="http://www.marsd.org">www.marsd.org</a>
<b>Phone:</b>	(732)705-5200	<b>Twitter:</b>	<a href="https://twitter.com/MatawanHS">https://twitter.com/MatawanHS</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>• Career Academies include STEM, Visual and Performing Arts, Global Humanities, Business and Leadership</li> <li>• Freshman Academy includes a high school transitional program and a specialized administrator, counselor and teachers</li> <li>• Special Education Programs which include an Autism Program, CI Program, Post-Graduate Program and a Behavioral Program.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Students will become life-long learners, critical thinkers and creative problem solvers who achieve success as valuable and contributory members of society. The school community is committed to meeting or exceeding the NJ Learning standards at all grade levels in all areas and providing a safe and supportive environment where all students are inspired, empowered and encouraged to maximize their unique potential.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>MRHS was honored as one of the Washington Post's 2017 Most Challenging High Schools in the USA, Top 100 High Schools in New Jersey-2012 NJ Monthly, Inside Jersey-nj.com-Top HS 2013 for above average growth in test scores, AP Honor Roll-Expanding Opportunity and Improving Performance for AP Students, Art Students Honorable Mention in Sixth Congressional District HS Art Competition, 2017 Monmouth County Basie Award winners, Robert Wood Johnson Brain Bee Top 3 Honors, NJ Science League Top Honors</p>



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### Courses, Curriculum, Instruction:

MRHS is a learning community which offers a comprehensive array of academic courses. Our school continues to offer the most rigorous academic courses while providing opportunities for all students to excel in diverse areas of our curriculum. MRHS is committed to enhancing our curriculum offerings, implementing innovative programs and offering a wide range of educational opportunities for students in grades nine through twelve.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Girls), Bowling (Girls), Field Hockey (Girls), Football (Boys), Soccer (Girls), Softball (Girls), Tennis (Girls), Track and Field - Spring (Girls), Track and Field - Winter (Girls), Wrestling (Boys)

The athletic highlights for the school year are the following: Boys Soccer -Shore Conference A-Central Division Champs; Boys Winter Track and Field-State Group II Relay Champs; Boys Bowling-Shore Conference A-North Division Champs; Softball-Shore Conference A-Central Division Champs; Girls Track and Field-State Sectional, Group II Champs and Shore Conference A-Central Division Champs; Boys Track and Field-State Sectional Group II Champs, Shore Conference A-Central Division Champs



### Clubs and Activities:

MRHS offers 44 co-curricular activities. Students produce a yearbook, literary magazine, radio station, television program and a quarterly student-run newspaper. Vocal and instrumental programs have enabled students to participate in multiple all state choirs, national, state, and regional competitions. Honor Societies include NHS, Math, English, Science and World Language. An active Student Council works with administration to plan and implement school activities, and to discuss school climate.



### Before and After School Programs:

MRHS offers after school tutorial programs in academic subjects such as mathematics, language arts, biology, chemistry, physics and social studies. These subject based tutorials are taught by high school faculty. Faculty recommends the program to students and parents and counselors monitor student attendance and participation during the tutorial sessions. Tutorials are available to all students in 9th through 12th grade.








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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>The MRHS staff participates in three full days of professional learning which are facilitated by high school staff members. Our School Improvement Committee, along with the high school administration, develops the learning opportunities for professional days. Faculty who engage in professional learning through outside workshops are encouraged to turnkey information to the staff for professional learning.</p>
 <b>Postsecondary Information:</b>	<p>91% of the Class of 2017 attends a 2 or 4 year college. Financial Aid Night is presented to juniors to assist in the FAFSA application process. A FAFSA Translator is provided through Brookdale Community College. An SAT Prep Course is offered in the spring and fall to students at a reduced cost. Students not attending college after graduation chose the military or employment. Some colleges that the Class of 2017 are attending are Georgetown, Princeton, Rutgers and Stanford.</p>
 <b>Student Supports and Services:</b>	<p>A double period block is offered at MRHS for all English Language Learners. The district is offering free ESL classes for families along with translators. MRHS offers Intervention and Referral Service/504/CST for students struggling with learning, behavior or health difficulties. Effective School Solution (ESS) and Achievement-Commitment-Excellence (ACE) programs have been initiated. An after school subject based tutorial program and a lunch study hall is available to all students.</p>
 <b>Student Health and Wellness:</b>	<p>Prevention presentations are offered to students focused on safety, healthy choices, county resources, taking care of self (holistic perspective), and prescription medication prevention. Staff is receiving mental health and suicide training to assist students with mental health needs. Breakfast and lunch are available for all students and is provided for students who qualify for free or reduced meals. Students participate in a physical education program that includes healthy lifestyle choices.</p>
 <b>Parent and Community Involvement:</b>	<p>The MRHS PTSO was formed in the 2016-2017 school year and membership is open to all families and staff. The PTSO is involved in fundraising activities which help foster a positive school climate and assist our student body in community projects. MRHS students are involved in internship opportunities within the community. Parents have 24/7 access to students grades and attendance through the parent portal.</p>





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School Narrative

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<div></div> <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The New Jersey School Climate Survey (NJSCS) was administered during the 2015-2016 and 2016-2017 school years. Survey data are collected from students, staff, and parents, and then analyzed by our School Climate and Safety Team. Between 2015-2016 and 2016-2017, we experienced a 13% reduction in student discipline referrals overall, and a 38% reduction in disciplinary incidents involving student-to-staff interaction. Staff survey data showed a 4.4% improvement in interpersonal relationships.</p>
<div></div> <div>Facilities:</div>	<p>Matawan Regional High School was constructed and opened in 1962. The building has gone through several renovations and building projects. Recently 19 classrooms were updated to include air conditioning and heating units. The exterior was updated with a paver patio in the area adjacent to the cafeteria. The offices have been updated with new carpeting. Classrooms have been equipped with Chromebook carts allowing all students to have access in each of their classrooms throughout the day.</p>




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School Narrative

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<div>Other Information:</div>	<p>MRHS is a diverse school community which offers many educational opportunities for students. All 9th grade students are members of our Freshman Academy which is a safe and supportive environment with a dedicated administrator, counselor and teachers. The Freshman Academy offers a smooth transition into the academic rigors of high school and an opportunity for the students to become acclimated to the school community. MRHS offers students entry into our career academies. The Stem (biomedical and engineering), Visual and Performing Arts, Global Humanities, Business and Leadership academies offer students the rigorous academic courses and 21st century career and college readiness skills. The faculty are professionals in their field of study and many have employment experience in their teaching field. Our award winning Visual and Performing arts students have earned Monmouth County Basie Awards, Monmouth County Teen Arts Awards and honors for instrumental and vocal categories. MRHS offers community service projects within the Matawan and Aberdeen community which are community based projects which involve recycling projects, a giving garden and snow removal assistance for elderly residents of both towns.</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
6	302	269	269
7	281	297	268
8	291	279	299
Ungraded	26	34	31
Total	900	879	867

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	49%
Male	54%	55%	51%
Economically Disadvantaged Students	30%	26%	27%
Students with Disabilities	13%	17%	17%
English Learners	1%	2%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	63.1%
Hispanic	15.8%
Black or African American	12.0%
Asian	6.9%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.3%

Enrollment by Home Language

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

Home Language	% of Students
English	92.5%
Spanish	5.1%
Other	2.1%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	763	99.1	69.50	66.40	54.90	69.5	53	Met Target
White	485	99.4	74.10	71.60	63.90	74.1	56.3	Met Target
Hispanic	117	99.2	56.40	*	39.80	56.4	42	Met Target
Black or African American	85	96.8	54.10	54.90	35.20	54.1	37.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	100.0	81.00	77.20	80.70	81	76.6	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	369	99.0	78.50	75.80	62.20	78.5		
Male	394	99.3	60.90	57.50	48.10	60.9		
Economically Disadvantaged Students	205	99.1	50.70	46.50	36.20	50.7	40.9	Met Target
Non-Economically Disadvantaged Students	558	99.1	76.40	74.40	65.80	76.4		
Students with Disabilities	120	97.7	15.80	22.00	20.50	15.8	14.6	Met Target
Students without Disabilities	643	99.4	79.50	75.00	61.90	79.5		
English Learners	25	100.0	28.00	*	25.20	28	N	N
Non-English Learners	738	99.1	70.90	*	57.40	70.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	261	764	764	752	4%	9%	18%	46%	23%	69%	54%
White	158	767	767	758	*	*	18%	46%	27%	73%	63%
Hispanic	47	754	754	740	*	*	26%	43%	*	57%	38%
Black or African American	28	751	751	736	*	*	*	54%	*	61%	32%
Asian, Native Hawaiian, or Pacific Islander	20	770	770	776	*	0%	*	50%	*	80%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	134	770	770	758	*	*	10%	49%	30%	79%	61%
Male	127	756	756	746	*	*	25%	43%	16%	59%	46%
Economically Disadvantaged Students	71	750	750	737	*	*	20%	44%	*	54%	34%
Non-Economically Disadvantaged Students	190	769	769	761	*	*	17%	47%	*	75%	65%
Students with Disabilities	40	725	725	722	*	*	*	*	*	20%	17%
Students without Disabilities	221	771	771	758	*	*	*	*	*	78%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	239	763	763	756	*	*	24%	34%	30%	64%	59%
White	157	766	766	764	*	*	24%	34%	33%	67%	69%
Hispanic	33	748	748	742	*	*	*	33%	*	49%	44%
Black or African American	22	752	752	737	0%	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	23	783	783	784	*	0%	*	*	52%	87%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	125	769	769	764	*	*	14%	37%	37%	74%	68%
Male	114	756	756	749	*	*	35%	31%	23%	54%	51%
Economically Disadvantaged Students	63	745	745	739	*	*	37%	32%	*	43%	40%
Non-Economically Disadvantaged Students	176	769	769	766	*	*	19%	35%	*	72%	70%
Students with Disabilities	36	715	715	719	*	*	*	*	*	*	19%
Students without Disabilities	203	771	771	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	*	*	*	708	*	*	*	*	*	*	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>	282	771	771	757	6%	7%	12%	43%	32%	75%	59%
White	182	776	776	764	*	*	12%	45%	35%	80%	68%
Hispanic	41	753	753	742	*	*	*	39%	*	59%	44%
Black or African American	37	754	754	738	*	*	*	43%	*	60%	39%
Asian, Native Hawaiian, or Pacific Islander	19	793	793	786	0%	*	*	*	53%	90%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	122	782	782	766	*	*	9%	43%	42%	85%	68%
Male	160	762	762	749	*	*	14%	43%	24%	66%	50%
Economically Disadvantaged Students	71	752	752	739	*	*	*	37%	18%	55%	40%
Non-Economically Disadvantaged Students	211	777	777	766	*	*	*	45%	36%	81%	69%
Students with Disabilities	37	711	711	718	*	*	*	*	*	11%	18%
Students without Disabilities	245	780	780	764	*	*	*	*	*	84%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	282	771	771	759	6%	7%	12%	43%	32%	75%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

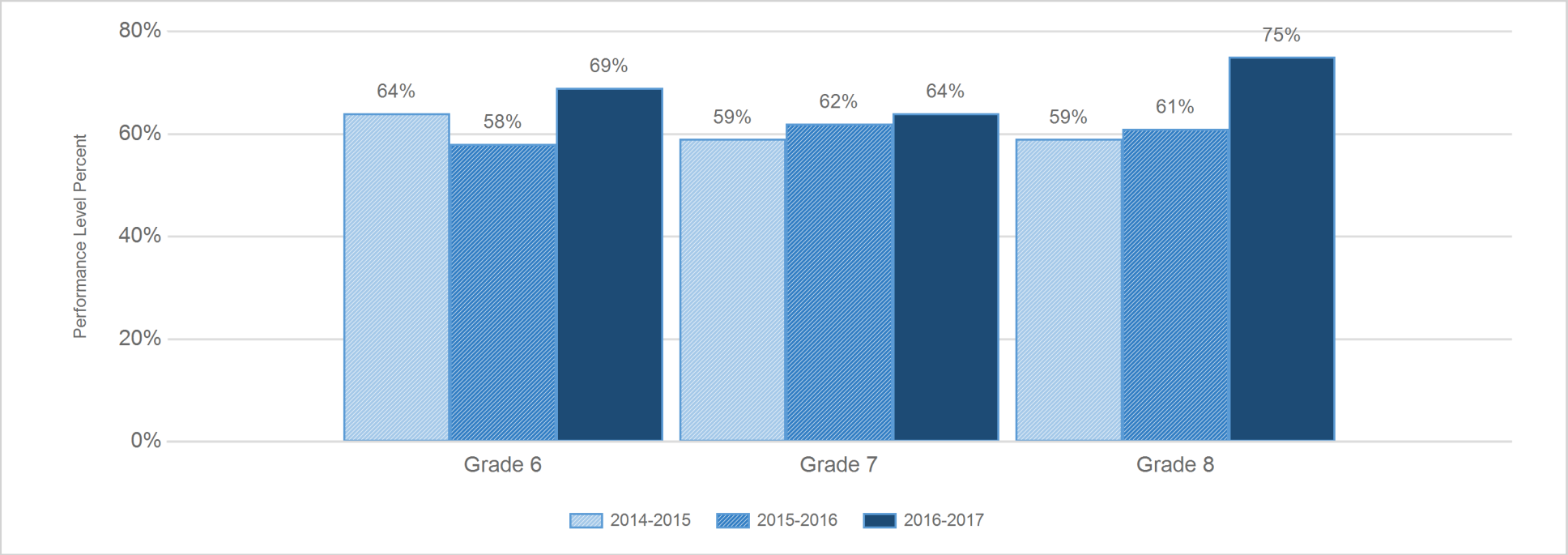


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English Language Arts/Literacy Assessment - Performance Trends

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





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## Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	763	99.4	58.50	57.00	43.50	58.5	47.9	Met Target
White	487	99.8	62.80	61.50	52.40	62.8	51.2	Met Target
Hispanic	115	98.4	45.20	*	27.60	45.2	31.3	Met Target
Black or African American	85	97.8	40.00	40.00	21.70	40	35.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	100.0	79.40	78.30	75.60	79.4	76.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	368	99.2	60.10	59.00	44.10	60.1		
Male	395	99.5	57.20	55.10	42.90	57.2		
Economically Disadvantaged Students	204	98.7	41.20	39.00	25.10	41.2	31.2	Met Target
Non-Economically Disadvantaged Students	559	99.7	64.90	64.10	54.30	64.9		
Students with Disabilities	122	99.2	10.60	*	16.50	10.6	10.1	Met Target
Students without Disabilities	641	99.4	67.70	*	48.80	67.7		
English Learners	25	100.0	20.00	*	23.30	20	N	N
Non-English Learners	738	99.4	59.90	*	45.20	59.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	261	752	752	743	*	17%	26%	40%	*	53%	44%
White	159	755	755	751	*	17%	28%	40%	*	55%	54%
Hispanic	47	743	743	731	*	21%	26%	43%	*	47%	27%
Black or African American	28	738	738	724	*	*	*	36%	*	39%	20%
Asian, Native Hawaiian, or Pacific Islander	19	769	769	771	*	0%	*	53%	*	79%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	134	754	754	745	*	16%	28%	38%	*	54%	45%
Male	127	751	751	742	*	17%	25%	43%	*	53%	43%
Economically Disadvantaged Students	71	741	741	728	*	*	31%	30%	*	37%	24%
Non-Economically Disadvantaged Students	190	757	757	752	*	*	25%	44%	*	60%	56%
Students with Disabilities	39	721	721	717	*	*	*	*	*	15%	13%
Students without Disabilities	222	758	758	748	*	*	*	*	*	60%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	*	*	*	708	*	*	*	*	*	*	13%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	228	747	747	741	*	13%	37%	40%	*	46%	40%
White	148	751	751	748	*	8%	39%	45%	*	51%	49%
Hispanic	35	735	735	730	*	29%	*	34%	0%	34%	23%
Black or African American	23	735	735	726	*	*	52%	*	*	17%	19%
Asian, Native Hawaiian, or Pacific Islander	18	762	762	764	0%	0%	*	*	*	72%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	115	747	747	743	*	17%	33%	41%	*	46%	41%
Male	113	748	748	740	*	10%	42%	39%	*	45%	38%
Economically Disadvantaged Students	65	734	734	729	*	*	32%	26%	*	28%	22%
Non-Economically Disadvantaged Students	163	753	753	749	*	*	39%	45%	*	53%	50%
Students with Disabilities	39	717	717	716	*	*	*	*	*	*	11%
Students without Disabilities	189	754	754	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	*	*	*	708	*	*	*	*	*	*	*

\*\*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>	200	749	749	728	12%	*	22%	54%	*	58%	28%
White	123	756	756	736	*	11%	19%	59%	*	64%	35%
Hispanic	35	736	736	721	*	*	29%	37%	*	40%	21%
Black or African American	32	737	737	715	*	*	*	44%	*	47%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	82	755	755	730	*	*	18%	65%	*	66%	30%
Male	118	746	746	725	*	*	25%	46%	*	52%	26%
Economically Disadvantaged Students	58	736	736	719	*	*	28%	43%	*	45%	19%
Non-Economically Disadvantaged Students	142	755	755	734	*	*	20%	58%	*	63%	34%
Students with Disabilities	37	707	707	705	*	*	*	*	*	*	*
Students without Disabilities	163	759	759	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	790	755	743	*	*	*	79%	20%	99%	42%
White	59	789	761	751	0%	0%	0%	81%	19%	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	798	*	774	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	43	786	756	744	0%	0%	*	84%	*	98%	43%
Male	39	793	754	741	0%	0%	*	74%	*	100%	40%
Economically Disadvantaged Students	11	791	742	727	0%	0%	*	*	*	91%	23%
Non-Economically Disadvantaged Students	71	789	759	751	0%	0%	*	*	*	100%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	82	790	762	747	*	*	*	79%	20%	99%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	82	790	*	745	*	*	*	79%	20%	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	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>	15	793	743	734	*	*	*	*	93%	100%	30%
White	11	793	747	740	*	*	*	*	91%	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	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	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	15	793	747	738	*	*	*	*	93%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	15	793	*	735	*	*	*	*	93%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

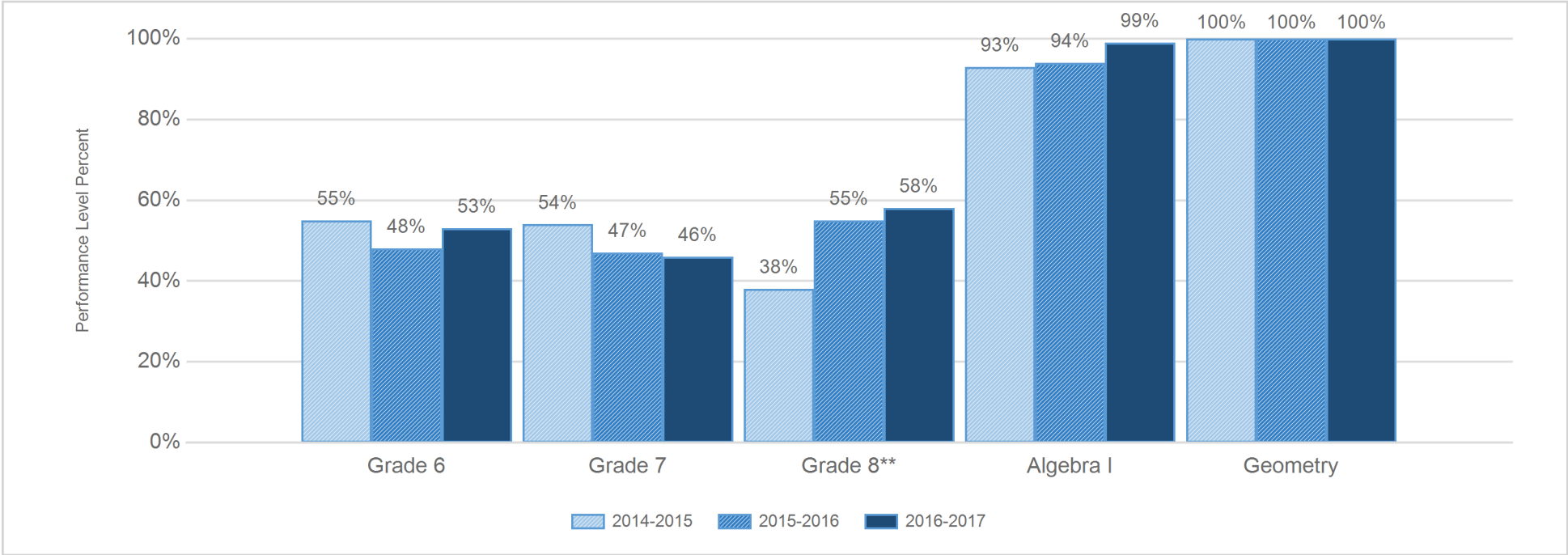


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

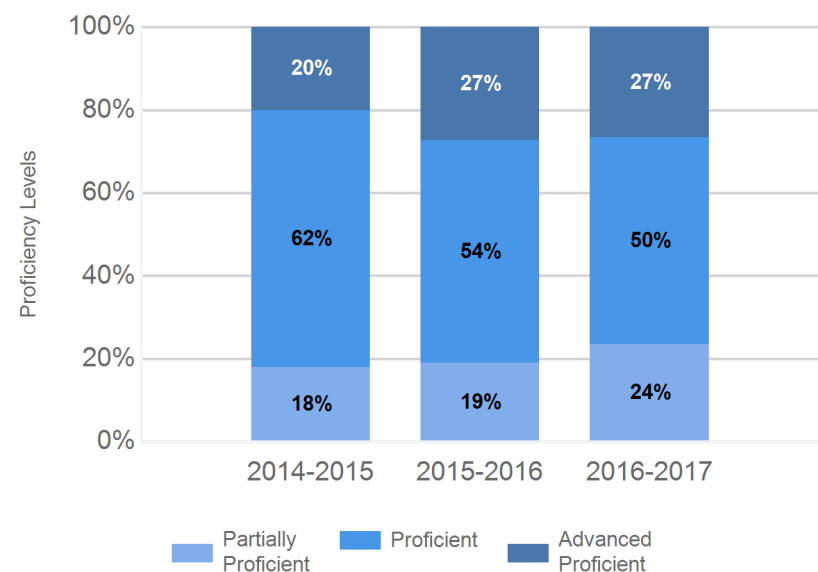
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	27%	50%	24%
White	32%	53%	16%
Hispanic	15%	41%	44%
Black or African American	7%	51%	42%
Asian, Native Hawaiian, or Pacific Islander	53%	37%	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	17%	45%	39%
Students with Disabilities	2%	16%	82%
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	63	56	50	Exceeds Target	52	50	50	Met Target
White	62	55	50	Exceeds Target	52	50	52	Met Target
Hispanic	57	50.5	49	Met Target	46	44.5	47	Met Target
Black or African American	64	57	45	Exceeds Target	57.5	44	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	64.5	65.5	60	Exceeds Target	58.5	58	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	57	50	47	Met Target	47	46	46	Met Target
Students with Disabilities	49	46.5	41	Met Target	46.5	49	43	Met Target
English Learners	60	47	53	Exceeds Target	51	50.5	51	Met Target

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



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

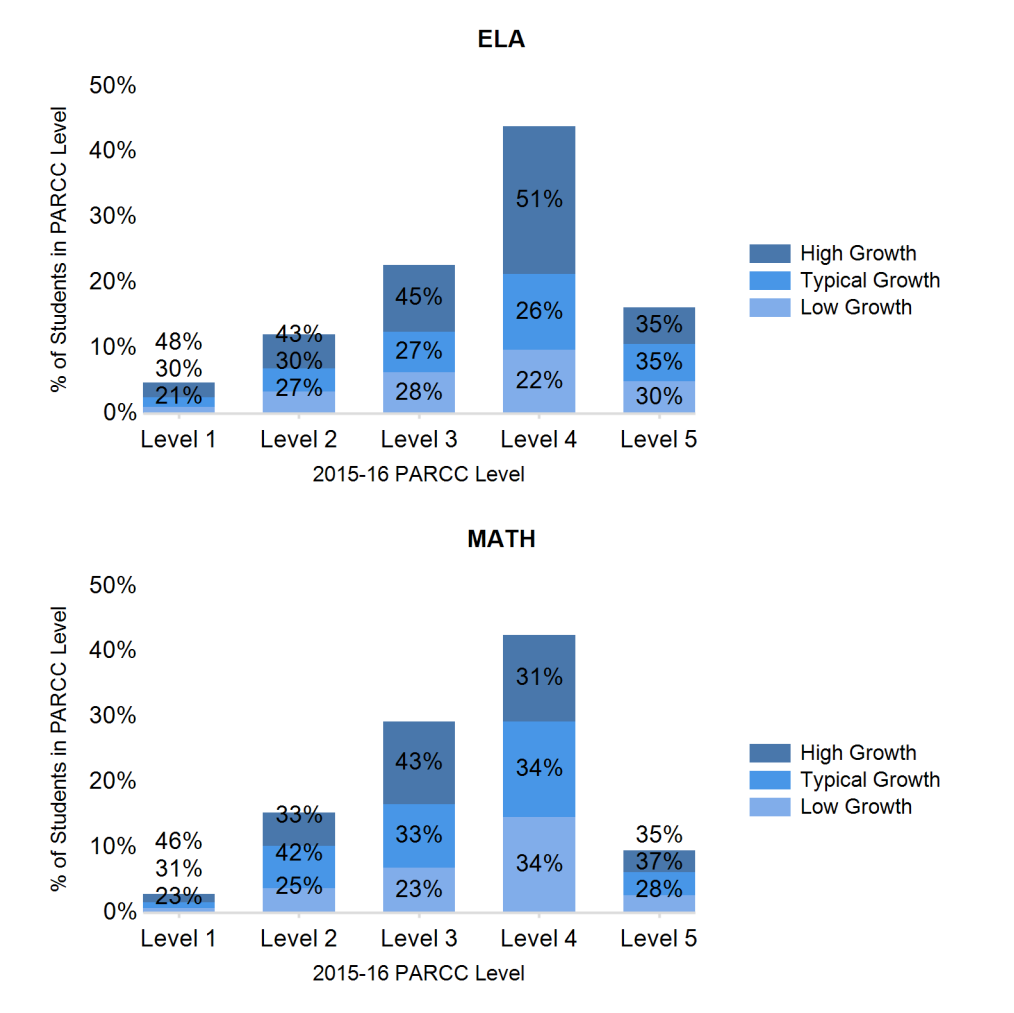
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

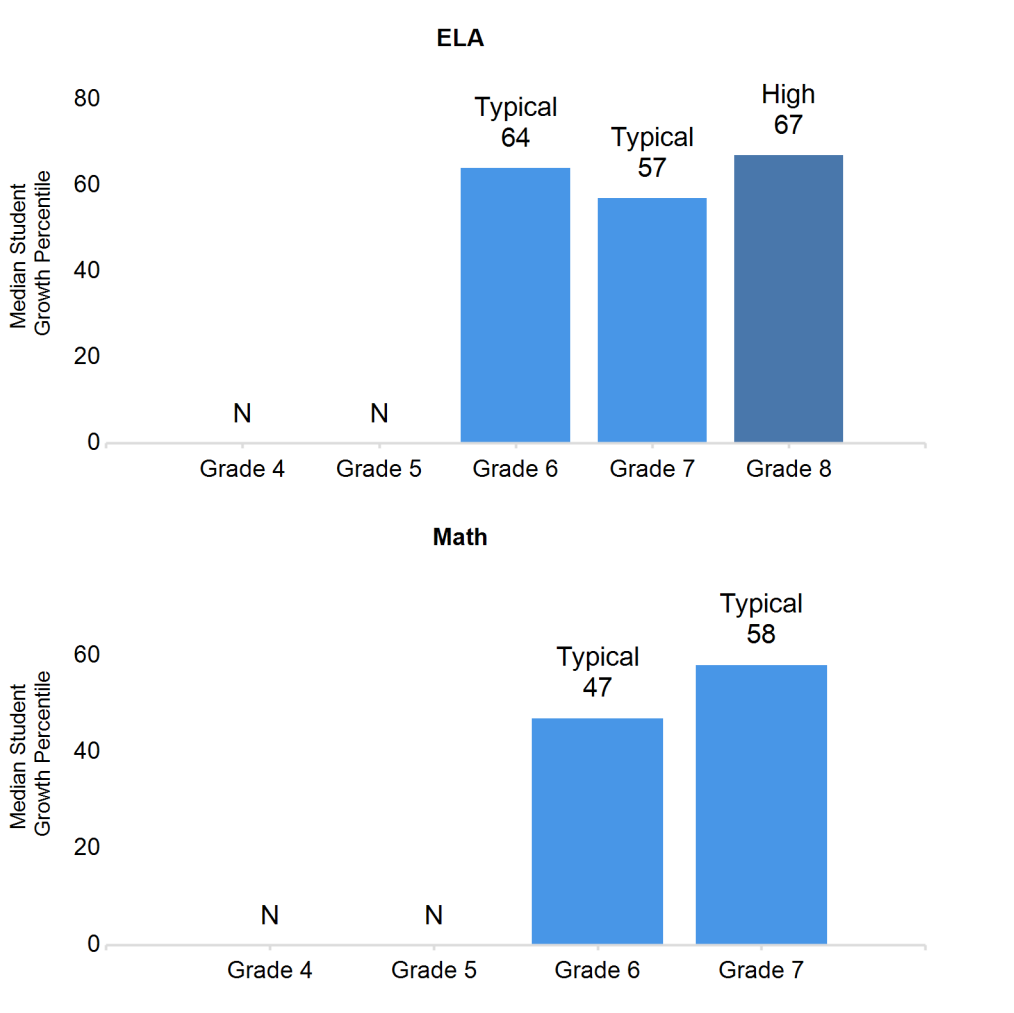
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	1	0	279
7	17	0	265
8	70	16	225
Schoolwide	88	16	769

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	121	43	106	0	0	0	0
7	105	58	107	0	0	0	0
8	169	22	103	0	0	0	0
Schoolwide	395	123	316	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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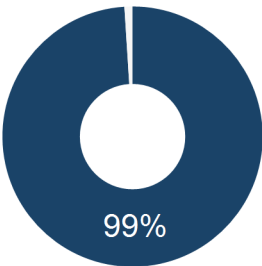
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Visual and Performing Arts – Course Participation

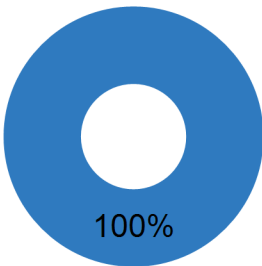
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

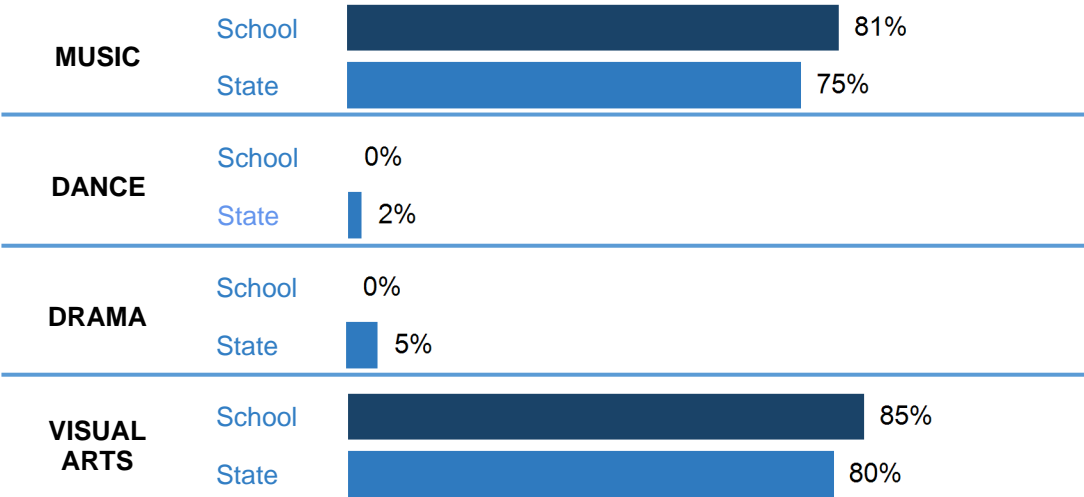


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

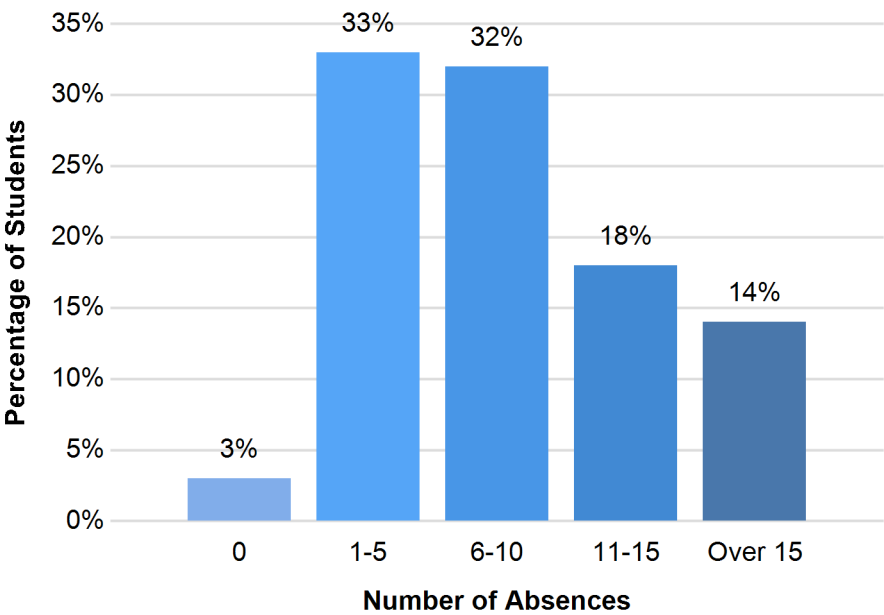
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.00	8.70	Not Met
White	13.10	8.70	Not Met
Hispanic	7.30	8.70	Met Target
Black or African American	10.50	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.10	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.60	8.70	Not Met
Students with Disabilities	27.70	8.70	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.



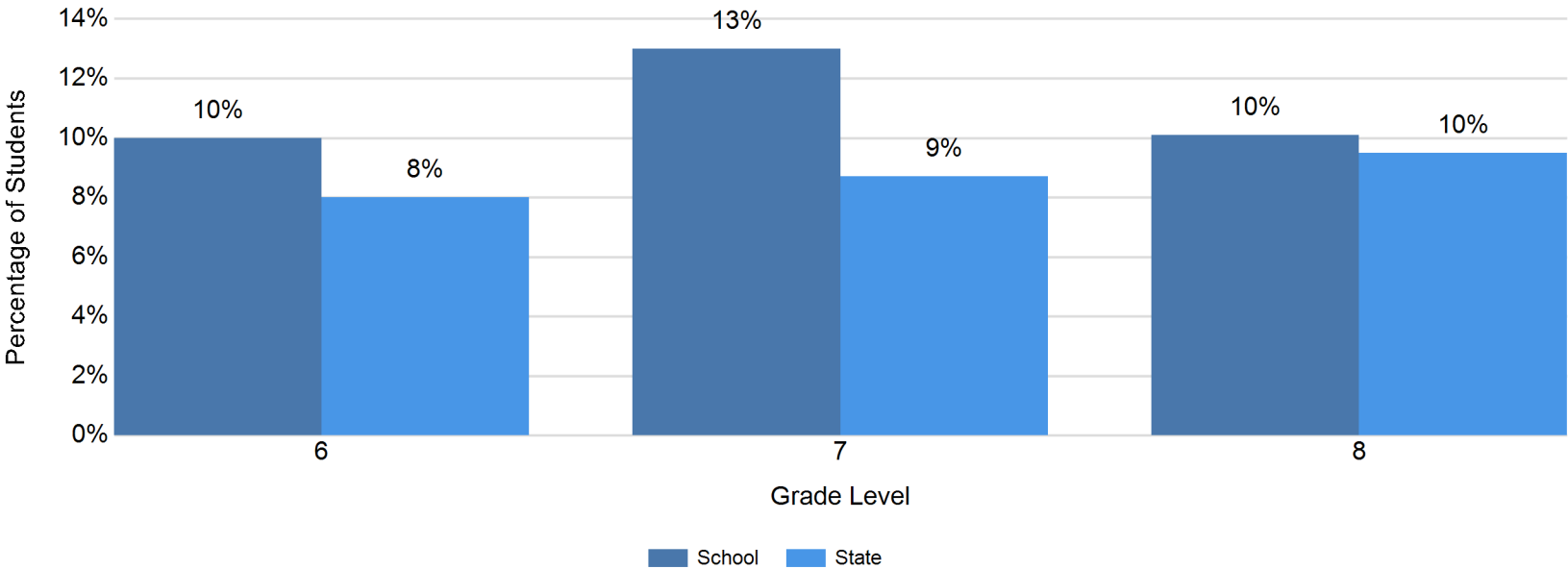


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Chronic Absenteeism by Grade

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	8:05AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 33 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	14
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	3.34

### 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	2.9%
Out-of-School Suspensions	4.4%
Any Suspension	5.4%

### 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	269.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$382	\$14,219	\$14,601



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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	73	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	78%	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	20	9,506
Average years experience in public schools	8.6	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	70%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	289:1	186:1
Librarian/Media Specialists		744:1
Nurses		465:1
Counselors		413:1
Child Study Team		248:1



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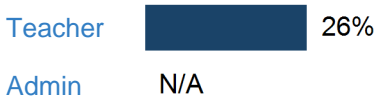
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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations,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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	67.2	17.5%
Mathematics Proficiency	63.4	17.5%
English Language Arts Growth	86.4	25.0%
Mathematics Growth	55.6	25.0%
Chronic Absenteeism	21.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.5
Summative Rating: Percentile rank of Summative Score		68.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	61.5	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
White	58.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	67.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	84.9	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	49.4	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	68.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	47.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	57.8	11.9	No	N	N	**	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Eyler	<b>Email Address:</b>	<a href="mailto:aeyley@marsd.org">aeyley@marsd.org</a>
<b>Address:</b>	469 MATAWAN AVENUE CLIFFWOOD, NJ 07721-1295	<b>Website:</b>	<a href="https://www.marsd.org/Domain/319">https://www.marsd.org/Domain/319</a>
<b>Phone:</b>	(732)705-5400		

### 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>• Member of the School Climate Transformation Project</li> <li>• Award-winning Chorus Program</li> <li>• 1:1 Chromebook Initiative with implementation of Google Suite for Education</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>“The MAMS Experience”: an emphasis on hard work, high expectations with student ownership of those expectations, exposure to rigorous curriculum in all areas, and a focus on social and emotional development that enhances a student’s ability to be an integral member of a global community.</p>







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**469 MATAWAN AVENUE**  
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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>Courses, Curriculum, Instruction:</b>	<p>MAMS offers advanced courses in English Language Arts and Mathematics. Students as early as 7th grade take Algebra I, and the enrollment numbers have increased from involvement with our Summer Program. During this program, students take Algebra four days a week, two hours a day, for five weeks during the summer to prepare them for the rigor of Algebra during the school year.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>MAMS has a thriving Special Olympics program that has produced state place winners in years past.</p>
 <b>Clubs and Activities:</b>	<p>MAMS offers a wide variety of clubs and activities for students to participate in: Art Club, Chess Club, Environmental Club, Literary Art Magazine, Math Club, Multicultural Club, Peer Buddies, Peer Leadership, The Paw Print Press, Student Council, and Willow Tree. All students are encouraged to participate in an after-school program and the district provides transportation for all students who stay after school.</p>
 <b>Before and After School Programs:</b>	<p>Matawan-Aberdeen Middle School offers a number of after-school programs that provide students with academic, behavioral, and emotional support. Our Academic Assistance Program and M.O.S.T. (Mentoring Our Students Together) offer support to students in all subject areas and includes a partnership where high school students earn community service hours.</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 participate in three full days of professional development as part of our effort to continue life-long learning. During these days, conversations revolve around the use of data to drive instruction, improving school climate, and supporting struggling learners. As part of our 1:1 Chromebook initiative, staff are provided with a “technology coach” to assist with the implementation of instructional technology.</p>
 <b>Student Supports and Services:</b>	<p>MAMS boasts a full-time ESL teacher who provides every student with an intensive program. All programs are housed in the building including our Autism, LLD, and CI Special Education program. In addition, the Peer Buddy club works with our Special Education program throughout the day including during the Adapted Physical Education course.</p>
 <b>Student Health and Wellness:</b>	<p>MAMS offers "Breakfast Before the Bell" to eligible students, and all students can purchase breakfast if they choose. The core of the Physical Education curriculum revolves around "Health and Wellness" with an emphasis placed on keeping active well beyond the middle years. Students participate in a number of programs that emphasize healthy eating and social-emotional wellness throughout the year.</p>
 <b>Parent and Community Involvement:</b>	<p>MAMS has a PTSO that meets once a month and holds numerous programs throughout the year. They work tirelessly to fund raise and provide assemblies and extracurricular programs for all students that exist outside or the traditional budget process. MAMS staff frequently apply for grants through the Matawan-Aberdeen Educational Foundation and have been provided with funds to bring in special assemblies, author visits, and much more.</p>





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School Narrative

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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>MAMS is part of the School Climate Transformation Project and administers a "School Climate Survey" to all staff, students, and parents each May. This is part of our partnership with Rutgers University and the NJDOE. Recent results have indicated a positive view of the school while also driving budget decisions that will allow for a culture of continuous improvement.</p>
<div>Facilities:</div>	<p>MAMS utilizes a "pod" organization where grade levels are housed separately from each other. This allows for students classes to be based in close proximity to each other. In addition, recent facility upgrades include a kiln for our Art classes and a Washer/Dryer set for our Community-Based Instruction courses.</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.



Other Information:

There is a direct correlation between the Matawan Regional School District strategic plan and the four characteristics that define the “MAMS Experience” for all of our students: an emphasis on hard work, high expectations with student ownership of those expectations, exposure to rigorous curriculum in all areas, and a focus on social and emotional development that enhances a student’s ability to be an integral member of a global community. We use a variety of assessments to provide targeted, data-driven support that meet each student’s individual needs. This includes the STAR Renaissance computer-based assessment, which is administered three times a year in reading and mathematics; Common Formative Assessments in all subjects administered quarterly, common midterms and finals, and other assessments that empower students to demonstrate mastery using a variety of learning styles. In addition to the core academic subjects of Science, Social Studies, Mathematics, and Language Arts, our students study world languages and exploratory arts. Students in all grade levels have the choice of one or two marking periods of World Language instruction and choose from Spanish, Italian, or French. Students then select from general music, art, and/or computers.




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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
KG	98	76	82
1	104	103	71
2	104	96	97
3	97	104	81
Ungraded	5	5	5
Total	408	384	336

### 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%	44%	41%
Male	49%	57%	59%
Economically Disadvantaged Students	27%	27%	27%
Students with Disabilities	9%	10%	11%
English Learners	4%	6%	7%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	60.1%
Hispanic	14.9%
Black or African American	10.4%
Asian	6.3%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.7%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	101	76	82

### 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	90.8%
Spanish	3.6%
Chinese	1.2%
Other	4.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	89	100.0	73.00	66.40	54.90	73	68.3	Met Target
White	57	100.0	73.70	71.60	63.90	73.7	76.1	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	15	100.0	73.40	54.90	35.20	73.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	42.90	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	38	100.0	84.20	75.80	62.20	84.2		
Male	51	100.0	64.70	57.50	48.10	64.7		
Economically Disadvantaged Students	25	100.0	48.00	46.50	36.20	48	40.8	Met Target
Non-Economically Disadvantaged Students	64	100.0	82.80	74.40	65.80	82.8		
Students with Disabilities	15	100.0	40.00	22.00	20.50	40	**	**
Students without Disabilities	74	100.0	79.80	75.00	61.90	79.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	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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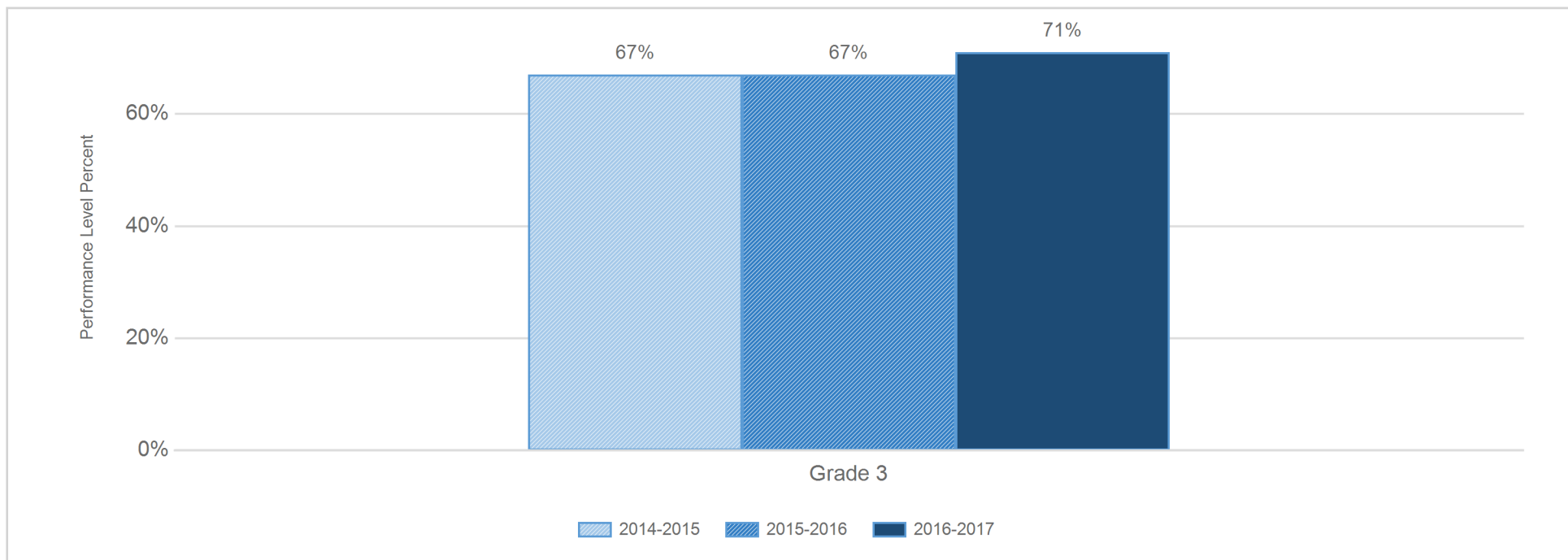
**English Language Arts/Literacy Assessment - Performance by Grade: Grade 3**

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>	93	772	767	749	*	*	22%	52%	19%	71%	50%
White	61	775	770	759	*	*	23%	51%	21%	72%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	15	754	754	731	*	*	*	*	*	67%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	783	772	754	*	*	*	55%	*	83%	55%
Male	53	764	762	745	*	*	*	49%	*	62%	46%
Economically Disadvantaged Students	28	748	743	731	*	*	*	46%	0%	46%	31%
Non-Economically Disadvantaged Students	65	783	779	762	*	*	*	54%	28%	82%	63%
Students with Disabilities	16	736	734	720	*	*	*	*	*	31%	24%
Students without Disabilities	77	780	772	755	*	*	*	*	*	79%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

## English Language Arts/Literacy Assessment - Performance Trends

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	89	100.0	73.10	57.00	43.50	73.1	72.1	Met Target
White	57	100.0	75.50	61.50	52.40	75.5	80	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	15	100.0	46.60	40.00	21.70	46.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	42.90	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	38	100.0	73.60	59.00	44.10	73.6		
Male	51	100.0	72.60	55.10	42.90	72.6		
Economically Disadvantaged Students	25	100.0	48.00	39.00	25.10	48	46.9	Met Target
Non-Economically Disadvantaged Students	64	100.0	82.80	64.10	54.30	82.8		
Students with Disabilities	15	100.0	40.00	*	16.50	40	**	**
Students without Disabilities	74	100.0	79.70	*	48.80	79.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	100.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	773	764	751	*	*	18%	39%	36%	74%	53%
White	61	774	766	759	*	*	*	34%	41%	75%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	15	760	757	733	0%	0%	*	*	*	53%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	40	773	764	751	*	*	*	40%	35%	75%	52%
Male	53	773	764	751	*	*	*	38%	36%	74%	53%
Economically Disadvantaged Students	28	752	744	736	*	*	*	50%	*	57%	34%
Non-Economically Disadvantaged Students	65	782	774	761	*	*	*	34%	*	82%	65%
Students with Disabilities	16	747	737	729	*	*	*	*	*	44%	29%
Students without Disabilities	77	778	768	755	*	*	*	*	*	81%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

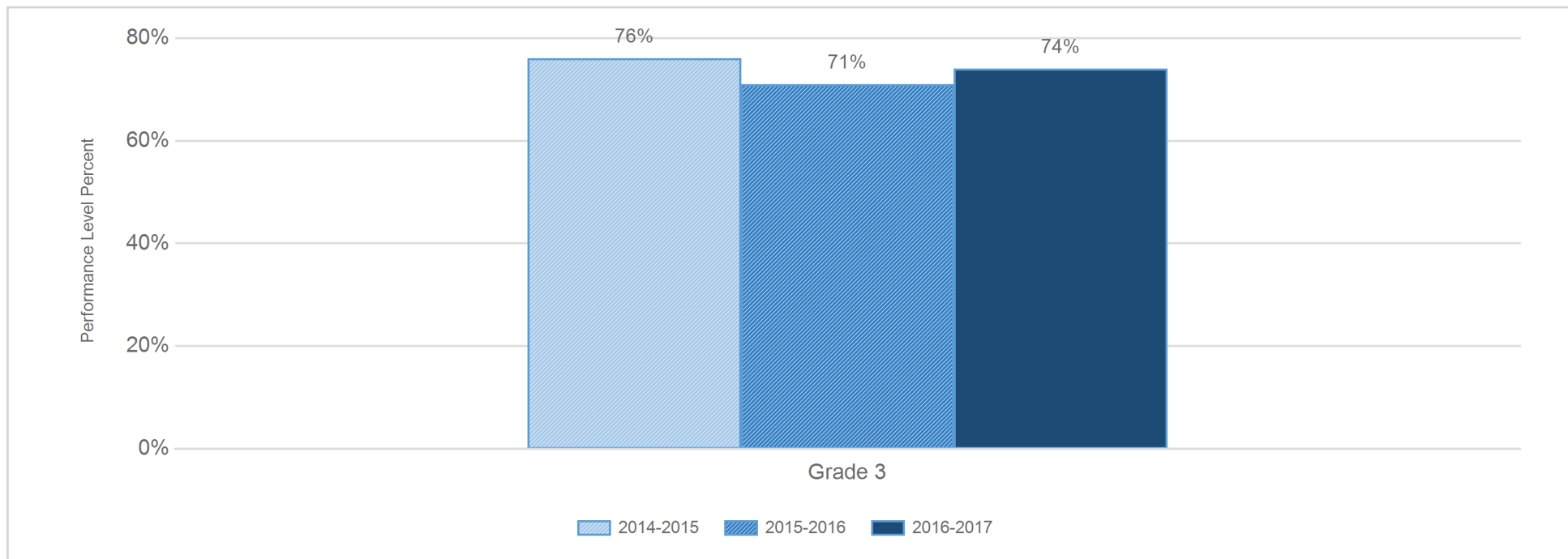


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

### Chronic Absenteeism

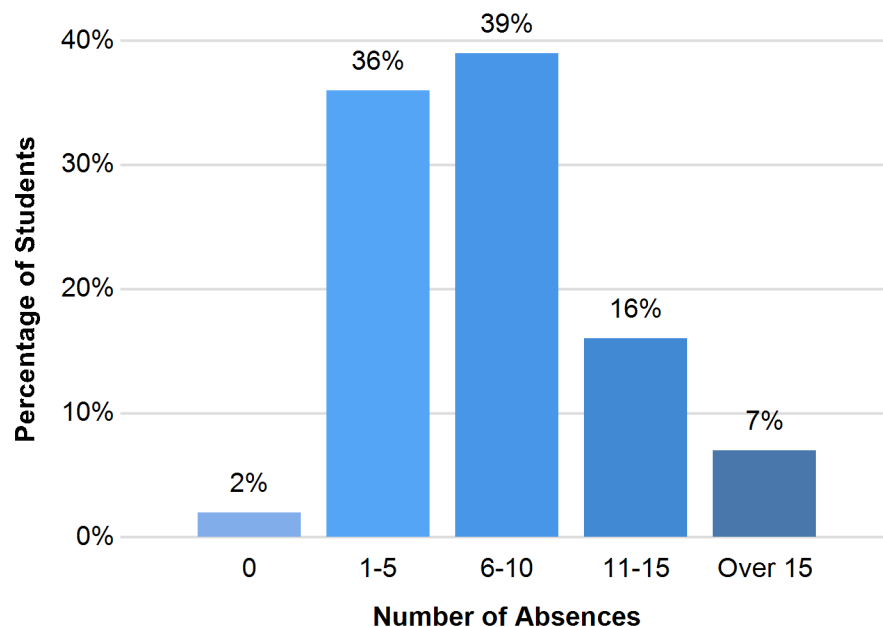
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	9.10	Met Target
White	3.50	9.10	Met Target
Hispanic	2.00	9.10	Met Target
Black or African American	8.60	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.70	9.10	Met Target
Economically Disadvantaged Students	5.40	9.10	Met Target
Students with Disabilities	7.90	9.10	Met Target
English Learners	N	**	**

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

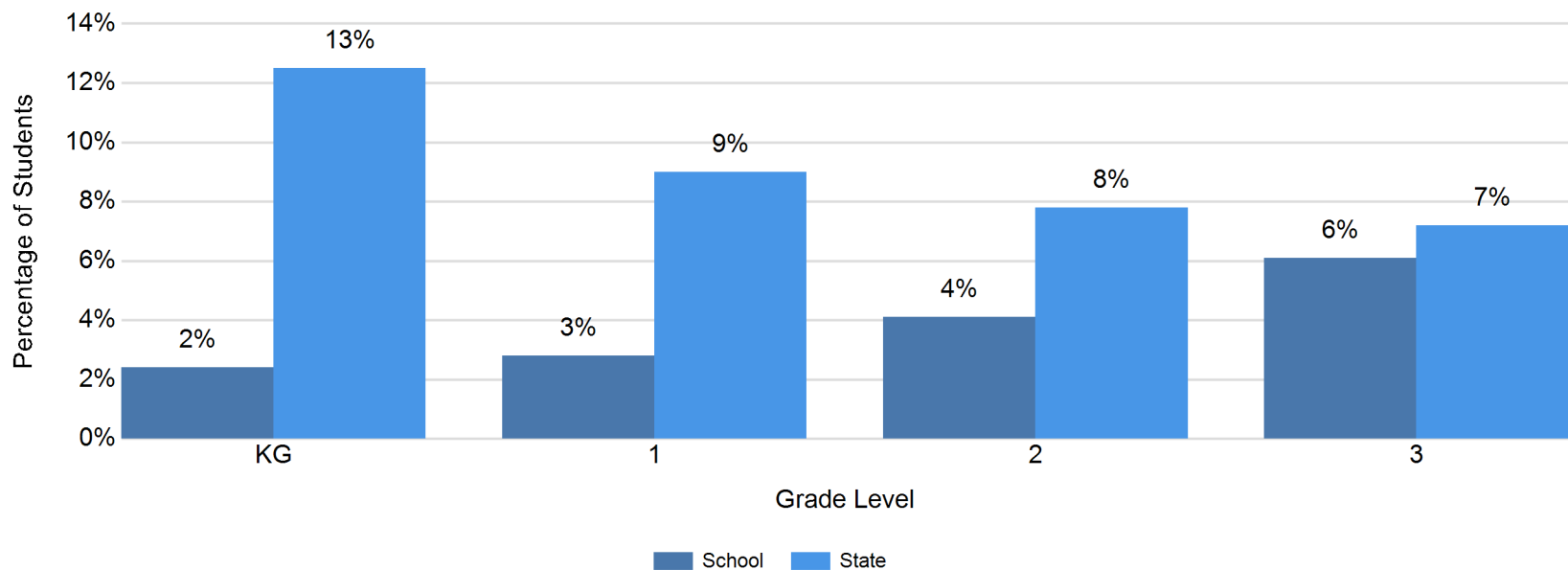
### Days Absent

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



## Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:20AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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%

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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.60

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	1.8:1	269.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$382	\$14,219	\$14,601



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	8.6	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	336:1	186:1
Librarian/Media Specialists		744:1
Nurses		465:1
Counselors		413:1
Child Study Team		248:1



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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	87%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile	N	N

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

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Janover	Email Address:	<a href="mailto:pjanover@marsd.org">pjanover@marsd.org</a>
Address:	170 RAVINE DRIVE MATAWAN, NJ 07747-2800	Website:	<a href="https://www.marsd.org/Domain/609">https://www.marsd.org/Domain/609</a>
Phone:	(732)705-5800		

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>Highlights:</div>	<ul style="list-style-type: none"> <li>• Ravine Drive School utilizes Everyday Math, as well as Reader's Workshop and Writer's Workshop.</li> <li>• Technology is part of each school day, with all students in grades 2 and 3 utilizing a 1:1 personal Chromebooks.</li> <li>• Students participate in a STEAM Club where they integrate Science, Technology, Engineering and Math with Art.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>Learning comes alive at Ravine Drive as students are encouraged to create, to become active learners and to appreciate their learning opportunities. Our school community is united in working to ensure excellence in classroom instruction and in program initiatives for students, staff, and parents.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Third grade students at Ravine Drive become student leaders as part of a supervised Safety Patrol. Multiple clubs and programs give students opportunities to enhance their individual talents and work in special interest areas. Our second and third grade students participate in our STEAM Club, working closely with staff as they complete design challenges. Students also participate in an Art Show which allows parents and members of the community to share in the creativity of our students.</p>



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School Narrative

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 <div>Courses, Curriculum, Instruction:</div>	<p>The curriculum consists of reading/language arts, mathematics, science and social students. Health is taught at every grade level. This program is complemented by instruction in fine arts, music, physical education, computers and library studies. The language arts program is based on a balanced literacy approach in which reading, writing, spelling, and social studies are integrated. As part of their instruction, all students participate in Reader's Workshop and Writer's Workshop.</p>
 <div>Clubs and Activities:</div>	<p>Third grade students take on a leadership role as members of the Safety Patrol. Second and third grade students participate in the STEAM Club, as well as Claymations.</p>
 <div>Before and After School Programs:</div>	<p>Students in Peer Buddies have the opportunity to develop new friendships while meeting with second grade students.</p>






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School Narrative

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 <div>Student Supports and Services:</div>	Students experiencing academic difficulty can obtain assistance from a number of Interventions, which may include Basic Skills, or by attending ESL tutoring. The Intervention and Referral Services Committee helps staff members develop additional strategies to assist students who are encountering difficulty in school. This team gathers information from the parents and the teacher and then works closely with the staff members providing assistance to support the students' learning.
 <div>Student Health and Wellness:</div>	The students receive weekly instruction in physical education and health. They also engage in daily physical activity (DPA) during recess. A daily breakfast and lunch program is offered to all students which focuses on healthy eating habits.
 <div>Parent and Community Involvement:</div>	Parents and community are an integral part in our school. The Ravine Drive PTO is extremely active and provides financial support for field trips, supplemental materials, special projects, and sponsors cultural arts programs . Ravine Drive also works closely with the local police department, providing activities and presentations throughout the school year.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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	140	93	111
1	118	135	96
2	103	114	132
3	131	96	102
Ungraded	24	16	18
Total	516	454	459

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	52%	51%
Male	48%	48%	50%
Economically Disadvantaged Students	22%	23%	25%
Students with Disabilities	11%	13%	13%
English Learners	4%	8%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	64.3%
Hispanic	20.3%
Black or African American	6.1%
Asian	5.4%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	139	93	111

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	87.1%
Spanish	10.0%
Other	2.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	110	99.1	79.10	66.40	54.90	79.1	69.9	Met Target
White	72	98.6	84.70	71.60	63.90	84.7	71.6	Met Goal
Hispanic	19	100.0	52.60	*	39.80	52.6	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	42.90	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	62	100.0	83.90	75.80	62.20	83.9		
Male	48	98.0	73.00	57.50	48.10	73		
Economically Disadvantaged Students	24	96.6	45.90	46.50	36.20	45.9	45.8	Met Target
Non-Economically Disadvantaged Students	86	100.0	88.40	74.40	65.80	88.4		
Students with Disabilities	15	93.7	33.30	22.00	20.50	32.9	**	**
Students without Disabilities	95	100.0	86.30	75.00	61.90	86.3		
English Learners	10	92.3	30.00	*	25.20	28.6	**	**
Non-English Learners	100	100.0	84.00	*	57.40	84		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	779	767	749	*	*	17%	57%	22%	79%	50%
White	72	780	770	759	*	0%	*	64%	21%	85%	61%
Hispanic	22	763	*	734	*	*	*	*	*	55%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	64	783	772	754	*	*	*	56%	*	83%	55%
Male	49	773	762	745	*	*	*	57%	*	74%	46%
Economically Disadvantaged Students	27	750	743	731	*	*	*	44%	*	48%	31%
Non-Economically Disadvantaged Students	86	788	779	762	*	*	*	61%	*	88%	63%
Students with Disabilities	14	741	734	720	*	*	*	*	0%	36%	24%
Students without Disabilities	99	784	772	755	*	*	*	*	25%	85%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

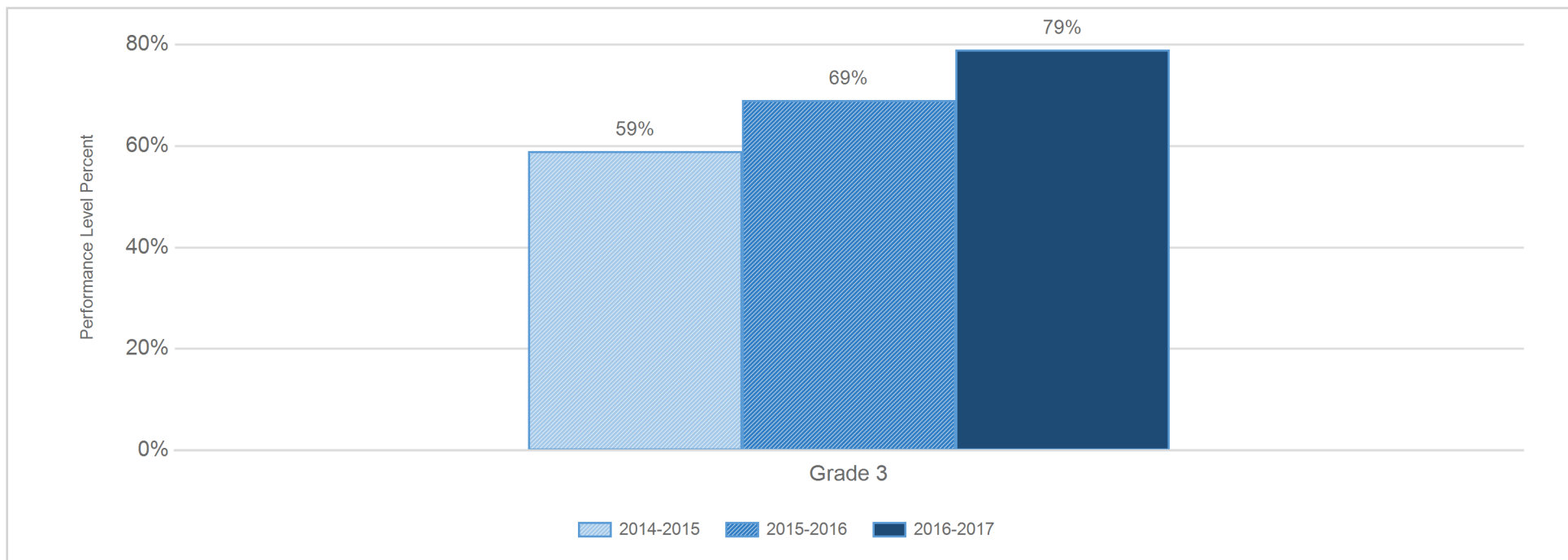


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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## Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	110	99.1	77.30	57.00	43.50	77.3	72.8	Met Target
White	72	98.6	77.80	61.50	52.40	77.8	74.5	Met Target
Hispanic	19	100.0	68.50	*	27.60	68.5	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	42.90	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	62	100.0	83.80	59.00	44.10	83.8		
Male	48	98.0	68.70	55.10	42.90	68.7		
Economically Disadvantaged Students	24	96.6	54.10	39.00	25.10	54.1	53.4	Met Target
Non-Economically Disadvantaged Students	86	100.0	83.70	64.10	54.30	83.7		
Students with Disabilities	15	93.7	33.40	*	16.50	32.9	**	**
Students without Disabilities	95	100.0	84.20	*	48.80	84.2		
English Learners	10	92.3	70.00	*	23.30	66.6	**	**
Non-English Learners	100	100.0	78.00	*	45.20	78		
Homeless Students	N	N	N	100.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	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>	113	769	764	751	*	*	14%	50%	27%	77%	53%
White	72	770	766	759	*	*	17%	51%	26%	78%	63%
Hispanic	22	758	*	738	*	*	*	46%	*	68%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	64	770	764	751	*	*	*	55%	28%	83%	52%
Male	49	767	764	751	*	*	*	45%	25%	69%	53%
Economically Disadvantaged Students	27	748	744	736	*	*	*	44%	*	56%	34%
Non-Economically Disadvantaged Students	86	775	774	761	*	*	*	52%	*	84%	65%
Students with Disabilities	14	736	737	729	*	*	*	*	*	36%	29%
Students without Disabilities	99	774	768	755	*	*	*	*	*	83%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

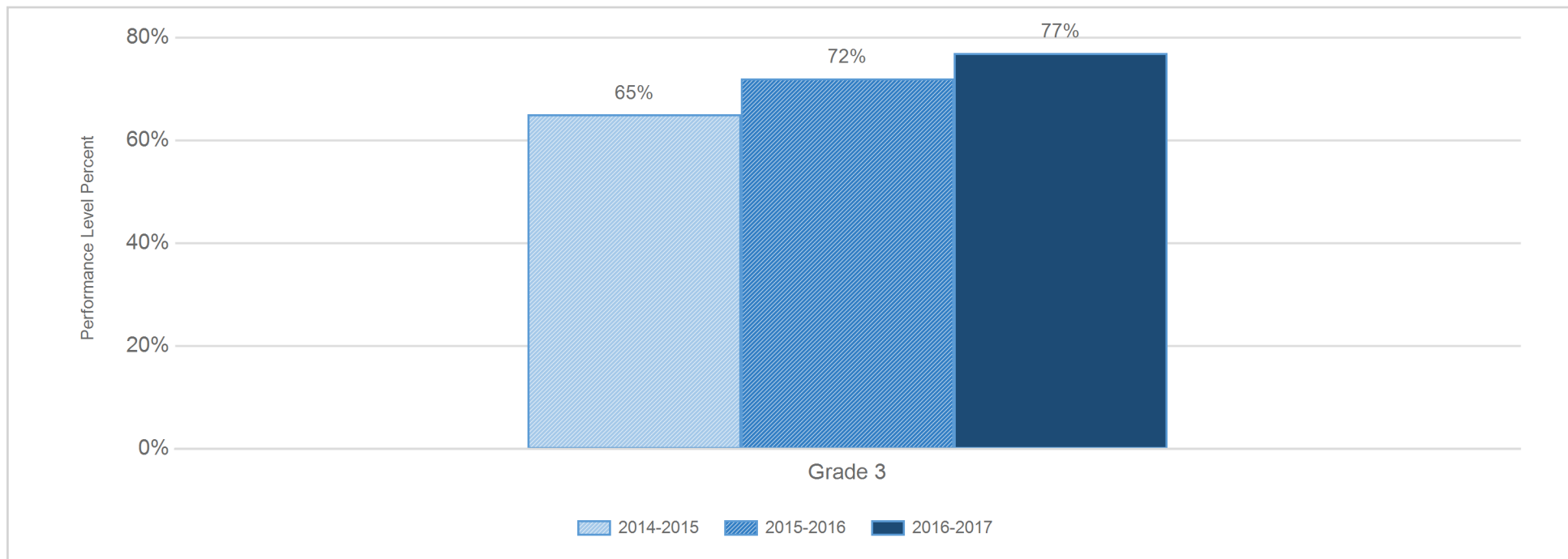


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

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	10	*	*
3	11	*	*
4	*	*	*
5+	*	*	*



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

### Chronic Absenteeism

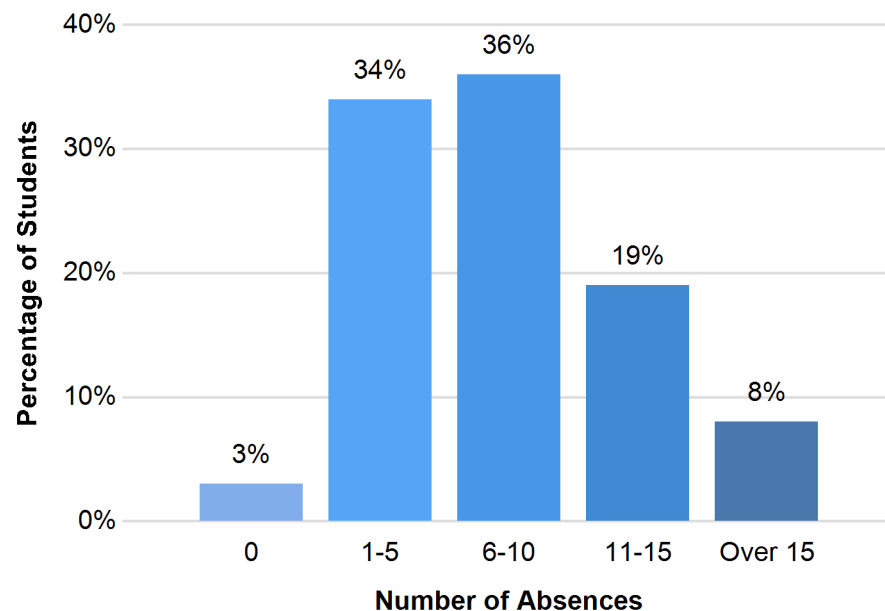
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.80	9.10	Met Target
White	4.40	9.10	Met Target
Hispanic	4.30	9.10	Met Target
Black or African American	7.40	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.80	9.10	Not Met
Students with Disabilities	8.20	9.10	Met Target
English Learners	9.10	9.10	Met Target

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

### Days Absent

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



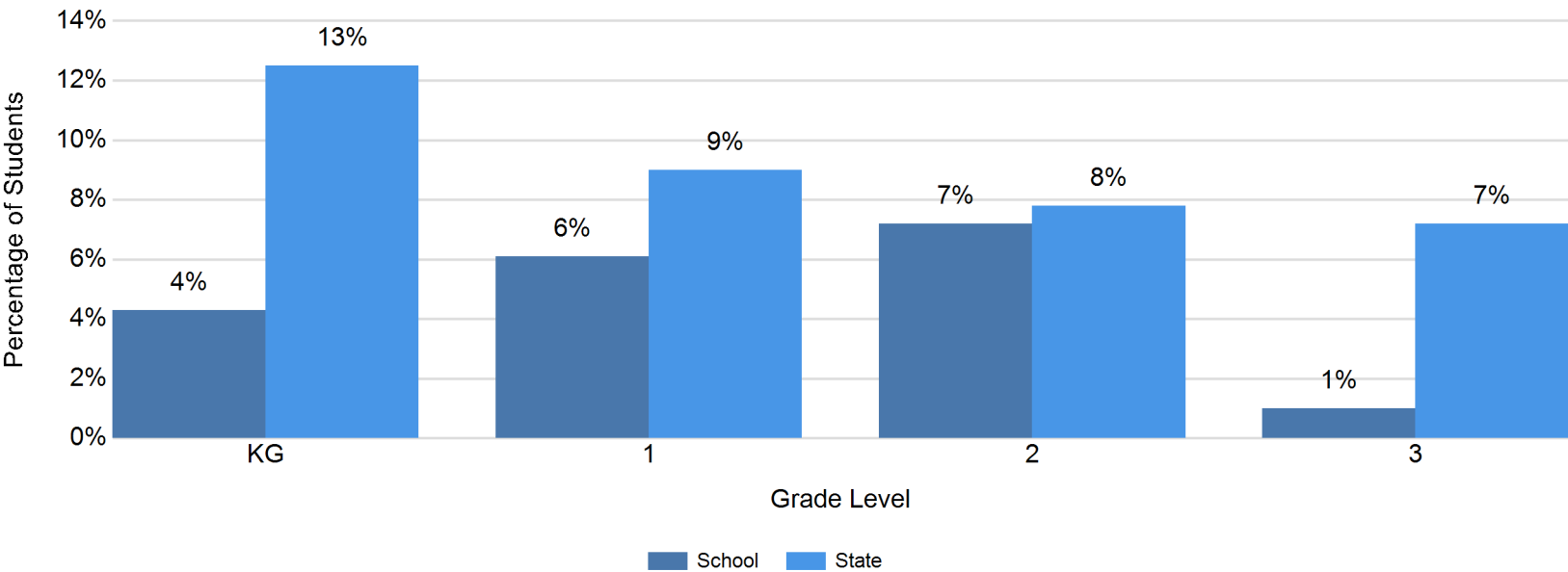


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Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	9:20AM
Typical End Time	2:35PM
Length of School Day	5 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	269.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$382	\$14,219	\$14,601



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	8.6	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	70%	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	13:1	11:1
Administrators	459:1	186:1
Librarian/Media Specialists		744:1
Nurses		465:1
Counselors		413:1
Child Study Team		248:1



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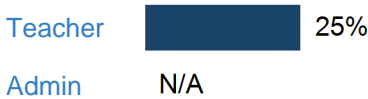
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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations,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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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

† Target was met within a confidence interval.



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**School General Info**

<b>Principal:</b>	Mrs. Bera	<b>Email Address:</b>	<a href="mailto:kbera@marsd.org">kbera@marsd.org</a>
<b>Address:</b>	282 CHURCH STREET ABERDEEN, NJ 07747-1599	<b>Website:</b>	<a href="https://www.marsd.org/Domain/672">https://www.marsd.org/Domain/672</a>
<b>Phone:</b>	(732)705-5900		




**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>• Strathmore School's curriculum includes, Reader's and Writer's Workshop and Everyday Math</li> <li>• Technology is infused into daily lessons utilizing Promethean Boards, Ipads and Chromebooks</li> <li>• Award winning student artists , authors and performing chorus.</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Strathmore Elementary serves approximately 475 students. Strathmore is the home for neighborhood students in kindergarten through grade three. At Strathmore Elementary, all students learn in a positive learning environment that welcomes exploration and enhances student confidence.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Each Year Strathmore Elementary Teachers participate in the Governor's Educator of the Year Program. Since 2013 many of our Strathmore students have become published authors in The Young American Poetry Digest. Students are recognized daily by the school principal through our "Star Student" Program.</p>

School Narrative

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 <div> <b>Courses, Curriculum, Instruction:</b> </div>	<p>The curriculum consists of reading/language arts, mathematics, science and social students. Health is taught at every grade level. This program is complemented by instruction in fine arts, music, physical education, computers and library studies. The language arts program is based on a balanced literacy approach in which reading, writing, spelling, and social studies are integrated. As part of their instruction, all students participate in Reader's Workshop and Writer's Workshop.</p>
 <div> <b>Clubs and Activities:</b> </div>	<p>Third grade students become leaders through our supervised Safety Patrol Program. Second and Third grade students participate in the Claymation Club. Students invent and create projects during STEAM Night and Family Art Night.</p>
 <div> <b>Before and After School Programs:</b> </div>	<p>The Peer Buddy Program gives studenst in all grades the opportunity to develop friendships in a natural environment. Students in third grade meet weekly with their second and third grade buddies.</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.

 <div>Student Supports and Services:</div>	Students experiencing academic difficulty can obtain assistance from a number of Interventions, which may include Basic Skills, or by attending ESL tutoring. The Intervention and Referral Services Committee helps staff members develop additional strategies to assist students who are encountering difficulty in school. This team gathers information from the parents and the teacher and then works closely with the staff members providing assistance to support the students' learning.
 <div>Student Health and Wellness:</div>	The students receive weekly instruction in physical education and engage in daily physical activity (DPA) during recess. A daily breakfast and lunch program is offered to all students which focuses on healthy eating habits.
 <div>Parent and Community Involvement:</div>	Parents and community play and integral part in our school. They are involved in all aspects of school life, enriching the activities for all of our students. Strathmore's Parent Teacher Organization is extremely active and provides financial support for field trips, supplemental materials, special projects, and sponsors cultural arts programs .